

360° videosimulering i sykepleierutdanningen: Tverrprofesjonell samhandling

Ingrid Tjoflåt og Bodil Bø

MÅL

Målet med 360° video simulerings caset er at sykepleierstudentene skal lære om tverrprofesjonelt samarbeid og sykepleiernes rolle i en legevisitt på en kirurgisk avdeling.

Realistic training to improve quality of ward rounds

As part of the 360ViSi project, University of Stavanger has developed interactive 360° training environment for nursing students who are preparing for clinical practice. The goal is to give them tools to take an active role and "speak up" in surgical ward rounds.

📅 November 10, 2021

The daily surgical ward round in a hospital is an important arena for interprofessional collaboration and communication between physicians, nurses, and patients. To be a skilled interprofessional team worker is an important learning outcome in the nurse education program. That is why University of Stavanger has developed an interactive 360° training environment for nursing students. Important factors in this tool are to help the nursing students to achieve clear communication and good cooperation, as well as awareness about the process and roles in the current setting.



Professor Ingrid Tjoflåt preparing for the 360° shoot.

Tre faser

- 1) Forberedelsesfasen
- 2) Produksjonsfasen
- 3) Implementering- og evalueringsfasen

Working process

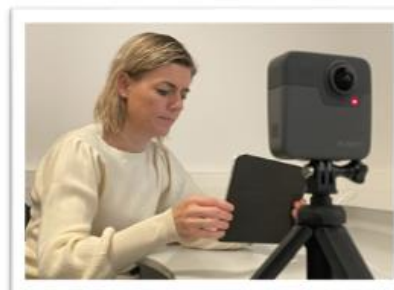
Pre production



During the pre production phase there were several meetings focusing on filling in the document 3.1.2 "Description of the case". The document assured that there was a common understanding of the case.

Detailed description of the case: [T3.1.2 Steps and description of the case - UoS - Homecare](#)

Technical preparation



The technical pre production phase ensured that the equipment worked as it should. How to use the equipment was also part of this phase. Having control of all the technical details gives a better and controlled production phase.

Forberedelsesfasen

- Teknisk utstyr
- Manual med beskrivelser av caset
- Rekruttere deltakere

Working process

Pre production



During the pre production phase there were several meetings focusing on filling in the document 3.1.2 "Description of the case". The document assured that there was a common understanding of the case.

Detailed description of the case: [T3.1.2 Steps and description of the case - UoS - Homecare](#)

Technical preparation



The technical pre production phase ensured that the equipment worked as it should. How to use the equipment was also part of this phase. Having control of all the technical details gives a better and controlled production phase.

T3.1.2 Template - steps and description of the case

CASE- WARD ROUND SURGICAL HOSPITAL UNIT UIS June 2021,
Ingrid and Bodil

BRIEF:

What's the goal of this video?

- Ensure knowledge and confidence to practice a hospital ward round.

Why are we making the video in 360 format and not 2D video?

- A comprehensive and complete overview of a complex surgical ward round in a hospital, where several factors interact together (patients, doctor, nurse and different things happening during the visit)

Who is the audience of this video?

- Nurse student in in the 2nd and 3rd year of the Bachelor program in nursing and medical student in 4th year.

What's our video topic?

- Ward round in a surgical hospital unit.

What are the key takeaways of the video? Learning outcome.

What should viewers learn from watching it? Learning outcomes:

Learning outcomes for medical students and nurse students:

- *Knowledge* about interprofessional collaboration during the ward round.
- *Skills*: Carry out a ward round in a surgical unit
- *General competence*: Reflects on the interprofessional communication and collaboration in a ward round.

What's our call-to-action? What do we want viewers to do after they've finished watching the video?

Hotspots som legges på i område ved Pasient 1:

Hotspot 1 (videoicon)- Patientvideo - legevisitt

Egen dreiebok

Interprofessional collaboration

Hotspot 2 (Questions icon)

- Reflect on how the physician and the nurse communicated interprofessional to the patient during the ward round.
- Reflect on how you as a nurse or physician will follow up the patient needs for treatment and nursing care.

Hotspots som legges på i område ved Pasient 2:

Hotspot 1 - (Picture + sound)

Picture: Patient 2

Voice: Female 20 years, operated for acute appendices during the night, uncomplicated postoperative period. The plan is that the patient will be discharged. The female is a student and is coming from the north of Norway, she has no family in Stavanger.

Hotspot 2 - : Questions icon:

1. Nurse: What are the nurse responsibilities related to the discharge of this patient?
2. Doctor: What is the physician doctor responsibilities related to the discharge of this patient?
3. Interprofessional collaboration: How will you as a nurse and physician collaborate related to the discharge of the patient?

