Student Perceptions of Presenting a Case Study on Facebook

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Disclosures

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Learner Objectives

At the end of the session, participants will be able to:
1) discuss the current use of social media in nursing education
2) implement a case study using Facebook into a nursing course, &
3) discuss student perceptions of the use of Facebook as a platform to present a nursing case study.
Background

- Informatics are an important component of undergraduate nursing education (AACN, 2008)
- Social media use in the U.S is pervasive, especially among millennial generation
  - Facebook is the most popular social media platform
- Millennial students prefer technology-rich teaching strategies
Background:
Review of the Literature

Various forms of social media have been documented as teaching strategies in collegiate education (Ross & Myers, 2017)

- Blogs, Twitter, Wikis, Facebook, YouTube, Ning
- Very limited research exploring the use of social media in nursing education (Ross & Myers, 2017)
  - Suggests that students enjoy using social media in the educational environment (Morley, 2014; Stephens & Gunther, 2016)
- No existing nursing education literature related to the use of Facebook as a platform to present patient case study data
Methods:
Purpose

– The purpose of this descriptive, qualitative study was to understand baccalaureate nursing students’ perceptions of the use of Facebook as a platform to present patient case study data
Methods:
Sample and Setting

– Private, Catholic University in the Mid-Atlantic U.S.
– n= 19 baccalaureate nursing students
– Gender
  – 89% (n=17) female
– Race
  – 95% (n=18) Caucasian
– Age
  – Range= 19 - 38 years; Mean = 21.7; Mode = 20 (n=11)
Methods: Procedure

- Teaching & Learning unit of Introduction to Professional Nursing Practice course
- Students apply content by creating a patient specific teaching plan
- Patient case study information was used to create a Facebook page featuring a simulated 20 year-old college student with diabetes
- Case study data that would typically be presented to students in paragraph form was disseminated on the Facebook page through status updates, photos, & private messages
### Methods: Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Facebook Post Type</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1 PM</td>
<td>Status update</td>
<td>Skipping meals; going out for cookies and ice cream</td>
</tr>
<tr>
<td>Day 2 early AM</td>
<td>Photo post</td>
<td>Desk with computer, textbooks, sugary soda, energy drink, and candy; all-nighter</td>
</tr>
<tr>
<td>Day 2 AM</td>
<td>“Sister” posted on wall</td>
<td>Standardized patient’s missing glucometer</td>
</tr>
<tr>
<td>Day 2 AM/PM</td>
<td>Private messages</td>
<td>Embarrassment about public post related to glucometer</td>
</tr>
<tr>
<td>Day 2 PM</td>
<td>Status update</td>
<td>Not feeling well; use of caffeine and candy to study for exam</td>
</tr>
<tr>
<td>Day 3 AM</td>
<td>Status update</td>
<td>Going to Student Health Center</td>
</tr>
</tbody>
</table>
Methods: Procedure

– Students were instructed to “friend” the simulated patient and interact on the Facebook page by replying to or “liking” her posts, photos, & private messages until the next class session.

– Discussion about HIPAA & appropriate professional use of social media.

– Emphasis placed on respect for faculty & participants’ privacy as well as the use of Facebook as a learning strategy.
Methods: Procedure

– During the next class session, the instructor facilitated a discussion about the data collected from the simulated patient’s Facebook page

– Ensured that all students received the information necessary to complete the associated teaching plan
Methods: Procedure

- IRB approval obtained from the site of data collection
- One week after completion of the Facebook case study activity, subjects were recruited by RA for study participation
- Participants provided a written informed consent & completed an online survey that included demographic data, 9 Likert-style questions, & 5 open-ended questions
## Results: Descriptive Statistics

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Agree/Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Facebook case study was an effective way to apply the principles of teaching &amp; learning</td>
<td>95%</td>
</tr>
<tr>
<td>The Facebook case study enabled me to create an individualized care plan</td>
<td>95%</td>
</tr>
<tr>
<td>The Facebook case study helped me learn the teaching &amp; learning content</td>
<td>95%</td>
</tr>
<tr>
<td>The Facebook case study provided more realism than a written case study</td>
<td>94%</td>
</tr>
<tr>
<td>The Facebook case study was an overall positive experience</td>
<td>94%</td>
</tr>
<tr>
<td>The Facebook case study encouraged me to engage in the course material outside of class</td>
<td>89%</td>
</tr>
<tr>
<td>The Facebook case study increased my <strong>competence</strong> in applying teaching &amp; learning principles</td>
<td>84%</td>
</tr>
<tr>
<td>The Facebook case study increased my <strong>confidence</strong> in applying teaching &amp; learning principles</td>
<td>83%</td>
</tr>
<tr>
<td>The Facebook case study will help with the application of teaching &amp; learning content in clinical</td>
<td>78%</td>
</tr>
</tbody>
</table>
Results:
Qualitative Categories

– Conventional content analysis of the open-ended survey questions yielded five categories:
  1) realism
  2) relatability
  3) engagement
  4) uniqueness
  5) desire for expansion
Categories: Realism

- Information presented through Facebook was a more realistic way to learn
- “It seemed more realistic to see an actual patient & problems than just reading a paragraph”
Categories: Relatability

- Information presented through social media was relatable to modern day society & students’ own experiences, which made them feel able to connect with the patient more effectively
- “Relatable to our daily lives; made us interact with something educational on Facebook”
- “It was worthwhile because it helped us relate to the patient more & gather information.”
Categories: Engagement

– Using social media made it easier to engage in learning & complete associated class assignments
  – “It got me more involved & excited about the topic.”
– Participants were more engaged in the learning process outside of the classroom
  – “Made us talk about class materials outside of class”
  – “I felt like it make me pay attention & think while I was outside of class”
Categories: Uniqueness

– Unique way to engage in patient data collection for care planning both inside & outside the classroom
– Innovative teaching method that allowed participants to interact with a patient outside of class, & provided an accessible method of learning
  – “Creative way to incorporate teaching materials outside the classroom”
  – “Different approach to teaching lecture”
  – “Good break from regular class activities”
Categories: Desire for Expansion

- A repeated recommendation was to expand the experience by increasing the amount of online interactions between students & the case study patient as well as extend the duration of the experience.
  - “I think this should be incorporated & more should be done with it. It would be fun for assignments to be attached to it & it be ongoing throughout the semester”
Discussion: Implications for Nursing Education

– Nursing education strategies must evolve to meet learners’ needs
– Social media shows promise as a platform to actively engage students outside the classroom
– The results from this study suggest that students find the use of Facebook as a teaching strategy engaging
  – Engagement is a critical component of learning, understanding, & application
  – Learning activities that more closely mimic reality promote application of content
Discussion: Implications for Nursing Education Research

- There is limited evidence supporting the use of social media as a teaching strategy in nursing education.
- The use of social media in nursing education is an important area for nursing education research to support evidence-based teaching.
- Future research may include exploring the perceptions of using social media as a teaching strategy among various types of pre-licensure nursing programs & among more varied nursing students.
References


Thank You!

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