

Using the Spiral Curriculum Model to Improve Record Keeping in Satellite Haemodialysis Units

Cathy Poole¹, Catherine Hutchinson¹, Kris Paule¹, Michelle Starr¹, Ben Brierley¹

¹Fresenius Medical Care, NephroCare Head Office, Fresenius Medical Care Renal Services Ltd, Kings Norton, Birmingham, Great Britain

Introduction

The use of electronic record keeping is well established within the healthcare environment. Our electronic record keeping system, EuCliD, has been in operation in our network of satellite dialysis units for well over a decade. During this time the functionality has increased requiring robust training in its use and navigation. Developing a sound understanding of all the features of EuCliD requires an iterative revisiting of the topics, subjects or themes associated with records and record keeping.

Objectives

The overall objectives were to:

- Develop the spiral curriculum^{1,2}. (Picture1.) linked to EuCliD
- Increase theory and practice skills to improve record keeping for all haemodialysis care delivered
- Comply with professional standards and statutory requirements of record keeping
- Improve completeness and accuracy of nursing care records

Methods

The following methods were used;

1. Review of current training modules/training sessions and associated training uptake between 2015 – 2019
2. Identification of training gaps
3. Develop additional training to enhance the spiral curriculum

The spiral curriculum allows the introduction of basic concepts without worrying about deep understanding and then slowly progress towards a higher more complex order of thinking.^{1,2}.

Results

Review of our training modules/training sessions associated with record keeping identified the following;

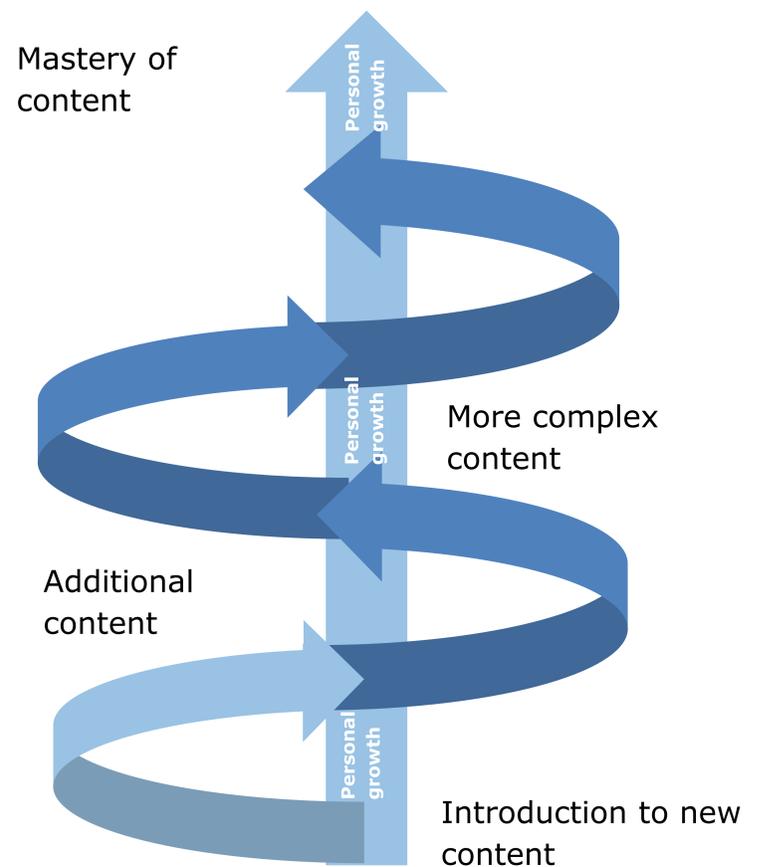
For three consecutive years 2015 to 2017 seven modules/training sessions were delivered. This increased to 19 in 2018 and 22 have been scheduled for 2019 (Graph1.).

Early results indicate an improvement in EuCliD data entry as do the nursing record audits. These results have culminated in spiral curriculum development for 2019.

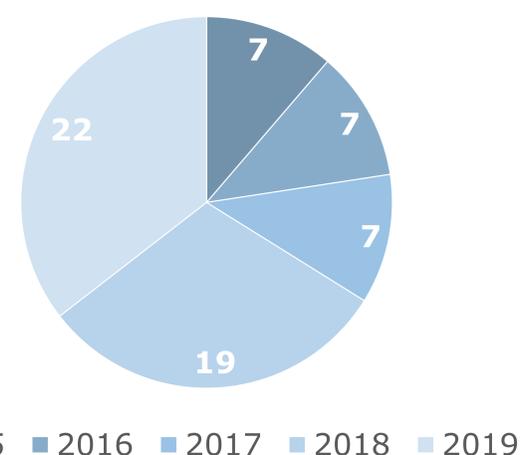
1. Introduction to EuCliD for new employees
2. EuCliD Intermediate training
3. EuCliD Expert training
4. Understanding the balanced scorecard & key performance indicators
5. On site "Bite Size" training on EuCliD
6. Development of a desktop reference folder containing EuCliD navigation process flows
7. 'Focus of the month calendar' – to emphasise one element of record keeping each month

References

1. Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
2. Gibbs, B. (2014). Reconfiguring bruner: Compressing the spiral curriculum: At base, the "spiral curriculum" is the best way to design learning, but we've gone wrong in its implementation. *Phi Delta Kappan*, 95(7), 41.
3. Nursing & Midwifery Council (2018) *The Code. Professional Standards of practice and behaviour for nurses, midwives and nursing associates*. London: NMC
4. Gunay, U., & Kilinc, G. (2018) The transfer of theoretical knowledge to clinical practice by nursing students and the difficulties they experience: A qualitative study. *Nurse Education Today* Volume 65, June 2018, Pages 81-86



Picture 1. Concept of the Spiral Curriculum



Graph 1. Record Keeping Modules/Training Sessions 2015 - 2019

Conclusion

Contemporaneous record keeping remains the bed rock of nursing practice (NMC 2018)³ it is integral for the provision of safe and effective care. Benefits of the spiral curriculum as described by Bruner¹ (1960) have synergies with record keeping teaching and learning. The building of knowledge and understanding moving from basic to more complex concepts where information is reinforced and solidified each time the learner revisits the subject matter embeds learning and allows learners to put theory into practice⁴.