Introducing digital professionalism, including Twitter, as an assessed element of the nursing undergraduate curriculum

Plymouth
University
Nursing
Cohorts
@punc14

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Why Twitter?
1. Because lots of nurses already 'there'.
2. Very good for open discussions.
3. Does not require a lot of exposure of personal details.

Plymouth University 'Ways of Knowing: introductory module

- Opportunity arose through establishment of new introductory module in Oct 2014

- We want **all** students to use webinars, chat rooms, and social media for their learning, including discussions with h/care professionals and the public.

- Digital Professionalism – 10% of introductory module

- Introduced Twitter as part of 'Digital Professionalism'

How was it introduced?

- We piloted a single introductory lecture and promotion of the use of Twitter with second and third year nursing students in September 2014- to fairly hostile response from some students.

- But used experience to introduce as assessed component for first year students in Oct 2014.

- Students received face-to-face lecture about e-health, misbehaving online, potential of constructive use of Twitter. Followed by two webinars, voting on digital professional scenarios, more ehealth, more Twitter. Plus practical work using chat rooms, discussion forums on DLE.

How was it introduced?

- Students asked to set up course Twitter accounts and to follow some given accounts including @punc14, @wenurses, @nurchat, @patientopinion and others.

- Assessment based on doing things or not doing things: Twitter account, use of webinars, chat rooms, getting email address right!

- Webinars, forums, online survey etc. represents 3/10 and creating Twitter accounts and 'lurking' 3/10. Students did not have to 'Tweet' but could do so for the remaining 4/10 of the assessment or, alternatively, write a short essay on the pros and cons of social media in the curriculum

Does it really need to be assessed?

- Yes – if you want to get all students to at least have considered it.

- Few second and third students started optional use of Twitter.

- Nearly all first years for whom Twitter was part of Digital Professionalism assessment used it.

- Large intake (~490) October, smaller (~90) February. Over 1500 students now set up Twitter accounts.

Student comments (quotes as made)

- **Some are surprised:**
  - I was just surprised at how informative following different professionals and organisations was
  - Although at first, I failed to see the real relevance of the digital professionalism component, it was a real learning experience
- **Some feel supported:**
  - Mainly how supportive the Twitter nursing community are and the importance of sharing experiences. Some of the tweets I've read have really given food for thought and others left me with a big smile, due to reading about positive patient feedback

But not everyone is happy (quotes as made and mispelled)

- I believe the time could have been spent better teaching other aspects more relevant to a nursing degree

- Just don't like twitter so why do people be made to use it

- I do not see how it will help me be a better nurse personaly

Student feedback

	Oct-14	Mar-15	Oct-15	Mar-16
Number students on course	450	97	498	87
Number giving feedback	261	89	247	69
Response rate	0.58	0.92	0.50	0.79
Twitter very or probably worthwhile	70%	88%	80%	86%
Learned some or a lot from Twitter	44%	71%	61%	74%

Team PUNC

The @punc14 account is curated by people from 'Team Punc'

Continuity

We have set up joint curation between students and staff - 'Team Punc' .

Team Punc currently comprises 16 members of staff and 16 students. Overall responsibility
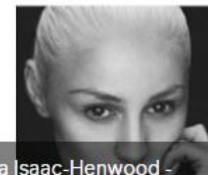
Our students

