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

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Objectives

o Describe the application of deliberate practice in developing nursing students' critical communication skill

o Examine the opportunities and challenges of using online deliberate practice to develop critical communication skills

Using Story in Education

o Narrative Pedagogy

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

  (Sherwood, Durham, & Zomorodi, 2016)

Interprofessional Communication

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

o 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 your are calling about?

B: Background
- Pertinent background information related to the situation

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

R: Recommendation
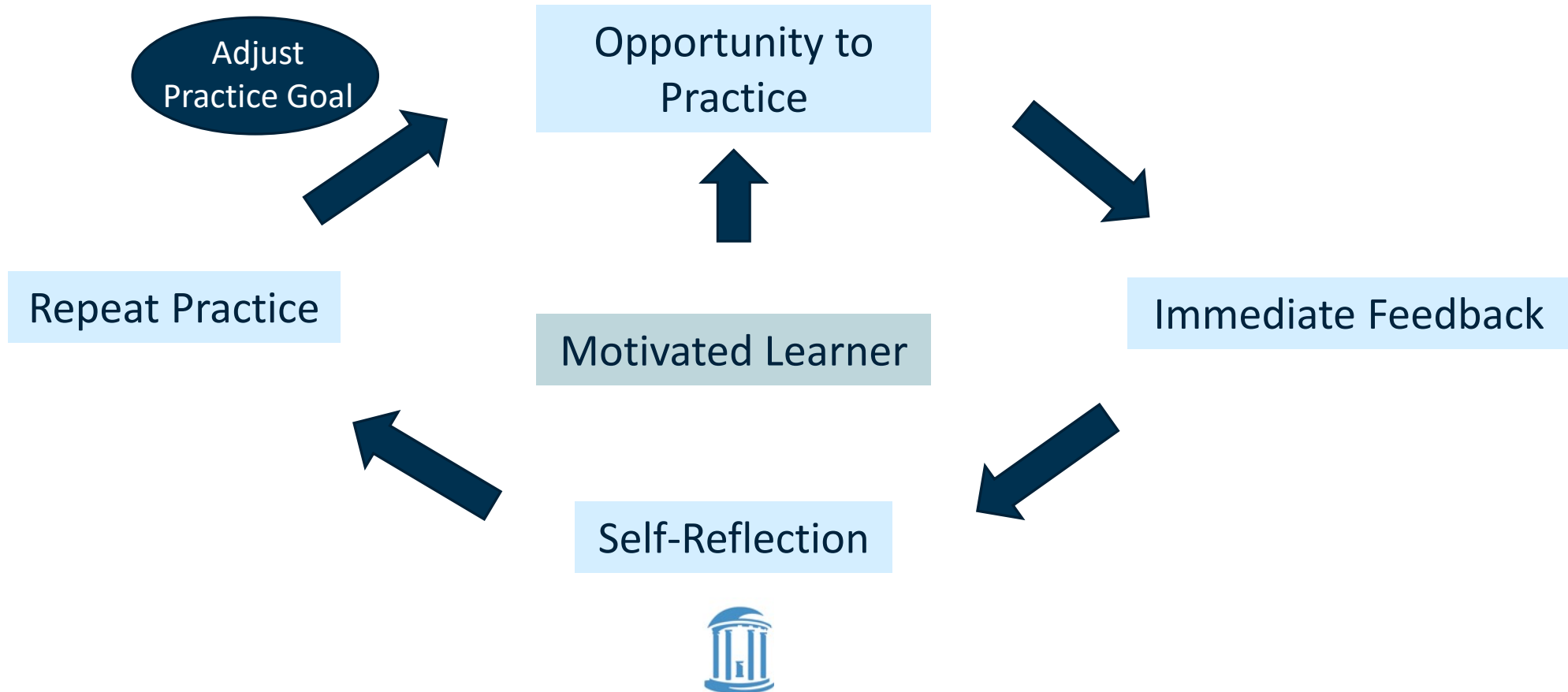- What is your recommendation or what do you want?

Deliberate Practice (DP)

o Guided and structured repetitive practice with the goal to improve performance (Ericsson, 2008)

Deliberate Practice (DP)

