

The Development, Implementation and Evaluation of Online Video in Clinical Skills Education for Undergraduate Student Nurses

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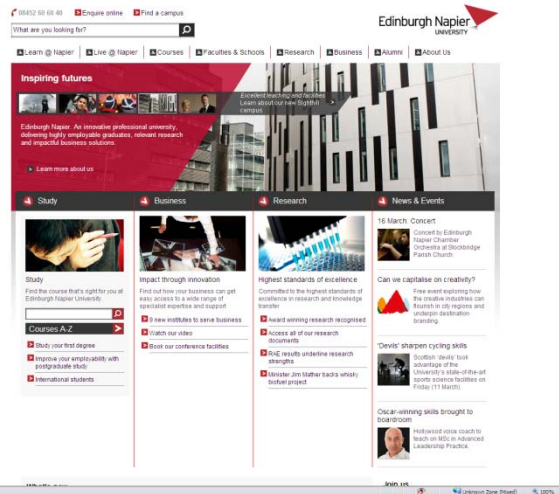
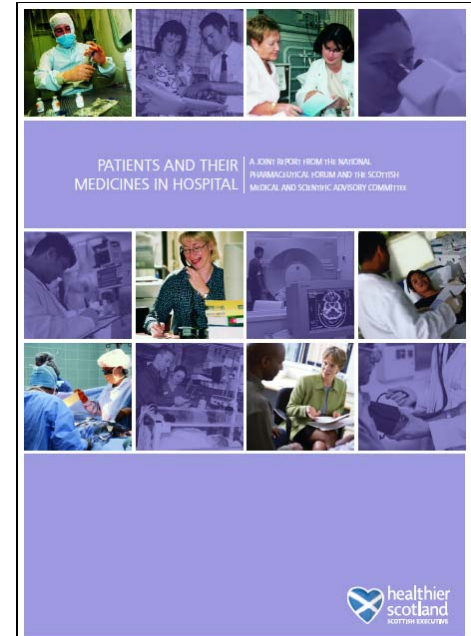
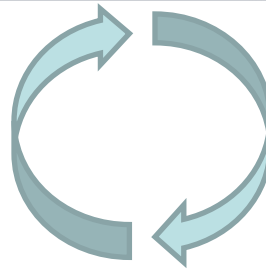
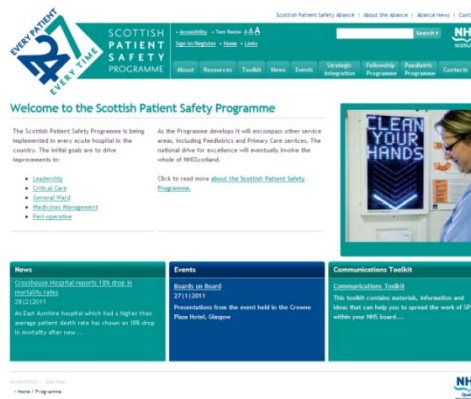
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Outline

- Background
- Current teaching and the Use of Video
- The project
- Interim findings
- Further work

