



CAMBRIAN  
COLLEGE

# Developing Family Visit Simulations to Engage First Year Nursing Students at Cambrian College, Sudbury, Ontario, Canada



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CAN  Sim  
Canadian Alliance of Nurse Educators Using Simulation ©



**Developing Family Visit Video Simulations**

# Key Takeaways

- ✓ Networking and collaboration improve innovation
- ✓ Virtual/video simulation development by faculty is feasible
- ✓ Ongoing evaluation of student learning is needed





# Breaking Down Silos: Collaboration and Innovation in Simulation

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- 2005-2012: Simulation in Silos
- 2013: Ontario MTCU Grant
- 2014: Ontario Simulation Alliance (OSA)
- 2016: eCampus Ontario Grant
- 2017 Canadian Alliance of Nurse Educators using Simulation (CAN-Sim)

[www.can-sim.ca](http://www.can-sim.ca)



# The Opportunity



Challenges included:

- Finding a suitable family;
- Arranging visits;
- Poor consistency;
- Coordinating schedules;
- Limited student skills;
- High stakes



# CAN-Sim VSG Design Process

✓ Learning outcomes and competency indicators

⚖ Decision-point map with rationale

🎥 Filming script

💬 Peer review

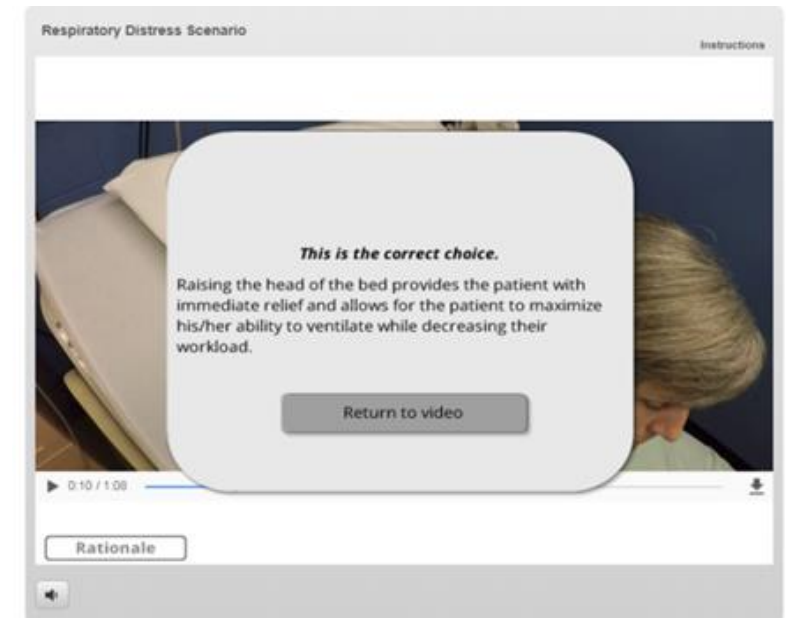
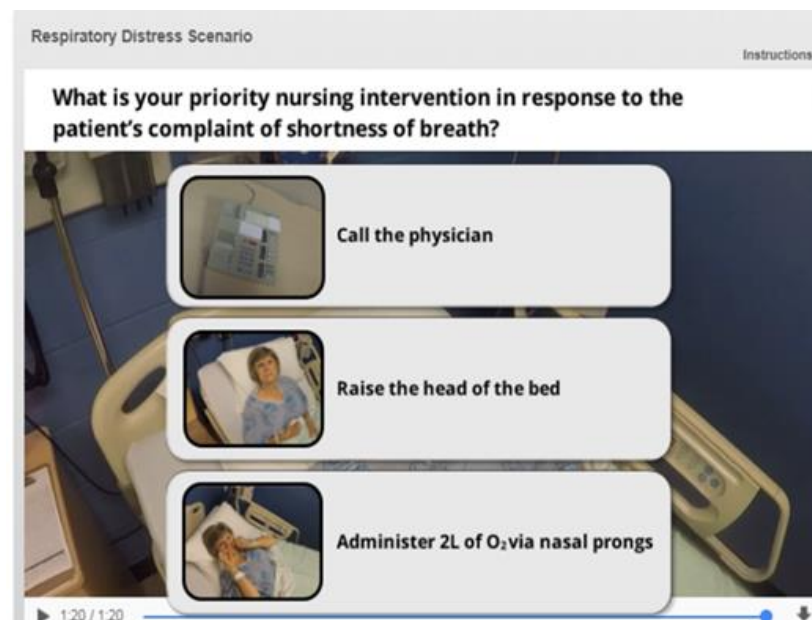
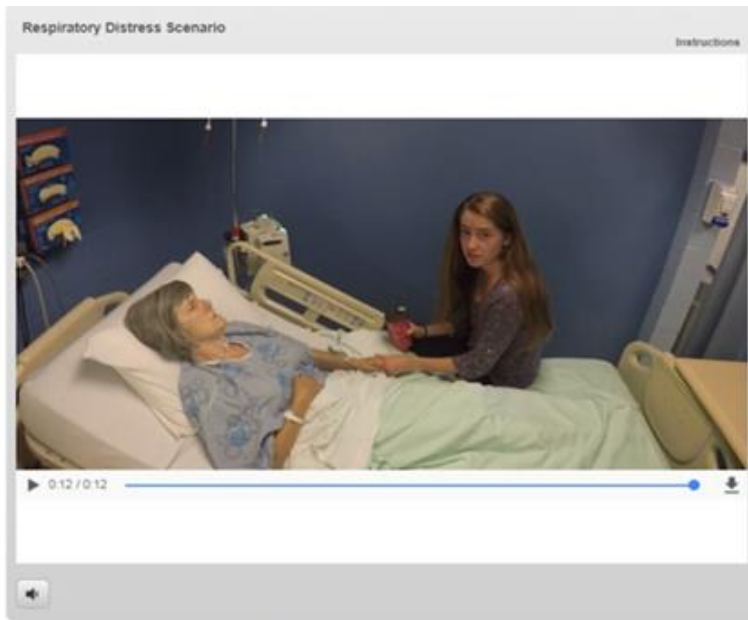
🎬 Filming

