Creating Healthy Work Environments VIRTUAL 2021

Optimizing Simulation to Assess Nurse Practitioner Competencies During the COVID-19 Disease Pandemic Using Educational Pedagogies

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Purpose:
The purpose of this study is to analyze how “on campus” summative assessments were modified to a virtual environment during the Covid-19 pandemic with the National Organization of Nurse Practitioner Organization Faculties (NONPF) core competencies (2017), by using instructional technologies and educational pedagogies. Comparison of performance and student satisfaction will be discussed. Design principles and online tools to improve knowledge, skills, and competencies will be explored.

Methods:
Faculty utilized VoiceThread (2019), a cloud-based collaboration tool, to allow students to create and upload videos of the physical examination so that faculty could assess (remotely) the accuracy of these skills. Students were provided video exemplars of the physical examination skills, along with checklists to self-evaluate and reflect on clinical skills. Students have reported value in both demonstrating concepts on a video as well as gaining valuable self-reflection by viewing their performance on a video (Strand, Fox-Young, Long, & Bogossian, 2013). Debriefing of physical examinations in the virtual space was accomplished using Zoom (2019) meeting rooms. Both instructional tools (the use of multimedia and physical exam checklists) and active learning strategies (flipped classroom) were deployed in an online nurse practitioner graduate program to support competency development in a virtual space.

Students are required to film videos of physical examination skills, in place of “on campus” standardized patient testing. Faculty evaluate these physical examination skills based on accuracy of the clinical skills, however there were no benchmarks for students to compare these skills. Based on overwhelming feedback from students, professionally filmed instructional physical exam videos were composed to assist in minimizing the inconsistencies of mastering physical examination skills without hands on instruction.

Results:
The addition of simulation videos demonstrating proper physical examination techniques along with physical examination checklists (benchmark standards) achieved similar mean scores when compared to on campus intensives.

Conclusion:
In promoting an integrated approach to the virtual intensive design by aligning the learning outcomes with the teaching and learning activities developed and the techniques used for feedback and assessment, a significant learning experience was created.

Title:
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Keywords:
competencies, simulation and virtual

Abstract Summary:
The purpose of this study is to analyze how “on campus” summative assessments for nurse practitioner students were modified to a virtual simulation environment, during the Covid-19 pandemic.

Late Breaking Reason:
This is late breaking as this study shows how Covid-19 triggered educators to move quickly into developing new modalities of providing education to move an on campus intensive to a virtual simulation.

References:
Author Summary: Leslie S. Arceneaux DNP, FNP-BC, CDE is an Assistant Professor and program director for the core at Georgetown University School of Nursing. She is responsible for coordinating accreditation requirements for CCNE, ACME, development of program evaluations, managing development and implementation of program outcomes, and fostering professional development of the program. Dr. Arceneaux has experience as Core Program Director, for maintaining high quality of standards in ensuring outstanding program graduates and implementing future initiatives for the program.