

Pediatric Grand Rounds: Online Simulations using REELDx

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Disclosure:

- Neither Tammy Whitehead nor Tia Andrighetti have any conflict of interest to disclose.



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Presentation Objectives:

- Participants will be knowledgeable about how to implement video vignettes to increase student engagement in online simulations using didactic content from their course material.
- Participants will leave the presentation with an idea of how to implement this methodology to teach their didactic content.



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Evidence Base

- Critical thinking
- Active learning
- Knowledge retention increased
- Best Practices:
 - Engage learners in real world problems
 - Learning while doing
 - Must determine potential and probable causes, important prior to hearing correct answer
 - Scaffolded support
 - Reflection on learning
 - Feedback from instructor and classmates

(Laws, Willis, Jackson, Keonig, & Teese, 2015; Raleigh, et al., 2018; Wright, Newman, Cardinale, & Teese, 2016)



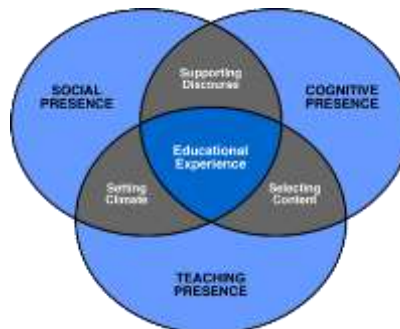
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(Raleigh, et al., 2018; Wright, Newman, Cardinale, & Teese, 2016)

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Community of Inquiry

Cognitive Presence
Teaching Presence
Social Presence



Garrison, D. R., Anderson, T., & Archer, W. (2000).



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Video Vignettes

- Best Practices:
 - Real scenarios
 - Short in length
 - Present one message
 - Show a skill being done
 - Able to relate to situation
 - Able to conceptualize information

(Ramsay, Holyoke, Branen, Fletcher, 2012)



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Curriculum Development

- Objectives of the course
- Student learning through multiple exposures to content
- What do we need to know before we begin?
 - Experience of learners
 - Number of learners
 - Number of faculty
 - Available Resources



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Background

New to course

Large group assignment

To increase my presence

Students to interact more

Students to feel more confident



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Pediatric Grand Rounds

- Students
 - Subscribe to REELDx
 - Sign up for Grand Round slot
 - 5-6 per 2 hour slot
 - Join meeting via Big Blue Button in Canvas
 - Present management of patient
- Faculty
 - Show video to participants
 - Facilitate discussion
 - Act in role of preceptor



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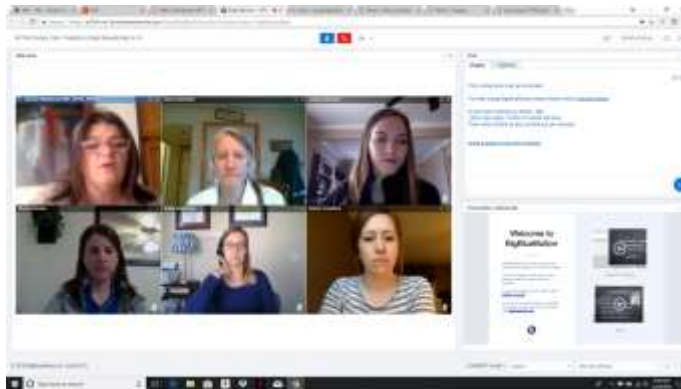
SNAPPS

- Summarize
- Narrow differential
- Analyze the differential
- Probe the preceptor
- Plan management
- Select an issue for self directed Learning



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Virtual Grand Rounds



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Outcome evidence

- End of term evaluation by students
 - Likert scale 3.0 to 5.0
 - 4.0 and above is acceptable range
- Exam Scores and course outcome data
- NLN Student Satisfaction and Self Confidence in Learning Tool
- COI Scores
 - Teaching
 - Social
 - Cognitive presences



Qualitative Student Feedback

- The pediatric grand rounds helped solidify the content we were learning.
- Loved the Grand rounds, wish we could have done more of them.
- Grand rounds helped pull together differentials.
- It is like a real world case which is very helpful!
- It was challenging in a good way.
- They have increased my knowledge and understanding in a non stressful way.



Lessons Learned

- Faculty idea of projects evolves as delve into it more and get feedback from students
- Seek out faculty mentors who have simulation experience
- Students need education that learning is on them during simulation experiences-not instructor



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Lets Practice

REELDX Video 13



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Translation to your didactic content

- What one piece of content could benefit from active teaching?
- Are there video vignettes for that?
 - If not, here are some links about how to create an effective video vignette:
 - <https://www.ncbi.nlm.nih.gov/pubmed/23433778>
 - <https://elearningindustry.com/tips-use-interactive-videos-online-training>



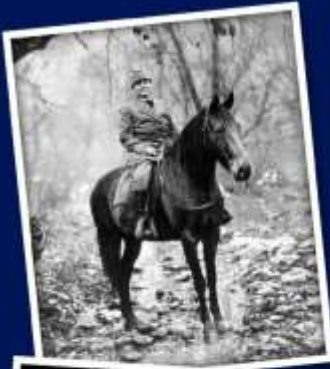
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