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

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

Judy Bowling, PhD, MHA, MSN, RN-BC

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.

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

<table>
<thead>
<tr>
<th>Groups</th>
<th>Pre-Intervention</th>
<th>Post Intervention</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Z= 2.214</td>
<td></td>
<td>.027 (&lt;.05)</td>
</tr>
<tr>
<td>Group 2</td>
<td>Z= -.535</td>
<td></td>
<td>.593 (.&gt;05)</td>
</tr>
</tbody>
</table>

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