

# Transforming Assessment in Nursing Education: Virtual Simulations

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# Disclosure Slide

## No Conflict of Interest for

- **Nancyruth Leibold, EdD, RN, PHN, CNE at Southwest Minnesota State University**
- **Laura M. Schwarz, DNP, RN, CNE at Minnesota State University, Mankato**
- **We received no monies for this research project and have no commercial support or sponsorship.**

## Learning Outcomes

The learner will

- **1. Describe the use of a conflict management virtual simulation in nursing education from the learner's point of view.**
- **2. Summarize the learner's perspectives of using virtual simulation as an assessment strategy in nursing education**

# Introduction and Purpose of Study

- **Virtual Simulations**
  - **Online scenarios that include one or more learners**
  - **Teaching/learning activity**
  - **Safe, convenient**
  - **Learners can build their knowledge base**
  - **Virtual simulations can also be used as an assessment strategy**

# Research Questions

- **What are the strengths of using a virtual simulation about conflict management in nursing for a teaching/learning/assessment activity from the learner's point of view?**
- **What are facilitation successes and areas for improvement with using the virtual simulation about conflict management in nursing for a teaching/learning/assessment activity from the learner's point of view?**
- **What are factors that relate to technological ease with using the virtual simulation about conflict management in nursing for a teaching/learning/assessment from the learner's point of view?**

# Conflict Management for Nurses

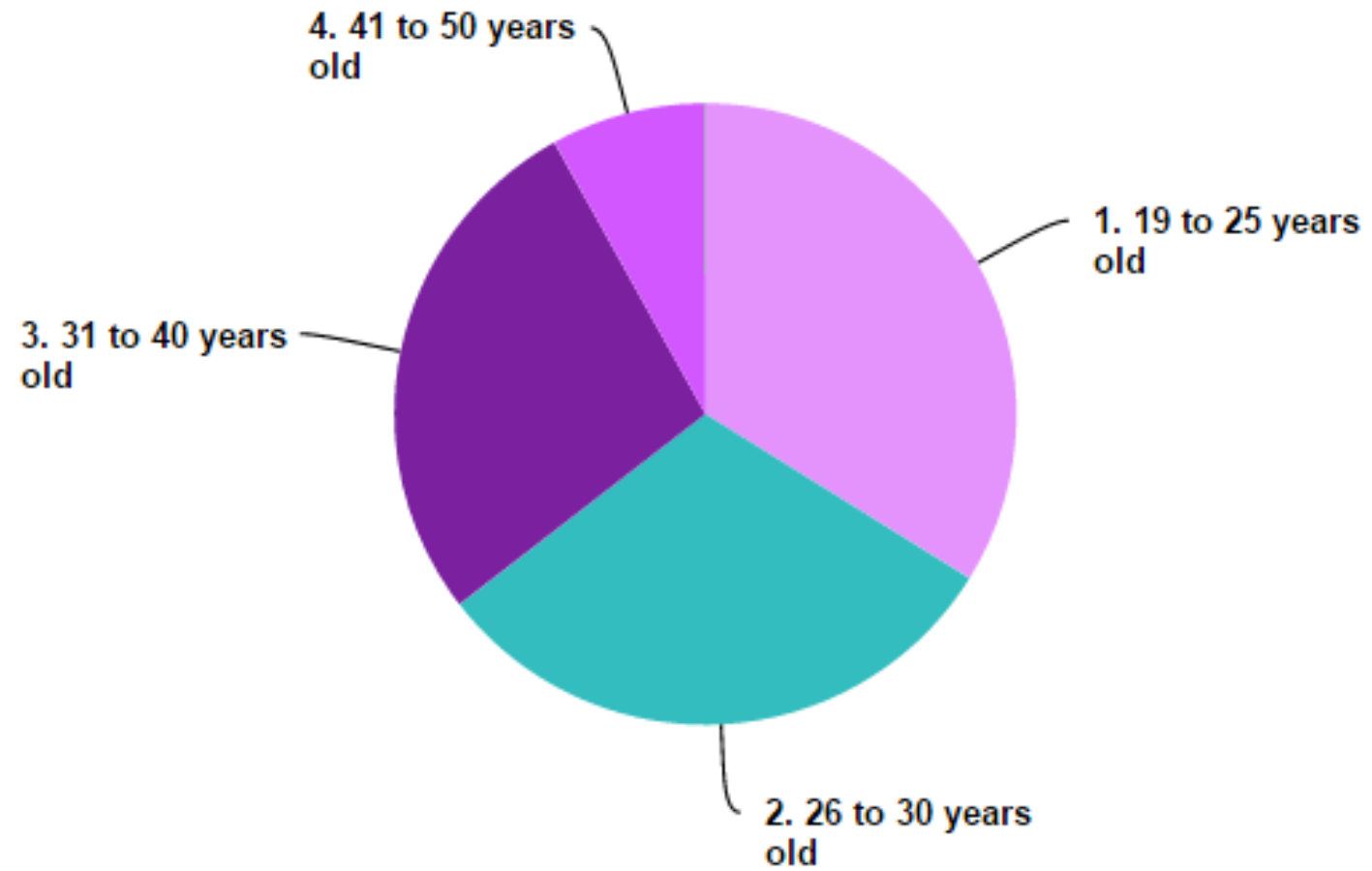
## Virtual Simulation

- **Asynchronous**
- **Online**
- **Mastery Design Simulation**
- **Scenarios that require decision making about the application of conflict management and conflict resolution.**
- **Lisa Gates: Resolution Roadmap**

