Elaboration and validation of educational video on nasopharyngeal and oropharyngeal aspiration

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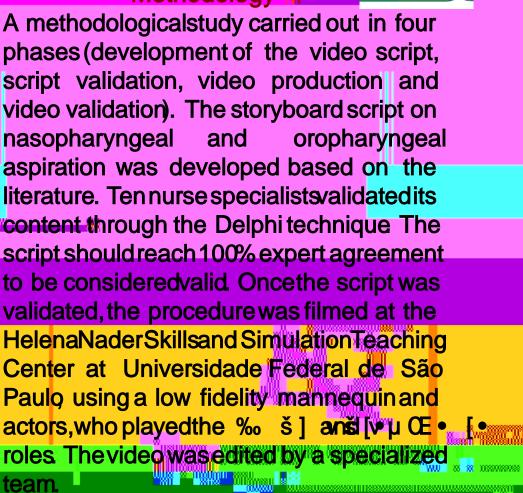
Introduction

Undergraduate nursing students must develop skills that minimize errors in clinical practice. To obtain these skills, several teaching strategies and tools have been used. One of these tools is the video that can be used as a didactic resource in simulation, in the classroom and

Aims

To develop and validate an educational video on nasopharyngeal and oropharyngeal aspiration

Methodology

A methodological study carried out in four phases (development of the video script, script validation, video production and video validation). The storyboard script on nasopharyngeal and oropharyngeal aspiration was developed based on the literature. Ten nurse specialists validated its content through the Delphi technique. The script should reach 100% expert agreement to be considered valid. Once the script was validated, the procedure was filmed at the Helena Nader Skills and Simulation Teaching Center at Universidade Federal de São Paulo, using a low fidelity mannequin and actors, who played the ‰ š] and [•µŒ• [• roles. The video was edited by a specialized team.

The face and content validation of the video was performed by nurse specialists, using a three-point L BT TJ ET BT 1 0 0 1

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Results

The video script consisted of seven topics (concept, indication, contraindications, required materials, procedure, complications and nursing notes). It took four rounds to achieve video validation by the experts. The video was filmed and subsequently evaluated by six nurse specialists for face and content validation. The topic ^ / š understanding_ averaged 2.5, the topics ^ & } v š] Ì _ U ^ ^ } µ v and ^ / µ P averaged 2.6 and the other items averaged 3. The video was reedited after the suggestions and no other changes were suggested.

The video was then watched by 51 nursing students. All questions answered had mean and median values greater than four. The confidence intervals of four questions answered had values lower than 80%. Changes in the sequence of the scenes were performed based on these. After being reedited, the video was watched and evaluated by 45 students from the same class. All questions answered had mean values higher than 4 and median values of 5, thereby rejecting the null hypothesis in all cases. The question with the lowest mean score was ^ } µ o you understand the nasopharyngeal and oropharyngeal aspiration š Z v] µ M _ with an average of 4.64.

The questions with the highest mean score were: ^ } µ you understand