



Welcome



Designing and delivering virtual simulation placements for Nursing Students

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Anglia Ruskin University

We are the largest provider of health, social care and education courses in the East of England



A scenic view of a mountain peak at sunset or sunrise, with a quote overlaid on a dark banner. The background shows a rugged mountain range with a prominent peak on the left and a valley below. The sky is a mix of orange, yellow, and blue, suggesting the time is either dawn or dusk. The quote is centered on a dark, semi-transparent banner that spans across the middle of the image.

If you want something you have never had, you must be willing to do something you have never done.

Thomas Jefferson

“ quote fancy

Headlines: Nursing applications in England up by over a third to 48,830



- UCAS figures published in February 2021 show a 34% increase in applications to nursing courses in England
- Government continues to work to deliver on the manifesto commitment for 50,000 more nurses in the NHS
- an increase in applications of more than 50% among 25 to 34 year olds and 43% among 35-and-overs
- a 41% rise in male applicants

These are the nurses of the future who will help the NHS and social care recover from this pandemic and continue to deliver world-class care to patients for years to come.

Response

- Virtual placement
- Blended placement
- Virtual simulated placement



The Challenge

Group of 22 first year student nurses unable to return to placement with cohort in April 2020

Assessed at significant risk from Covid

Requirement for 2300 hours in clinical practice over 3 years by NMC

Six weeks placement required

The solution

First full 6 -week credit bearing clinical placement for student nurses



The aims of the VSP were to provide student nurses with a placement that would:

- map to the future nurse standards of proficiencies for registered nurses (NMC, 2018) normally achieved in the first year of the RN programme.
- support the students to develop demonstrable nursing skills working as part of a multidisciplinary team
- be authentic and engaging
- be accessible and meet the needs of the diverse student group
- meet the needs of adult, child and mental health students
- have a robust assessment strategy
- encourage students to ask questions, reflect on knowledge, skills and attitudes when working with others.

Virtual Simulated placement at ARU



- ❖ Anglia Ruskin University developed a six-week credit-bearing virtual simulated placement (VSP) for first-year student nurses.
- ❖ This placement was developed for student nurses who were unable to access placement areas because they were assessed as high risk if they contracted Covid-19.
- ❖ The 6-week virtual simulated placement (VSP) comprises of 1 day in a skills lab and 4 days where students are supervised online throughout the day by a team of 2-3 practice supervisors working shifts in rotation.

Virtual Simulated placement at ARU

- ❖ A 360-degree immersive scenario was created along with the use of inter-professional learning activities.
- ❖ Specialist nurses and service users also joined the placement.



Underpinning Pedagogy



Action Learning Sets

Four days online (for 6 weeks)

Canvas & Teams



Clinical Skills Teaching

One day on campus in skills lab each week
(Wednesday)



