

## Abstract

Online and blended learning is increasingly being utilized to educate healthcare staff on electronic medical record documentation. The implementation of online learning brings challenges to nurse educators and other leaders who have not been responsible for implementing and validating this type of education previously. With Rosabeth Moss Kanter's theory of structural empowerment as a framework, this project developed a structure to guide nursing staff after the implementation of a blended learning model for EPIC documentation in their organization. This project attempted to alleviate the stressors felt by nursing educators, preceptors, and orientees by providing education, tools, and support. After the implementation began, an unplanned intervention was added that provided open learning labs for EPIC support to the staff of the organization. After the pilot period, a survey was sent to nurse educators, preceptors, and orientees to gather their qualitative feedback and perceptions regarding the blended learning model. A low level of survey responses limited the results of the project. Qualitative feedback received through interviewing nursing educators and orientees revealed that the organizations goal of having nurse orientees work on their online education throughout orientation in the inpatient units was not being implemented as intended. Nurse orientees did not feel they had time to step away from patient care to review online education. This information is of value because it can help education leaders develop a more feasible plan for EPIC education dissemination to ensure that the education policy reflects the actual practice occurring in the inpatient nursing units.