# Methods

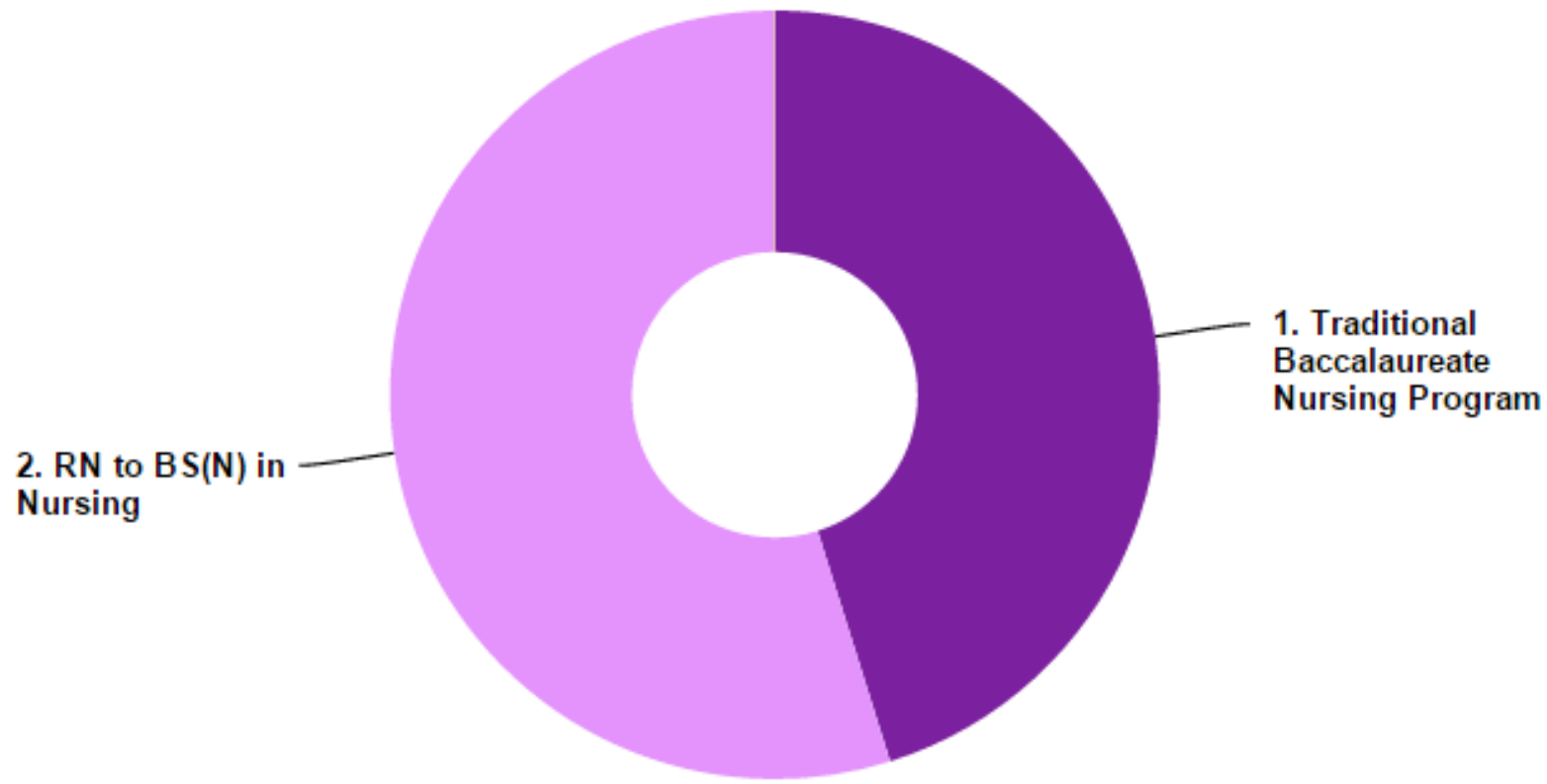
- **Mixed-methods**
- **43-Question Survey: *Learner Perceptions of the Conflict Management in Nursing Virtual Simulation Survey***
- **Survey**
- **Quantitative statements with a 5 point Likert type scale (5 = strongly agree, 1 = strongly disagree).**
- **Qualitative questions**
- **Convenience sample of 62 nursing students**

# Demographics



# Demographics

## Type of Nursing Program





# Results and Discussion Ease of Use

| <b>Survey Item:</b>                             | <b>Mean Average</b><br><b>5.0</b> |
|---|-----------------------------------|
| <b>Menu Design made Navigation Easy</b>         | <b>4.83</b>                       |
| <b>Font Easy to Read</b>                        | <b>4.90</b>                       |
| <b>Colors Pleasing to the Eye</b>               | <b>4.83</b>                       |
| <b>The Virtual Simulation was User Friendly</b> | <b>4.82</b>                       |

# Colors in the Virtual Simulation

## Example:



# Another example of Colors in the Virtual Simulation

## Simulation Set-Up

Rick is a Nurse Manager of a unit. Rick is new to this position and this unit. Rick is an experienced RN and this is his first manager position.

