Title:
Using Technology to Enhance Student Learning

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Session Title:
SYMPOSIUM: Patient-Centered Care Coordination: Evaluating the Impact of a Curricular Module on Student Learning Outcomes
Slot:
D 01: Saturday, April 9, 2016: 10:45 AM-12:00 PM
Scheduled Time:
11:05 AM

Keywords:
Patient-Centered Care Coordination , Virtual Role Play and Virtual Simulation

References:
Swan, B. A., & Haas, S. A. (2011). Health care reform: current updates and future initiatives for ambulatory care nursing. Nursing Economic$, 29(6), 331-334. Swan, B. A., & Haas, S. A. (2014). Care coordination and transition management competencies for practicing and student nurses. Dean's Notes, 35(3), 1-4. Tanner, C. (April, 2014). The new imperative in nursing education research: impact on patient safety and quality of care. Keynote presentation at the STTI/NLN Nursing Education Research Conference, Indianapolis, IN. Tilton, K., Tiffany, J., & Hoglund, B. (in press). Non-acute care virtual simulation: Preparing students to provide chronic illness care. Nursing Education Perspectives.

Abstract Summary:
Advances in virtual education have created an environment that presents new opportunities to foster positive student learning. Such innovations can be implemented to teach patient-centered care coordination. The second part of this symposium will describe how a virtual reality platform was utilized for simulated role-play ambulatory care clinical experiences.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to explain the significance of the use of virtual role-play experiences to improve student learning outcomes.	The presentation will discuss the literature and outcomes of a variety of virtual learning experiences.
The learner will be able to describe various types of virtual role-play simulation activities that can be used in nursing curricula	The presentation will describe the virtual learning environment and share photos and a video to help the learner understand the teaching/learning strategies utilized.

Abstract Text:

Innovative educational strategies are needed to better prepare nurses to succeed in complex healthcare environments where quality and safety are paramount. Virtual reality software and environments such as Second Life® (SL) hold potential as part of the solution by providing an innovative and interactive platform for educational experiences that simulate real world situations. This platform offers opportunities to utilize the virtual world to expose nursing students to learning in a new way. The second part of the symposium

will describe how the virtual platform of Second Life was utilized for simulated role-play ambulatory care clinical experiences. The literature surrounding the use of virtual worlds for ambulatory care simulations and the development of the Ambulatory Care experiences that took place in the virtual platform of Second Life will be presented. Advances in virtual education have created an environment that presents new opportunities to help foster positive student learning and exploration; such innovations can be implemented to aid in teaching patient-centered care coordination. The PCCC curricula utilized a variety of learning platforms to provide for diverse learning experiences. The learning platforms included face-to-face patient interaction, virtual simulation, use of an electronic health record (EHR), case-based analysis, telehealth, and observational experiences. The focus of this presentation is to describe the virtual ambulatory care clinic (Second Life) experience within the context of the five PCCC learning modules. For this module, students created online avatars and engaged in an experience where they discussed concerns that accompanied clinic visits; including heart failure, diabetes, and depression. Student preparation for the virtual experience took place via a simulated electronic health record. The process of the virtual role-play simulation itself, including the facilitator's role will be discussed during this presentation. The virtual simulation role-play experience also gave students the opportunity to practice their phone-triage skills through the use a virtual role-play experience where they handled a patient phone call situation. Students found this experience to enhance the professional nursing role of patient educator. At the end of their experience, students completed a teaching plan, which further expanded the learning about the role of patient educator. Focus group discussions of the use of this technology reported enhanced learning.