

## Nursing Education Research Conference 2018 (NERC18)

### Incorporation of Community Health Virtual Simulation Into a Capstone Population Focused Project: A Pilot Study

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The integration and use of simulation in online nursing education is continually growing and evolving. Nurses who usually select an online education do so for its flexibility as well as the ability to continue to work while in school (Breen & Jones, 2015). A new online RN to BSN nursing program was developed to support the continuation of local Associate degree (ADN) prepared nurses in their professional education. A learner-centered approach requires nursing faculty to carefully identify appropriate teaching strategies to meet the learning needs of the Associate degree (ADN) prepared nurse. Associate degree prepared Registered Nurses bring basic nursing knowledge as well as a variety of clinical skills however, community health is not addressed (Thomas, 2016). The use of simulation and student outcomes are related (Tate, 2009) yet, research regarding the use of a virtual simulation environment has not been fully substantiated (Aebbersold & Tschannen, 2014). Nursing students enrolled in an RN to BSN online nursing program have shopped around for the online nursing program that best fits their personal needs. The RN to BSN nursing student can be local and close by or as in many online nursing programs the students are scattered throughout the state as well as the nation which poses a challenge for nursing faculty to come up with creative learning opportunities. With the ever growing shortage of clinical sites, the search for alternative means and realistic learning opportunities are needed. One such option is the use of Virtual or 3 D simulation. Virtual simulation offers experiential learning and the opportunity to learn in a realistic environment. RN to BSN nursing students and faculty can access the simulated 3D environment at any time and from anywhere. Online nursing students and nursing faculty alike can interact, communicate and collaborate and at the same time, nursing faculty can review and keep track of the online nursing students' progress as well as their leadership skills (Breen, 2014).

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#### **Title:**

Incorporation of Community Health Virtual Simulation Into a Capstone Population Focused Project: A Pilot Study

#### **Keywords:**

Experiential Learning and Realistic Environment, RN to BSN Online Nursing Program and Virtual Simulation

#### **References:**

Aebbersold, M. & Tschannen, D. (2013). Simulation in nursing practice: The impact on patient care. *The Online Journal of Issues in Nursing*, 18(2), Manuscript 6.

Doi: 10.3912/OJIN.vol18No02Man06

Breen, H. & Jones, M. (2015). Experiential Learning: Using Virtual Simulation in an Online RN-BSN Program. *The Journal of Continuing Education in Nursing*, 46(1), 25-33  
doi:10.3928/00220124-20141120-02

Breen, H. (2015). Assessing Online Collaborative Discourse. *Nursing Forum* 50(4), 218-227  
doi: 10.1111/nur.12091

Tate, M.L. (2009). Assessment and Chinese students in New Zealand: The impact of perceptions on assessment types on the study habits and motivation of Chinese undergraduate students in a New Zealand University.

Additional references will be utilized as the on-going work continues.

### **Abstract Summary:**

The integration of simulation in online nursing education is continually growing. Nursing faculty need to identify teaching strategies to meet and support the learning needs of RN to BSN nursing students. Virtual simulation is a realistic 3D environment whereby students and faculty can access it any time and from anywhere.

### **Content Outline:**

**Introduction:** The integration and use of simulation in online nursing education is growing and evolving. Learner-centered teaching requires nursing faculty to think out of the box. Appropriate teaching strategies need to be identified to meet the learning needs of tech savvy Associate degree (ADN) prepared nurses. Virtual simulation offers experiential learning and the opportunity to learn in a realistic environment. Students and faculty can access the simulated 3D environment at any time and from anywhere. However, research regarding the use of a virtual simulation environment needs to be conducted and evaluated for applicability in the transition and expansion into the professional nursing role (critical thinking skills, application knowledge, leadership skills). This Pilot study seeks to evaluate RN to BSN nursing students' transition into the professional as they prepare to graduate from a new online RN to BSN nursing program.

**Research Question:** What relationships, if any exist between the use of a Community Health Virtual Simulation teaching strategy in a Capstone Population Focused Project and the course learning outcomes, the concepts applied; including but not limited to: communication, collaboration and leadership, as well as student interest, understanding and engagement?

**Abstract** - to be submitted in next section

**Purpose:** This Pilot study seeks to determine whether the use of a Community Health Virtual Simulation assists two separate groups of online RN-BSN nursing students integrate their established clinical skills, apply their new professional nursing knowledge and synthesize critical thinking, while using the leadership skills of collaboration and communication in the development of the team-identified 'Community Population Focused' project.

**Methods:** An anonymous survey will be distributed among the UHV Online RN to BSN nursing students to gather feedback about the Community Health Virtual Simulation teaching strategy in a Capstone Population Focused Project.

The Community Health Virtual Simulation teaching strategy was approved for a trial period this coming Fall 2017 (August 2017 through December 2017).

**Outcome(s):** Pending

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**Professional Experience:** Have been a nurse educator for the past 15 plus years and have had the privilege of teaching LVN, ADN, BSN and MSN nursing students from the US and around the World in both the didactic and clinical arenas.

**Author Summary:** Presenter has participated in the Drexel University Week long Simulation certification, taught simulation in a variety of colleges and universities within the United States and assisted in creating simulation labs.