

Role of Audio-Visual Material

MS. BASU MAJUMDAR

Introduction

The health professionals agree that fear of the unknown produces tension and worry to a patient within a hospital environment. Anxiety is the result of unsolved tension and worry. The tension increases if the patient's management requires complex procedures which are not clearly explained to him or her. Utilizing appropriate audiovisual material during explanation of the procedure makes the communication between the patient and health professional easier and the process encourages the patient's motivation to learn. The economic situation and the advancement of biomedical communication are constantly forcing nurses to expand their knowledge and skills to maintain their competency for providing quality of care. It is not only essential for the nurses to be aware of the current discoveries of paramedical and associated sciences but also they need to be competent in this modernized competitive medical field. To keep up with this challenge the nurses are taking graduate courses on business management, law, behavioural sciences, epidemiology and computer sciences.

Patient Teaching

The patient teaching is a major component of a nurse's role and the teaching becomes more effective when appropriate audiovisual materials are used. As the production cost of the audiovisual materials is increasing, to fight inflation, the nurses need to develop skills in producing appropriate and effective teaching-learning packages for the students, staff and patients. Based on the above statement, the nurses need to expand their knowledge and skills at the production market level.

The objective of this article is to identify some of the principles of producing audiovisual materials. A guideline on the process of developing the self-directed pre-operative learning package has been used to illustrate the applications of identified principles.

To assist in introducing formal pre-operative teaching programme in one of the institutions where in the past informal pre-operative teaching was provided by the staff on an individual basis, the author started the group pre-operative teaching programme and carried on for six months. Patients' evaluation of the pre-operative programme established the tremendous need for pre-

operation at the institution.

The above example identified that the first step of preparing audiovisual aid is to identify the need and the objectives of the teaching-learning plan. Once the objective is clearly identified, the question should be raised what would be the best method for the teaching plan. In this case, based on discussion and exploration of various methods and available resources, it was suggested that a self-directed learning module on pre-operative teaching might be a suitable one for the hospital.

The following steps were used to produce the self-directed learning package:

1. Content Outline

Through discussion the patient care coordinator and the staff of the ward identified the objectives of their pre-operative teaching and concern of the package. The following steps were then taken:

(i) Validation of the content as accurate information.

(ii) Agreement from various surgeons and anaesthetists of the hospital that the identified content would be used as a patient learning package.

(iii) Identification of the target group was established.

The patients of the two surgical wards were selected.

(iv) Focus of the content was outlined. In this case the learning package would be utilized by the surgical patients with various conditions, i.e. orthopaedics, cardio-vascular, general and gastroenterology.

(v) The content was modified so that the learning material would be general and not specific to any particular surgical procedure.

2. Selection of the Instructional Media

The instructional media should have the following characteristics: (i) suitability—that is considering the type of patient; (ii) usability on the ward, e.g., convenience, portable facilities, etc.; (iii) appropriateness in conveying the message; (iv) availability of time; (v) availability of funds; (vi) availability of resources.

Before selecting the instructional media, exploration of possible audiovisual media were identified such as, video-tapes, 16 mm, 80 mm, super 8, slide-tape, audio-tape, and finally audio-tape with flip chart. Audio-tapes with flip charts

was identified as the most appropriate one for the pre-operative learning package. As we know, multi-sensory approach is one of the very effective teaching-learning methods, because the content is learned through the utilization of various sensory stimulations. The flip chart and tape package would be an excellent multi-sensory teaching-learning approach as the patient would be hearing the tape, seeing the picture and reading the instructions, also the patient would be involved directly as he/she would be turning the pages of the flip chart. The individual self-directed package also encourages the individual to learn at his own rate.

3. Process

Once the content and the media were identified, the next step was to focus on the process of developing the learning package.

