

BACKGROUND & SIGNIFICANCE

Numerous advances have been made in graduate nursing education curriculums across the United States including:

- greater prevalence of online nursing education,
- laboratory implementation of high fidelity simulators, and
- increased faculty and student interest in web-based technologies.

While there are numerous instructive products to educate undergraduate nursing students on health assessment, we lack material for advanced practice graduate nursing students. A new and innovative product was launched by Shadow Health™ in 2012.

CHALLENGES

Face-to-face laboratory time has validated the need to productively utilize time in the online classroom to:

- ensure students accurately learn advanced health assessment skills and techniques, and
- increase complexity of diagnostic reasoning and understanding.

PURPOSE

The purposes of this poster include:

- 1) to examine student perceptions when using digital standardized examinations, history and assessment findings, and documentation and
- 2) to explore relationships between student use of digital patient with learning style, exam grades, and SOAP note scores.

This innovative teaching strategy was inspired by Shadow Health™, plus discussions with students and faculty over the past year, and by examining challenges with online education.

METHODS

This research uses a mixed method design with qualitative-focused semi-structured interviews, along with descriptive and correlational analyses with the sample of graduate MSN and DNP students.

This research explores student perceptions pre and post intervention within an advanced health assessment course in an online environment.

Demographic data, learning styles, and curriculum data will be obtained for descriptive purposes.

SHADOW HEALTH™

Shadow Health's Digital Clinical Experience™ to provide students with a dynamic and immersive experience through a clinical examination of a digital standardized patient. TINA is a computerized patient and the experience is standardized.

