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The Effect of Repetitive Text Messages on the Retention of Knowledge Among Clinical Staff

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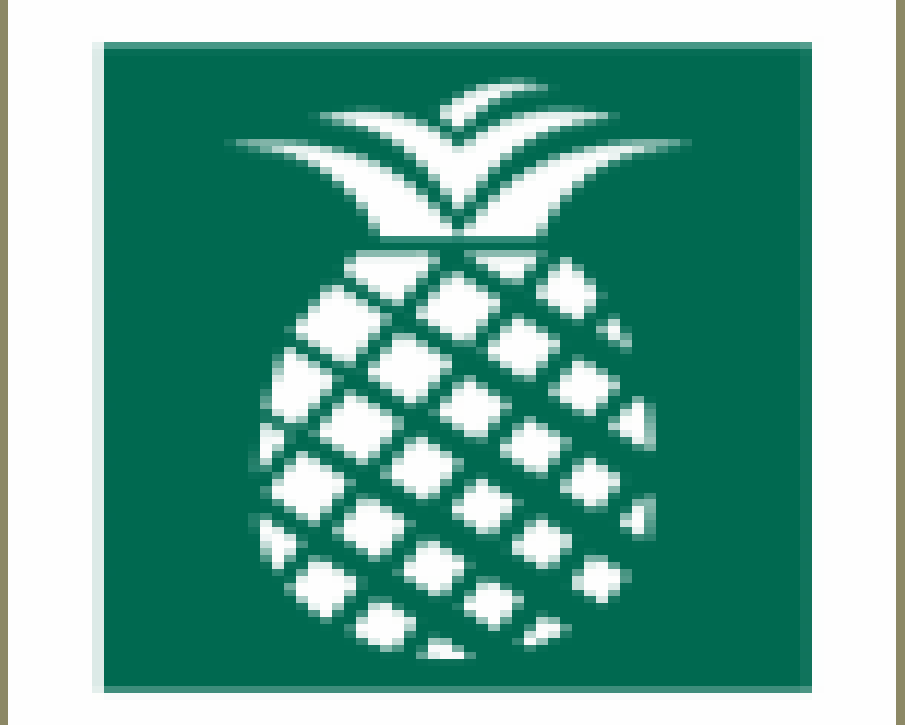
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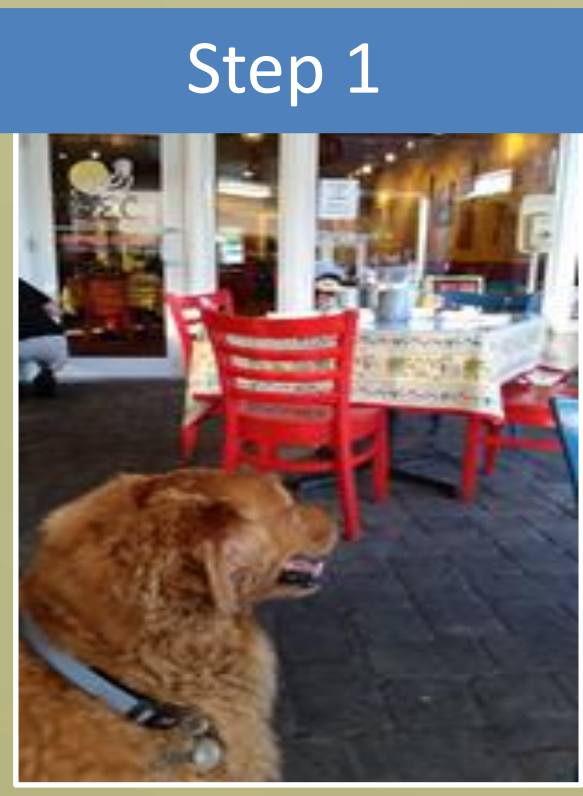
Background

Nurses and clinical partners are caught in a conundrum needing to provide great patient care within a perpetually changing health care environment. To keep up with the changes, clinical staff need to discard old information, learn and assimilate new knowledge. This research study explores using repetitive text messages to help staff retain new knowledge.

Purpose

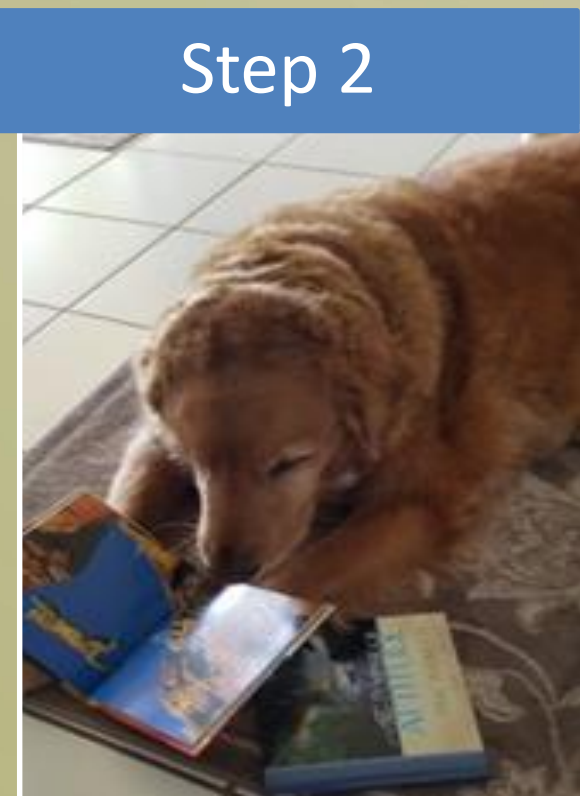
The purpose of this research study was to explore the use of repetitive text messages on the retention of knowledge among clinical staff.

