

Name of person reporting outcomes

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IITG Project Title

2013-Delhi-Deane-Impact of a Cloud-Based

Have you applied for, or received additional funds? (choose all that apply):

Consider the project complete, and do not intend to seek additional support

Utilizing a virtual clinical environment allows students to access learning opportunities in non-traditional manners. The virtual environment made practicum experiences more affordable.

The project demonstrated that positive learning outcomes can be achieved through virtual simulation. Skills and knowledge learned in a virtual environment can be transferred into actual practice and meet the needs of the healthcare community.

Utilizing virtual environments allows students to interact with virtual patients supporting applied and active learning initiatives. The virtual environment has the capacity of preparing students across geographic location to interact and foster international and multicultural experiences.

For most students, using a virtual simulation was a first time experience. However, they realized how technology and innovations can be utilized to meet student learning outcomes.

This project demonstrated that learning can take place in a virtual environment. Many businesses and corporations are looking at innovative ways to enhance the skills of the workforce without the impact of loss employee time, travel, and expensive educational programs.

1st Choice:

Instructional Technologies

Instructional Technologies

- Cloud-Based Teaching & Learning Environments
- Immersive Environment (Virtual Reality)

2nd Choice:

Learning Environments (Physical)

Learning Environments (Physical)

- Augmented Reality

3rd Choice:

Assessment, Understanding, Monitoring Student Progress

Assessment, Understanding, Monitoring Student Progress

- Adaptive Learning Technologies
- Outcomes Assessment

If you would like to create a community of practice within the SUNY Learning Commons, please describe "members of your community" who would be most interested in your outcomes. Please be specific (e.g., math faculty, instructional designers, student services, registrars, administrators, accreditation or assessment specialists).

Nursing and interprofessional educators/administrators

Do you intend to create an ongoing "Community of Practice" within the SUNY Learning Commons to continue work and dialog regarding this project?

Unsure at this time

Overall, how successful was IITG in meeting your project goals? (You may elaborate on your response in the final question if not addressed elsewhere.)

Extremely successful

Do you wish your current abstract to be used?

Yes

File One Upload and Brief Description

The purpose of this pilot project was to examine the use and effectiveness of Second Life for multiprofessional education. Interprofessional collaboration is essential to ensure safe, effective, and patient-centered outcomes. Therefore, health professions are encouraged to incorporate interprofessional education (IPE) core competencies into curricula which include roles and responsibilities, values, interprofessional communication, and teamwork. Researchers have concluded that IPE integration across healthcare disciplines can be difficult but not that using virtual simulations can provide real-life experiences, immediate feedback, and accessibility by multiusers synchronously and asynchronously. Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) was developed by the Department of Defense and the Agency for Healthcare Research and Quality (AHRQ). According to the TeamSTEPPS model, there are four skills needed for effective teamwork in the patient care environment: leadership, situation monitoring, mutual support, and communication. For this project, the nursing faculty collaborated with pharmacy and medicine faculty to design a virtual multiprofessional simulation in Second Life using a modified TeamSTEPPS program. The instruments used for this study included The Interdisciplinary Education Perception Scale, the TeamSTEPPS Teamwork Attitudes Questionnaire, the Team Performance Observation Tool, and the Technology and Overall Experience Survey. There were 20 students from nursing, medicine, and pharmacy who volunteered to participate in this pilot project. The authors reported favorable attitudes of the students using SL and the modified TeamSTEPPS programs. All students showed improvement in teamwork attitudes however, the need for multiprofessional education was varied by students. The authors concluded that a modified TeamSTEPPS program was successfully implemented with the multidisciplinary students.

File One

- [VirtualSimulation.pdf](#)

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