

VIDEO SELF-ASSESSMENT AS A LEARNING PROCESS FOR UNDERGRADUATE NURSING STUDENTS

Gunnar Larson Nursing, UW-Eau Claire

Simulation of patient care has reached a level of acceptance, in Nursing education, that it can substitute for traditional clinical experiences. Simulation debriefing is recognized as a best practice in the learning process. Reflection is regarded as formal constituent of the learning process. Video is used as an adjunct to reflection and/or debriefing, but the literature remains equivocal. A qualitative study was implemented with a simulated patient care experience, that is part of a clinical course, to explore nursing students' perceptions of the value of reviewing video of themselves. In the course, students are required to write a reflection about their experience within 48 hours of the experience. The qualitative focus of this study comes from student responses to a new cue question in the reflection assignment: "What is something you learned about yourself from watching your video?". NVivo 10 qualitative analysis software was used to determine salient themes.

