Global Distance Simulation: Making Connections and Connecting the New Essentials

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The authors declare no conflicts of interest.

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Simulation terms

Virtual simulation- recreating reality

Distance simulation – simulation is at a distance from participants

Remote simulation –off site and separate from other members

Telesimulation-manikin based simulation, faculty is remote from the learners

Synchronous learning with an online platform

Agency for Healthcare Research and Quality. (2020). *Healthcare Simulation Dictionary (2nd ed)*. DOI: https://doi.org/10.23970/simulationv2.

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Background/Introduction

Simulation is an **effective pedagogy**

Preparing students to be professionally equipped to **meet the needs of a diverse population**

Alignment "with millennial **students' expectations** of the use of digital technology" (Cant et al., 2023, p. 37).

The online cultural encounter provided an opportunity to **connect despite physical distance** (Leung et al., 2020).

Sharing and discussing perspectives within a virtual simulation experience, in collaboration with international students, can bring **greater awareness and understanding** (Malloy et al., 2022).

The purpose of this project was to implement a Distance Simulation with a collaborative multi-university global team to enhance nursing students' clinical reasoning and prioritization skills.

Connecting the Essentials

The *Essentials* (2021)

Domain 2: Person-Centered Care
2.1 Engage with the individual in establishing a caring relationship.
2.2 Communicate effectively with individuals.
2.3 Integrate assessment skills in practice.
2.4 Diagnose actual or potential health problems and needs.
2.7 Evaluate outcomes of care.

Domain 9: Professionalism
9.2 Employ participatory approach to nursing care.
9.3 Demonstrate accountability to the individual, society, and the profession.
9.5 Demonstrate the professional identity of nursing.
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.

Domain 10: Personal, Professional, and Leadership Development
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.
10.3 Develop capacity for leadership.

American Association of Colleges of Nursing. (2021). The Essentials: Core competencies for professional nursing education. Accessible online at https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf

Team collaboration

- Eight months of planning
- Development of objectives and goals
- Scheduling
- Creating faculty and student resources
- Platform decisions
- Practice sessions, anticipated possible barriers
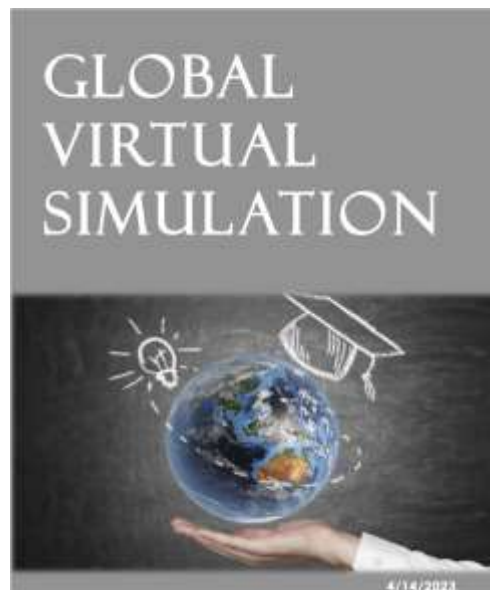

Methods

Collaboration on program design and objectives

Simulation Design framework (INACSL Standards Committee et al., 2021d)

Six phase design

Students from three United States and one international nursing program

Not graded

GLOBAL VIRTUAL SIMULATION

4/14/2023

Project Design

| Introduction Getting organized | Getting to Know You | Prebrief | Virtual Simulation | Debrief | Self Reflection and Feedback |

Phase 1 & 2

Introduction & getting organized

- Global Distance Simulation (GVS) guide
- Brief overview of distance platform
- Support (chat feature and support person)

Getting to know you

- Opportunity to interact
- Learned about each other
- Gain comfort

Phase 3 & 4

Prebrief

- Scripted prebriefing
- Establishing a psychologically safe environment
- Students were encouraged to speak up and ask questions

Simulation experience

- *Physical Assessment in Hospitalized Patient,* was obtained from Montgomery College Simulation Library
- The video of this simulation was shown synchronously in groups.
- One pause in the recorded simulation

Student documents

Montgomery College. (n.d.). *Nursing simulation Library: Assessment: Simulation guide: Physical assessment on hospitalized patient*. https://www.montgomerycollege.edu/academics/departments/nursing-tpss/nursing-simulation-scenario-library.html?fbclid=IwAR26vl7rmYQWyW27QYIj5SO1c9j2zX5ZR

Phase 5 & 6

Debrief

- Debrief and guided reflection, following the INACSL HSSOBP™ The Debriefing Process (INACSL Standards Committee et al., 2021a)

- Developed guide created by members of the project team

Self-Reflection and feedback

- After the debrief and was asynchronous with information gathered by online survey
- complete the online SET-M (Leighton et al., 2015)
- Open response questions related to the experience and what they learned
  - Debriefing related to assessment
  - Others' perspectives
  - What they will do with the information they learned

Participants

- A multi-site (N = 4) sample was included in this project
- 32 nursing students participated in the study. Age of the students ranged from 19-45 years (mean 29.1 years)
- More than half (n=18) had previous healthcare experience with a range of less than 1 year to 20 years.
- Most of the participants previously participated in simulated learning (n=23)
- Final 1-2 years of nursing program

Results

- Descriptive data was provided for the SET-M (Leighton et al., 2015) and demographics.

- All students rated the prebriefing, scenario, and debriefing as effective, as evidenced by a rating of 2 or 3 (strongly agreed or agreed) on the SET-M (Leighton et al., 2015).

- Thematic analysis of the qualitative responses

Qualitative Results

- professional growth
- practice applications
- widening their lens
- learning from others
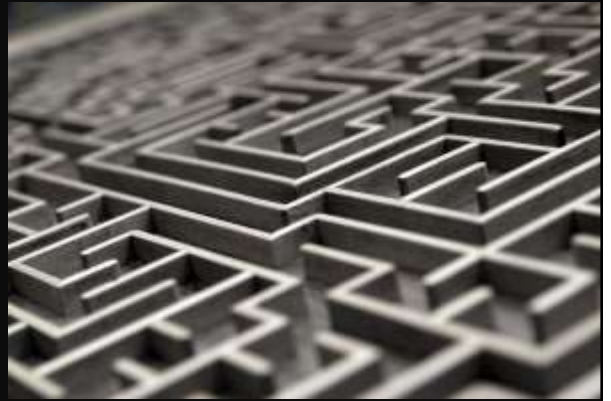
Limitations

- Various time zones
- Internet connections
- Computer access
- Variability of student selection process
- Multiple facilitators
- Time intensive

Conclusions/Implications for Practice

References & Contact Information

Questions?
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