

NUR1102 - Literacies and Communication for Health Care

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TITLE: Using Padlet and student attitude toward learning communication skills from teacher-made video vs generic YouTube video.

PARTICIPANTS: 448 undergraduate nursing students. Teaching Team: Vick Horner (Assistant Examiner), Barbara Black (Tutor), Kirsty Matters (Sessional Tutor).

CONTEXT: NUR1102 Literacies and Communication for Health Care is a core course in the Bachelor of Nursing Program. Students are introduced to academic writing skills and the core communication skills required by all healthcare professionals, verbal and non-verbal. Students are also introduced to the nursing governances and the concepts of person-centred care and family-centred care. This course sets students up for academic success and inter/intra professional communication as they move through the Bachelor of Nursing program and clinical placements. It begins to prepare them for their future roles as registered nursing professionals.

It was anticipated that four out of the five objectives from the NUR1102 Course Specifications (Semester 1, 2021) would be met by this project. The relevant objectives included:

- Apply a range of communication theories and concepts and their application in nursing practice;
- Apply therapeutic communication knowledge to case studies;
- Identify and reflect upon factors that contribute to effective and ineffective interpersonal and inter and intra professional communication and the implications for patient safety; and
- Use and reflect on emerging critical thinking, digital literacy and health literacy using correct academic writing skills.

The proposed project also aligns with the Academic Plan in the following ways:

1. Innovative Learning and Teaching - First year experience
 - To engage students with teaching staff through the production of instructional videos (that feature staff in the videos).
 - To introduce students to Padlet as a digital communication tool.
 - To engage students by asking for their feedback.
2. Student Experience
 - To introduce students to digital literacy.
 - To partner with students in receiving feedback to inform future teaching practice.

Aim of the initiative

In NUR1102 we discuss communication styles and use existing YouTube videos (mainly American) to explore communication in nursing, and we need to determine whether our first year students really understand what it means within the context of clinical handover, and overall, how vital good communication is for a nurse. Lee O'Malley (1st year coordinator) and I produced and acted in a video, taken from the patients' perspective, where the nurse is communicating in different styles when giving clinical handover. This video engaged students in a real-life communication scenario where handover went badly, leading to the oncoming staff being confused, followed by a good handover where the patient was involved and there was no confusion. The aim was to provide students with a good example of clinical handover that can inform the development of their own communication style and model exemplary practice when on clinical placement, as well as introduce students to digital forms of communication.

Educational Technologies

A video was created by staff using a smartphone which presented two scenarios. The 'patient' was holding the camera and Lee O'Malley and myself acted as nursing staff, with one of us giving handover and the other receiving handover. The first handover was a demonstration of a poor clinical handover, which left the oncoming staff member confused.



The video was uploaded to USQ's Equella. https://lor.usq.edu.au/usq/integ/gen/99546a34-9f1c-4de3-a837-c3a27c93849a/1/?attachment.uuid=53c8dd50-89d5-4ef8-8430-b891fe40458f&_int.id=1

The second was an example of a good clinical handover where the patient was involved in the process and there was no confusion felt by the oncoming staff member. The communication styles presented in the video demonstrated styles and approaches learned by students in the course content, thus supporting it.

Clinical handover is a vital function of a registered nurse in order to provide for the safety and continuity of care for patients. When nursing students first commence it can be difficult for them to grasp the importance of clinical handover. They also become very nervous when they are required to give handover when they are on placement. This project aimed to address these issues by showing a poor clinical handover followed by a good clinical handover. The video was shown in all tutorials which acted as a prompt for discussion with teaching staff and between the students in each tutorial.

Padlet had been introduced to students in Week 1 as part of an 'Introduce Yourself' activity, and in tutorials students were shown how to use Padlet and informed that it would be used again in the course.

Online engagement framework

The use of teacher-made videos in NUR1102 was designed to enhance engagement for online nursing students in several ways based on Redmond et al's (2018) Online Learning Engagement elements, including:

- Cognitive engagement
Where teaching staff demonstrated the way nursing staff should communicate at clinical handover to ensure the oncoming staff member is able to safely care for their patients. The locally-made clinical handover video that presented examples of good and bad handover scenarios was designed to encourage students to think critically and develop a deeper understanding of communication styles in clinical practice.
- Behavioural engagement
To assist students in developing their own communication skills and recognising the difference

between a good clinical handover and a bad one, and to support students in feeling more confident about giving clinical handover themselves when they are on placement.

