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Taking Care of Tina: A Digital Learning Experience with Online FNP Students

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Purpose
Digital Clinical Experience (DCE)
Examine whether online FNP students who participate in the Digital Clinical Experience (DCE) compared to students who participate in standard simulation activities demonstrate an increase in clinical proficiency on health assessment skills.

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**Background/Significance**

- Virtual Patients (VPs)
- Clinical Reasoning with Virtual Patients
- Transfer of Knowledge and Student’s Skill Acquisition

**References:**


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**Pilot Background**

**Faculty’s Need To:**

- Assess online student’s ability to interact with patients, including the history-taking process.
- Evaluate online student’s progression of their knowledge of physical examination skills.
- Assess and evaluate online student’s clinical reasoning and decision-making skills.

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**Advanced Health Assessment**

- Graduate online FNP students
- 3 sections of students
  - 1 section intervention
  - 2 sections control
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**Intervention Group**
- Online Course Content
- SOAP notes
- Online Module Exams
- Unfolding Case Studies for each course module: self-assessment
- Digital Clinical Experience (DCE)
  - Tina Jones (digital patient)
  - Advanced History Taking
- Eight Specialty Modules
- Integrated Performance Proficiency (IPP) Final Assessment

**Control Group**
- Online Course Content
- SOAP notes
- Online Module Exams
- Unfolding Case Studies for each course module: graded
- Integrated Performance Proficiency (IPP) Final Assessment

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[Image of a person looking at a computer screen with a chart or graph]
Student Feedback

- DCE feedback
  - Clinical reasoning
  - Exam skills
  - Student self-reflection

- Faculty feedback
  - Review of student self-reflections
  - Transcripts of performance
  - Missed items (exam and history)
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**Measures**

- Course grades
- Integrated Performance Proficiency (IPP) – Final Assessment
- NLN Simulation Design Scale

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**IPP Scores**

- Overall interaction with patient
- History-taking elements
  - CC, HPI, PMH, FMH, ROS, Other
- Physical Exam Elements
- Score
  - 2 = Exceeded Expectations
  - 1 = Met Expectations
  - 0 = Did Not Meet Expectations

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**NLN Simulation Scales (adapted)**

- Simulation Design Elements (18)
  - 0.93 and 0.97 for the Presence and Importance scales respectively
- Educational Practices in Simulation Scale (6)
  - 0.88 and 0.93 for the Presence and Importance scales respectively
- Student Satisfaction and Self-Confidence in Learning (11)
  - 0.95 and 0.91 respectively
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Results

- Intervention n=23  Control n=38
- No significant difference in Grades
- No significant difference in IPP scores

Varied completion rate by students
- No significant difference in NLN scores

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Implications

- There was no significant difference between the groups with the addition of this Digital Clinical Experience
- Anecdotally there was faculty-observed improved history-taking skills by the intervention group on the IPP Final Assessment

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Recommendations

- Explore virtual patients as simulated problem visit encounters for advanced practice nurse students.
- Examine how students history-taking skill acquisition following digital clinical experiences with a simulated patient situation.
- Explore relationships with digital clinical experiences and transfer of knowledge to actual patient situations.
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References