Background



**Undergraduate
student nurse**

- Year 1, Trimester 1

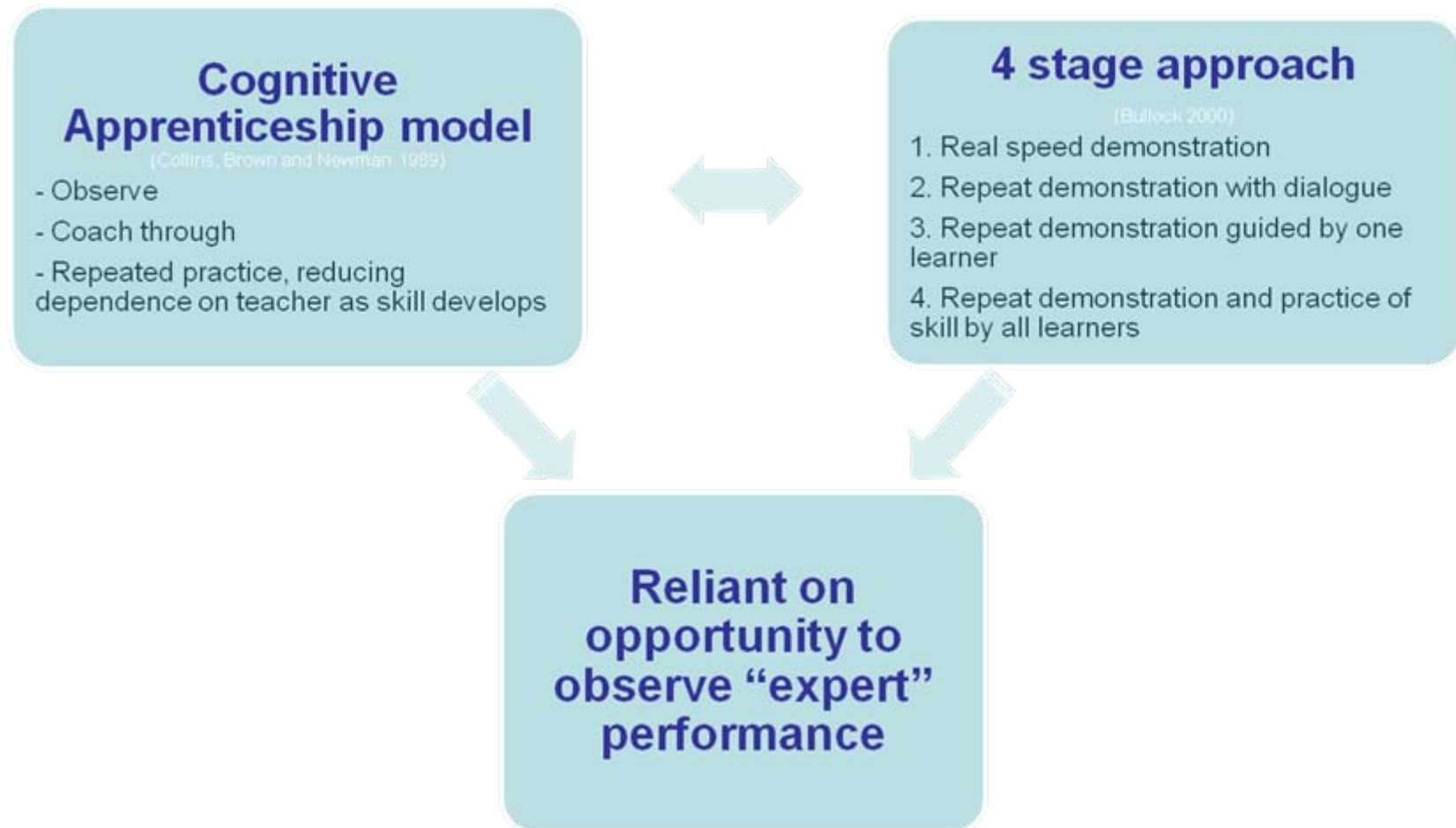
**Skills for Practice
module**

- 15 week module
- First introduction to clinical
skills

**8 station OSCE
assessment**

- Including Administration
of Oral Medication station

Current teaching



The use of video

Fleming, Reynolds and
Wallace (2009)

- Consistent, freely accessible resource to “expert” performance of skill

Byrne, Pugsley and Hashem
(2008)

- Only teaching intervention to significantly improve performance

Carrero et al (2009)
Nousiainen et al (2008)

