

Prioritization of training requirements for the safe handling of hazardous drugs

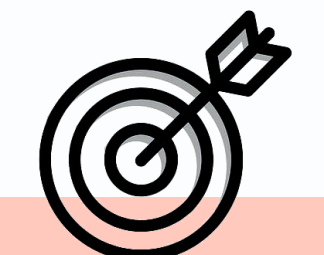


Mathilde Dupré¹, Cynthia Tanguay¹, Jean-François Bussières¹
¹Unité de recherche en pratique pharmaceutique, Département de pharmacie, CHU Sainte-Justine, ²Faculté de pharmacie, Université de Montréal, Montréal

BACKGROUND

- The ASSTSAS Prevention Guide « **Safe handling of hazardous drugs** » was updated in 2021 [1], prompting the update of educational resources for healthcare centers
- Updated and quality educational material is required to train the workers, but the creation of such material is time-consuming
- Shared educational resources would be beneficial for centers
- The Prevention Guide is a 197-page document, thus topics to be covered must be prioritized

OBJECTIVE



To prioritize topics for the creation of training videos for the safe handling of hazardous drugs, to provide harmonized training tools to Quebec healthcare centers

DESCRIPTION



- Topic selection**
- 53 topics from the 2021 ASSTSAS Prevention Guide « Safe handling of hazardous drugs » [1] were pre-selected by the research team
 - This pre-selection and the questionnaire was pre-tested by four persons (experts and authors of the prevention guide)
 - Further topic prioritization was done by pharmacists and nurses from the Community of Practice on the safe handling of hazardous drugs, using a Delphi Technique

Delphi technique

- A Delphi technique can be used to gather the opinions of experts on specific topics to identify convergences and reach consensus
- The process comprised two rounds over two weeks
- For each round, participants rated the pre-selected topics from 1 to 9, 9 being a topic that must be covered
 - Round 1: participants rated the 53 topics. Topics with an average rating **higher than 6** were kept for round 2.
 - Round 2: participants rated the revised list of topics (the average rating from round 1 was visible). Topics with an average **higher than 7** were prioritized

Rating	1	2	3	4	5	6	7	8	9
Round 1						Average rating >6 topic kept for round 2			
Round 2							Average rating >7 topic prioritized		

Fig 1. Ratings

RESULTS

- Respectively, 41 and 44 people participated in the two rounds of the Delphi technique (Fig.2).
- Eight topics were prioritized
- Pharmacists (in blue) rated topics from the Pharmacy chapter higher than nurses and nurses (in pink) rated topics from the Care unit chapter higher. Both groups had similar ratings for other topics

