



vSim for Nursing Curriculum Integration Guide for Faculty

Developed by the National League for Nursing



Addendum: Gerontology



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Introduction

This addendum provides strategies for use of the vSim Gerontology product in nursing programs. It provides faculty with ideas to integrate vSim Gerontology into existing curricula and offers ways to develop and/or enhance current teaching strategies. The addendum is based on data collected from faculty who were early adopters or trialers of the vSim Gerontology scenarios during Fall 2015 and submitted feedback to the National League for Nursing. Faculty included those providing instruction in classroom, clinical, lab, and simulation settings. Before integrating vSim Gerontology into the curriculum, it is important for faculty to review the primary vSim Curriculum Integration Guide for specific information on practical preparation for use of vSim and vSim pedagogical considerations.

Figure 1 below summarizes the evaluation of the vSim scoring features by faculty who participated in the vSim Gerontology pilot study.

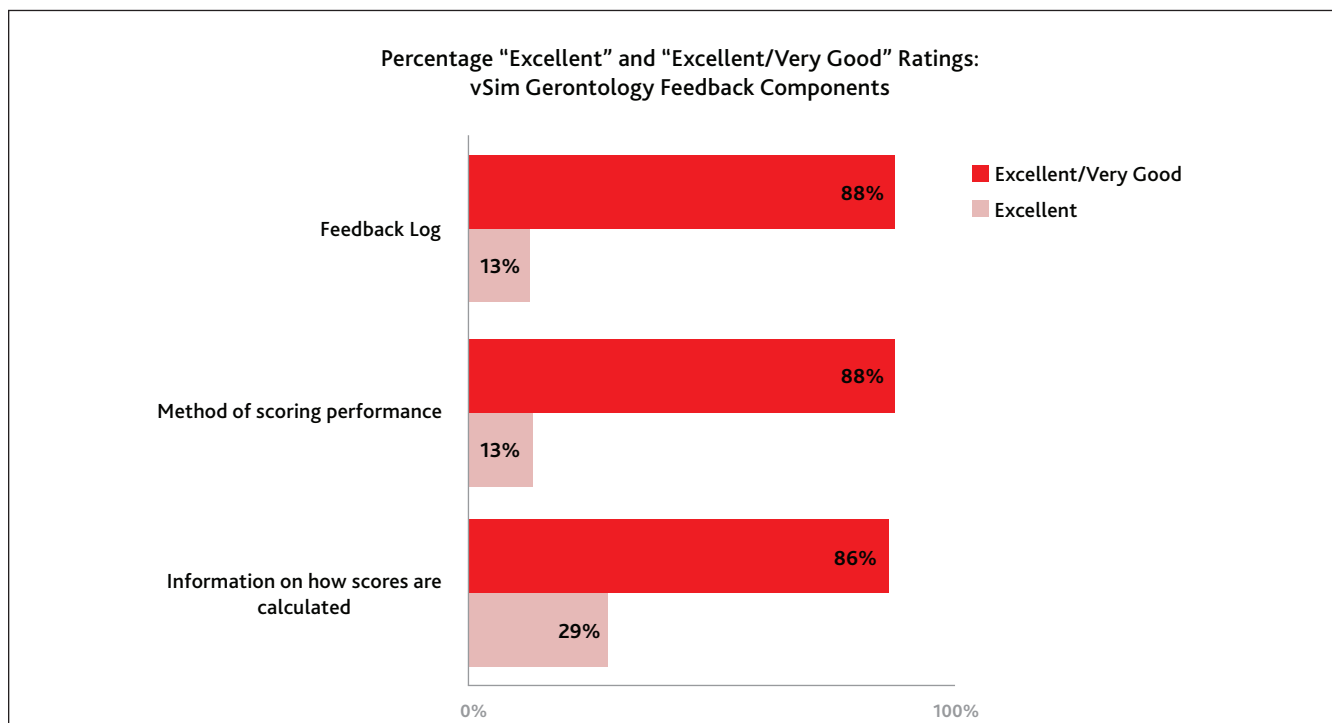


FIGURE 1

vSim Pedagogical Considerations

Formative Assessment

vSim provides an opportunity for faculty to engage students contextually through the use of story. The problems encountered in these patient stories focus the student on achieving goals as those goals relate to an evolving patient context. Used as a means of formative assessment, the stories focus the participant's progress toward goal attainment and provide constructive feedback for improving performance (Bourke & Ihrke, 2012; INACSL, 2013; Prion, 2016).