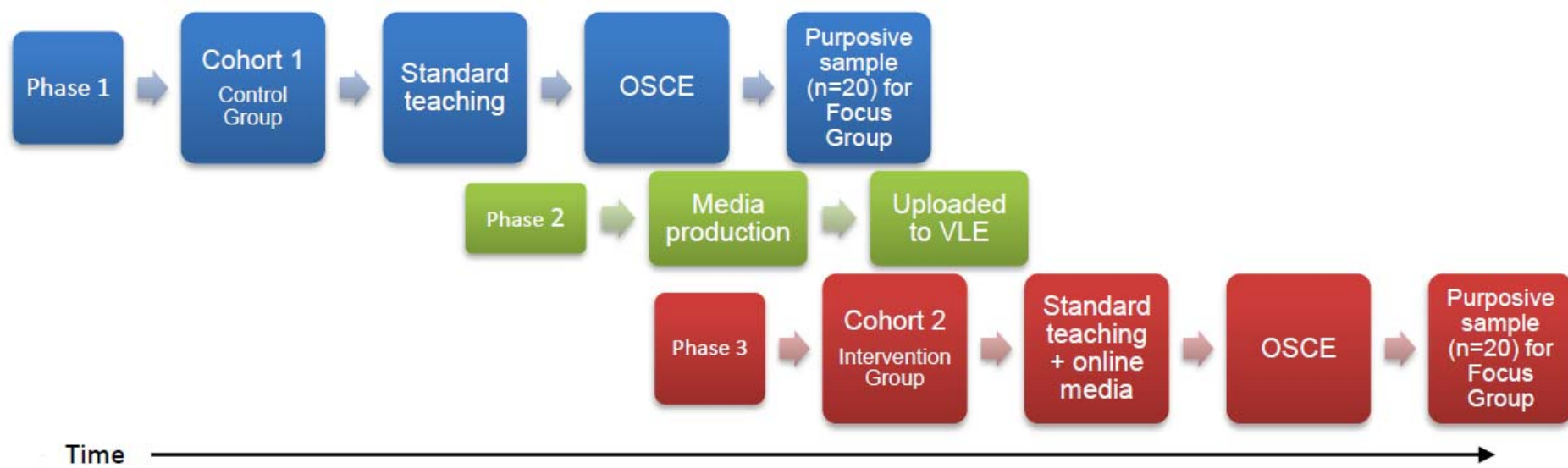
- Computer based video instruction extends beyond the classroom
- Comparable results to taught sessions

Kelly et al (2009)

- Blended approach associated with higher student satisfaction

The project

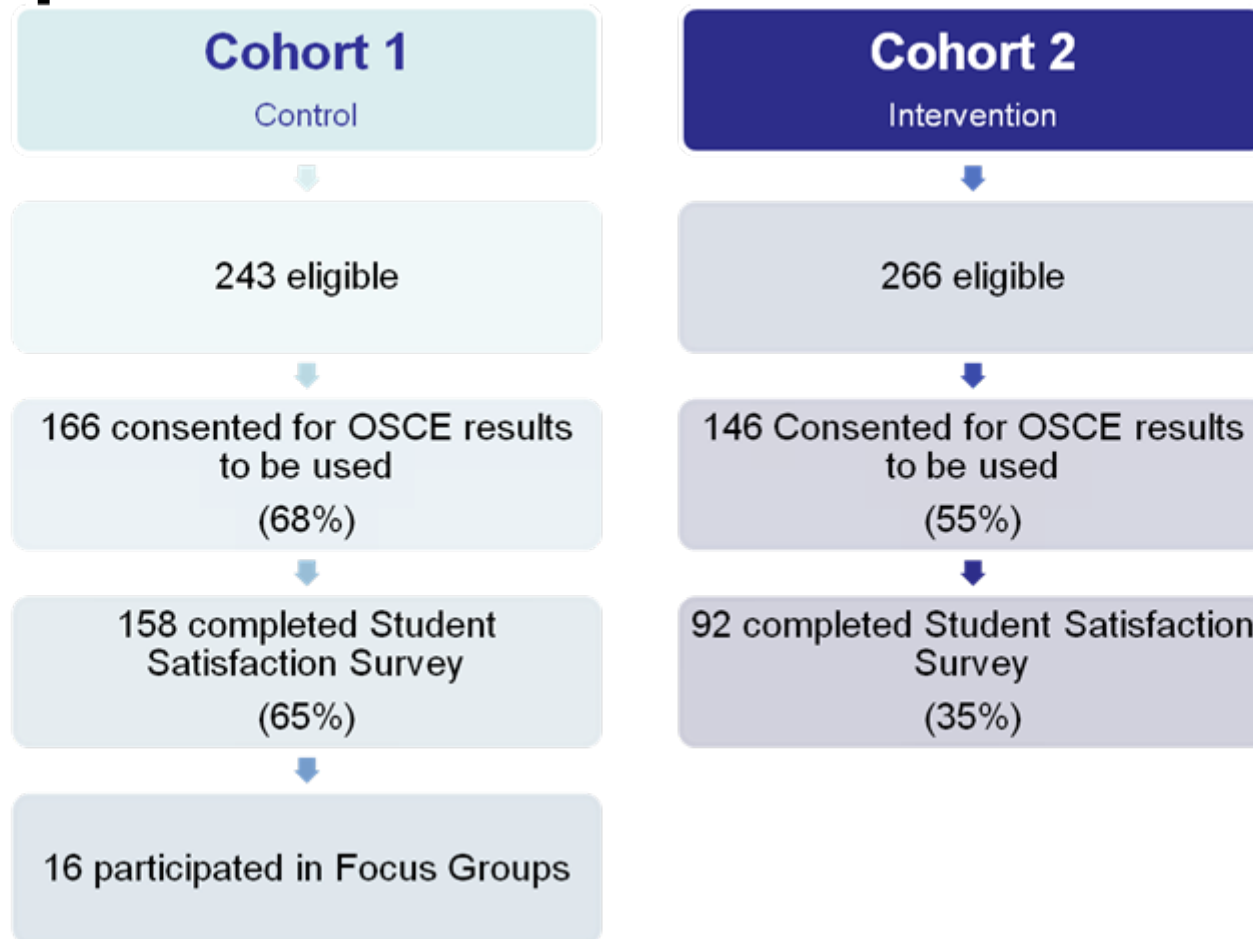
Aim: To produce and evaluate an online media clip to support the teaching and learning of oral medication administration for undergraduate student nurses



