

# Engaging RN-BSN Students In A Virtual Leadership Simulation

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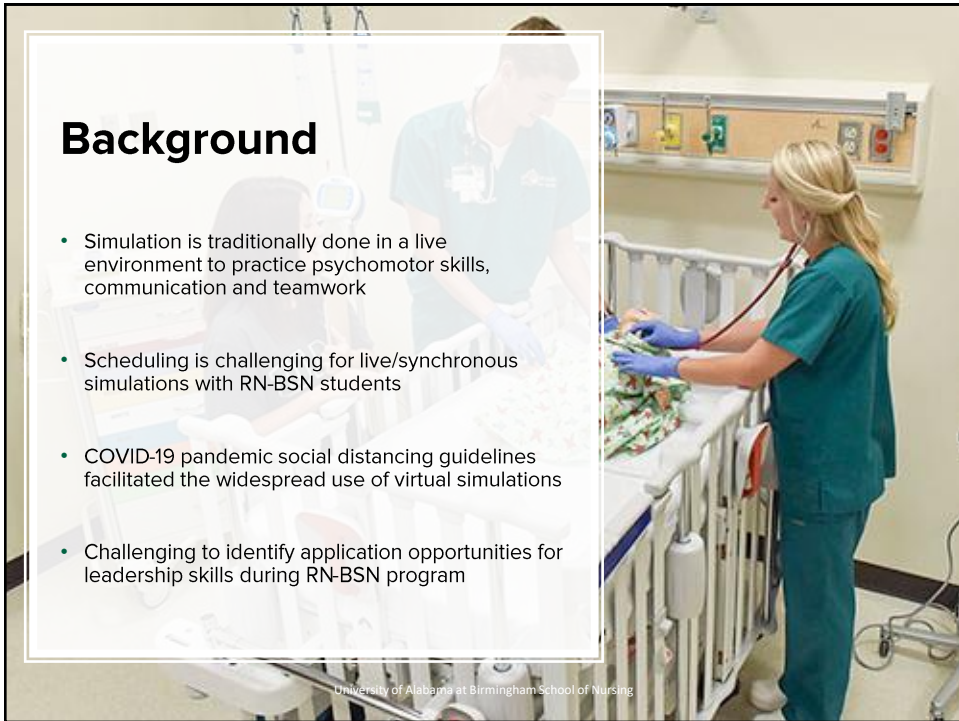
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## Objectives

- Describe the process for developing a virtual leadership simulation experience for RN-BSN students.
- Discuss how to implement a virtual simulation experience for RN-BSN students.
- Apply student evaluation data from the virtual leadership simulation to direct future quality improvements in the learning activity.



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## Background

- Simulation is traditionally done in a live environment to practice psychomotor skills, communication and teamwork
- Scheduling is challenging for live/synchronous simulations with RN-BSN students
- COVID-19 pandemic social distancing guidelines facilitated the widespread use of virtual simulations
- Challenging to identify application opportunities for leadership skills during RN-BSN program

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## Benefits of Virtual Leadership Simulation

- Engagement of RN-BSN students in a distance-accessible learning environment
- Active immersion in “soft skills” of leadership
- Students armed with an additional skill that can be immediately transferred to their work environment
- Peer-to-peer learning among students with different work experiences and backgrounds
- Offered 100% virtual or in a hybrid format
- Increased student satisfaction with leadership course

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## Student Simulation Preparation

- Student Sign-Up (date/time; one-hour slots)
  - Monitor sign up and send sign-up reminders
- Review: *Student Simulation Guidelines* Document
  - Webcam: on, visible and present 100%
  - Broadcasting alone, in a private area free from distraction
  - No broadcasting from a vehicle (passenger or driver)
  - Need functional computer, internet, webcam and microphone



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## Virtual Leadership Simulation

