**BACKGROUND / PROBLEMS**

- Online classes are essentially composed of:
  - Power Point slides (without audio / video additions)
  - Readings (1 dimensional)
  - Videos from a variety of sites (not personalized to the course)
  - Discussion Boards (limited interaction-only 2 peer responses)
  - Mostly limited student to student interaction
  - Student to paper or text (1 way interaction)
  - Some student to faculty – paper grades
  - Online simulation with avatars are not necessarily realistic

Where is the true two-way interaction, engagement, a humanism? Most online interaction is one way:
- Reading, Initial discussion board response, Writing papers

**PURPOSE**

Overall purpose is to increase engagement, and ultimately knowledge by:
- Increasing technology integration
- Providing **humanism** to the online learning environment
- Providing **realism** to the case scenario
- Integrating simulation via video clips / direct “patient” interaction to the online classroom
- Increasing participant interaction.
- Creating a more realistic learning environment
- Embracing another dimension of interaction

**PARTICIPANTS**

**Sample of Convenience**
- Graduate nursing students were selected for an existing course to conduct preliminary studies to see if video clips would aid in learning.
- Selected one graduate nursing course (Advanced Health Assessment)

**LIMITATIONS**

- Small sample size with a N=20
- One online course of graduate nursing students only from one semester
- Students each previewed one 2 minute video clip
- Student was conducted at a medium sized online university setting
- Results are not generalizable, but are useful for future studies.

**Stepwise Approach:**

- Participants: Graduate Nurse Educator Students
- Instructor provides immediate feedback to participant
- Case scenario selected: 1 of 5 randomized
- Participant previews 2 min video clip of a “patient” with Sx
- Participant meets live “patient” via BlueJeans - Standardized Patient with a current diagnosis
- Instructor provides immediate feedback to participant
- Participant discusses results of interview with patient / faculty

**RESULTS**

- Video clips:
  - Increased participant interaction with the case scenario by being able to talk directly to a real patient having a current medical problem.
  - Added humanism and realism to the case scenario.
  - Increased critical thinking skills as documented on the instructor observer form.
  - Increased communication and teaching skills.
  - Overall increased knowledge and hopefully retention (exam grades were higher than previous classes).

**CONCLUSIONS**

- Video clips added humanism and increased participant engagement in the Advanced Health Assessment course.
- Participants stated that the video clips were beneficial and assisted with increasing knowledge by providing humanism, realism, and interaction with a live patient with a current dx.
- Live case scenarios (utilizing a Standardized Patient) enabled participants to increase their critical thinking and communication skills.

**RECOMMENDATIONS**

- Increase participant numbers
- Mixed study with incorporation of a pre and post quiz
- Maintain the same level of patient complexity
- Maintain face-to-face immediate evaluation of communication skills
- Provide immediate feedback for assessment skills
- Evaluate and integrate technology, humanism, and realism to more courses within the graduate program.

**REFERENCES**

