



VIDEO BASED LEARNING AN INNOVATIVE TEACHING METHOD ON CLINICAL PROCEDURAL SKILL AMONG UNDER GRADUATE NURSING STUDENTS

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**ABSTRACT**

Video-Based Learning refers to learning experiences facilitated through video. Video based learning helps to improve learner's retention, enables micro learning and on demand learning. **Objective:** To determine the student perception on Video Based Learning of Clinical Procedural skill. **Design:** Non experimental Descriptive Survey Design. **Settings:** Selected Nursing College of Metropolitan city. **Methods:** Selected nursing procedure was video recorded at the time of demonstration which was uploaded in the Google Classroom for the students for later reference. Students perception about the Video Based Learning was obtained. **Results:** Descriptive Statistics used for data analysis. Student perception on Video Based Learning collected using 5 point Likert Scale. Majority of the students given positive perception about the new teaching method. Overall rating of the Likert scale was 4.44. **Conclusion:** Video Based Learning helped the students to reinforce the procedural steps and arouse the interest of learning.

**KEYWORDS :** Nursing Skills , Video based Learning(VBL)

**INTRODUCTION:**

Video-Based Learning (VBL) is a long standing learning method to enhance the effectiveness of education. VBL has been integrated into teaching methods such as the flipped classroom, where the video is watched in advance of the face-to-face lesson or after the teaching. During the pandemic it has become important for nursing educators to include the technological developments within the curriculum to develop the students with the adequate knowledge, skills and attitude. Power of Visual aids and auditory aids helps students in grasping the content faster. Therefore, watching the skills repeatedly before implementation in the actual environment is of great importance.

**Title:**

Video Based Learning an Innovative Teaching Method on Clinical Procedural Skill among under graduate Nursing students

**Problem Statement:**

A Descriptive study to determine the students' perception on Video Based Learning an Innovative Teaching Method on Clinical Procedural Skill among under graduate Nursing students in a metropolitan city

**Objectives:**

· To determine the student perception on Video Based Learning of Clinical Procedural Skill

**METHODOLOGY:**

**Research Approach:** Quantitative Research Approach

**Research Design:** Non Experimental Descriptive Survey

**Table 1: Frequency And Percentage Distribution Of Students Perception On Video Based Learning Of Nursing Skill**

Sr.No	Perception	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	Revise the Procedural Steps	16	55.17	10	34.48	3	10.34	0	-	0	-
2	Understand the Procedural Steps	15	51.72	11	37.9	3	10.34	0	-	0	-
3	Explanation of the skills steps helped for correct term pronunciation	14	48.2	11	37.9	4	13.7	0	-	0	-
4	Procedural steps sequence was consistent	17	58.6	10	34.48	2	6.89	0	-	0	-
5	Procedural steps were very clear	15	51.72	10	34.48	4	13.7	0	-	0	-

design

**Setting:** Selected Nursing College of Metropolitan city

**Sample:** 29 Undergraduate Nursing Students

**Sampling Technique:** Non-Probability, Convenient Sampling

**Tool:** Structured Questionnaire

**Data Collection:**

The medication administration procedures (Intradermal Injection, Intramuscular Injection, Intravenous Injection, Subcutaneous Injection) were first demonstrated in the skill Lab. The video recording of the procedure was done during the demonstration of the procedure. The recorded video was uploaded in the Google Classroom for the students to review. Procedural skills of the students were assessed during the clinical postings after one Month. Electronic verbal consent was obtained from each participants. Students perception about the Video Based Learning was obtained using Google Forms consisting of 10 items. Students were instructed to select the responses to a 10 item structured questionnaire as Strongly Agree graded as 5, Agree graded as 4, Neutral graded as 3, Disagree graded as 2 and Strongly Disagree graded as 1. Average Score for each item calculated.

**RESULTS:**

Perception of the students on Video Based Learning an Innovative Teaching Method on Clinical Procedural Skill obtained using 5 point Likert scale. Overall rating of the Likert Scale was 4.44.

6	Theoretical presentation for the skills helped to reinforce the learning needs	18	62.06	8	27.5	3	10.34	0	-	0	-
7	Helped to access knowledge more rapidly and better	15	51.72	11	37.9	3	10.34	0	-	0	-
8	Advanced Learning	18	62.06	7	24.1	4	13.7	0	-	0	-
9	Improved Learning Satisfaction and motivation	17	58.6	10	34.48	2	6.89	0	-	0	-
10	Continues Interest	17	58.6	9	31.03	3	10.34	0	-	0	-

#### DISCUSSION:

The reflection of technological developments to the health and education fields contributes to and accelerates the development of teaching methods for which a need is felt. Lee NJ et al conducted a study to assess the Satisfaction of Students for the Time Spent Watching Video during their Basic Nursing Skills' Training. The assessment of Satisfaction Questionnaire for the Interactive Video-Based Skills Learning which was prepared by the instructors, was used for collection of data. The study concluded that the different methods used in laboratory studies facilitated the learning of students and provided interest and motivation.

Video Based Learning helped the students to reinforce the procedural steps and arouse the interest of learning in the present study.

#### CONCLUSION:

The integration of the Video Based Learning in the education helps Nursing students to enhance clinical competency and improve the quality of patient care and clinical outcome and also aid as a powerful tool for teaching psychomotor skill. The accessibility of the Video all the time required by the learner, increases confidence and knowledge.

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