Using Story Guided Online Deliberate Practice to Develop Critical Communication Skills: Opportunities & Challenges

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Objectives

- Describe the application of deliberate practice in developing nursing students’ critical communication skill
- Examine the opportunities and challenges of using online deliberate practice to develop critical communication skills

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No conflict of interest
Using Story in Education

- Narrative Pedagogy
  - An effective teaching/learning strategy
  - Cycles of interpretation foster continued learning
  - Link actions with consequences

(Sherwood, Durham, & Zomorodi, 2016)
Interprofessional Communication

- Effective interprofessional communication is linked to better patient outcomes (The Joint Commission, 2015)

- Pre-licensure nursing students have limited opportunity to practice and continue to enter the workforce feeling unprepared (Guhde, 2014)
Standardized Communication Tool – SBAR (Kaiser Permanente)

S: Situation
  • What is the situation you are calling about?

B: Background
  • Pertinent background information related to the situation

A: Assessment
  • What is your assessment of the situation?

R: Recommendation
  • What is your recommendation or what do you want?
Deliberate Practice (DP)

○ Guided and structured repetitive practice with the goal to improve performance (Ericsson, 2008)
Deliberate Practice (DP)

- Adjust Practice Goal
- Opportunity to Practice
- Motivated Learner
- Immediate Feedback
- Self-Reflection
- Repeat Practice
Online Deliberate Practice Session
3. Complete self-assessment checklist

2. Record SBAR report

4. Answer self-reflective questions

1. Listen to clinical story

Sakai @ UNC

5. Record refined SBAR

MOTIVATED LEARNER

PRÁCTICE AGAIN

FEEDBACK

REFLECTION

REPEAT PRACTICE CYCLE

45-minute
Mastery Learning (Bloom, 1971)
Study Design

- Pilot experimental, pre- and post-test group comparison study
- Exempted by IRB
Study Design

CONTROL  
\( n = 21 \)

INTERVENTION  
\( n = 22 \)

Week 1-2  
Baseline DP Session (Pre-Test)

Week 3-4  
DP Session

Week 5-6  
DP Session

Week 7-8  
DP Session

Week 9-10  
Evaluation DP Session (Post-Test)

Evaluation Survey

↑ Additional Optional DP Sessions for Intervention Group ↑

DP Session  
DP Session  
DP Session  
DP Session
ISBAR Measurement Tool

- ISBAR Checklist adapted from ISBAR Interprofessional Communication Rubric (IICR)
  
  (Foronda et al., 2015)
ISBAR Measurement Tool

- **Identification**
  - Name
  - Position
  - Where he/she is calling from

- **Situation**
  - Patient by name and age
  - Diagnosis or chief complaint
  - Reason for the call / problem

- **Background**
  - Admission date
  - Relevant past medical history
  - Recent interventions for the patient

- **Assessment**
  - Vital signs
  - Level of consciousness / behavior
  - Relevant assessment data

- **Recommendation**
  - Suggests potential reason for condition or suggests intervention
  - Explains urgency of actions
  - Repeats back all orders; clarifying if needed

(Foronda et al., 2015)
Outcome Measures

- Meeting mastery standard (adapted IICR checklist)
- Performance change (adapted IICR checklist: 0-15)
- Confidence level change (numeric 0-10 scale)
- Learner satisfaction (Likert scale)
What We Learned

- Highly satisfactory and well-accepted
  - 93.5% very/somewhat satisfied
  - 98.0% reported skill improvement

- Technical Difficulties (40%)
  - Recorder failure
  - Incompatible browser
What We Learned

- Adapted IICR Checklist produced acceptable inter-rater reliability
  - Complexity of communication skill
    - Clinical relevancy
    - Order
    - Length
What We Learned

- Significant group differences in mean performance and confidence level change

- More…
  - Practice sessions
  - Specific feedback
  - In-person debrief
Conclusion

- Story guided online DP is highly satisfactory and cost effective
- Careful planning can address technical, evaluation, and structural challenges
- Future research is needed to facilitate the development of critical communication skill that has a direct impact on patient outcomes
References


