

**CETL Capstone Project 2009-2010**  
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**Course**

N353 Psychomotor Strategies in Nursing II is a one-credit laboratory course that prepares students for application of technical skills in the acute care setting. The course consists of a classroom setting one time per week for 80 minutes.

Each group of 10 students (40 total) also attends guided laboratory practice time for one hour each week. The students have a demonstration provided by the faculty member during each of their laboratory practice times. The remainder of the one-hour practice time in the laboratory is left for guided practice and questions. The students come prepared for the guided practice time by reading assigned material, watching required DVDs, and attending the classroom setting.

The students are expected to practice and come prepared for a return demonstration of the clinical skill at a later date.

**Identified Teaching Shortfall**

During demonstration of the clinical skill in the laboratory, the students learn the “how to” of the skill. This demonstration takes approximately 30 minutes. This time period is half of the students’ guided practice and question time with faculty.

**Teaching Revision**

A new technology tool was discovered through MSU professional development workshop, Echo 360. This tool is used to tape a lesson to be placed on D2L for students to view if the professor is unable to hold class time for various reasons such as inclement weather or illness. I and my co-teaching partner decided to use the Echo 360 to tape demonstrations of each unit skill and place the taping on D2L under content for the students to view before coming to the guided practice session. The demonstration of the skill would remain on D2L for students to review as needed. This allowed students to use their entire guided practice time for.....guided practice and questions.

**Student Observations and Comments**

The Echo 360 allowed the student:

- To have a knowledge base of the specific skill prior to coming to guided practice.
- More time for guided practice and questions
- To review the material multiple times and at the student’s preferred time and location.
- To view more detailed demonstration than the Mosby’s DVD skill set.

- To understand the important critical behaviors required by Minnesota Board of Nursing.

### **Student Comments for Improvement:**

- Use of the Elmo for supplies or up close capture needs to be slower movement. Often the picture is slow to react and the object is blurry.
- The screen view could be a bit larger. In response to this comment, students were shown how to maneuver the screen to change the views.
- IV medication administration is a complex unit. Students required extra demonstration during guided practice time. They still felt the use of the Echo 360 improved their practice. The Echo 360 allowed them to view the demonstration prior to an “in person” demonstration to show more detail. Students requested an additional demonstration for this unit only.
- Suggestions for improvement were to show supplies during class time one week prior to the coverage of a particular unit. Students felt that they would feel more informed and more comfortable for their taped demonstration if this occurred.

Overall, the students enjoyed the Echo 360 taping of their unit skill demonstrations.

### **Future Revision**

A date has been set up for the remaining two units in this course to be taped by a camera and trained staff rather than Echo 360. The students’ comments will be solicited when this revision is complete. Comparison between Echo 360 and video taping will be investigated.