

# Nurses' Perception about a DVD Module on 'Mental Status Examination Demonstration'

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## Abstract:

Computer-based multimedia can improve learning and retention of learnt material. A video recorded DVD module on role play of mental status examination was visualised by 226 nursing students and 133 nursing teachers. Their opinion of the DVD on various parameters such as audibility, visibility, clarity, methodical, organisation of content, following the principles of psychiatric interview, symptom elicitation, therapist behaviour, therapist communication skill and ease in understanding revealed that the DVD module was of high quality and could be used as a teaching tool.

In the 1960s, chalk and blackboard formed the main instructional media. As classroom technology continued to improve, the 1980s saw the introduction of overhead transparencies and videotapes, while the 1990s gave us the first videodiscs. Technological innovation has accelerated in the first decade of the new century, with LCD projectors as a standard feature in most classrooms, and CD-ROMs or DVDs accompanying many textbooks.

Several studies indicate that computer-based multimedia can better improve learning and retention of material presented during a class session or individual study period, as compared to "traditional" lectures or study materials that do not use multimedia (Bagui, 1998; Fletcher, 2003; Kozma, 2001; Mayer, 2001). According to Najjar (1996), this improvement can be attributed mainly to dual coding of the information presented in two different modalities - visual plus auditory (Clark & Paivio, 1991; Paivio, 1986) leading to increased comprehension of the material during the class session, and improved retention of the material at later testing times (Mayer & Moreno, 1998). A number of studies have suggested that student satisfaction and motivation is higher in courses that use multimedia materials (Astleitner & Wiesner, 2004; Yarbrough, 2001).

International research suggests that practice nurses are undertaking mental health assessment and interventions without the requisite skills and knowledge (Prince & Nelson, 2011). Today, it is common for clinical institutions to provide ongoing training for trainees to ensure quality assurance. A DVD module of mental

status examination demonstration would help nurses acquire a level of understanding that can be translated into actual practice. Keeping this in mind, the authors had developed a DVD module on 'mental status examination demonstration in the form of a role play'. Firstly in a role play on mental status examination, the patient's role was enacted by a RN and that of the interviewing psychiatric nurse by the first author. This was video-recorded and a DVD module was developed as part of a research project funded by National Institute of Mental Health & Allied Sciences (NIMHANS). The opinion of nursing students and teachers about this DVD module and its contents was then assessed.

## Methodology

The DVD module was used to teach mental status examination to a convenience sample of 27 Diploma in Psychiatric Nursing (DPN), 19 MSc (Psychiatric nursing), 180 BSc nursing 3rd year students and 133 teachers of GNM programme. The study population were nursing students and teachers of GNM programme. A descriptive survey research design was adopted to assess subjects' opinion of the utility of this DVD module on a 10-item tool using visual analogue scale (1-10 rating) at the NIMHANS College of Nursing. The variables considered for rating the DVD module were audibility, visibility, clarity, methodical, organisation of content, adherence to principles of psychiatric interview, symptom elicitation, therapist behaviour, therapist communication skill and ease in understanding. A rating of 8-10 was considered as 'High quality', 6-8 as 'Average quality' and < 6 as 'Low quality'. Analysis was done with SPSS18.

## Results

In the study, 62.95 percent subjects were students and 37.05 percent teachers (Fig. 1). Also, 87.19

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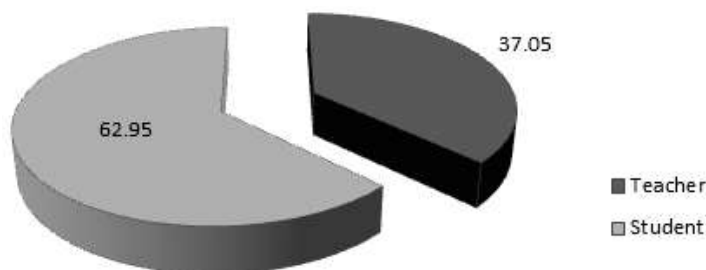


Fig 1: Percentage distribution of subjects

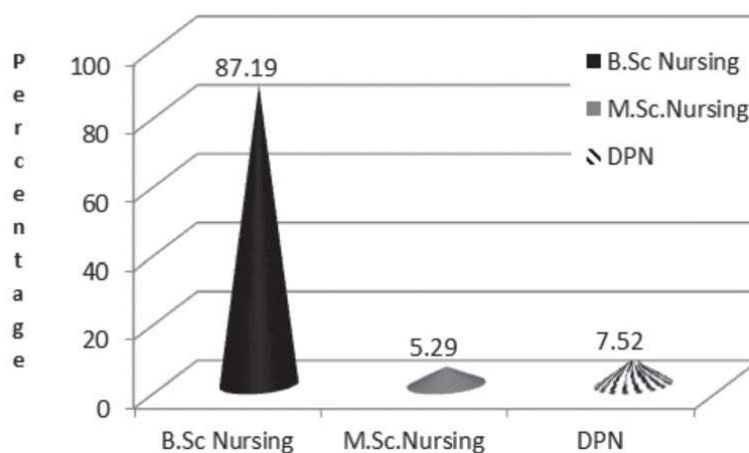


Fig. 2: Professional qualification wise distribution

percent were BSc Nursing, 5.29 percent with MSc Nursing and 7.52 percent with DPN qualification (Fig. 2).

