Student Perception of Virtual Standardized Patients

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Learner Objectives

- Describe use of virtual standardized patients in online learning

- Interpret student perception of utilizing virtual standardized patients

Changing the face of learning

- Teaching through use of the traditional textbook can be difficult

- Interaction through digital patients
  - Allows students to perform assessments
  - Allows students to practice documentation
  - Allows students to demonstrate critical thinking
  - Promotes interprofessional collaboration
  - Encourages students to think more broadly about the healthcare system

  - Coutre`, L. (2017). Case is helping future nurses get virtual help. *Cleveland Business*, 2017.
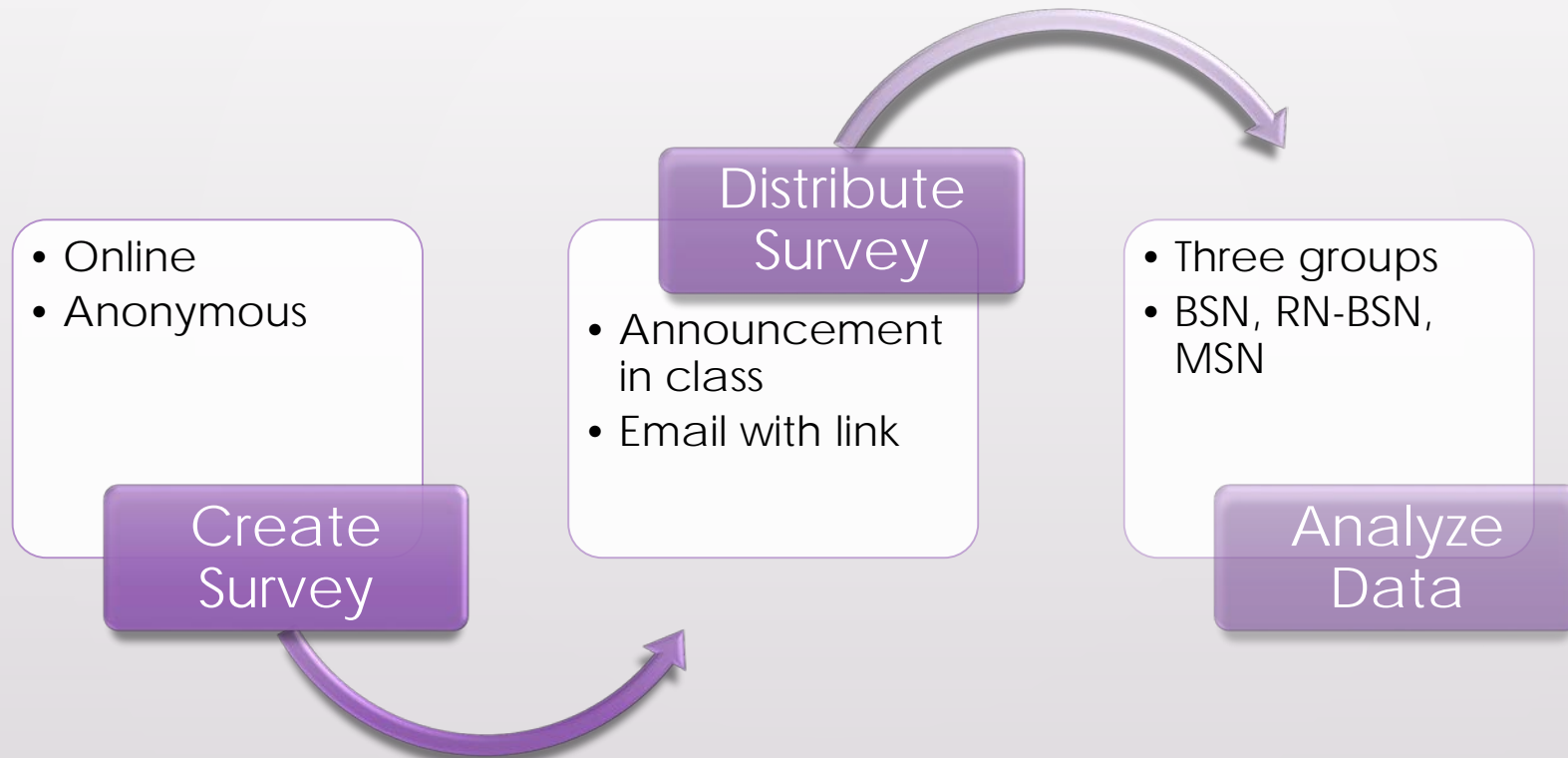
Virtual Standardized Patients

- Increases students confidence

- Allows for better evaluation of student learning

- (Bigelo, Pardee, Kuzma, & Boucher, 2014); (Kelley, 2015)

Process

Create Survey
- Online
- Anonymous

Distribute Survey
- Announcement in class
- Email with link

Analyze Data
- Three groups
- BSN, RN-BSN, MSN

Data Analysis

All Students

- Surveyed
  - Traditional on campus BSN students
  - Online RN-BSN students
  - Online MSN students
- 61 Total Responses
  - 37 Traditional BSN
  - 11 RN-BSN
  - 13 MSN

Data Analysis

- Product is easy to navigate and learn
  - 55 (90.16%) strongly agreed or agreed
  - 3 (4.92%) neutral
  - 3 (4.92%) disagree

- My (the student) interaction with the digital patient is comparable to that of a real patient
  - 42 (68.86%) strongly agreed or agreed
  - 8 (13.11%) were neutral
  - 8 (13.11%) disagreed
  - 3 (4.92%) strongly disagreed

Data Analysis

- I (the student) am able to communicate effectively with the virtual standardized patient
  - 44 (72.13%) strongly agreed or agreed
  - 8 (13.11%) neutral
  - 7 (11.48 %) disagree
  - 2 (3.28%) strongly disagree

Data Analysis

- Would you (the student) prefer to provide your instructor with a video or face-to-face demonstration of your assessment skills on a live patient or do you prefer the virtual standardized patient?
  - 19 (31.15%) virtual standardized patient
  - 21(34.43 %) either
  - 21 (34.43 %) live patient

Data Analysis

- I (the student) am confident in my ability to perform a complete head-to-toe physical examination on a live patient.
  - 19 (31.15%) strongly agree
  - 34 (55.74%) agree
  - 4 (6.56 %) neutral
  - 4 (6.56 %) disagree

Data Analysis

- I (the student) am confident in my ability to perform a focused physical examination on a live patient.
  - 18 (29.51%) strongly agree
  - 36 (59.02 %) agree
  - 6 (9.84 %) neutral
  - 1 (1.64 %) disagree

Data Analysis

- I (the student) am able to transfer what I am learning from assessing a virtual standardized patient into my current clinical setting.
  - 20 (32.79 %) strongly agree
  - 34 (55.74 %) agree
  - 6 (9.84 %) neutral
  - 1 (1.64 %) disagree

Conclusion

- It was concluded that:
  - Students in both traditional and online learning settings learn physical assessment, communication, documentation, collaboration, etc. from utilizing a standardized virtual patient
  - Despite the use of standardized virtual patient, the "patient" responds appropriately to the students written/verbal interaction
  - Knowledge gained from the use of standardized virtual patients in the traditional and online setting leads to transfer of knowledge into the clinical setting

References

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