The use of film footage as an added value in healthcare education

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Debriefing: implementation

Training-CCNURCA project

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Content

I. Video technology in healthcare education

II. 5 Steps to educational video use (or production)

III. Video equipment

IV. Good practices @Odisee University College:

- Skillsview
- E-QualCare
- Simulation in healthcare education (high fidelity/low fidelity)
- Webcasting & recording (Panopto®)

V. Debriefing

- Why?
- 3 phases
- Use of videos
- Implementation possibilities

I. Video technology in education

- powerful tool in motivating, engaging and **instructing**

- **transformability** and **transferability**

- **enhance** the learning experience

- **experiential** value

- demonstration of **procedural activities**

- tool for **self-reflection**

- As record of **assessment**

II. 5 Steps to educational video use (or production)

Step 1: Define the content and the educational objectives

Step 2: Decide the pedagogical approach

Step 3: Decide the context of use and the visual format

(optional) **Step 4**: Scripting and storyboarding

(optional) **Step 5**: Produce

Step 1: Define the content and the educational objectives

- Directly connected with the curricula

- Visualised content

- Key points

- Educational objectives - guideline to structure the video

Step 2: Decide the pedagogical approach

Open-ended:

→ Not obviously connected with the curricula and can seem somehow irrelevant as they have as a goal to motivate and engage students

Instructional:

→ Structured: "specifically designed to broaden and extend the experience of the learner"

→ Produced for a specific use during a teaching task.

→ Can achieve the learning objectives without further instruction

Step 3: Decide the context of use and the visual format

- How to use the video?

- Is it going to be a part of a series, clips or video podcasts?

- The visual format - the way that the educational content is delivered.
  - ✓ Presentation
  - ✓ Dramatization
  - ✓ Interview
  - ✓ Demonstration

Step 4: Scripting and storyboarding (optional)

- Write the script of your video

- Story-boarding
  - ✓ Visualize your thinking. Also, a storyboard act as a
  - ✓ Guide for the producer and all the participants
  - ✓ Storyline of your video

Step 5: Produce (optional)

- Direct on the set

- Edit on the fly

- Include background sound

- video editing software

- Music & Narration

- transitions and graphics

- Titling

- Incorporate ppt-presentation

III. Video equipment

Video camera:

→ HD – wide screen – smartphone

Microphone:

→ clip-on microphone – hand-held microphone – shotgun microphone

Light source:

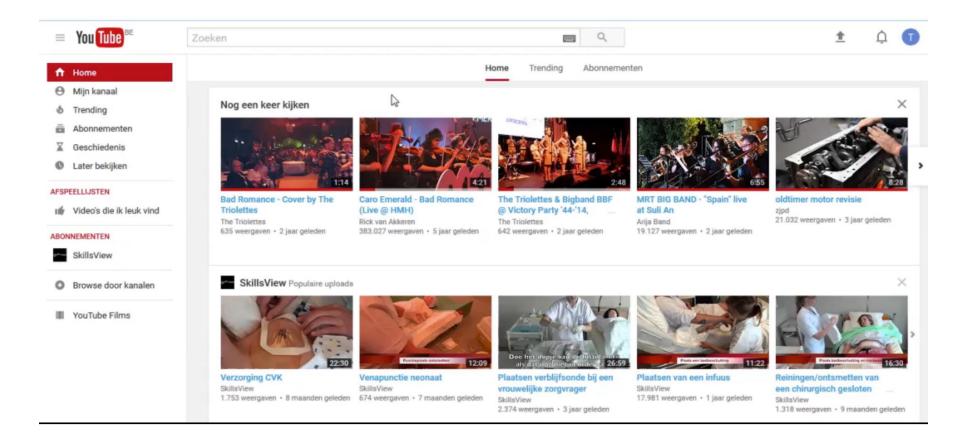→ natural lighting – reflector (a large silver screen) – artificial lighting – directional light – diffused light

Tripod/Monopod

IV. Good Practices: SkillsView

- **INSTRUCTION & PROCEDURAL ACTIVITIES**

- Free Youtube Channel

- Evidence Based **nursing skills videos**

- Videos: result of Bachelor theses

- Hyperlink to skillsview:

  https://www.youtube.com/user/Art73078

IV. Good Practices: SkillsView

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IV. Good Practices: E-QualCare

- **ENHANCE LEARNING EXPERIENCE**

- Online e-learningplatform

- Developed @Odisee (department Healthcare) to motivate students to learn at own pace and to encourage lifelong learning

- Includes **interactive videos** (possibility to make existing Youtube-videos interactive with www.h5p.org!)