- Pre-briefing/Overview
- Video Vignette Viewing (3-minute vignette)
- Debriefing/Group Discussion
  - Objective 1: Recognize that the team member is uninformed, which may result in the provision of unsafe care
  - Objective 2: Advocate for the patient by speaking up to the uninformed team member
- Student Evaluation of Simulation
  - Microsoft Forms QR link



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## Simulation Situation Overview



- Nurse-to-nurse handoff for an elderly patient with COPD
- Condition rapidly deteriorates, noted during assessment
- MD to bedside to place chest tube
- MD makes several critical errors:
  - Contaminates sterile gloves
  - Sets up chest tube tray on wrong side of patient
  - Contaminates sterile field
- Video vignette ends **before** nurse intervenes in any way

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## Modified PEARLS Debriefing Format

- Initial Thoughts/Reactions
- Review Facts of the Case
- Discussion Focus: Simulation Objectives
  - Objective 1: What went well? What could have been done differently?
  - Objective 2: What went well? What could have been done differently?
- Insight From Content Experts:
  - Use of "time out"; creating a culture of safety, advocacy as a leadership skill
- Summary: Student Statement of Takeaways

(Eppich & Cheng, 2015)



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## Student Evaluation of Simulation

- Developed by faculty team in Fall 2020
- Offered in Spring and Summer 2021
- n = 91 (over two semesters)
  
- *This simulation:*
- Prepared me to respond to patient status change
  - 66% strongly agree, 32% agree, 2% neutral
- Provided opportunity to use communication skills
  - 68% strongly agree, 31% agree, 2% neutral
- Helped me become aware of critical actions
  - 66% strongly agree, 34% agree



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## Student Evaluation Feedback

- **What facilitated your learning during this virtual simulation experience?**
- *"The guidance of the discussion by the instructors helped progress the discussion"*
- *"The instructors really helped us facilitate good communication and brainstorm good ideas"*
- *"I enjoyed having a video and breaking it down by the scenes to get the concepts"*
  
- **What did you learn from this simulation experience?**
- *"How to speak up in a respectful manner and how leadership skills are in everyday encounters"*
- *"The importance of patient advocacy and effective communication"*
- *"How to be an advocate for my patient and how to gently be assertive"*

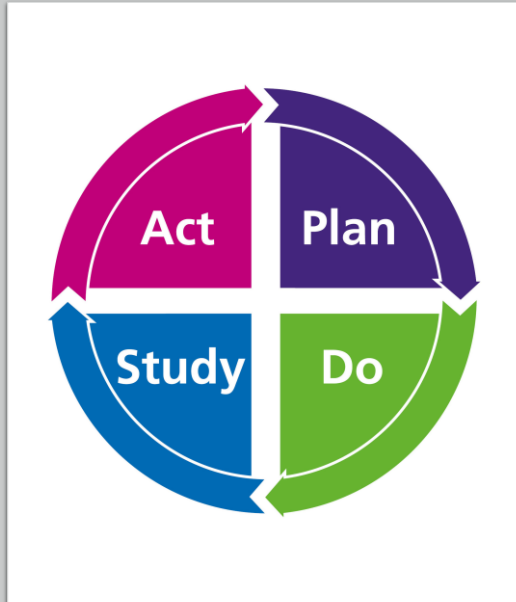


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## Quality Improvement: Actions/Future Plans

- Clarified student attendance expectations
- Deleted reflection assignment due to evaluation duplication
- Continuing education in debriefing for faculty
- Simulation information module for faculty
- Revise video to remove distractors
- Record additional videos to use in rotation



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## Recommendations for Implementing Virtual Simulation for RN-BSN

- Identify a "champion", obtain faculty buy-in
- Consult with simulation experts, review best practices
- Devote adequate time for development
- Assign faculty roles (pre-brief, debrief, content expert), tech support)
- Advertise student sign up early in semester, schedule simulation for midterm or later
- Schedule 1-2 practice sessions to identify & work out kinks
- Implement, evaluate and revise
- Enjoy!

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## References

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