Adjust Practice Goal

Opportunity to Practice

Repeat Practice

Motivated Learner

Immediate Feedback

Self-Reflection

Online Deliberate Practice Session

3. Complete self-assessment checklist
FEEDBACK

2. Record SBAR report
PRACTICE

4. Answer self-reflective questions
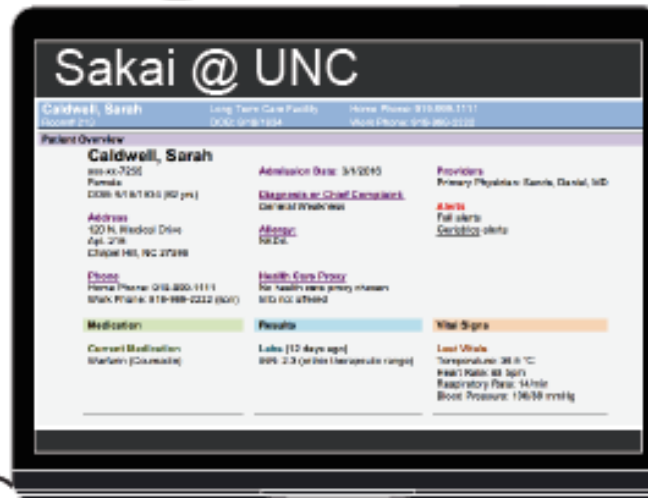REFLECTION

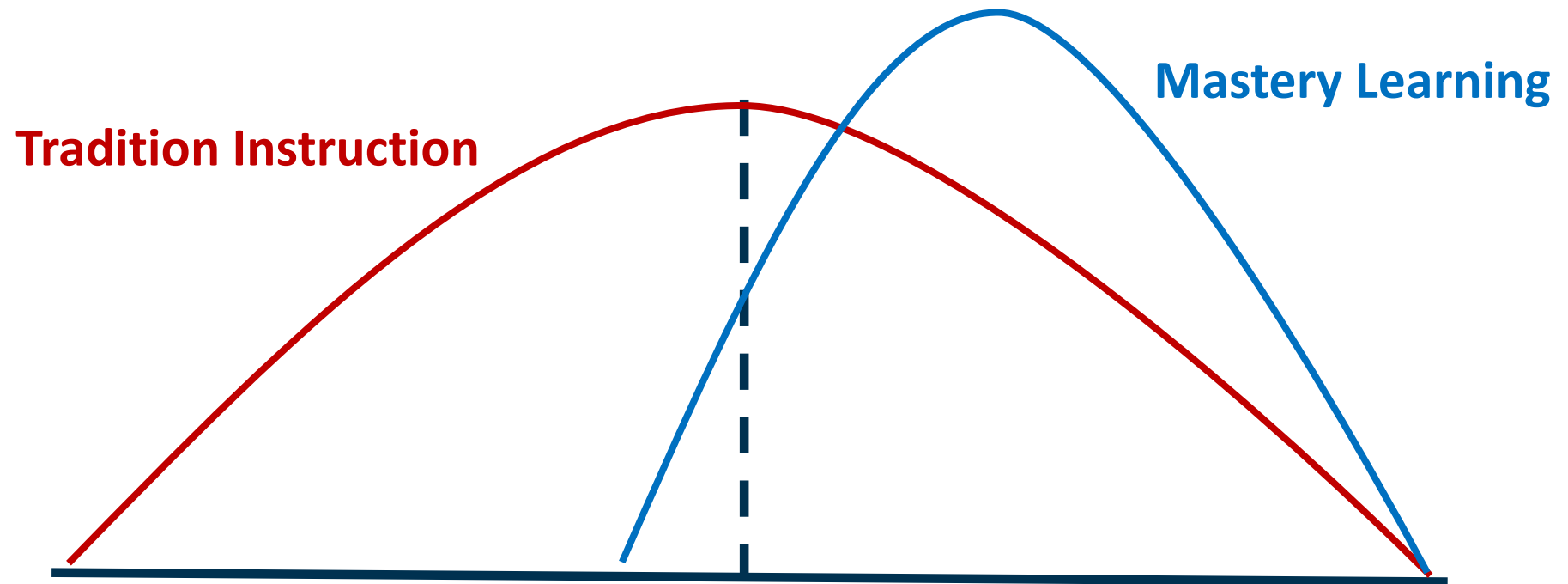1. Listen to clinical story

45-minute

5. Record refined SBAR

MOTIVATED LEARNER

Sakai @ UNC

PRACTICE AGAIN

REPEAT PRACTICE CYCLE

Mastery Learning (Bloom, 1971)

Tradition Instruction

Mastery Learning

Study Design

o Pilot experimental, pre- and post-test group comparison study

o Exempted by IRB

ISBAR Measurement Tool

o ISBAR Checklist adapted from ISBAR Interprofessional Communication Rubric (IICR)

(Foronda et al., 2015)

ISBAR Measurement Tool

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

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

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

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

o **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

o Meeting mastery standard (adapted IICR checklist)

o Performance change (adapted IICR checklist: 0-15)

o Confidence level change (numeric 0 -10 scale)

o Learner satisfaction (Likert scale)

What We Learned

o Highly satisfactory and well-accepted

- 93.5% very/somewhat satisfied

- 98.0% reported skill improvement

o Technical Difficulties (40%)

- Recorder failure

- Incompatible browser

What We Learned

o Adapted IICR Checklist produced acceptable inter-rater reliability

          o Complexity of communication skill

               • Clinical relevancy

               • Order

               • Length

What We Learned

o Significant group differences in mean performance and confidence level change

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

Conclusion

o Story guided online DP is highly satisfactory and cost effective

o Careful planning can address technical, evaluation, and structural challenges

o Future research is needed to facilitate the development of critical communication skill that has a direct impact on patient outcomes

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