Video clip example

Check that the drug has not already been administered
by checking the relevant section of the prescription chart.

Participants



Interim Results

	Cohort 1 (n = 168)	Cohort 2 (n = 146)
OSCE Pass (≥ 6 stations)	65%	78%
•OSCE High Pass (8 stations)	16%	18%
•OSCE Med Pass (7 stations)	33%	33%
•OSCE Low Pass (6 stations)	16%	27%
OSCE Fail (≤5 stations)	35%	22%

	Cohort 1 (n = 168)	Cohort 2 (n = 146)
Station Pass	38%	60%
Station Fail	62%	40%

Student satisfaction results

	Definitely agree Cohort 1 (n = 166)	Definitely agree Cohort 2 (n = 92)
The resources were good enough for my needs	40%	53%
I was able to access general IT resources when I needed to	48%	50%
Learning materials made available have enhanced my learning	35%	48%
The range and balance of approaches to teaching have helped me to learn	25%	48%
The delivery of the teaching has been stimulating	28%	39%
As a result of the teaching, I feel confident in tackling the administration of medicines	37%	50%
Overall, I am satisfied with the quality of teaching in relation to the administration of medicines	45%	61%

Focus group data

“...you have got a script to say”

“...it was stage managed, I feel like I am in a drama school”

Acting the Part

“...the theory is fine but when you are doing it yourself and remembering the steps and the act of actually doing it just makes it sink in more”

“...it doesn't seem that difficult to do a sort of step by step almost a script...”

“...it allows you to then build on it from that *(the teaching)* what your practice experience which will be different”

“...however many stages, you were just assessed. You went through them and you hoped that you had done everything right”

Compartmentalising

“...it's just a tablet you know, you just pop it in and that's it”

“I was more confident on it *(OSCE station)* cos it was just learning steps and it was quite, quite robotic almost”

“when you go into the OSCEs
hopefully you just go in and
deliver”

“...it was more just the robotic
get through it, I need to pass
this, learn it for the purpose of
that *(the OSCE)*. And then actually
learn it from there”

Strategic learning

“But it’s not just about doing the
skills, it is actually learning about
how to communicate with the
patients and banter with the
patients”

“...you know the steps and once
you had remembered those steps
in the right order it didn’t
matter...you were just going
through the steps”

Interim findings

The Intervention Group who received the online video:

- Improved their overall OSCE pass rate
- Improved their performance on the Administration of Oral Medication station
- Reported higher levels of satisfaction with teaching
- Three key themes from focus group data:
 - Acting the Part
 - Compartmentalising
 - Strategic Learning

Further work

- Complete gathering of questionnaire and OSCE data
- Complete Focus groups for the Intervention Group
- Complete statistical analysis of quantitative data

The project team:

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