The simulation starts during a monthly staff meeting, when shared governance committees are giving reports.

Next, the characters are introduced....

Hello. My name is Rick and I am the Nurse Manager.



## Results—Nursing Virtual Simulation (VS) Effectiveness and Connection to Learning Outcomes

| <b>Survey Item:</b>                        | <b>Mean Average<br/>5.0</b> |
|--|-----------------------------|
| <b>Connection to Learning Objectives</b>   | <b>4.85</b>                 |
| <b>VS Assessed the Learning Objectives</b> | <b>4.86</b>                 |
| <b>Teaching/Learning/Assessment Method</b> | <b>4.78</b>                 |
| <b>More effective than a Quiz</b>          | <b>4.81</b>                 |
| <b>More effective than a Paper</b>         | <b>4.90</b>                 |
| <b>Characters were Effective</b>           | <b>4.75</b>                 |

# Results—Active Learning Paradigm

| Survey Item                                      | Mean<br>Average 5.0 |
|--|---------------------|
| <b>I was an Active Participant</b>               | <b>4.81</b>         |
| <b>Used Reflection Thinking with the VS</b>      | <b>4.68</b>         |
| <b>Used Analysis Skills with the VS</b>          | <b>4.86</b>         |
| <b>Used Critical Thinking Skills with the VS</b> | <b>4.75</b>         |

# Results--The Facilitation Paradigm

| Survey Item                              | Mean Average 5.0 |
|--|------------------|
| <b>Clear Instructions</b>                | <b>4.86</b>      |
| <b>Pre-VS Briefing Helpful</b>           | <b>4.71</b>      |
| <b>Pre-VS Briefing Preparation</b>       | <b>4.75</b>      |
| <b>Debriefing Safe Environment</b>       | <b>4.86</b>      |
| <b>Debriefing included Reflection</b>    | <b>4.78</b>      |
| <b>Debriefing Low-Stress Environment</b> | <b>4.90</b>      |
| <b>Convenient to do VS</b>               | <b>4.91</b>      |

## Results--The Facilitation Paradigm Continued

| Survey Item                                   | Mean Average 5.0 |
|---|------------------|
| VS was easy to follow                         | 4.88             |
| VS was well organized                         | 4.90             |
| Learn at my own pace                          | 4.93             |
| Variety of mediums: words, images, animations | 4.86             |
| VS encouraged reflective thinking             | 4.76             |

## Results—Conflict Management Paradigm

| <b>Survey Item</b>   | <b>Mean Average<br/>5.0</b> |
|--|-----------------------------|
| <b>Conflict Management as Key Topic</b>                                      | <b>4.93</b>                 |
| <b>Prompted ways to think about interacting with others in the workplace</b> | <b>4.81</b>                 |
| <b>VS included Interprofessional Collaboration and Communication</b>         | <b>4.81</b>                 |
| <b>Leadership and Management Focus</b>                                       | <b>4.75</b>                 |
| <b>Teamwork Theme</b>  | <b>4.73</b>                 |



# Results—Conflict Management Paradigm-Continued

| <b>Survey Item</b>  | <b>Mean Average<br/>5.0</b> |
|---|-----------------------------|
| <b>Incorporated Professional Workplace Communication</b>                                    | <b>4.86</b>                 |
| <b>Applied Evidence-Based Practice</b>  | <b>4.58</b>                 |
| <b>Lifelong Learning Component</b>  | <b>4.63</b>                 |
| <b>VS was an effective method of learning assessment for Conflict Management in Nursing</b> | <b>4.80</b>                 |

## ***“What are the strengths of the Conflict Management in Nursing Virtual Simulation?”***

- ***Application***
- **“been using conflict management at work now since having this and it works”**
- **“The simulations were similar to dealings where I work that were not fixed. Now I can use conflict management at work”**
- **Convenience**
- **“organized and easy to do when it fit in my schedule”**

# **“What are the weaknesses of the Conflict Management in Nursing Virtual Simulation?”**

- **None (13)**

- **Technical (3)**

**“I could not go back to the previous page, so I had to start all over again.”**

- **Interaction (2)**

**“no conversation/interaction with others regarding the topic”**

**“Not able to ask questions”**

**“What suggestions do you have to make the Conflict Management in Nursing Virtual Simulation a better teaching/learning/assessment strategy?”**

- **Use More**
  - **“Include in all courses”**
  - **“I think they are really effective in aiding learning and the more of them the better”**
  - **“have more like this”**
- **Shorter**

# Discussion

## **Participant Perception**

**Learning Outcomes**

**Easy of use**

**Active Learning**

**Assessment**

**Safe Environment**

**Convenient**

**Pre-briefing and debriefing**

**Complete at own pace**

**Concepts**

# Conclusion



# Questions and Answers



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