(i) development of script. The script was developed on: (a) Objective of the learning package; (b) Selecting appropriate wording to convey the message clearly; (c) Developing the structure of the format as the format of the content should be suitable for the selected instructional media; (d) Considering motivational factors, e.g., the script should not be boring to listen to. A conversational script was selected, e.g., the content was delivered through nurse-patient interaction. Based on group teaching feedback, it was agreed that the format of the script would be question-answer style and not lecturing of information. The purpose of the conversational script is that the patient would be able to identify that other patients have similar questions for the same surgery. Hopefully the process will produce interest in the patient's mind and more questions will be identified by the patient. He will then seek more information of clarification on a one-to-one basis with the nurse; (e) finally, the script should be short, clear and not burdened with too much information, e.g., 15-20 minute tapes are ideal.

Considering all the above-mentioned steps, the script was developed and pre-tested on staff and selected patients. The script was modified in the light of their feedback.

(ii) Preparation of flip-chart. Once the script was developed, the preparation of the flip-charts was undertaken. The pictures and charts of the flip-chart were selected on the basis of the following criteria: (a) How well the message of the script could be conveyed through visual aid; (b) Avoiding visual burden and confusion, e.g., chart or picture should not carry more than one or two thoughts, or ideas at a time; (c) Using variety of combinations, e.g., charts; photography of the hospital environment, drawing cartoons which are appropriate to the situations; (d) Maintaining message congruency within script and flip-chart; (e) Including humour and making it interesting; (f) considering total number of pictures, charts and drawings, e.g., 15-20 pages of visual aids are appropriate.

4. (i) Production of the Audio-Visual Tape

A conversation script was used for the tape. Three voices were used to narrate the tape. The voices should be selected with persons who are clear in pronunciation of the words, who have a pleasant voice with proper pitch and tone, e.g., not flat. These persons should have the ability to express the thoughts and ideas with emotion.

(ii) Production of the Flip-Chart

A variety of combinations were adopted, for example, pictures of the ward, stretcher, operating room and recovery room, etc. Charts of pre-operative instructions and cartoons projecting possible questions, fear, anxiety that are in the patient's mind. Before producing the flip-chart one should make: (a) sketches based on the script; (b) Selecting the sketches for pictures, charts, etc.; (c) Arranging time for photography, if necessary, appointments with photography department; (d) Charts should not contain too much information; (e) Appropriate selection of cartoons and providing a clear message to the graphic artist if necessary.

For the production of the pre-operative learning package, the clinical instructor of the ward took various pictures of the hospital environment and the graphic artist from the H.Sc. Audio-visual Department, drew the cartoons and charts.

5. Synchronization of the Tape and the Flip-Chart

(a) Signals were used to instruct the patient when the flip-chart pages were to be turned; (b) A clear guideline or instruction was provided for the purpose of using the package.

6. Checklist before Implementation

(i) What are the objectives that will be achieved through this learning package? (ii) Who will use the package, i.e., short- or long-stay patient, in- or out-patients, etc.? (iii) How would you use the learning package? (iv) When would you allow the patient to use the self-directed learning package?