Faculty in the Gerontology pilot utilized vSim Gerontology as a formative assessment in the following ways:

- As a means for faculty to assist students in communication skill development with the older adult population. A focus within the Gerontology vSim module is the building of communication skills to tailor nursing assessment of issues common to the aging adult.
- As a benchmark for students to work toward. Among the pilot schools that instructed students to meet a target percentage score on the Gerontology vSim scenarios, most specified a target percentage of 85%. , and students hewed closely to their instructors' guidance regarding target scores.
- As a comprehensive approach in progressive development of fundamental geriatric nursing concepts (confusion, wound healing, dehydration, etc.), helping to bridge student knowledge across the lifespan.
- As a means of developing positive attitudes in the care of older adults and their families. Reflection question learning activities associated with the vSim Gerontology series provided a targeted approach toward learning outcomes focused on communication, family support, and attitudes toward aging adults.
- As a way to direct student remediation. The feedback provides students with textbook references and SmartSense links to direct and focus their remediation activities.

■ Teaching Strategies Specific to Gerontological Nursing

Faculty in the Gerontology pilot viewed vSim as offering more value and utility than other teaching methods (e.g., case studies on paper, care plans). Students readily embraced the vSim activity, providing an opportunity for faculty to focus their teaching efforts in other ways (e.g., engaging students to use the content vs. lecturing to provide the content). A variety of strategies may be used to integrate vSim into curricula.

Use of Unfolding Cases in vSim Gerontology

vSim Gerontology consists of 4 unfolding cases in sequences of 3 scenarios each. There was some variation in how the unfolding cases were used. Complete unfolding cases that faculty used most in the pilot were 1) Julia Morales & Lucy Grey (terminal lung cancer) and 2) Henry Williams (COPD). Faculty focus groups reported that the 3-scenario approach of an unfolding vSim case, in combination with classroom use of the full-scale audio recording of that patient telling his or her story (provided in the Suggested Reading section of each vSim scenario, under Patient Monologue), provided a more contextual and deeper understanding of the complexities of death and dying, and management of chronic illness with older adults. Communication skill building is emphasized in the vSim Gerontology series. Faculty reported this as a unique feature that provides an opportunity for students to practice their therapeutic communication skills.

Other scenarios were used out of sequence. Faculty focus groups reported choosing specific scenarios to highlight unique concepts important in the care of the aging adult. This was illustrated using Sherman "Red" Yoder, Part 2 (diabetes with possible sepsis) and Millie Larsen, Part 2 (possible sepsis with fall risk and functional assessment). Both scenarios were reported to focus student learning in the areas of clinical knowledge and focused assessment skills around common geriatric syndromes. The methods that piloting faculty used to sequence each of the vSim Gerontology unfolding cases are illustrated in Figure 2.

