Taking Aim: Remote Teaching Challenges

Week #2 – Managing Nursing Assessment Remotely

The George Washington University
Graduate Adult Nurse Practitioner Program Faculty

University of Texas at Arlington
Undergraduate Senior Capstone Faculty
Webinar Speakers

George Washington University Graduate Adult Nurse Practitioner Program Faculty

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Margaret (Maggie) Hadro Venzke, DNP, MSN, FNP-BC

Undergraduate Senior Nursing Capstone – University of Texas at Arlington

Meagan Rogers, PhD, RN-BC, CPEN
Patti Allard, PhD, MSN, RN-BC, LMFT
Jennifer Roye, MSN, RN, CHSE
Advanced Health Assessment

- Online Course: Asynchronous
- On-Campus Event: Campus Learning and Skills Intensive (CLASI)
- Primary Course & Program Goals
- Teaching / Learning Strategies
- Learning Outcomes
- Technology / Resources
Taking Aim: Remote Teaching Challenges

- Student evaluations of their satisfaction of CLASI
  - To include articulating learning outcomes.
- Head to toe critique responses.
- Overall review of the student learning throughout the entire course to ensure that students that may require additional support are identified and counseled so that their learning can progress. Maintaining the academic rigor.

- Review of the current course with head to toe videos that were currently submitted in the course.
- Reviewed course objectives/outcomes to ensure alignments
- Moved workshops to live webinars
- Created new learning activities (video critique, motivational interviewing module, Aquifer case - case-based learning for an annual physical exam including screening and preventative services.  
  - All activities had to be launched in the learning management system,
- Set up a process to measure the outcomes to include: student satisfaction, assignments met the course objectives and program of study.

Movement from On-site to On-line

Planning of CLASI for the on-campus event. Dates selected 3/31-4/5/20
- weekly planning meetings
- Scheduling dates
- Scheduling SPs
- Scheduling the Sim Center
- Scheduling faculty
- Scheduling students
- Budget considerations (food)
- Involving support structure

Deployment of virtual Events
- Notification of possible requirement to move this to a virtual platform.
- Review evaluations and summarize results
Transition to Virtual Learning

- Mapping
- Engagement
- Online Platform
- Evaluations
- Future Needs

Taking Aim: Remote Teaching Challenges
Remote CLASI Activities and Events

• Physical Exam Video Critique
• Motivational Interviewing Module
• Aquifer Case Annual Exam
• Workshop Quiz

• EXXAT Workshop
• Wellness Workshop
• Welcome to Clinical
• Diagnostic Reasoning
• Difficult Conversations
• SOAP Notes & Verbal Case Presentations
• Labs & Imaging
Evaluation and Outcomes

- Student Evaluation of CLASI
  - Satisfaction, Learning needs, Articulated learning
- Evaluation of the student learning - Formative
  - Aquifer case study, MI module, Physical exam video written critique, Workshop lecture quiz
- Success - Bb Collaborate 100% participation, Phys exam critique
- Challenges - F2F demonstration w/faculty feedback
- Rapid PDSA cycle, Research opportunities
## Remote CLASI Evaluation

After completing the Remote CLASI event, please respond to the following statements.

<table>
<thead>
<tr>
<th>Remote CLASI I</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Video Critique</strong></td>
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<tr>
<td>My knowledge of the components of the head to toe physical exam has increased.</td>
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<tr>
<td>I felt that critiquing the video, as a remote assignment, was an engaging learning activity.</td>
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<tr>
<td><strong>EXXAT</strong></td>
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<td>I can use the EXXAT system for logging patients seen in my clinical rotations.</td>
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<td>4</td>
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<tr>
<td>I can log the time that I spend in clinical, into the EXXAT system.</td>
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<tr>
<td><strong>Welcome to Clinical</strong></td>
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<tr>
<td>I understand what I will experience in my first clinical course.</td>
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<tr>
<td>I understand what is expected of me in my first clinical course.</td>
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<td><strong>Wellness/Meditation</strong></td>
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<tr>
<td>I increased my knowledge about the benefits of meditation from this workshop.</td>
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<tr>
<td>I increased my knowledge about resources on health and meditation/ mindfulness.</td>
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<tr>
<td><strong>Motivational Interview Module</strong></td>
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<td>I can identify three stage-specific interventions to motivate behavior change.</td>
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<tr>
<td>I understand how to use MI skills to elicit change talk and support behavior change.</td>
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<tr>
<td><strong>Diagnostic Reasoning</strong></td>
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<td>Through obtaining a history &amp; physical exam, I am able to generate differential diagnoses.</td>
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<tr>
<td>I understand how to apply the components of diagnostic reasoning.</td>
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<td><strong>Difficult Conversations</strong></td>
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<td>I can identify the main barriers to having sensitive conversations with patients.</td>
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<tr>
<td>I am better prepared to handle difficult conversations with patients.</td>
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<td><strong>Verbal Case Presentation/ SOAP Notes</strong></td>
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<td>I can identify the significant components of a verbal case presentation.</td>
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<td>I understand the importance of SOAP notes to patients and providers, and legal implications.</td>
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<td><strong>Labs &amp; Imaging</strong></td>
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<td>I am more comfortable ordering and interpreting common laboratory results.</td>
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<tr>
<td>I am knowledgeable about ordering and understanding diagnostic imaging.</td>
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<td><strong>Aquifer Module</strong></td>
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<td>I am knowledgeable about the screening needs of the adult population.</td>
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<tr>
<td>The Aquifer module facilitated my understanding of primary, secondary, and tertiary prevention.</td>
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<tr>
<td><strong>CLASI Overall Experience</strong></td>
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<tr>
<td>The Remote CLASI event prepared me for my first clinical rotation.</td>
<td>5</td>
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</tbody>
</table>
Instructor led recorded scenarios

• Example 1: Pre-recorded scenario – Embedded errors with video discussion

• Example 2: Pre-recorded scenario – Decision point
  - Small group progresses through the scenario and develops plan of care

• Either may be synchronous or asynchronous
Remote Clinical Readiness Assessment

- Example 3: Clinical Readiness Assessment
  - Major focus: Communication, Professionalism, Management of Responsibilities, Critical Thinking and Clinical Judgement
  - 1:1 synchronous using remote conferencing technology
  - Student prep
- Example 4: Video vignette challenges
- Example 5: vSim concept maps
- Example 6: Video scenarios with peer scoring and debriefing
Positive Outcomes

- Standardized clinical experiences for all learners in a course
- Promotes patient advocacy and patient safety
- Synchronous: promotes community in the online environment
- Future: Multi-patient scenario, telepresence robot with manikin or standardized patient
Final Thoughts

Reflections
Thank you for joining us!

The webinar recording will be posted on the Coronavirus Resource Center within two business days.

Thank you to our speakers!

The George Washington University
Graduate Adult Nurse Practitioner Program Faculty

University of Texas at Arlington
Senior Capstone Faculty
Next Webinar: Friday, April 17 at 12 noon EDT

Managing the Remote Capstone Experience

Presented by:
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