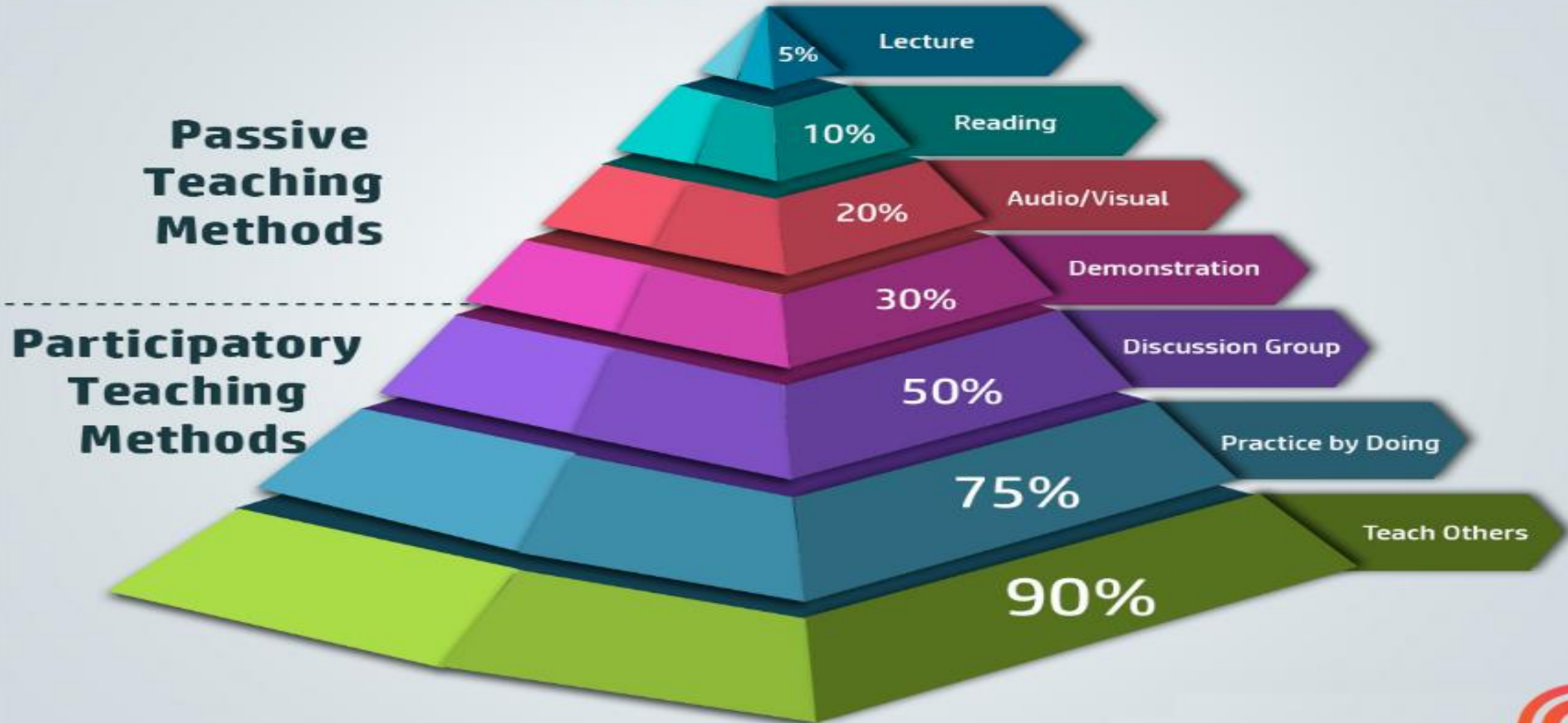
Active Online Learning

VLE – Canvas

Microsoft Teams

THE LEARNING PYRAMID

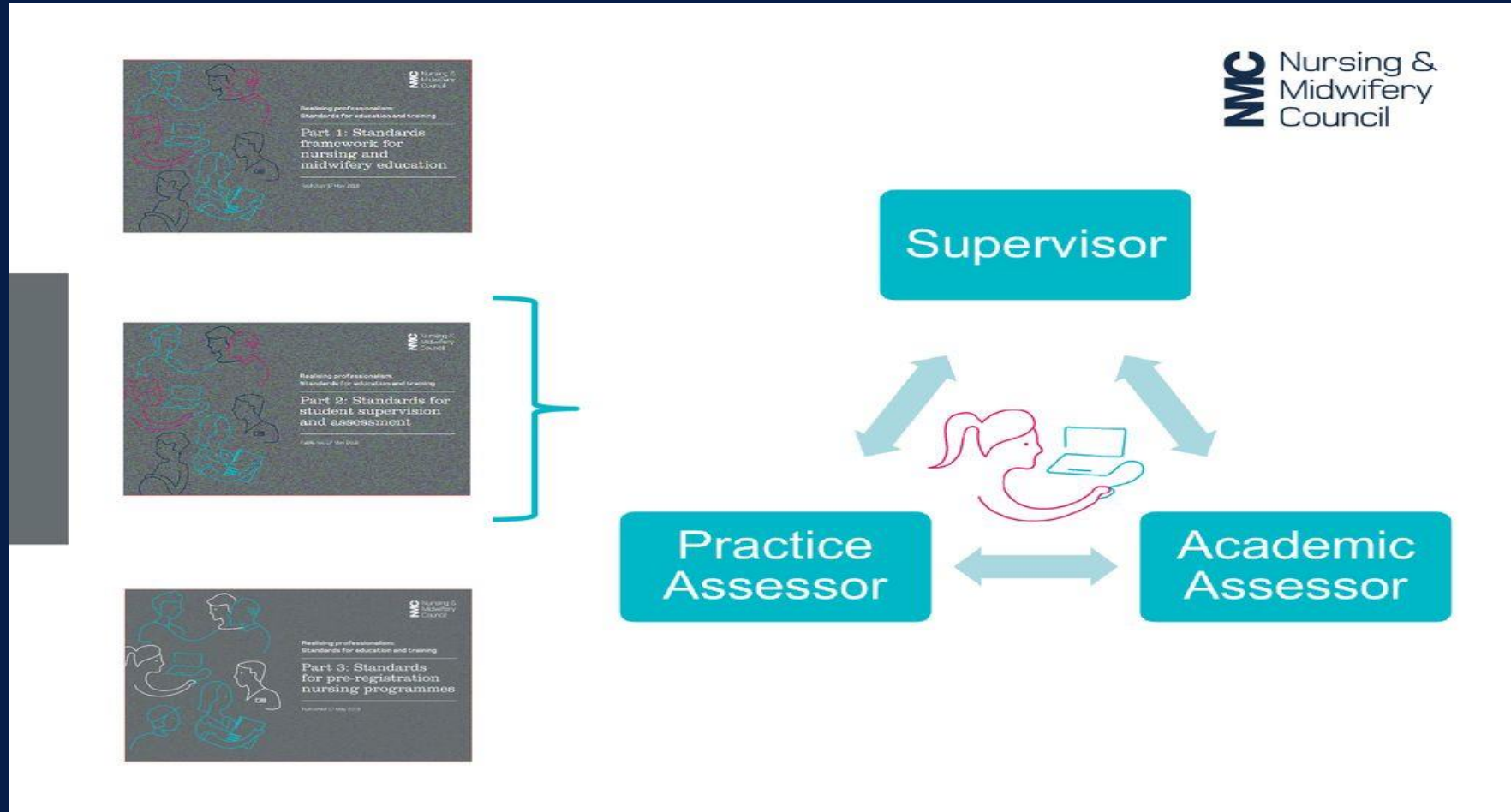
KNOWLEDGE RETENTION RATES



Adapted from National Training Laboratories, Maine



Standards for Student Supervision and Assessment (SSSA) (NMC 2018)



Assessment used electronic MyEpad Midlands, Yorkshire and East Practice Assessment Document

Requirement	How met
Daily Learning Log	Completed daily with practice Supervisor at start and end of 'shift'
Professional Values	Multiple mini assessments
Patient/Service User Feedback	Anderson Family/Service users
Record of working with and learning from others	Live briefs
Episode of Care	Virtual Reality 'Hilda's Home'
Assessment of Skills proficiencies	Skills Lab on campus