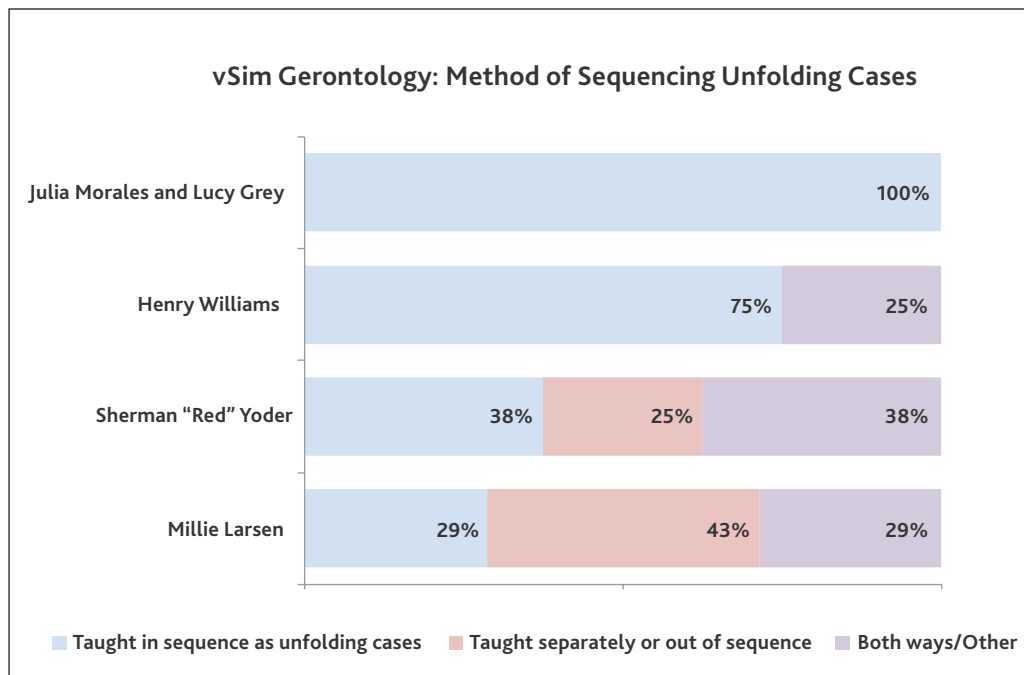


FIGURE 2

Utility as a Teaching Tool

vSim enables students to build and test their knowledge before virtual simulation through reading assignments and pre-simulation quizzes. Engaging in the virtual simulation scenario, students integrate new knowledge as they care for the patient. Prioritization and decision-making are central to the vSim design. Faculty adopting the vSim Gerontology product found that the cases provided a strong scaffolding component, enabling students to build on their knowledge of the aging adult. The vSim Gerontology series as unfolding cases provides student understanding of nursing care of the older adult over a period of time in different contexts, each with a different focus. Faculty reported that this leveled approach in the different unfolding cases assisted in students' comfort level when they met the same patient as a human patient simulator, which involved more complexity because of the integration of assessment psychomotor skills. Experiencing the same patient encounter through different technologies helped to reinforce theoretical knowledge and gradually build confidence and competence. Post-simulation quizzes, guided reflection questions, and documentation assignments complete the learning experience. Faculty focus groups reported that the documentation assignments and student tutorials in the vSim Gerontology series were assigned more than in other vSim series. Of particular note was the level of reflection in these features, which helped to build student awareness of values and attitudes toward care of the older adult.

Learning Objectives

As is true of the other vSim products, the primary learning objectives for the vSim Gerontology pilots were improving clinical reasoning and prioritization. However, other learning objectives were deemed important in some of the scenarios. For example, in all 3 parts of the Sherman "Red" Yoder scenario, improving clinical skills and deepening understanding of nursing concepts were seen to be more or equally important to improving clinical reasoning and prioritization. Figure 3 illustrates primary learning objectives by scenario for vSim Gerontology.