🎮 Game assembly



# CAN-Sim Video-Based VSGs

- video clip of clinical situation followed by a critical thinking question
- learners select the best of **three potential nursing actions**
- learners receive immediate **feedback**





# Innovation

- Three scenarios
  - Two simulations each
    - One branching
    - One linear
    - + an in-class role play and debrief
- H5P Technology
  - Free and open-source
  - Integrated into Moodle

Welcome to this fictional scenario. For each question, choose the most appropriate response. Take note of any questions you wanted to ask that were not asked.

What brings you here today?

Who is in your family?

Tell me about your diagnosis of diabetes.

What was it like when you were first diagnosed with diabetes?

Welcome to this fictional scenario. For each question, choose the most appropriate response. Take note of any questions you wanted to ask that were not asked.

What brings you here today?

This is the best option as it allows the client to direct the conversation.

▶ Continue

Welcome to this fictional scenario. For each question, choose the most appropriate response. Take note of any questions you wanted to ask that were not asked.

What was it like when you were first diagnosed with diabetes?

This is a good question to ask during the assessment, but opening with it does not allow the client to tell you what is most important to them.

▶ Continue





# Innovation Demo


4

## Jay and Janet Simulation and Open Book Quizzes (10%)


### Jay and Janet: Obesity, diabetes and hypertension

The scenario below is intended to be started in the lab. If you try it before lab you may need to restart if edits are made to improve the functionality of the scenario after you have started it.