The Placement Team



Hephzibah
Assessor



Monica
Supervisor



Sarah
Supervisor



Sara
Supervisor



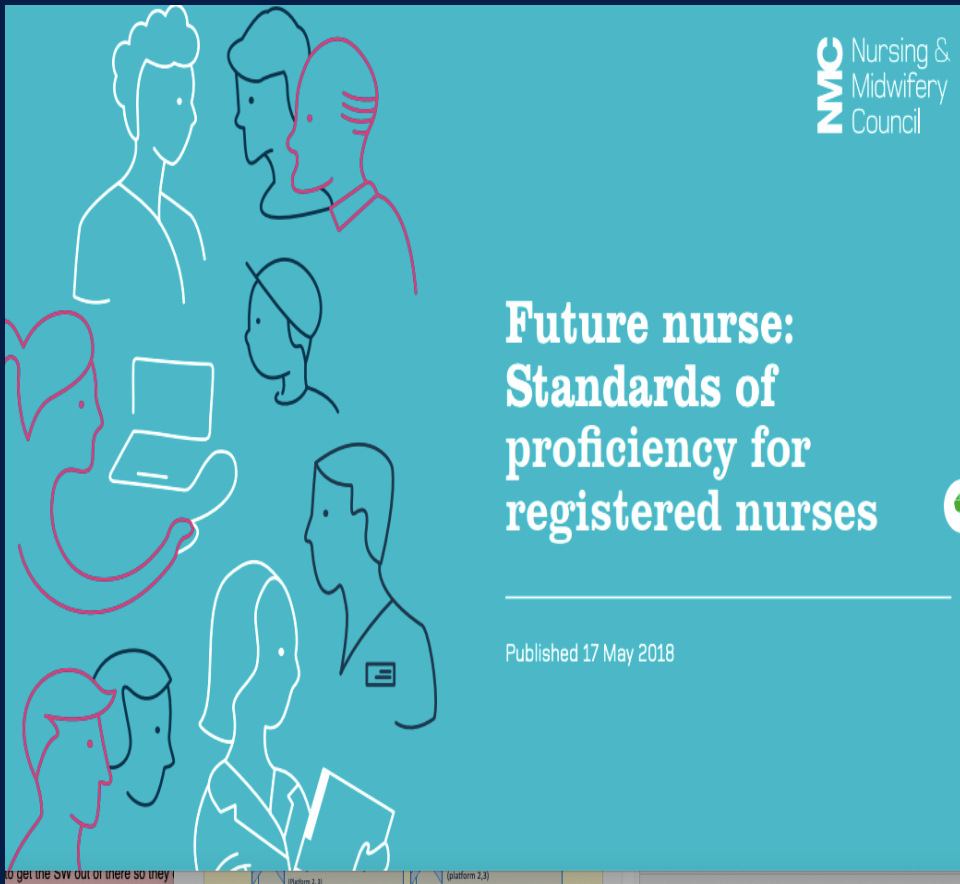
Lisa
Supervisor

Attendance: Expectations same as for clinical placement/NMC requirements

- **Register for morning and afternoon sessions**
 - Cameras on 100% of time
 - Practice supervisor support in action learning set working
 - Completion of Multiple Mini Assessments (MMA)
 - Must attend all skills sessions on campus to pass
 - Team communication locked channel
 - Weekly team meeting/student review
- **Failure to attend/engage**
 - Discussion with practice supervisor
 - Discussion with practice assessor
 - Action Plan
 - Fail placement



Mapped NMC future standards of proficiency for registered nurses



- **Platform 1: Being an accountable professional**
- **Platform 2: Promoting health and preventing ill health**
- **Platform 3: Assessing needs and care planning**
- **Platform 4: Providing and evaluating care**
- **Platform 5: Leading and managing nursing care and working in teams**
- **Platform 6: Improving safety and quality of care**
- **Platform 7: Coordinating care**

Hilda's initial assessment



- Hilda is 153 cms. tall, she currently weighs 82.5 kgs. Over the last month, she has lost 5kgs, this was unintended
- She sometimes struggles to eat because of her breathlessness. She has home oxygen.
- She has type two diabetes, her HbA1c level was checked by her GP last month and found to 46 mmol/mol (6.4%).
- She likes to drink cups of tea but limits what she drinks as this makes her go to the toilet. Going to the toilet often makes her breathless.
- She also will not drink if she wants to leave the house because she is concerned that she will not find an accessible toilet in time.
- Hilda is not incontinent and does not use any continence aids. You notice that her lips are dry.
- Hilda can stand and transfer but not walk. She uses an electric wheelchair.

Nursing activities for the shift



Explore Hilda's kitchen and learn about her nutrition, compare Hilda's diet against the eat well guide.

(Platform 2, 3)



Complete a [Must Nutrition](#) assessment form.

(platform 2,3)



Write a [care plan](#) to support Hilda's eating and drinking.

(Platform 3)



You refer Hilda to the occupational therapist for advice on how to help Hilda with preparing food safely. Watch the video in the resource panel of the [OTs advice](#) . (Platform 4,6)



Record a video of no longer than three minutes of the nutritional advice you would provide Hilda . In your recording you should present the information in a format that Hilda will understand, takes into consideration her individual needs and is caring and compassionate in its presentation. (Platform 4)



[Hilda Mobilisation](#)

quiz (Platform 3,6)

Medication

Aim

To develop an understanding of the role of the nurse in maintaining safety in the administration of medications

Objectives:

By the end of this shift the student nurse will be able to;



List and discuss the six rights of safe medication administration.

Discuss the medication process, prescribing and dispensing.

Correctly report a medication error.

Discuss patient self-administration of medication and supporting independence.

Identify monitoring dosage systems.

Extend his/her understanding of the importance of the preferences of the person receiving care; using an evidence-based approach to determine the appropriateness of medicines as a treatment choice; ethical issues relating to compliance, concordance and consent.

Patient Assessment: Medication

Hilda keeps all her medications in the [kitchen](#). You look in the cupboard in the kitchen and find the following drugs

- Lactulose
- Levothyroxine
- Metformin
- Furosemide
- Simvastatin
- Aspirin
- Paracetamol



Hilda tells you that sometimes she gets a bit confused about what she should take and when. She sometimes cannot remember what she has taken each day.