- **Emotional engagement**
Demonstrate the expertise of the teaching team as they contribute to videoed roleplays of clinical handover scenarios as a way of motivating students and help them recognise how being prepared, knowing their patients, and involving their patients in a clinical handover are vitally important in the continuity of safe patient care.
- **Social engagement**
Featuring the expertise and personalities of the teaching team in videoed roleplays as a way of helping students 'get to know' their lecturers, not just as people but as nursing practitioners, to help students become more familiar with teaching staff, contribute to students establishing trust in their teaching staff as experienced professionals, and helping students feeling more confident initiate communication with teaching staff.

Project approach

Lee O'Malley and I consulted with the NUR1102 teaching team, and collectively we decided to show the video in tutorials in the week we covered clinical handover techniques (Week 10). The video was paused when the bad example of clinical handover had been shown, and the tutorial facilitators led a discussion on what was wrong with the handover and how a bad handover would affect the oncoming staff and the patient. The good handover was then shown and a discussion around what made the handover good ensued, including what the outcomes of a good handover would be, followed by a discussion on the handover tool that was used (SBAR), which students had learned about in lectures.

At the end of the tutorial students were shown the link to Padlet under the week's content in StudyDesk (as illustrated below) and asked to provide feedback on the teacher-made video versus a general YouTube as a learning tool.

Teacher made video v You Tube video ☒

PADLET: Please comment on which you would prefer. All comments are anonymous.

Watch &/or listen

Communication Lecture

NUR1102 Week Ten Communications for Health Care Lecture - ppt. ☒

NUR1102 Week Ten Communications for Health Care Lecture - pdf. ☒

NUR1102 Week Ten Communication in Health Care Lecture (recording).pptx ☒

Literacies Content

NUR1102 Week Ten Literacies in Health Care - lecture ppt. ☒

NUR1102 Week Ten Literacies in Health Care- lecture pdf. ☒

NUR1102 Week Ten Literacies in Health Care Lecture recording.pptx ☒

Activity

NUR1102 Week Ten Readings ☒

NUR1102 Week Ten Tutorial Activity Sheet ☒

NUR1102 Week Ten Tutorial Activity Answer Key ☒

SOAP Note template (assessment two preparation) ☒

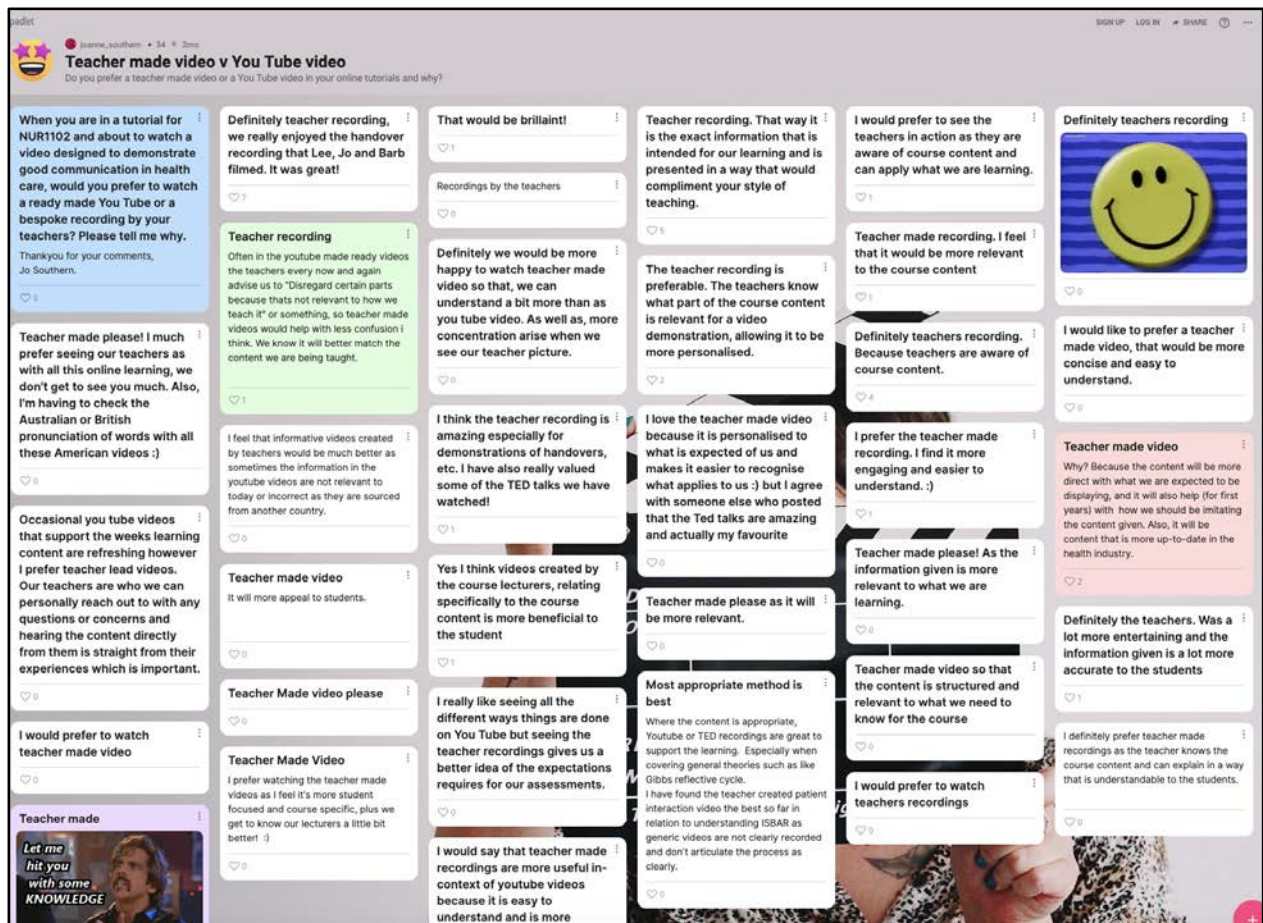
Week Ten reading for Tutorial activity: Using an SBAR: Keeping it real! ☒