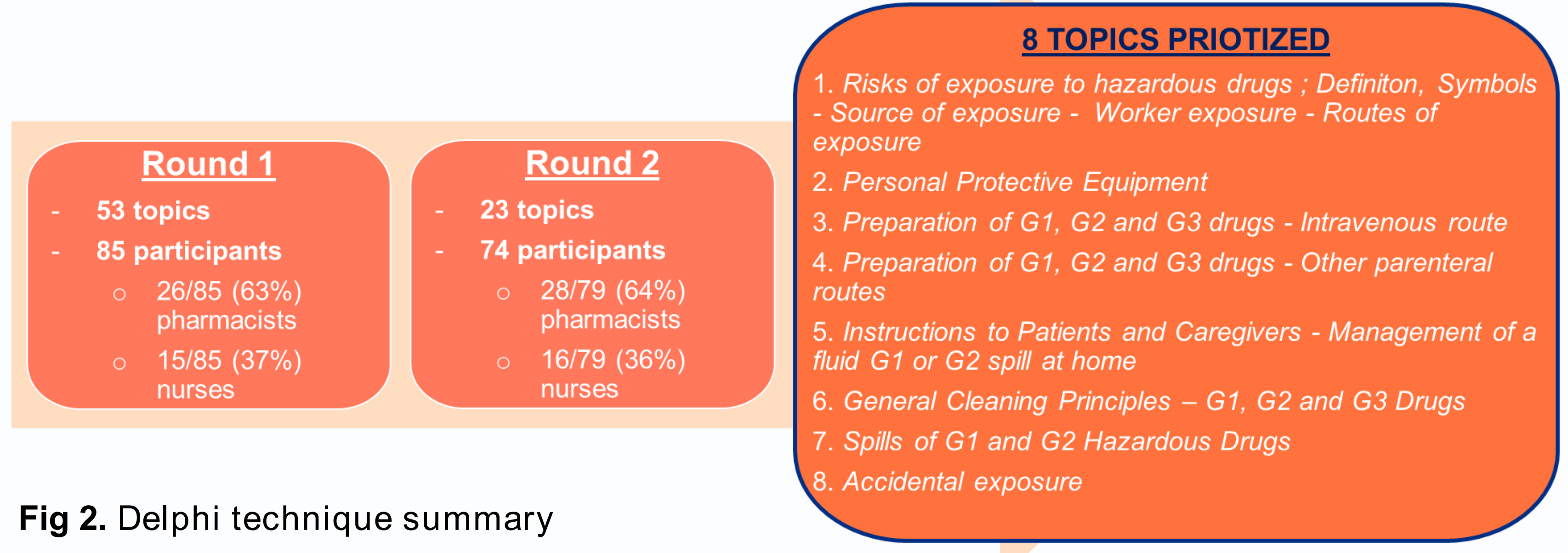


Fig 2. Delphi technique summary

RELEVANCE

- Identifying the scope and targeted audience are key steps in planning educational material
- Pharmacists and nurses from a community of practice prioritized eight topics that would benefit from harmonized educational content
- This list is currently used for the creation of training videos. In addition to healthcare workers and managers, these could be useful for pharmacy students
- Involving key multidisciplinary stakeholders in the selection of topic helped identify the knowledge gap and will lead to the creation of relevant material
- These educational resources will be available to all Quebec healthcare centers
- This training material will contribute to reducing occupational exposure to hazardous drugs.

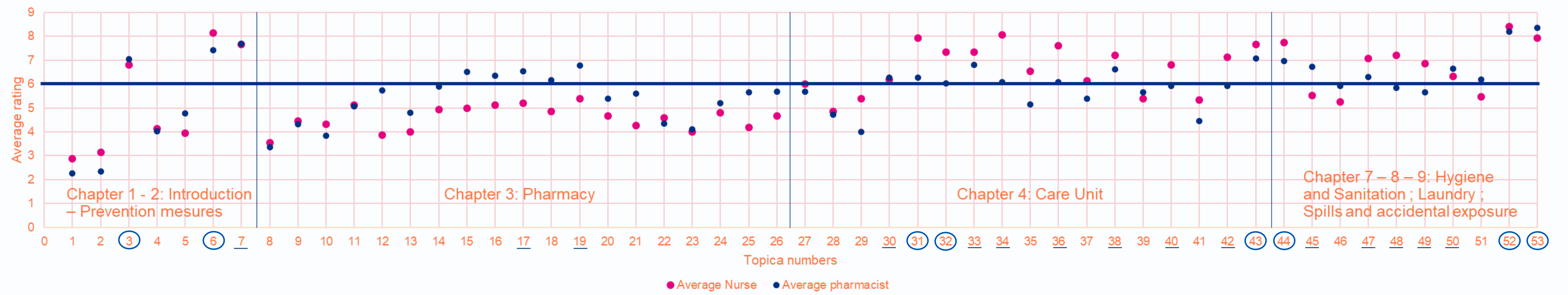


Fig 3. Round 1 average ratings, per profession. Topics underlined were selected for round 2. Topics circled were prioritized after the second round.

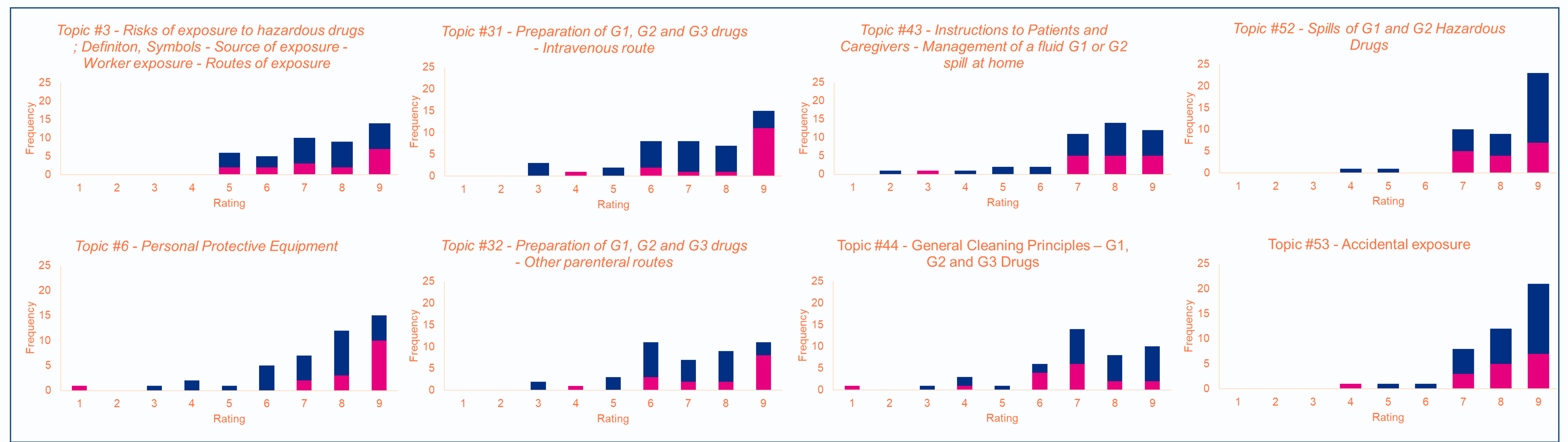


Fig 4. Round 2 rating frequency, per profession. Legend: ■ Nurse ■ Pharmacist

[1] ASSTSAS Safe handling Guide. 2021 Available at: <https://asstsas.qc.ca/publication/gp65>