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Purpose:

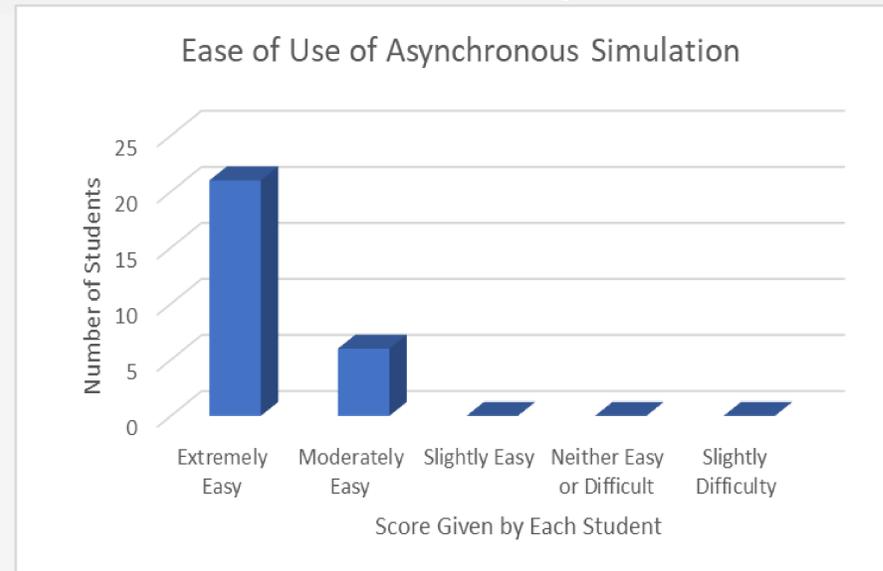
The purpose of this study was to evaluate the usefulness of asynchronous simulations in teaching nursing leadership to undergraduate nursing students.

Background:

Online simulation is an effective means to develop nursing students and essential as COVID has restricted in-person training. However, creating high-quality simulations with little training or expensive software has been limiting. So, when our group learned about an open-source site available for asynchronous simulation sponsored by MIT, we decided to utilize this in our undergraduate leadership course with hopes of expanding to other curricular areas.

Methods:

We developed an asynchronous simulation about nursing accountability. The project included creating three short videos and asking student critical thinking questions. We uploading these into “Teacher Moments.” Prior to using the online simulation, our BSN students completing a pre-briefing assignment regarding nursing accountability. Then, each completed the scenario focusing on confronting a CNA who fabricated vital signs.



Methods (continued):

After each video, students are asked questions about actions they would take if in this situation. A survey about the learning experience and debrief follow. Using the Teacher Moments allows faculty to hear and read student responses in order to evaluate learning and plan for future teaching.

Results:

Students indicated that the asynchronous simulation program was easy to use. All of the 27 participants rated ease as either of use as either extremely or moderately easy to use.

Comments by students included how realistic the simulation was. One said: “It put you in their shoes and shows you what might happen.”

Results (continued):

Several students said they appreciated having time to think about their responses. For example, one said, “loved having time to think about it, and also not feeling awkward talking in front of my peers. Having to talk out loud to my computer made me process more..”

Students also indicated that the scenario helped them learn about leadership accountability.

Implications for Nursing Practice:

Using asynchronous simulation through “Teacher Moments” is a viable way for students to learn about leadership and communication.

Educators should consider using this method or ones similar in the education of undergraduate nursing students and potentially graduate as well.

Future research:

We do plan on continuing using the Teacher Moments in undergraduate nursing. We are looking for other schools to be partners. Our hope is to move on to other topics beyond leadership.

