

## Pre-Brief for Virtual Simulation Patient Care Performance Videos

<p>Welcome to the Virtual Simulation Patient Care experience developed for students to learn and refine professional nursing skills and clinical judgment in the management of a simulated patient. The virtual experience begins in a TEAMS meeting on Tuesday mornings. Invitations to the TEAMS meetings are found on the LMS calendar. This learning experience is set up in a safe, non-threatening environment where everyone involved has the same purpose, to learn and improve.</p>	<p>Prepare for the virtual simulation patient care experience by using the NCSBN Clinical Judgment Model (NCJMM)</p>
<p><b>Confidentiality</b></p>	<ul style="list-style-type: none"> <li>• Recognize Cues: <i>What matters most (and NOW)?</i></li> </ul>
<p>You signed the Student Commitment to Conduct during non-graded and graded CPE at the beginning of Instructional Module 1. That commitment is expected in every Instructional Module. Remember to respect the confidentiality of your fellow learners and not share any information outside of the simulation session. We have done everything we can to make this as real as possible, but in the end, it is a simulated experience; we have to depend on you. Please do your best to treat this as a live scenario with a live patient.</p>	<ul style="list-style-type: none"> <li>• Analyze Cues: <i>What could it mean?</i></li> <li>• Prioritize Hypothesis: <i>Where do I start?</i></li> </ul>
<p><b>Objectives and Expectations</b></p>	<ul style="list-style-type: none"> <li>• Generate Solutions: <i>What could I do?</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Part of the virtual simulation experience is a physical performance video whereby each student reenacts the scenario presented in the Tuesday TEAMS meeting. Students are required to submit four (4) videos, one video for each of the weeks with a scheduled Tuesday TEAMS virtual simulation experience.</li> <li>▪ The value of this experience is to assist the student nurse in the development of behaviors, actions, and clinical judgment for safe practice.</li> <li>▪ The Universal Competencies need to be incorporated in every encounter with a patient, virtual, simulated, or live. The Competencies will be evaluated in the assessment, medication administration, communication, and procedure performed.</li> <li>▪ A grading rubric is provided in the spirit of transparency.</li> <li>▪ Please select a different system focused assessment for each video. Your selection of system assessment, medication(s) for administration, and procedure(s) will be guided by the scenarios presented in the Tuesday TEAMS virtual simulations experience meetings. The SBAR communication discussed during the meetings is your report as the on-coming nurse assuming care of a patient assignment.</li> <li>▪ Perform as you would in a live clinical situation. Do not say “I would.” For example, if hand sanitizing is needed, hand sanitize; if gloves should be worn, wear gloves; if sanitizing a surface is necessary for asepsis, sanitize the surface.</li> <li>▪ Please keep recordings to 20 minutes or less. It is imperative you are prepared and have a working knowledge of the scenario and professional nursing skills in order to be organized and complete your performance within the time limit.</li> <li>▪ The entire sterile field must be visible by the instructor reviewing the video. If the entire sterile field is not visible, contamination is the automatic assumption.</li> <li>▪ Nurse out loud so instructors can hear your rationale for nursing interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Take Action: <i>What will I do?</i></li> <li>• Evaluate Outcomes: <i>Did it work?</i></li> </ul>

- These performance videos have an “all or nothing” grade attached to them. If criteria are met, the grade will be recorded as “100”. If criteria are not met, the grade will be recorded as “0”. The 4 video grades will average together in the gradebook.

### **Orientation to Environment and Logistics**

- Performance videos must be recorded in the Covenant School of Nursing Helen DeVitt Jones Simulation Center. Use the supplies given to you at the beginning of the Instructional Module along with supplies offered in the Simulation Center.
- In your video you are the primary nurse assigned to care for Ms. CSON. Your videographer can respond as the patient if you are both in agreement. Your patient is either a mid- or high-fidelity manikin. She (Ms. CSON) can breathe, blink, and talk to you. She has heart, lung and bowel sounds as well as carotid, radial, femoral and pedal pulses. You can ask her questions and she can respond but her lips will not move.
- Use the Professional Nursing Skills Intervention Instructions as a guide to be certain all critical elements are completed. There are five (5) system focused assessments. Select a different system focused assessment for each video.
- A copy of the universal competencies can be located in the Virtual Patient Care Experience folder in Lessons on the LMS

### **Submit Videos to LMS Dropbox**

- When ready to submit a video, name the video with the system focused assessment selected.
- Upload the video to the appropriate dropbox before it closes.
- Do not wait until the last minute to submit in case there are technical difficulties.
- To minimize complications when uploading a video to the LMS we have discovered a lower resolution works best (<720 x 480). The resolution can be altered in the settings of your phone or tablet used to video.
- Web based formats supported by the LMS include WMV, MOV, and MP4. Students with a MAC computer may require adjustments for uploading to the Learning Management System (LMS).