Medication nursing activities 1



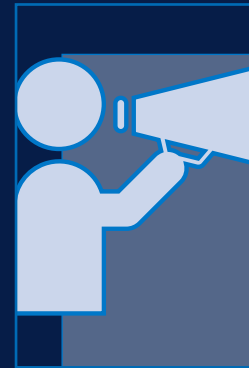
While helping the registered nurse on the medication round Hilda asks you what each of her medications do and if they have any side effects. Use the [BNF](#) to look up each of Hilda's medications. Platform 1,6



Complete [Hilda's Medication Quiz](#)
Platform 1



Chose one medication and explain to Hilda what the medication is for and what side effects she may experience. Make sure that you use appropriate language and communication skills in your explanation.
Platform 2



Record your explanation on using the Canvas Media Recorder in the assignment [Hilda's Medication](#)
Platform 4, Communication

Medication nursing activities 2

Twice a year Hilda gets admitted to Papworth Hospital to the RSU (respiratory support unit) for one or two days to check that her BiPAP is working effectively. Working with your whole group open Hilda's medication chart for her in-patient stay. Using the medication chart as a prompt, discuss with your practice supervisor;



How you would follow the 6 rights of safe drug administration (Platform 2, 6)



How to document and sign the prescription chart the drug has been given
(Platforms 2, 4, 6)



What to do if Hilda refuses to take her furosemide.
(Platforms 1, 4, 6)



Are there any errors on the chart? (Platform 2, 6)



When would you give Hilda paracetamol
(Platforms 4)



How should the oxygen be administered?
(Platforms 1,6)



How would you ensure that Hilda is safe in taking her medications when she returns home
(Platforms 6)

Medication nursing activities 3

You are checking Hilda's medication chart on the evening medication round and you notice that the metformin she should have received this morning was not administered. The registered nurse who did the medication round this morning is your practice supervisor. Your practice supervisors tells you that she did give it in the morning and just forgot to sign the prescription and if you give her the chart now, she will sign for it. In your action learning sets discuss;

- What the actual and potential risks are?
- What are the ethical and legal issues here?
- What actions you would take?
- Who could you ask for help/support?



What else is in the virtual simulated placement

- Mental Health Community Placement vision visit (2 days)
- A walk-through dementia
- Rosie 2 – Child/family community vision visit (University of Kent)
- McGaw Family – Live briefs, service users/ health and social care professionals
- Active Listening
- Duty of Candor
- Prioritising your work
- The right to die with dignity

Concerns

- Placement problems
- Academic Problems
- Personal problems
- Practical problems
- IT skills
- Study skills



Professionalism

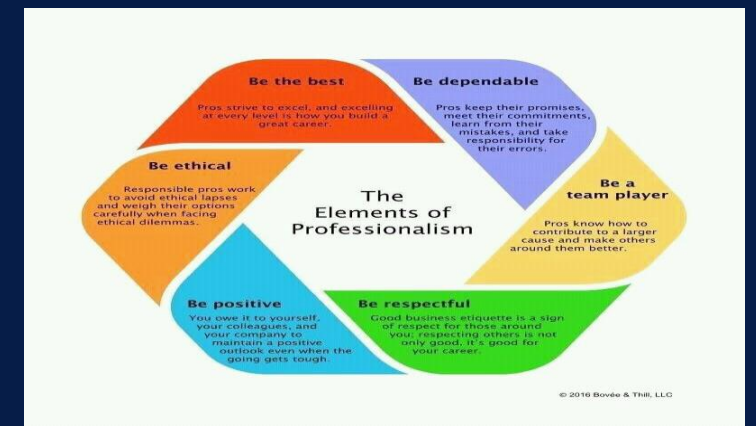


Nailed it!

mememaker.net



Professionalism



Someone who displays **professional values** will:

- portray a professional image through reliability, consistency and honesty
- dress and act appropriately
- deliver work outcomes to agreed quality standards and timescales
- be accountable for their actions.



Student Feedback



- ❖ “I would advise the virtual placement for all new students it helps to prepare for real placement and gain confidence”
- ❖ “This placement has just been very knowledgeable and very interactive and if there are opportunities to partake in this again I would for sure go for it”
- ❖ “It's a good learning programme for especially all first years with no health care background and mature students who are struggling with technology issues. My IT skills have really improved a lot, with my communication skills.”
- ❖ “Empowerment and confidence, I feel so much in control of my leaning than before I started this VSP.”