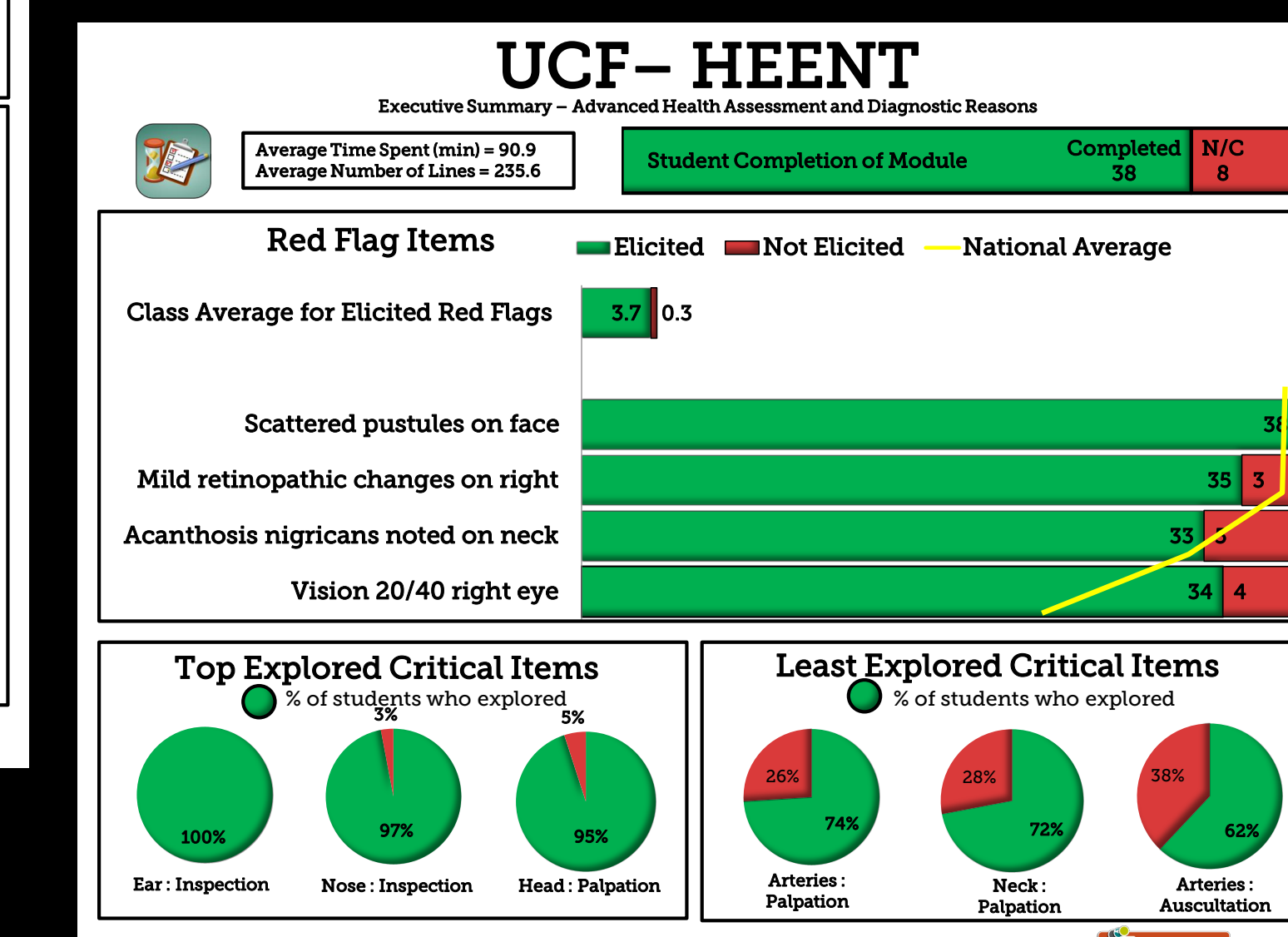
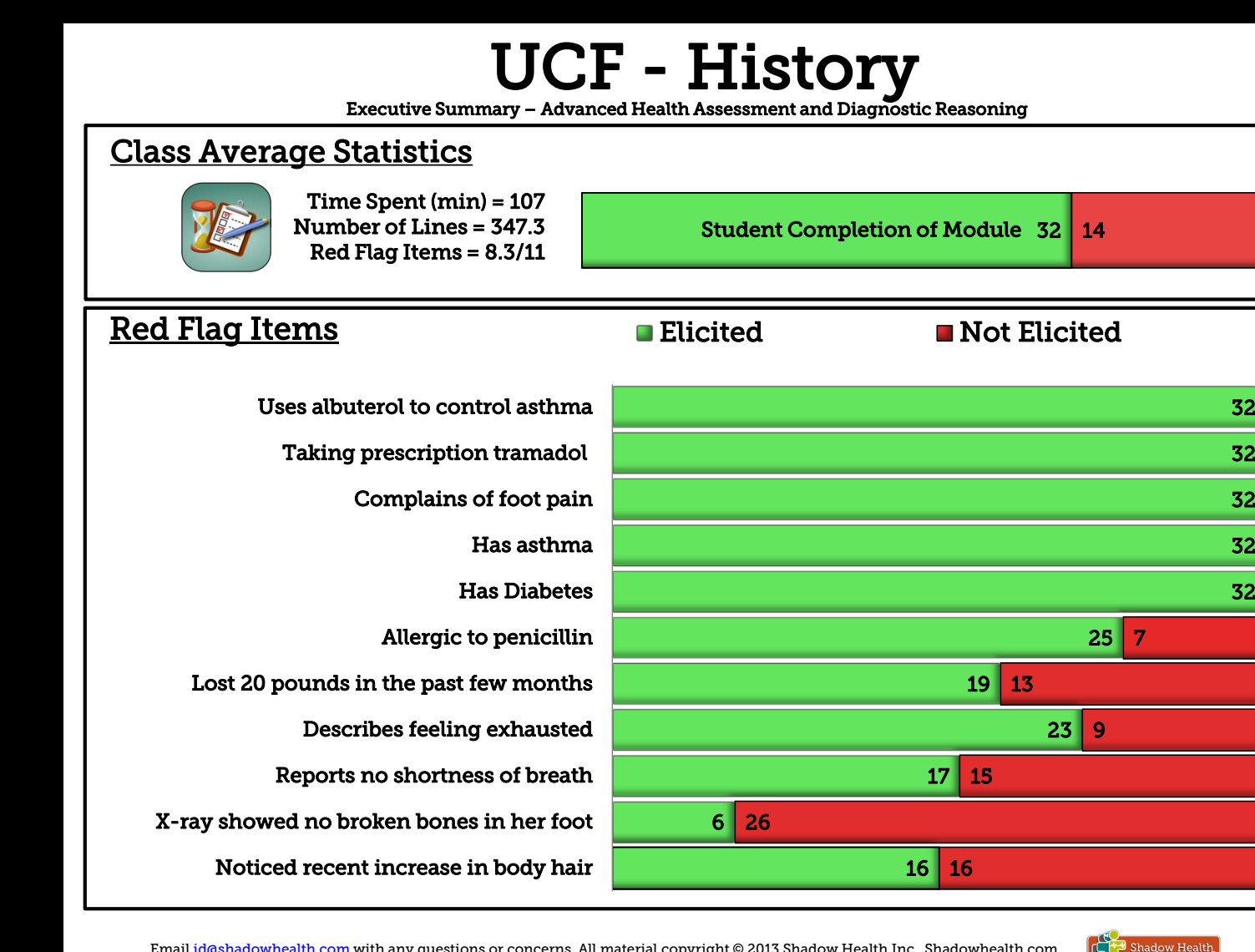
All students work with the same, standardized patient and collect health data on multiple systems: HEENT, GI, MS.

Students complete SOAP note completed midway through term.

TINA JONES

Tina is a 28 year-old African American female who is in for complaints of a right foot injury. She also requests an annual exam, since she has not had one in at least two years.

Tina was diagnosed with asthma at age 5, and diabetes, type II at age 17 years.



RESULTS

Student learning styles assessed prior to course:

NOTE: percentages exceed 100% r/t multiple learning styles

- Visual 70%
- Auditory 30%
- Kinetic 50%

Positive, but overwhelmed student feedback prior to TINA use.

Themes obtained post-TINA:

1. Comprehensive understanding of content
2. Practice collection of history
3. Documentation feedback

No significant relationships between learning style and TINA modules: History, HEENT, or GI..

Faculty perception significantly better with use of TINA.

IMPLICATIONS

- By incorporating this innovative teaching strategy, we seek to promote interventions that will promote successful teaching in the online environment.
- Use of this immersive experience with a digital standardized patient will add strength and substance to this course.
- Positive lack of significant finding since we expect to use TINA with all learning styles.