The teaching team decided to show the video in tutorials rather than simply placing a link to it on StudyDesk so that the tutorial facilitators could lead a discussion on the content of the video.

Evaluation method

Unfortunately there were no StudyDesk analytics available regarding clicks or views of the video as the video link was incorporated into the tutors worksheet by the Course Examiner.

The main data collected was via Padlet (as illustrated below) where students were asked to provide feedback on whether they preferred to view local teacher-made videos versus those published on YouTube (created from other sources which are often American):



NUR1102 Padlet https://padlet.com/joanne_southern/xi72ui5we3edlr0a

34 students added their feedback to the Padlet, with 13 of the student responses receiving likes from other students which shows that students did not just add their own feedback but showed they were engaged enough to read others' responses and use the like feature to show their support of the ideas and feedback provided by their peers.

Project impact

The results of the student feedback via Padlet (n=34) showed that 100% of students who responded preferred watching teacher-made videos compared to the general YouTube videos embedded throughout modules in StudyDesk. Students reported they felt that they were learning exactly what the teaching staff wanted them to learn, as illustrated by these comments:

"I prefer watching the teacher made videos as I feel it's more student focused and course specific."

"I feel teacher made is best because then you can display exactly what we need to know."

"Yes I think videos created by the course lecturers, relating specifically to the course content is more beneficial to the student."

"Often in the youtube made ready videos the teachers every now and again advise us to "Disregard certain parts because thats not relevant to how we teach it" or something, so teacher made videos would help with less confusion i think. We know it will better match the content we are being taught."

"...would prefer to see the teachers in action as they are aware of course content and can apply what we are learning."

"Definitely the teachers. Was a lot more entertaining and the information given is a lot more accurate to the students."

This demonstrates how teacher-made video content can contribute to greater cognitive and emotional engagement of students with course content.

Given NUR1102 students are learning online, they also commented on videos featuring teaching staff as a way of "getting to know them better", as explained here:

"Teacher made please! I much prefer seeing our teachers as with all this online learning, we don't get to see you much."

"Definitely teacher recording, we really enjoyed the handover recording that Lee, Jo and Barb filmed. It was great!"

"...more concentration arise when we see our teacher."

"I prefer teacher lead videos. Our teachers are who we can personally reach out to with any questions or concerns and hearing the content directly from them is straight from their experiences which is important."