Acknowledgement



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MYEPAD- Claire Driver

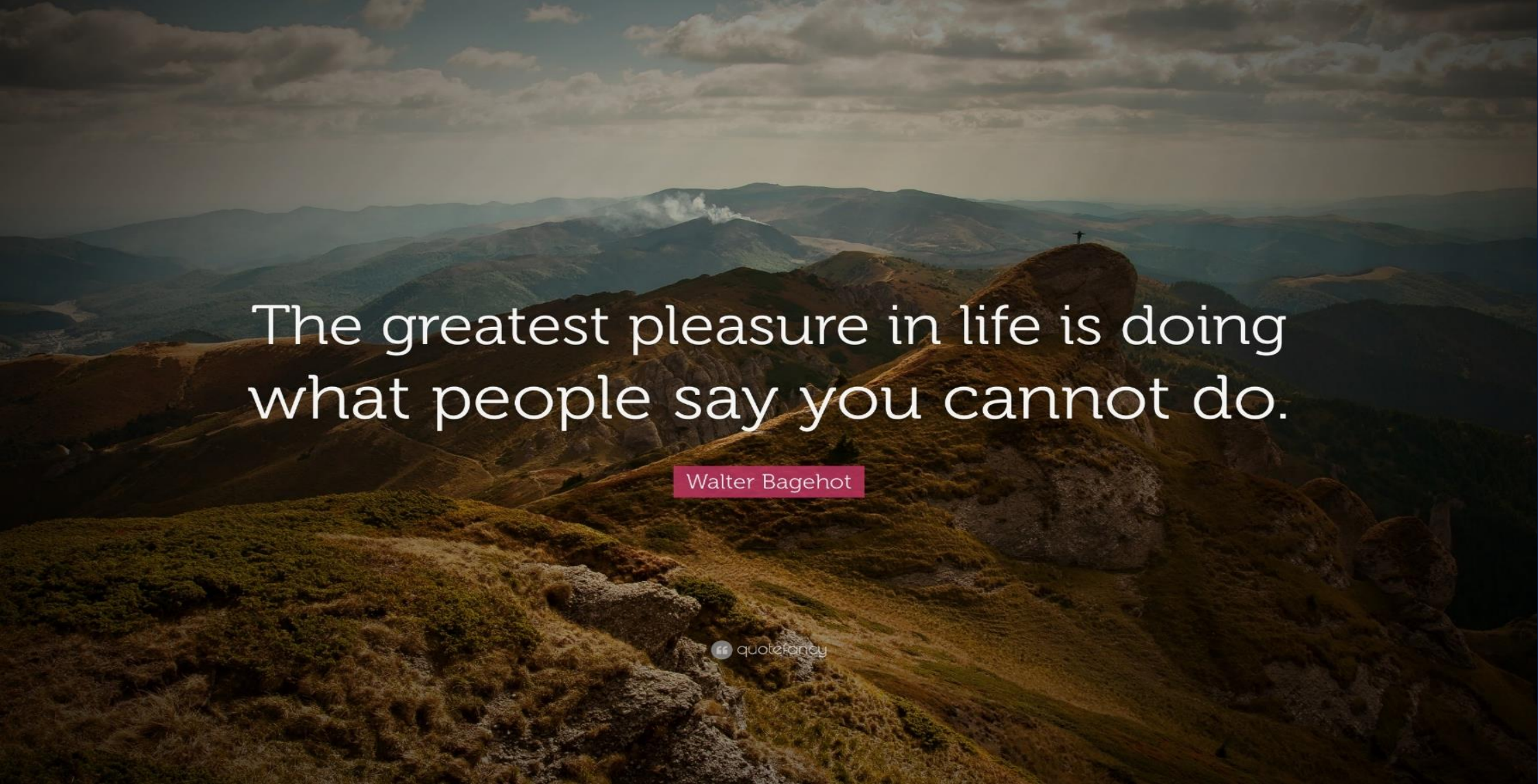
Not just ARU

- Virtual placements help student nurses finish their course
- Nursing students were still able to do their clinical placements during the pandemic, thanks to a virtual alternative provided by Kent Community Health NHS Foundation Trust (KCHFT).



VSP Continues.....





The greatest pleasure in life is doing
what people say you cannot do.

Walter Bagehot

 [quote fancy](#)

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Thank You For Listening



**Arise, shine, for your light has
come, and the glory of the LORD
has risen upon you.**

Isaiah 60:1