Charlotte Smith - @puncCSmith

Emily Manning - @PUNC14EmilyM

Emma Wildreid - @puncemma

Gemma Isaac-Henwood - @puncgisaachen

Heather Miller - @PUNC14S_PennyM

Helen Bower - @PUNC14SHB

Jade Gardiner - PUNC16JadeG
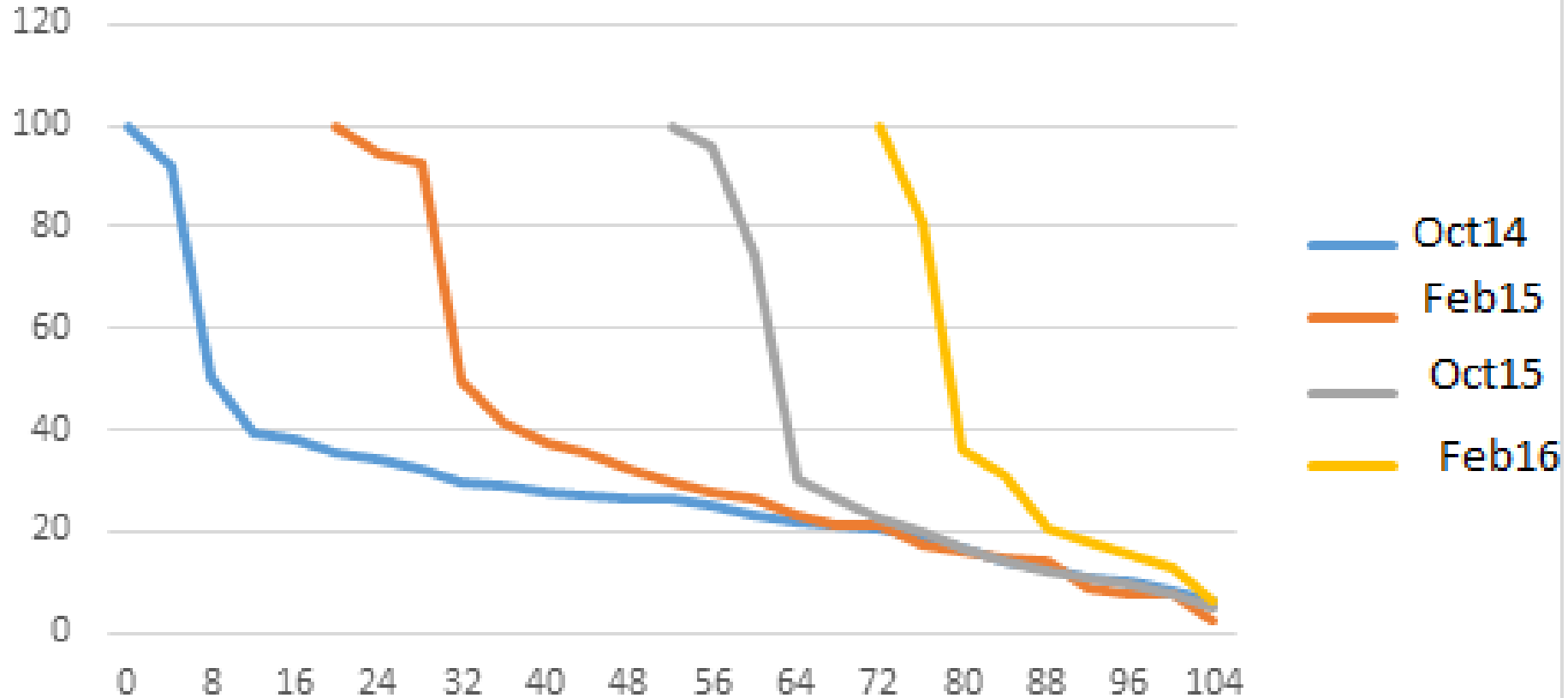
Jennifer Ashwood - @puncjashwood

Scale

75805 tweets were extracted from Twitter for 1041 students between 27/9/14 and 5/10/16.

14% of 1041 students tweeted in June-September 2016

Percentage of cohort whose last tweet was x weeks after the start, showing four cohorts

Oct14
Feb15
Oct15
Feb16

Objectives (Oct 16)

Digital Professionalism has four aims, for you to:

1. Improve your IT literacy and to become familiar with various software including the DLE, webinars, discussion forums, online surveys, videocalls (Skype), and social media (in particular Twitter) that will be useful for your future learning as a nurse

2. Understand the growing use of the Internet for e-health and how nurses are, or could be, involved

3. Understand the potential pitfalls of unprofessional behaviour online

4. Understand the benefits of online personal learning networks and how Twitter can be used to interact with professionals, charities, and the public throughout the world, so getting information and views from a wider perspective.

Assessment for last cohort (Oct 16)

1. Face-face one-hour lecture
2. Complete online surveymonkey (0.5)
3. First one hour webinar (0.5)
4. First online DLE discussion forum (0.5)
5. Patient Opinion webinar (0.5)
6. Set up Twitter account (2.0)
7. Online meeting in selfie-help groups (0.5)
8. Second one hour webinar (0.5)
9. Second DLE discussion forum (1.0)
10. Either continued use of Twitter OR essay reflecting on helping someone make better use of digital health (4.0)

Taryn Lily Nicholls @punctarynlily · Oct 13
in my dressing gown, in bed all cosy waiting for my second webinar on digital professionalism with @rjonesplymouth #workfromhome

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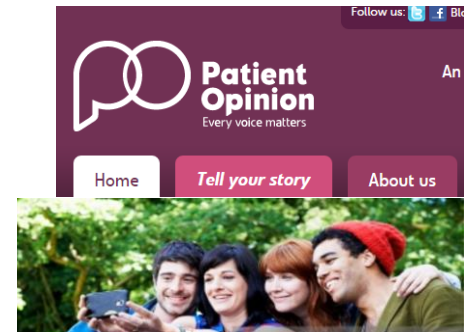
Conclusions

- Nursing students need input on digital professionalism

- This should include encouraging careful use of social media (currently Twitter)

- A small amount of assessment helps to get all students to engage – at least for a while – and to have considered use of social media

- Nearly -but not quite- there yet in making this work for 90% of students

- Having the support of @wenurses @patientopinion and others in the online community is essential …..and wonderful!

- Ray.jones@plymouth.ac.uk
- @rjonesplymouth
- @punc14

Introducing Twitter as an assessed component of the undergraduate nursing curriculum: case study

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