7. Evaluation

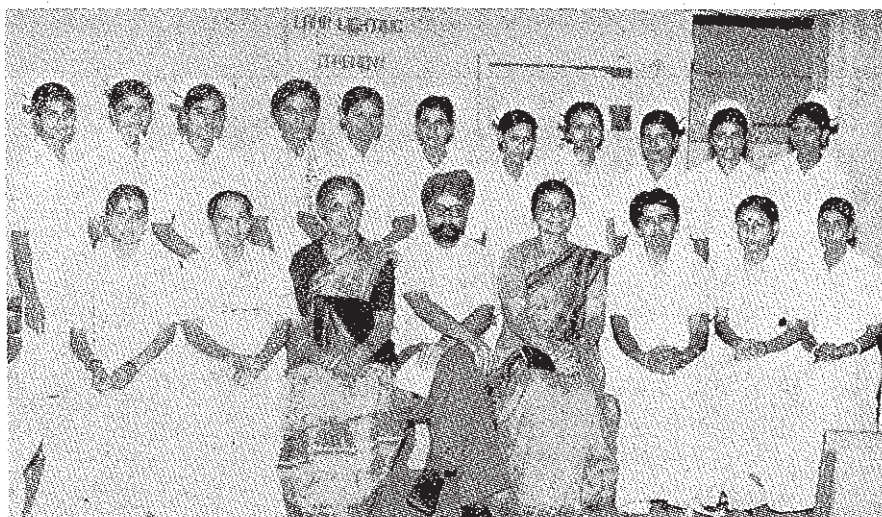
It is essential that an evaluation process should be developed to assess the effectiveness of the tool. A process should also be developed to update the learning package based on the changes of the hospital policy and the modern development of medical science. For the purpose of collecting feedback, every three to six months verbal and/or written evaluation should be collected from the user to examine the effectiveness of the learning package.

In summary, to prepare audio-visuals for health teaching the following steps are recommended: (i) select a group; (ii) assess the needs of the

(Continued on page 255)

Lamp Lighting

THE 20th batch of students of Tirath Ram Shah Hospital, Delhi, successfully completed the probationary period and the Lamp Lighting ceremony was held on July 21, 1983. The programme started with invocation by senior students. Miss A. Koshy, Nursing Superintendent, welcomed the chief guest, Mrs. Narender Nagpal, Secretary, TNAI, and friends and relatives of nurses. In her welcome address she especially welcomed the new students into the family of nurses. The school report was presented by the Senior Tutor, Mrs. S. Arora. Mrs. N. Nagpal, addressed the students. She stressed the important role of nurses in the health team and also elaborated on the letters of the word 'Nurses'. Major General H. Sengupta, Medical Superintendent, awarded the certificates and diplomas to the students.



Lamp Lighting Ceremony at Tirath Ram Hospital, Delhi.

The Students who stood first in the class as well as in the board examination and proved proficient in work and games received the prizes from Miss Jaiwanti P. Dhaulta, the national SNA Advisor.

The batch of 1983 lighted the lamp and took oath.

The SNA Unit Secretary, Miss Alice Verghese, P., gave a vote of thanks.

Ms. Sudesh Arora

Patient Teaching

(Continued from page 235)

group; (iii) develop objectives of the teaching-learning situation; (iv) select the appropriate instructional media; (v) plan for developing the script and the material; (vi) implement the plan; (vii) evaluate the effectiveness of the plan in general and the audio-visual tool in particular.

The author would like to express her thanks and acknowledge the support of the following team: Aileen McPhail, Isabel Kay, Helen Pikula, Gloria Harrison, Beth McKay, Dorothy Kergin and Beth Seeley.

References

1. Brain, E. A. and Bidwell, C. M. How to do it? Construct an audio-visual Programme. **The British Medical Journal**, 10 February 1979, 1, 394-396.
2. Dickson, B. What will it be: video, slides or films. A. V. Canada, November-December, 1981, p. 26.
3. Coit, K. J. Patient education the best medicine. **Biomedical Communications**, May, 1981, pg. 24-6.

WANTED

Wanted Intermediate passed girl candidates for training in A Grade Nursing School on Stipendary basis. Sister Tutors, Ward Sisters and Staff Nurses on monthly salary of Rs. 850-30-1500; 700-25-1200 respectively with free residential accommodation. Candidates should appear for interview within fifteen

days of publication of this notice. Apply immediately to the:

Director,
Malti Hospital,
Arrah (Bihar).

Wanted 'A' Grade Nurses and A.N.M.'s for S. Nihal Singh Pahlwa Hospital, Industrial Area-B Ludhiana. The posts carry attractive salary and contributory Provident Fund alongwith free furnished single accommodation. Apply within fifteen days to the Medical Superintendent.

Donate Generously

to

Prime Minister's

National Relief Fund