Data Collection



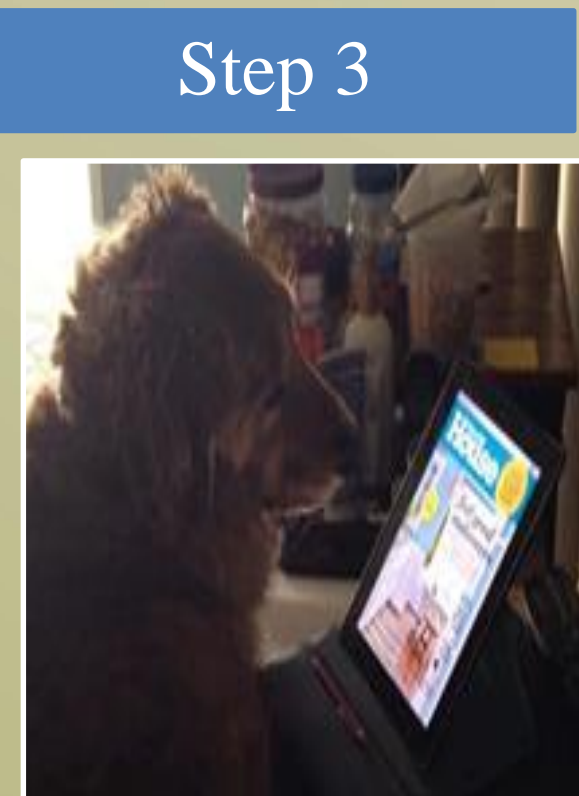
Step 1

Participants attend class on preventing patient falls.



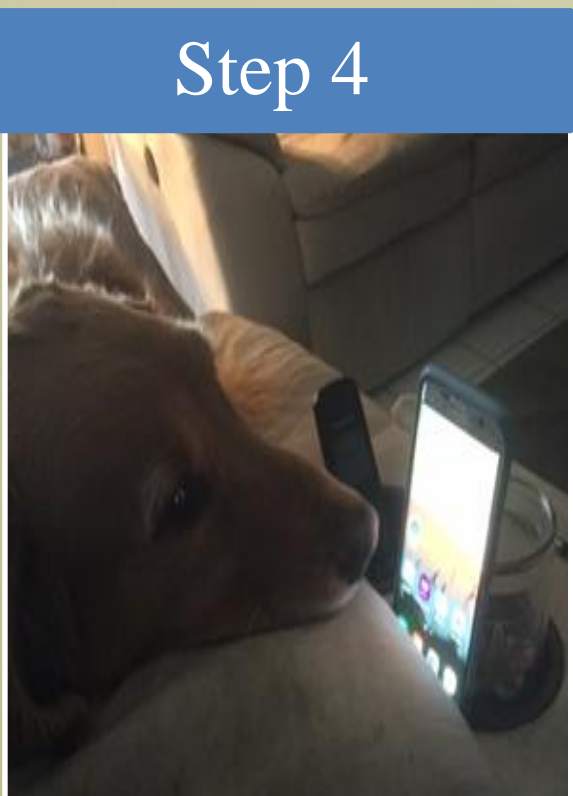
Step 2

Take post-class exam. Randomly assigned to group.



Step 3

Group 1 gets text messages for six days. Group 2 gets no text messages.



Step 4

On 7th day, both groups asked to complete exam again.

Method

This quantitative study used an experimental design to study retention of knowledge.

- Recruited participants from two acute-care hospitals in Southeast Florida
- 142 nurses and clinical partners enrolled in the study
- Participants randomly assigned to the experimental or control group
- Experimental group (group 1) received text messages for six consecutive days with information from the class
- Control group (group 2) did not receive repeated text messages
- On the seventh day, participants from both groups were asked to complete the exam again via survey monkey
- Pre-intervention scores and post intervention scores for the experimental group were compared
- Scores between groups were also compared
- Total of 72 participants completed the final exam

Results

Wilcoxon Signed Rank Test is a non-parametric test used to examine participants at two different times (Salkind, 2013). The Wilcoxon Signed Rank Test revealed a statistically significant difference in the scores for the two exams results for group 1 (experimental group), $Z = -2.214$, Asymp Sig=.027.

The Wilcoxon Signed Rank Test was conducted on the control group and revealed no significant difference between exams.

Groups Pre-Intervention / Post Intervention Scores		
Group 1	$Z = 2.214$	Asympt. Sign.= .027 (<.05)
Group 2	$Z = -.535$	Asympt. Sign. = .593 (>.05)
Significant difference between scores for Group 1 No significant difference between scores for Group 2		

Implications

Repetitive text messages can serve to act as a memory boost for information learned in class (Kohn, 2014). This study supported the concept that repeating information from a class for six days does help one retain information

References

Kohn, A. (2014). Brain Science: Overcoming the Forgetting Curve, Learning Solutions. Retrieved from website Learning Solutions Magazine <https://www.learningsolutionsmag.com/content/1403/about-learning-solutions-magazine>

Salkind, N. J. (Ed.). (2013). *Statistics for People Who (Think They) Hate Statistics* (3rd ed.). Los Angeles, CA: Sage.