All the 10 variables were rated by both students and teachers in the range 8 – 10, i.e. as 'High standard'. There were no significant differences in the opinion of students (n=226) and teachers (n=113) about the DVD module on mental status examination as depicted in Table 1 and Table 2. Professional qualification wise (BSc Nursing, MSc Nursing & DPN), all the subjects had rated the ten variables between 8-10, i.e. as 'High standard'.

There were no significant differences in their rating except for the variable 'visibility'. There was a significantly ( $p < 0.05$ ) higher mean rating ( $9.45 \pm 0.678$ ) about the visibility of the video recording by the BSc Nursing subjects as compared to the MSc Nursing subjects. Similarly, there was a significantly ( $p < 0.05$ ) higher mean rating ( $9.63 \pm 0.565$ ) by the DPN subjects as compared to the MSc Nursing subjects. In one particularly large study, Shuell & Farber (2001) examined the opinion of over 700 college students about the use of computer technology in 20 courses representing a wide range of academic disciplines. Students were generally very positive about the use of technology, although females rated the use of technology for learning and classroom

instruction somewhat lower than did their male peers. Lasater (2007) through a qualitative study evaluated focus group discussions with nursing students about experiences with high fidelity simulation in the first semester of the nursing programme and measured this phenomenological study using student's self-report of confidence levels, aptitude for critical thinking, and observations of nursing students during high fidelity simulation experiences. They reported improvement in the area of self-confidence, aptitude for skills completion, and the development of clinical judgment. Landeen (2008) stated that high fidelity simulation provided the nurse educator with a compendium of the various uses of simulation, examples of simulation use, and the need for empirical evidence of student benefit. Rush et al (2008) conducted a qualitative study to explore the development of critical thinking development in nursing students who participated in RN to BSN courses at a university in south-eastern United States. The researchers provided simulation scenarios that were broadcast to students via internet resources or through educational television methods. Results of student exposure to simulations through DVDs and educational television were measured according to student thought process

Table 1: Opinion of students (n=226) Vs teachers (n=133) on the DVD as a teaching tool

| Evaluation of DVD criteria                  | Designation | Mean $\pm$ SD   | t test | p value |
|---|-------------|-----------------|--------|---------|
| Audibility                                  | Student     | 8.96 $\pm$ .99  | 0.712  | 0.477   |
|   | Teacher     | 8.88 $\pm$ 1.0  |        |         |
| Visibility                                  | Student     | 9.46 $\pm$ .68  | 0.276  | 0.783   |
|   | Teacher     | 9.44 $\pm$ .68  |        |         |
| Clarity                                     | Student     | 8.98 $\pm$ 1.22 | -0.439 | 0.661   |
|   | Teacher     | 9.04 $\pm$ 1.09 |        |         |
| Methodical                                  | Student     | 9.03 $\pm$ .83  | 0.419  | 0.675   |
|   | Teacher     | 8.99 $\pm$ .86  |        |         |
| Organisation of the content                 | Student     | 9.34 $\pm$ .79  | 0.407  | 0.684   |
|   | Teacher     | 9.30 $\pm$ .87  |        |         |
| Follows principles of psychiatric interview | Student     | 9.16 $\pm$ .92  | 0.646  | 0.519   |
|   | Teacher     | 9.08 $\pm$ 1.2  |        |         |
| Symptom elicitation from the client         | Student     | 8.95 $\pm$ 1.26 | -0.591 | 0.555   |
|   | Teacher     | 9.02 $\pm$ 1.09 |        |         |
| Therapist behaviour                         | Student     | 9.16 $\pm$ .81  | 0.558  | 0.577   |
|   | Teacher     | 9.09 $\pm$ 1.19 |        |         |
| Therapist communication skills              | Student     | 9.22 $\pm$ .89  | -0.465 | 0.643   |
|   | Teacher     | 9.26 $\pm$ .82  |        |         |
| Easy to understand                          | Student     | 9.35 $\pm$ .84  | 1.091  | 0.276   |
|   | Teacher     | 9.24 $\pm$ .87  |        |         |