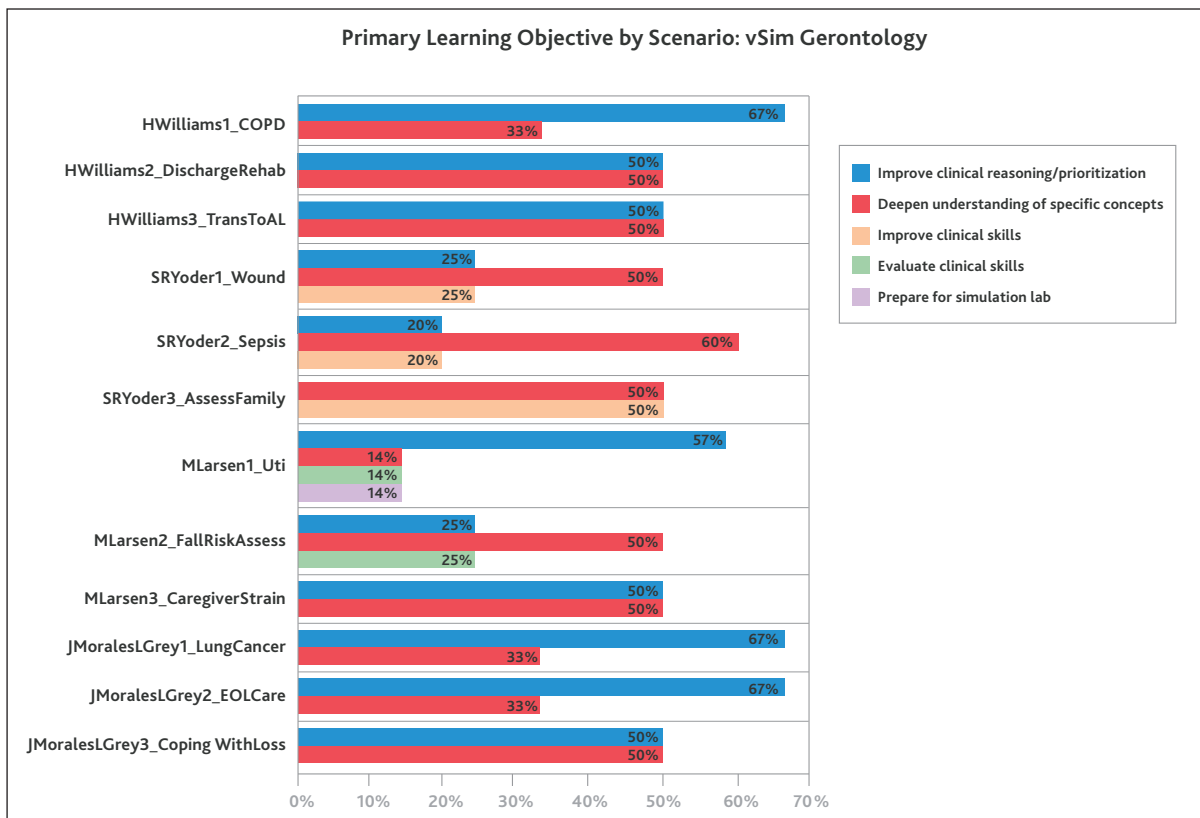


FIGURE 3

Faculty in the pilot also determined the challenge level of the vSim Gerontology with respect to a number of skill requirements. In terms of clinical reasoning, all the vSim Gerontology pilots found the challenge level sufficient for intermediate level students.

Figure 4 illustrates faculty perception of challenge level for vSim Gerontology.

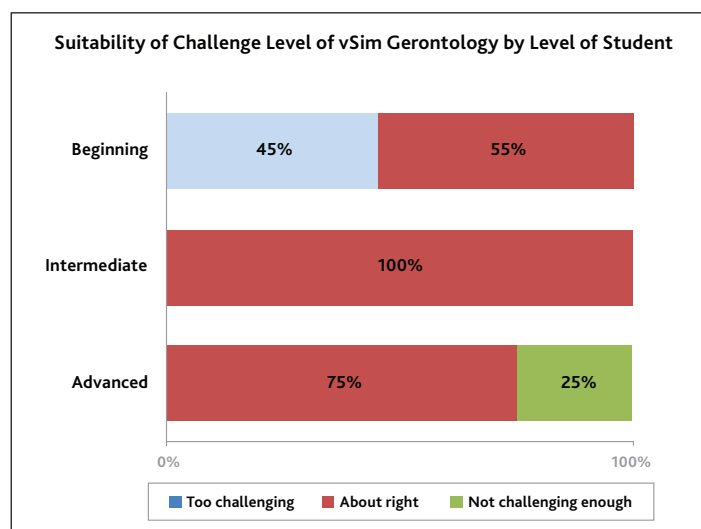


FIGURE 4

Curriculum Approaches

The use of simulation in the classroom continues to grow as an effective interactive teaching strategy, engaging students in learning through the use of doing (Skiba, Connors, & Jeffries, 2008). Using vSim as a lab or classroom approach to demonstrate thinking in action provides an opportunity for immediate feedback. This helps to strengthen student thinking to enhance course learning outcomes. Faculty piloting the vSim Gerontology scenarios reported that vSim use as active engagement in the lab outweighed the use of vSim as an “add on” learning activity and was the primary method of use. Use as a make-up activity was also frequent. As mentioned earlier, faculty in the vSim Gerontology pilot used the additional vSim series learning resources on guided reflection and documentation activities to actively engage students in reflection.