- Hyperlink to E-QualCare: *https://ecourses.odisee.be/equalcare*
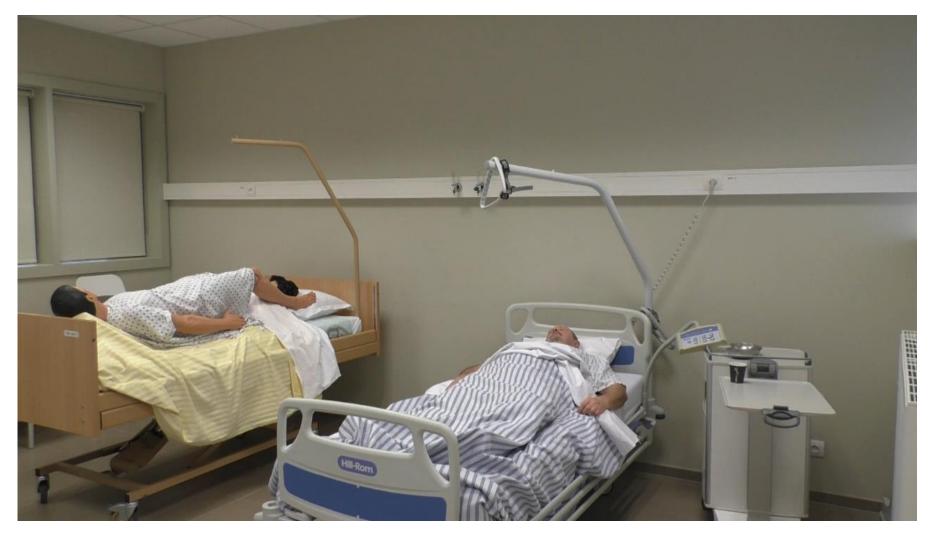
IV. Good Practices: E-QualCare

De grote steriliteitstest
Wordt er een fout gemaakt of niet?

IV. Good Practices: <u>Simulation</u>

- **<u>SELF-REFLECTION</u>**

- Communication and collaboration skills training in healthcare according to the basical principles of CRM (Crisis Resource Management)

- No knowledge transfer, no skills training

- Goal is to avoid mistakes due to human action

- Use of film footage during **<u>debriefing</u>**
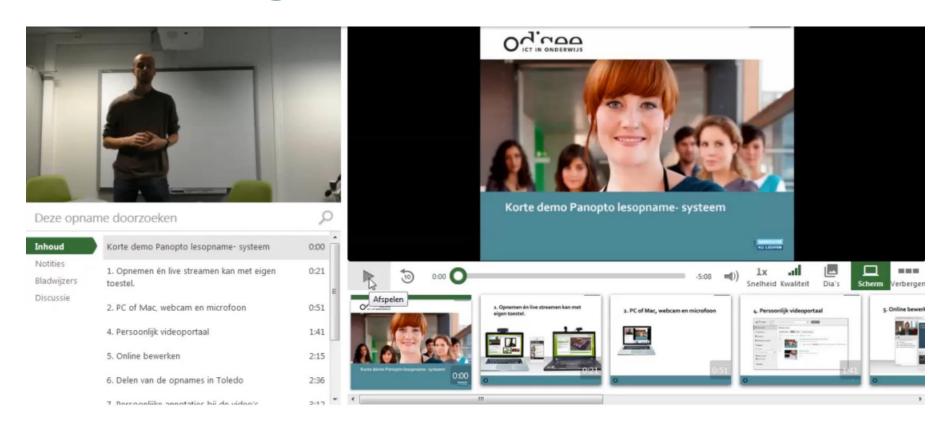
- High fidelity – low fidelity

IV. Good Practices: Simulation

IV. Good Practices: Webcasting & recording

- **TRANSFORMABILITY & TRANSFERABILITY**

- Recording & (optional) live streaming courses/lessons

- Completely web-based

- Suitable for lessons from guest lecturers

- For example: Panopto®: https://odisee.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=4212eb05-7eff-457f-8e73-8a4b77707a5a

IV. Good Practices: Webcasting & recording

V. Debriefing: Why?

- To make the link with the predefined learning goals

- Reflection on performance

- Strengthen good behavior

- Learn from mistakes

- Creating team spirit

V. Debriefing: 3 phases

1. Descriptive phase

   ✓First impressions of the situation.

   ✓Shared 'image' of what happened.

   ✓Be alert to expressions of emotion.

2. Analytical phase

   ✓First explore the right/good situations (knowledge, skills & behaviour)

   ✓Second focus the less good situations: don't discuss them judgmental and search for possible solutions within the group.

3. Application phase

   ✓Let everyone explain what he has learned.

   ✓Let everyone make the transfer to their own practice/behavior.

V. Debriefing: use of videos

- Videos will only be used **in the analytical phase**

- Only use videoclips:
    - ✓ To show the right behaviour
    - ✓ To give direction to a discussion
    - ✓ For an undiscussed learning effect

- Explain the context before showing a videoclip

- Don't talk during a videoclip

- Ask 'open' questions, for example: "What are you observing concerning communication?

V. Debriefing: implementation possibilities

- Debriefing technique as part of simulation sessions in healthcare education

- Debriefing technique as part of an assessment (eg. mid-term or at the end of an internship)

- Debriefing technique as part of an intervision after a specific event

- Debriefing technique as a method to improve self-reflection

- …

QUESTIONS?