

Distance Learning for Incontinence Care

Purpose: This paper describes a distance learning project designed to help nursing homes implement incontinence management best practices. A basic premise is that effectively translating research into practice requires both a feasible intervention and a dissemination strategy responsive to the target audience's needs. **Design and Methods:** Over eight months, nurse supervisors from 14 nursing homes in 10 states learned how to implement prompted voiding during monthly 60-90 minute teleconferences. Supervisors completed field assignments that required them to implement prompted voiding. Descriptive evaluation data was collected using a resident data form, pre- and post-training quizzes, and a project evaluation survey. **Results:** Nursing home staff attended an average of 6.5 teleconferences; on average, three staff members typically attended each teleconference. Eighty-nine percent of all survey respondents (N=28) reported that they: 1) would participate in a similar project and 2) would recommend the course to colleagues. Average scores on the quiz increased 16% ($p < .05$) from pre- to post-training. Collectively, participating facilities assessed a total of 261 incontinent residents and reported maintaining 117 (44.8%) on prompted voiding, for an average of 10 residents per facility; however, the range was wide: from 2 to 28 residents. **Implications:** The intervention implementation results were promising for a management strategy often described as challenging to maintain. The distance learning model worked as expected. Given its strengths and relatively few weaknesses, it appears to be a feasible, effective, and low-cost strategy for translating research into nursing home practice.