Title:
Student Perception of Virtual Standardized Patients

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Session Title:
Virtual Teaching Strategies
Slot:
C 13: Sunday, 29 October 2017: 10:45 AM-11:30 AM
Scheduled Time:
11:05 AM

Keywords:
assessment, patient and perception

References:
Lin, E.C.-L,, Chen, S.-L, Chao, S.-Y.,, & Chen, Y-C. (2013). Using standardized patietn with immediate feedback and group discussion to teach interpersonal and communication skills to advanced pratice nursing students. Nurse Education Today, 33, 677-683.

Kirkman, T. (2013). High Fidelity Simulation Effectiveness in Nursing Students' Transfer of Learning. International Journal of Nursing Education Scholarship, 10(1), 171-176.

Kelley, C. (2015). Using a virtual patient to evaluate advanced assessment skills. Presented at the NONPF 41st Annual Meeting, April 23-26, 2015, Baltimore, MD.

Abstract Summary:
Use of technology in education is a global phenomenon. Virtual standardized patients (VSP) combine technology and standardized patients. Use of the VSP in physical assessment courses have shown that students have an increase in confidence related to obtaining a patient's health history and performing health assessments.
Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Assess student's ability to transfer knowledge gleaned while working with the virtual standardized patient to the real patient setting.	Undergraduate and Graduate student's utilize a virtual standardized patient to perform focused and head to toe physical assessments. This virtual standardized patent has replaced the use of a live patient for these assessments. A survey was utilized to evaluate the students perception of this change.
Evaluate the student's ability to communicate and interact with a virtual standardized patient.	Students at the graduate and undergraduate level were asked to complete a survey to

	determine if they felt they could interact with the virtual standardized patient.

Abstract Text:

Traditionally, when a student, at either the graduate or the undergraduate level, performed a head-to-toe health assessment for their physical assessment course, they utilized a live person. This person might be a friend, family member, or in some cases a volunteer who was either paid or unpaid, but was trained to "act" as a patient in a particular setting (Lin, Chen, Chao & Chen, 2013; Gliva-McConvey, 2013, Jenkins & Schaivone, 2007; Vessey & Huss, 2002). As technology has changed, the use of patient simulators has become recognized as an effective clinical teaching strategy, especially for health related fields (Kirkman, 2013). In 2012, the Innovation Hub at the University of Florida developed a virtual standardized patient (VSP) that could be utilized for the purpose of undergraduate and graduate nursing health assessment courses. The limited research available has shown that students' confidence in health history taking and health assessment on a live patient has improved with use of the virtual patient simulator (Bigelo, Pardee, Kuzma, & Boucher, 2014; Miskovsky & Miller, 2014; Mawhirter & Klainber, 2014). Faculty has also indicated an ability to better evaluate student learners with the use of a virtual patient simulator (Kelley, 2015). Students from a traditional, face-to-face BSN program, a fully online RN to BSN program, and a fully online MSN program were administered an anonymous survey. Sixty-one students completed the survey. Of those 61 students, 42 (68.9%) felt that the virtual patient simulator was comparable to a real patient with eight having neutral feelings and 11 either disagreeing or strongly disagreeing that the experience was comparable to that of a real patient. Additionally, of the 61 participants, only one felt they could not transfer the knowledge that they gleaned from the virtual patient to the clinical setting. When asked if the students were comfortable communicating with the virtual patient, 72% agreed that they were comfortable in their communication. Based on this small study of nursing students, utilization of a virtual patient simulator in a physical assessment course at the graduate and undergraduate level is an effective learning tool. As technology continues to change, nursing programs continue to encounter limited face-to-face clinical locations, and more and more students seek out online learning, utilization of the virtual patient simulator will increase.