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Remote Access Labs: Maximizing Learning Opportunities for Beginning Nursing Students

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Introduction:

- The COVID-19 pandemic forced an immediate transition from in-seat to remote learning with limited available resources.

- Through collaboration between course and simulation lab faculty, a series of remote access simulation-based learning labs were developed to facilitate student learning of nursing assessment and interviewing skills.

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Background:

- Historically, the students learned to perform an interview and physical assessment through lecture, skill videos and faculty facilitated application in the simulation-learning lab.

- The onset of the COVID-19 pandemic empowered us to restructure the experience and allow students to conduct a simulated patient interview in a remote learning environment.

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Purpose:

- Nursing students must have a solid foundation in nursing assessment and interview skills. Beginning students often struggle learning to perform an interview and organized physical assessment.

- Using the combined approach of expert role modeling and unfolding patient scenarios, we integrated these scenarios into development of the remote access labs (RAL).

- This pedagogical approach provided the learner with opportunities to perform an interview of a simulated patient and receive real time feedback, as well as participate in the physical assessment of this patient.

- The goal of this approach was to create effective solutions for learning interviewing and assessment skills while optimizing use of resources and boosting outcomes.

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Method:

- Unfolding patient scenarios were developed increasing in complexity as the course progressed.

- Using "Fourth Wall" technique, the course faculty as the expert role model facilitated the interview and assessment of a simulated patient.

- Utilizing Freeze Frame learning protocol, the course faculty facilitated the patient interview, with students using system-specific questions to complete the history.

- Guided by student direction, the course faculty completed the physical exam providing real-time feedback to guide assessment technique.

- Following completion of the RAL, students recorded a video of themselves performing the physical assessment on a "quarantine buddy" and submitted this to their clinical instructor for feedback

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Results:

- Utilizing the RAL provided an effective strategy to fill the gap created by COVID –19 and allow the students to successfully conduct patient interviews and assessments independently with confidence in the clinical setting.

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Questions?

Thank you!!