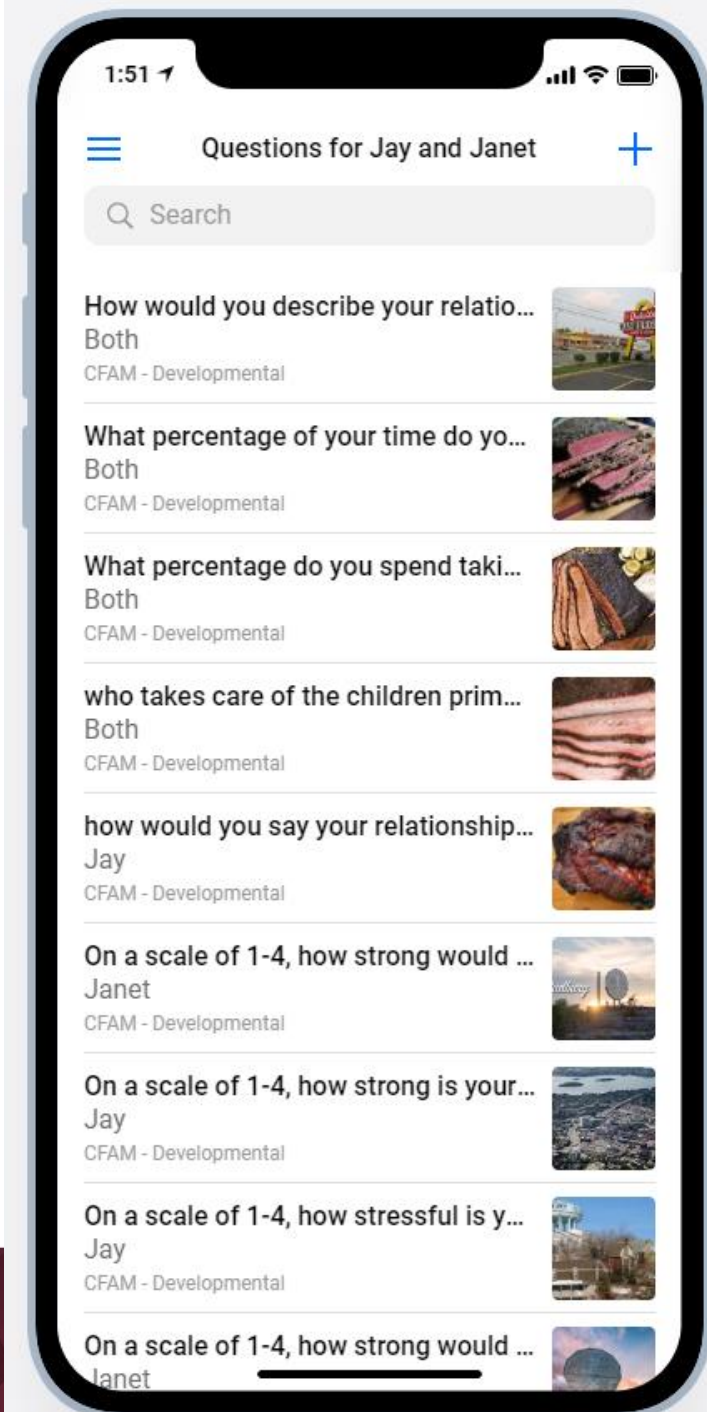
 Jay and Janet Chronicity Assessment (2020 Simulation Part 1)

 QUIZ 1: ASSESSMENT OF CHRONICITY (5%) Jay and Janet

 Jay & Janet CFAM Assessment (2020 Simulation Part 2)

 Old Part 1 and 2: Jay and Janet: Obesity, diabetes and hypertension

 QUIZ 2: CFAM ASSESSMENT (5%) Jay and Janet



# Outcomes

## Students

- Immediately accessible
- More in-class support
- Enabled replay
- Discussion with others
- Improved learning
- Less stress

## Faculty / Department

- Could guide and debrief students more effectively
- Met learning outcomes
- Renewable
- Cost savings
- Less stress



| <b>Challenges</b>          | <b>Enhancements</b>  |
|----------------------------|--|
| Time-consuming development | <ul style="list-style-type: none"><li>• Co-creation with students</li><li>• Collaboration with Can-Sim</li></ul>   |
| Technical challenges       | <ul style="list-style-type: none"><li>• Use of on-campus computer labs</li><li>• H5P branching technology</li></ul>  |
| Guidance                   | <ul style="list-style-type: none"><li>• Completion during labs</li><li>• Pre-brief, in-class guidance, debrief</li><li>• Quizzes to ensure understanding</li></ul> |
| Tracking                   | <ul style="list-style-type: none"><li>• Assess based on assignments</li></ul>  |
| Variety                    | <ul style="list-style-type: none"><li>• Need more with actors</li></ul>  |





# In-Class Potential

PSY 1106: Interpersonal Communication Simulation [Proceed »](#)



Yeah. Well I get what you're saying... um, you know, you're right. Maybe it's not really

PSY 1106: Interpersonal Communication Simulation [Proceed »](#)

How would you respond?

- 2A
- 2B
- 2C
- Replay video

Please try again

Ensure you are listening to your partner

[Proceed »](#)

**Interpersonal Communication Simulation**  
Paramedic, Police, Fire, Security, and Corrections.  
Cynthia Booth & Micheline Lavallee, Cambrian College



