Hypertension Training

Executive Summary:

This training equips learners with the knowledge to recognize, understand, and assess the signs and symptoms of hypertension. Participants learn how hypertension is clinically defined, why physiological criteria drive diagnosis, and how life lifestyle factors influence blood pressure risk. By combining core concepts with real-world interpretation, the training supports informed decision-making, early risk identification, and alignment with current clinical standards.

Tools Used:

- Microsoft PowerPoint
- Adobe Captivate
- Audacity
- CoPilot

Audience:

Employees at a non-profit organization who need to fulfill an annual disease-specific training to meet a compliance requirement.

Learning Objectives:

- Define hypertension
- Describe the physiological criteria and clinical definition of hypertension
- Analyze the correlation between specific lifestyle behaviors and increased blood pressure
- Interpret blood pressure readings to categorize them into risk tiers (Normal, Elevated, or Crisis)

Problems to Solve:

This training met required annual disease-specific training requirements while also reinforcing the importance of hypertension awareness in care management. In the past, hypertension—a major risk factor—was not always consistently monitored. The training helped bring it back to the forefront, ensuring care managers regularly consider blood pressure risks when working with clients and apply a more consistent, shared understanding of hypertension.

Hypertension Training

Analysis:

- Identified a need for annual disease-specific training to meet organizational requirements
- Noted inconsistent attention to hypertension as a key client risk factor
- Recognized gaps in staff confidence interpreting blood pressure readings and risk levels
- Defined target audience (care managers and related staff with varying clinical backgrounds)

Design:

- Developed learning objectives focused on definition, risk factors, and application
- Selected an applied learning approach (concepts and real-world interpretation)
- Determined assessment methods (knowledge checks, interpretation examples)
- Structured content to move from foundational knowledge to practical use

Development:

- Created a storyboard in Microsoft PowerPoint.
- Generate images to support training content.
- Build an eLearning module that contained enough space to ensure clear text, visuals, and accommodations were available (closed captioning).

Implement:

- Uploaded the course to Paycom LMS
- Reviewed course to ensure all buttons (Back, Pause, Repeat, Mute, and Closed Captioning) worked correctly.
- Tested course to ensure accurate reporting of completion and quiz results
- Communicated expectations to staff
- Assigned training to staff

Hypertension Training

Evaluate:

- Tracked course completion to confirm compliance
- Used an end-of-course assessment to verify understanding of hypertension definitions and risk levels
- Gathered feedback on clarity and relevance from department supervisors
- Monitored whether hypertension awareness became more consistent in care management practice