This feedback demonstrates an increase in students' emotional engagement with both teaching staff and course content when they see their lecturers roleplaying clinical practice-based scenarios. It can also contribute to students' social engagement in the course as they watch the expertise and personalities of lecturers in the videos, thus establishing students' trust in their teaching staff which can also contribute to students building better relationships with teaching staff via other online communications via forums or email.

Feedback also highlighted how students felt that teacher-made videos were more relevant to clinical practice in Australia and more up to date than those YouTube videos presenting similar information, as expressed by these students:

"The teacher recording is preferable. The teachers know what part of the course content is relevant for a video demonstration, allowing it to be more personalised."

"I'm having to check the Australian or British pronunciation of words with all these American videos :)"

"...it is easy to understand and is more reliable."

"I love the teacher made video because it is personalised to what is expected of us and makes it easier to recognise what applies to us."

Students reported that it was good to be able to discuss the bad and good handover with the teachers they saw in the videos. Students also reported that they felt more confident about giving

handover when on clinical placement after watching the videos, illustrated by the following comments:

Because the content will be more direct with what we are expected to be displaying, and it will also help (for first years) with how we should be imitating the content given. Also, it will be content that is more up-to-date in the health industry.

I have found the teacher created patient interaction video the best so far in relation to understanding ISBAR as generic videos are not clearly recorded and don't articulate the process as clearly.

In conclusion, the findings of this project highlight students' preference for teacher-made videos with local and targeted content, and demonstrate that teacher-made video content can enhance students' cognitive, behavioural, social and emotional engagement within a course. This project also demonstrates how Padlet can be used to gain critical and timely feedback from students to evaluate the student experience, and ultimately, inform course design and/or redesign to enhance student engagement.

From a Course Examiner's perspective, I learned a lot from undertaking this project. Some key impacts include:

- I found that it was important to check the video angles before recording and that having a dot point script kept actors on script. I learned how easy it was to record a video on my smartphone and then upload it to my portable harddrive and use it with students immediately. This was important as time was limited for me to be able to undertake this project (no WAMS time allocated). I also learned how to create a Padlet and link it to StudyDesk so that students can use it easily.
- This project was completely online. Tutorials where the video was shown and discussed were via Zoom. Padlet was easy to embed in StudyDesk and students reported no problems with finding, accessing, and using Padlet.
- Project aims were achieved. Discussions in tutorials were reported by all facilitators, including Lee O'Malley and myself, as being appropriate to the aims of teaching students how to give a good clinical handover. Student participation in Padlet feedback was low, with only 34/448 students providing feedback (less than 10% of the cohort). However, student participation generally in Semester 1 was poor so this was not considered to be a reflection on the use of Padlet because those who did use it reported that they had no issues.
- Overall, student outcomes matched the aims that were achieved, and the qualitative responses from students regarding their preference for teacher-created videos provides the teaching team with valuable feedback about, and insights into, how future offerings of NUR1102 can be revised to enhance greater cognitive, behavioural, social and emotional engagement of nursing students learning online.

Recommendations

Since completing this project, I have created two new videos to use in future courses, based on the positive response from NUR1102 students in S1 2021. I will definitely continue to use the smartphone to record appropriate videos that I can share with students as part of their learning experience.

Tutorials were an excellent place to show the video as student engagement via StudyDesk has been poor. I will continue to incorporate teacher-made videos into tutorials where appropriate.

I will continue to use Padlet as a communication tool in future courses. I have introduced it into my postgraduate course in S2 and to date have found students are making good use of it.

At this point in time there is nothing from the course design in this project that I will discard but there are some enhancements that I would like to make. These include:

- Improving the quality of the acting in the videos (we were rushed in S1 due to time constraints);
- Explore the use of H5P to turn video content into quizzes for students to gain instant feedback and enhance cognitive engagement; and
- I need to find a better way to collect analytics on video files and will consider using a student survey to collect more targeted data regarding students' learning experience (instead of relying on discussions in the tutorials).

As a result of my experience throughout S1, I would recommend:

- using a smartphone to record a video and then upload it to an editing program to refine the recording, where possible;
- having a short script of what you want the 'actors' to say in a video to keep everyone on track;
- uploading a copy of video recordings to StudyDesk in a format where you can collect analytics easily; and
- creating a Padlet account to create learning activities that encourage greater student engagement because it is very easy to navigate and create a range of Padlets using its templates that support different forms of asynchronous communication that can be used to enhance teacher-student and student-student engagement.