Figure 5 illustrates overall curriculum approaches across vSim series in Gerontology, Fundamentals, and Pharmacology.

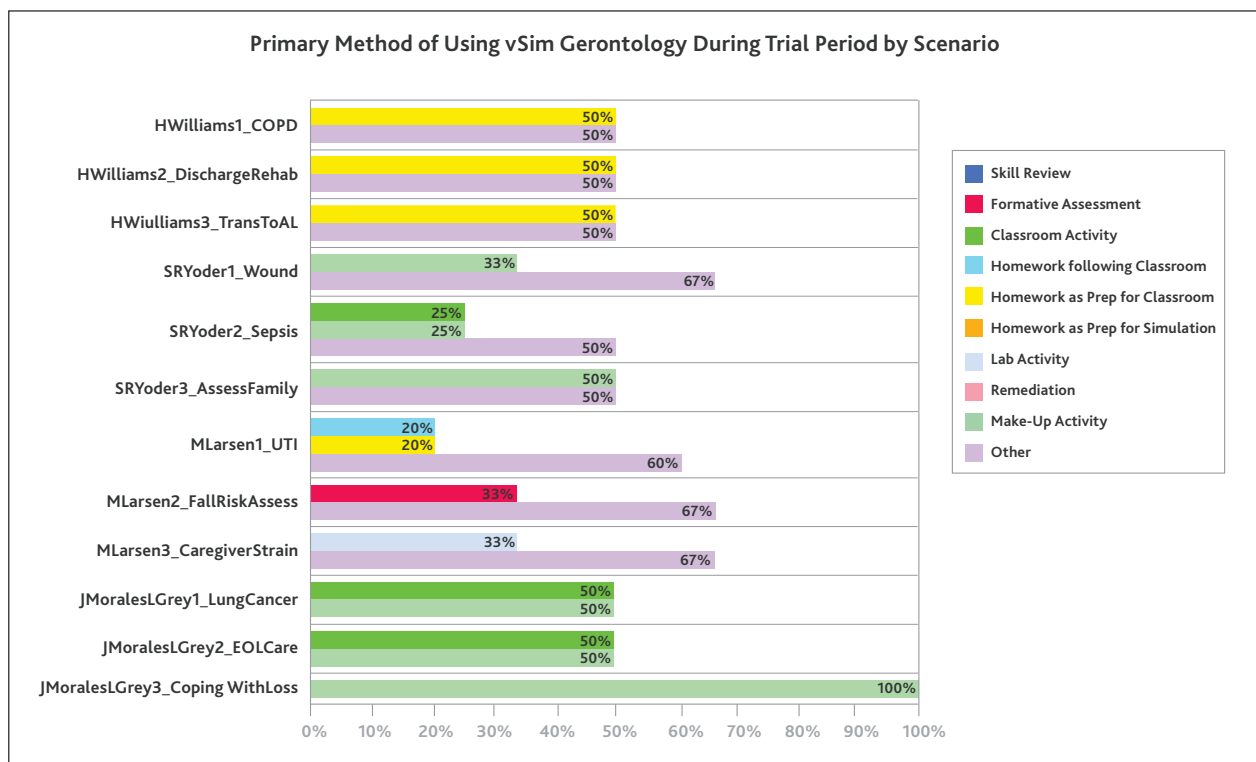


FIGURE 5

Flipping the Classroom

vSim can be used to facilitate an active lab approach to engage dialogue with students on content knowledge using an interactive patient story that unfolds within context.

EXAMPLE: Operationalize the unique assessment skills needed to discern dementia from delirium with Millie Larsen, Part 1 or discuss functional assessment and communication skills of Henry Williams, Part 3 transitioning from a rehabilitation setting back to home.

Small Group Conversations

vSim can be completed as small group activities in the lab with faculty role modeling their thinking in dialogue with students on care management strategies and rationales for action. A group setting can also provide an opportunity for students to think cooperatively through a situation and help them assess both the what and the why surrounding patient care decisions.

