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Structured Reflective Writing to Increase Confidence Levels in Emergency Obstetric Anesthesia of Nurse Anesthetist Students

การเขียนสะท้อนคิดแบบมีโครงสร้างเพื่อเพิ่มระดับความมั่นใจในการระงับความรู้สึกผู้ป่วยฉุกเฉินทางสูติกรรมให้นักศึกษารั้วพยาบาล

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Background

Nurse Anesthetist Students Training Program

NAS → Spinal Block → Emergency Obstetric Patients → General Anesthesia

Since 2011 - Present
Scenario Based Hand-on, Workshop In General Anesthesia In Emergency Obstetric Patients By Nurse Anesthesia Students

Objective :

- Enhancing knowledge management in emergency obstetric patients
- Increasing experiences in emergency obstetric patients

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Literature Review

Simulation
• Groups learning
• Case study reports

Reflection & Feedback

Critical thinking
Decision making
Intrinsic Motivation
Knowledge Application

Self-practice & Knowledge

Confidence Level

Motivation
Stress
Adaptation
Application
Anxiety

Analyzing Reflections in Service Learning to Promote Personal Growth and Community Self-Efficacy. Journal of Experiential Education, Sanders HJ, Van Ooi T, McGeary S. 2015

Applying the learning theories to medical education: A commentary, Shaligram Nalliah, Nazmah Sdnis, 2014

Huang GC, Lindell D, Jaffe LG, Sullivan AM. A multi-site study of strategies to teach critical thinking: "why do you think that?". Med Educ. 2016

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Literature Review

Reflection + **Feedback**

Descriptive (Non-structured)

Structured

- Develop Professional Skills
- Self Efficacy
- Self Assessment
- Self Improvement
- Focusing Strengths and Weaknesses Performance

Archer JC. State of the science in health professional education: effective feedback. Med Educ. 2010

Hattie J, Timperley H. The Power of Feedback. Review of Educational Research. 2007

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Research Question

Does the use of the structured reflective writing and the structured feedback **affect the confidence level** of the NAS more than the non-structured reflective writing and the general feedback?

The purposes of the study

To examine whether the effect of structured reflective writing with structured feedback and non-structured reflective writing with general feedback will increase the confidence level of the NAS.

Hypothesis : Structured >> Non-structured

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Data Collection Process

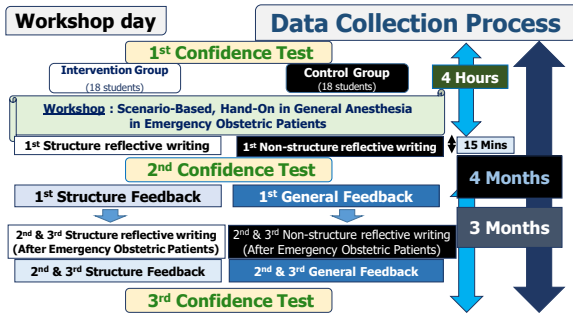
Sample = 36
Nurse Anesthetist Students of Siriraj Hospital
(start course in October on 2017)

Invite the volunteers
Sign consent
Demographic data collection

Conventional lecture (Dec2017)

Intervention Group (18 students)
Structure reflective writing
Structure Feedback

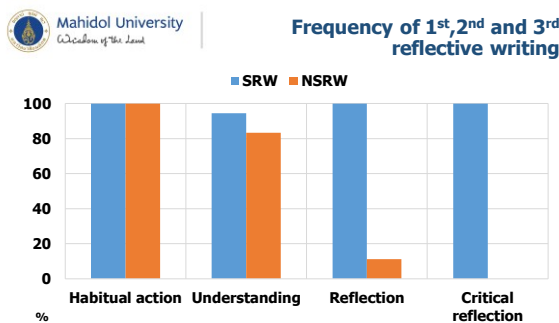
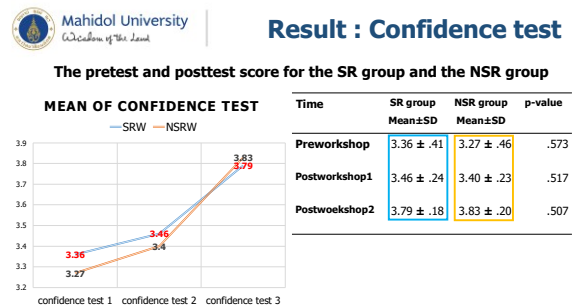
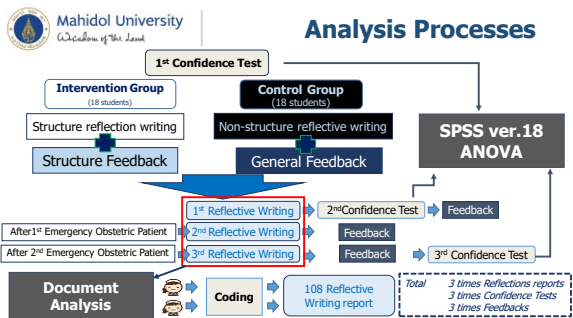
Control Group (18 students)
Non-structure reflective writing
General Feedback



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Validity and reliability of instruments

Confidence Test	SPSS, version 18	The Cronbach's alpha (The prior study: .813) This study : .689 each question : (-.279) - .969
The structured reflective writing reports	Index of Item Objective Congruence verified by 5 experts	(8 questions per a test) : 0.6-1.0.
The non-structured reflective writing reports		(1 question per a test) : 0.6-1.0.
Reflective note coders	Inter-rater reliability	4 domain of Kember's : .833, 1.000, 750, and .500.
Feedback Expert	Feedback guideline	The structured feedback guide by Hattie.J. and Timperley H.(2008) The general feedback guide following real reflection



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Discussion of the results and hypothesis

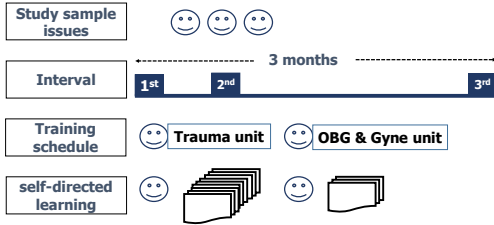
Structured reflective writing and structured feedback will increase confidence level more than using non-structured reflective writing and general feedback

- The 1st, the 2nd, and the 3rd of **confidence score**

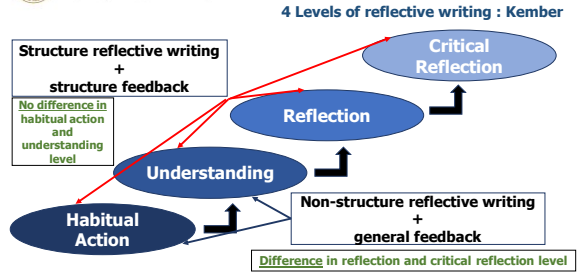
No significant between group

Slight difference between the 1st, the 2nd, and the 3rd confidence test

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Discussion of the results and hypothesis



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Limitations and Suggestions for future research

