Student Perception of Virtual Standardized Patients

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Learner Objectives

• Describe use of virtual standardized patients in online learning
• Interpret student perception of utilizing virtual standardized patients
Changing the face of learning

- Teaching through use of the traditional textbook can be difficult
- Interaction through digital patients
  - Allows students to perform assessments
  - Allows students to practice documentation
  - Allows students to demonstrate critical thinking
  - Promotes interprofessional collaboration
  - Encourages students to think more broadly about the healthcare system

Virtual Standardized Patients

- Increases students confidence
- Allows for better evaluation of student learning

- (Bigelo, Pardee, Kuzma, & Boucher, 2014); (Kelley, 2015)
Process

- Online
- Anonymous

Create Survey

- Announcement in class
- Email with link

Distribute Survey

- Three groups
  - BSN, RN-BSN, MSN

Analyze Data
Data Analysis

All Students

• Surveyed
  • Traditional on campus BSN students
  • Online RN-BSN students
  • Online MSN students

• 61 Total Responses
  • 37 Traditional BSN
  • 11 RN-BSN
  • 13 MSN
Data Analysis

• Product is easy to navigate and learn
  • 55 (90.16%) strongly agreed or agreed
  • 3 (4.92%) neutral
  • 3 (4.92%) disagree

• My (the student) interaction with the digital patient is comparable to that of a real patient
  • 42 (68.86%) strongly agreed or agreed
  • 8 (13.11%) were neutral
  • 8 (13.11%) disagreed
  • 3 (4.92%) strongly disagreed
Data Analysis

• I (the student) am able to communicate effectively with the virtual standardized patient
  • 44 (72.13%) strongly agreed or agreed
  • 8 (13.11%) neutral
  • 7 (11.48%) disagree
  • 2 (3.28%) strongly disagree
Data Analysis

• Would you (the student) prefer to provide your instructor with a video or face-to-face demonstration of your assessment skills on a live patient or do you prefer the virtual standardized patient?
  • 19 (31.15%) virtual standardized patient
  • 21 (34.43 %) either
  • 21 (34.43 %) live patient
Data Analysis

• I (the student) am confident in my ability to perform a complete head-to-toe physical examination on a live patient.
  • 19 (31.15%) strongly agree
  • 34 (55.74%) agree
  • 4 (6.56 %) neutral
  • 4 (6.56 %) disagree
Data Analysis

• I (the student) am confident in my ability to perform a focused physical examination on a live patient.
  • 18 (29.51%) strongly agree
  • 36 (59.02%) agree
  • 6 (9.84%) neutral
  • 1 (1.64%) disagree
Data Analysis

• I (the student) am able to transfer what I am learning from assessing a virtual standardized patient into my current clinical setting.
  • 20 (32.79 %) strongly agree
  • 34 (55.74 %) agree
  • 6 (9.84 %) neutral
  • 1 (1.64 %) disagree
Conclusion

- It was concluded that:
  - Students in both traditional and online learning settings learn physical assessment, communication, documentation, collaboration, etc. from utilizing a standardized virtual patient.
  - Despite the use of standardized virtual patient, the “patient” responds appropriately to the students' written/verbal interaction.
  - Knowledge gained from the use of standardized virtual patients in the traditional and online setting leads to the transfer of knowledge into the clinical setting.
References


