

'The Street' - using drama-based patient pathways to improve student nurses' perceived confidence in holistic assessment.

Aby Mitchell – Lead for Simulation and Immersive Technologies & Georgiana Assadi – Senior Lecturer in Mental Health Nursing and Simulation





Background: Drama based patient pathways -
'Brenda Brown'

Study Design and Methods

Pre-teaching phase

- Flipped classroom investigate activity on ADLs
- Consent to research completed
- Confidence rating tool completed for the first time

Teaching phase

- Spilt into teaching groups, half recieved DBPP of Brenda only and other half recieved paper scenario of Brenda
- Teaching was delivered either in person or online (10 classes in total)

Post-teaching phase

- CRT filled out for the second time
- Students invited to focus groups post session

Qualitative findings:

- *'Think outside the box the video helped me pick up on the not so obvious things that she did not say i.e., environment'*
- *'I would have preferred to see the video to see how she behaved and pick up on any additional information'*
- *'Something we are likely to experience when qualified'*
- *'improved confidence to complete ADL's. Not just what we see and hear but we had to wrack our brains to reach a conclusion'*
- *'Able to make judgements and assessments'*
- *'Helped to build my confidence'*
- *'I will be able to recall the visual images and the key information'*

Quantitative findings:

Change in self-confidence and anxiety in participants who completed both CRTs

n=97	Average self-confidence score	Average anxiety score
Pre-intervention	80.33	35.33
Post-intervention	97.02	26.43
Difference in pre- and post-intervention scores	16.69	8.90

Limitations & summary

- Pedagogic research is perceived as 'difficult' due to the blurred boundaries between researchers and participants.
- The focus groups conducted online provided students with the additional opportunity of writing in the chat box and where facilitated a few days after the teaching session.
- The confidence rating tool used, was complex, and uses US-based clinical language, such as 'clinical nursing instructor'.
- Social desirability.

In summary:

- The DBPP improved perceived self-confidence in our nursing students.
- The DBPP feeling authentic meant that students felt connected to the patient story, which helped their learning and application of skills.

Thank you!

Any questions?