EXAMPLE: Examine a group vSim Feedback Log of care management activities surrounding the advance directives and decisions of an older adult cancer patient and the family support needs experienced by Julia Morales and Lucy Grey. The associated guided reflection questions can be used to uncover student attitudes and generate rich small group dialogue.

Small Group Concept Mapping

Concept mapping for concept-based curricula can target important geriatric syndromes, such as urinary tract infection (Millie Larsen) or skin integrity (Sherman "Red" Yoder). These conversations can be structured to emphasize important care issues and family support issues highlighted through the use of an active concept map. vSim provides context that can bring the concept map to life.

Effectiveness of vSim Compared to Other Teaching Methods

Figure 6 illustrates vSim Fundamentals users' views on the overall effectiveness of vSim when compared to other teaching methods. Over half of vSim Gerontology users (56%) said that the product was more effective than training manikins. When compared to standardized patients, 43% said the Gerontology product is more effective. More than one in three thought the product was more effective than simulation labs. More than two-thirds (67%) said vSim Gerontology was as effective as actual clinical experiences.

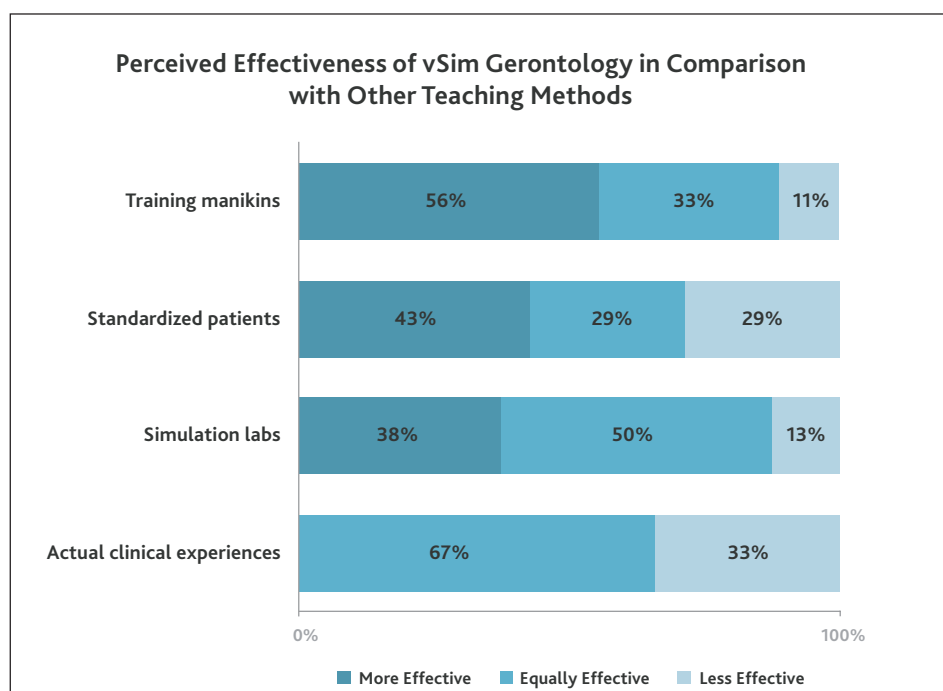


FIGURE 6

Resources and References to Support Simulation

Resources

- vSim Instructor Resources—Take advantage of the materials available for faculty on the vSim product page on thePoint, including a Professional Competency Map, Scenario Overviews, and Debriefing Guides (see Instructor’s User Guide).
- Wolters Kluwer Customer Success Training
- NLN Simulation Innovation Resource Center (SIRC), <http://sirc.nln.org/>
 - SIRC Courses
 - Teaching and Learning Strategies
<http://sirc.nln.org/mod/resource/view.php?id=96>
 - Curriculum Integration
<http://sirc.nln.org/mod/resource/view.php?id=98>
 - Debriefing and Guided Reflection
<http://sirc.nln.org/mod/resource/view.php?id=97>
 - Evaluating Simulations
<http://sirc.nln.org/mod/resource/view.php?id=99>
 - SIRC Annotated Bibliography –Simulation literature
<http://sirc.nln.org/mod/data/view.php?id=711>

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