# Potential

- Ongoing use
- Variety of H5P tools
- Co-creation
- PhD focus



Collage

Create a collage of multiple images



Column

Column layout for H5P Content



Course Presentation

Create a presentation with interactive slides



Dialog Cards

Create text-based turning cards



Drag and Drop

Create drag and drop tasks with images



Drag the Words

Create text-based drag and drop tasks



Essay

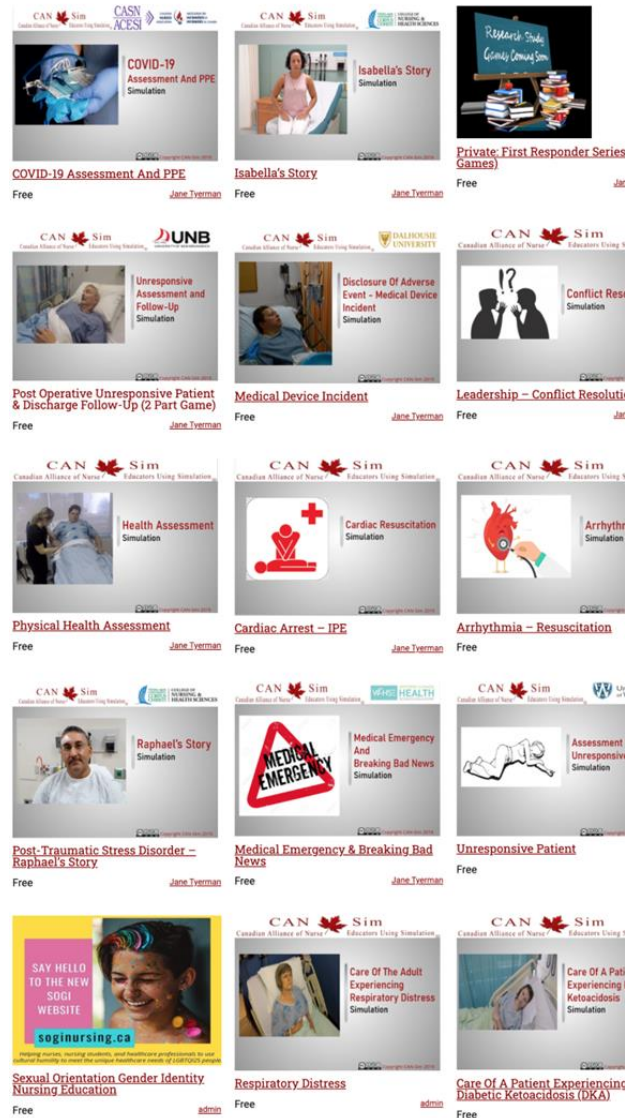
Create essay with instant feedback



Fill in the Blanks

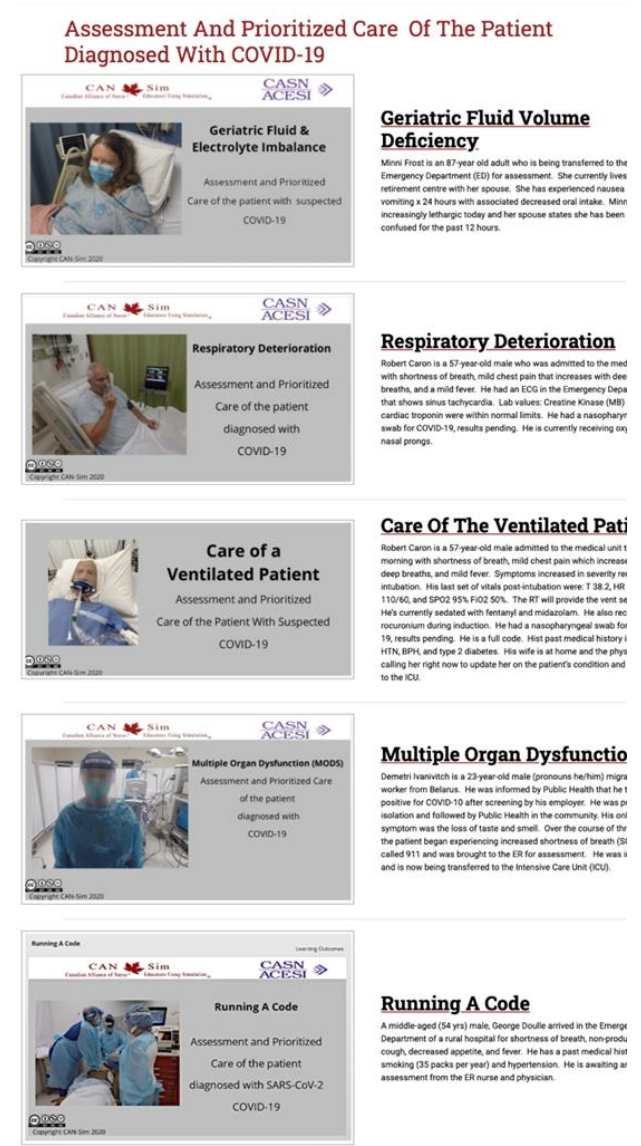
Create a task with missing words in a text





# Potential

- Increasing demand
- Cross-institutional collaborations
- Interprofessional collaborations
- Collaborations with vulnerable populations
- Co-creation with students



[www.can-sim.ca](http://www.can-sim.ca)

[www.can-sim.ca/hc](http://www.can-sim.ca/hc)

[www.soginursing.ca](http://www.soginursing.ca)



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# Q and A



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