

Basil room  
3.05-3.30pm

## Integrating theory and skills: The use of classroom gaming and video-assisted reflection to prepare nursing students for clinical practice

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### Introduction

Key to the overall goal of the nursing programme at the Alice Lee Centre for Nursing Studies (ALCNS) at the National University of Singapore (NUS) is for students to acquire knowledge and skills essential in providing safe patient care. In the course of the nursing students' undergraduate studies at ALCNS, much of the instruction is delivered through subject-specific independent modules. Learning thus becomes compartmentalised as students have limited clinical experience to aid in knowledge integration for application in the clinical setting. As game-based learning has been shown to promote meaningful learning, its use in the classroom setting to aid in facilitating the synthesis of knowledge necessary for clinical practice merits some consideration. The use of videos, meanwhile, encourages reflective thinking and could play a vital role in learning.

### Aim

The aim of this project was to help students retain and integrate information from two modules using classroom game-based learning, and the use of video reflection during simulation sessions.

### Methods

A randomised controlled design study consisting of an intervention group (use of classroom gaming and video for self-reflection) and a control group (conventional strategy), was conducted. Knowledge was tested using a pre- and post-test quiz. A post-test simulation was also done with verbal qualitative feedback. The skills assessment results of the participants at the end of the semester were used to determine the effectiveness of the interventions. Focus group discussions were conducted after the post-semester clinical posting to determine the extent to which students perceived the intervention to be helpful in their clinical posting.

**Results**

There is a significant improvement in pre- and post-test scores ( $t=-4.47$ ). However, there was no statistically significant difference between the pre-test scores ( $t=1.50$ ) of the intervention group and those of the control group. Similarly, the post-test scores of these groups were also not significantly different statistically ( $t=-0.15$ ). The skills assessment results also showed no difference between the scores of those in the intervention group and those in the control group ( $t=1.19$ ). Themes generated were: usefulness for revision, being engaged and active, and ability to apply.

**Conclusion**

The quantitative findings from this study were unremarkable. However, the qualitative findings suggest that the use of classroom gaming and video-assisted self-reflection were useful strategies to engage and motivate students so as to facilitate learning. Integration of knowledge and application of this knowledge in the clinical setting are also possible for future iterations of these learning activities.

**Note**

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