



# Reimagining Foundational Skill Acquisition: Integrating Virtual Simulation for Health Assessment

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## INTRODUCTION

As part of a curricular redesign for our BSN program, 107 first semester students are immersed in an on-campus clinical course that combines health assessment and psychomotor skills acquisition. Recognizing that repetition reinforces learning, and the potential to leverage relevant technology, a virtual simulation tool [Shadow Health® Health Assessment] is consciously integrated.

Learner’s perspective:  
“Most helpful that we practice giving exams virtually and then are able to go into lab and practice a similar physical exam (head to toe).”

Instructor’s perspective: “Realistic scenarios for students to think and ask appropriate questions about health issues.”

## INSTRUCTIONAL DESIGN + CONTENT EXPERTISE = INTEGRATED LEARNING EXPERIENCE

- **Requirements:** Leader with a vision and faculty buy-in to innovate
- **Strategic investment:** Learner funds, course time, internal resources
- **Course Design:** Deliberate collaboration between the didactic lectures and simulation cases. Intentionality communicated to learners?
- **Shared expectations:** Communication about relevant portions of the tool and curriculum to different stakeholders uniformly for consistency
- **Student & faculty support:** Orientation, Messaging, Support line
- **Learning Management System (LMS):** Integration into the course presentation in the Learning Management System
- **Grading:** Inclusion of tool conveys this is an important part of the curriculum, and weighted accordingly

## THE PROCESS

- **New Resource!** Identify a virtual simulation tool to leverage technology
- Test the tool
- Discuss with stakeholders as a pilot within the On Campus Clinical course in the BSN curriculum – specifically integrated within a course
- Decide to adopt a single platform
- Strategically integrate this in the LMS course site following a template so that it is consistent throughout the semester
- Export grades from the simulation tool to combine with other evaluations for an overall course grade. Assessment conveys value.
- Coordinate roles and tasks amongst the course coordinator, lab faculty and clinical faculty precepting students.
- Requires investment of time and effort.

## IMPLICATIONS –

1. Continue intentional course design
2. Integrate technology across the curriculum (longitudinally)
3. Scaffold the learner’s experience

## FUTURE –

1. Improve documentation practice
2. Synchronous debriefing with learners and coordinator/lead faculty at strategic points in semester – early, mid, late to solidify learning
3. Remind learners that repetition reinforces learning. This is an intentional opportunity for practicing process and skills