Patient 3

Hotspot 1 - (Picture + sound)

Picture: Patient 3 - Neutral

Voice: Female 45 years, diagnosis: ulcerøs colitt, operated for colon resection two days ago and she got a colostomy. The colostomy as started to function, and the patient is eager to receive knowledge and practical advice related to the care of the colostomy.

Hotspot 2 - Patient 3: Questions/reflections:

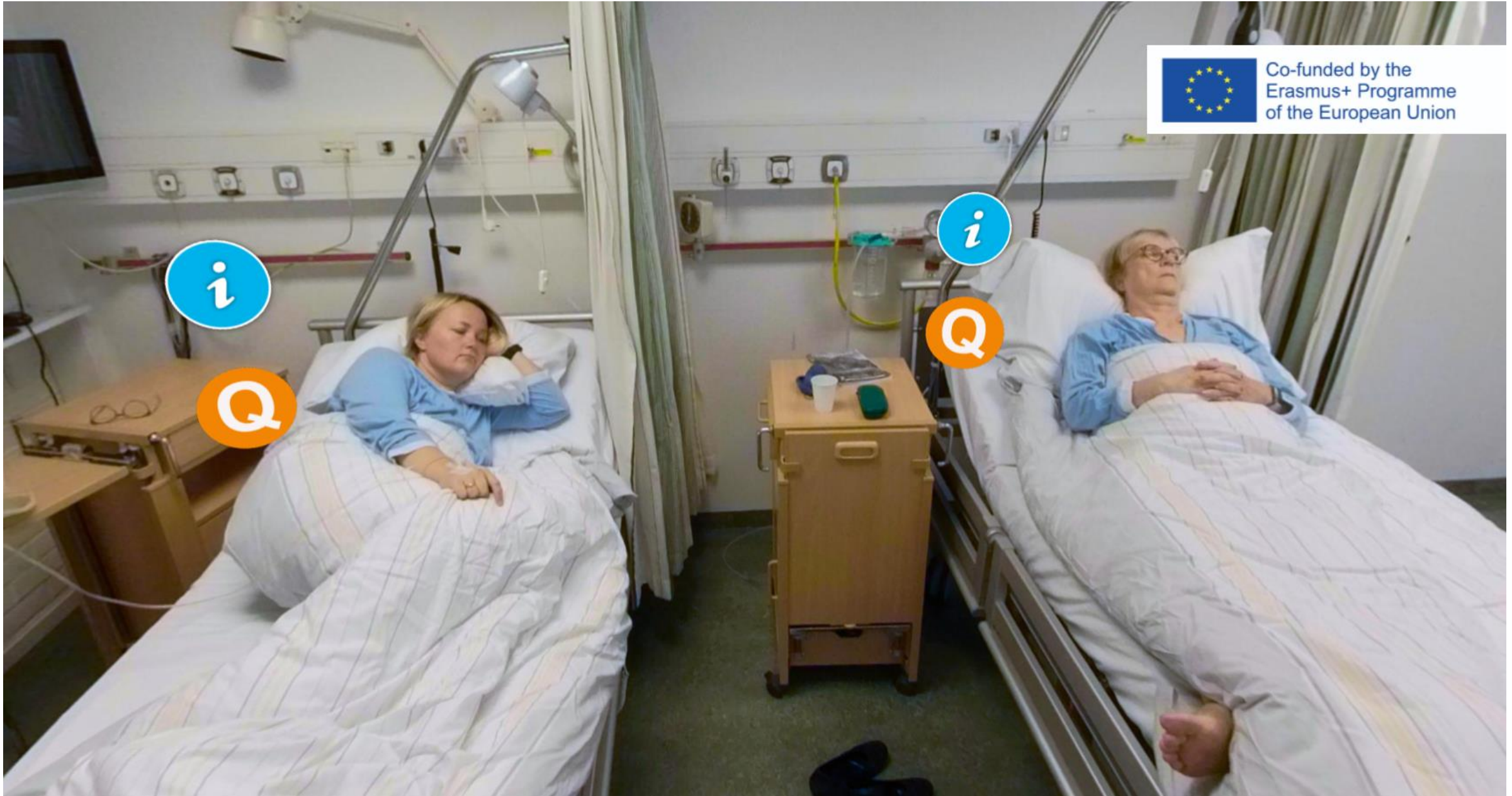
1. Nurse: How will you plan the supervision related to the colostomy care?
2. Doctor: What assessment is important to ensure good follow up?
3. Interprofessional collaboration:
Reflect on how the physician and the nurse communicated interprofessional to the patient.

Deltakere

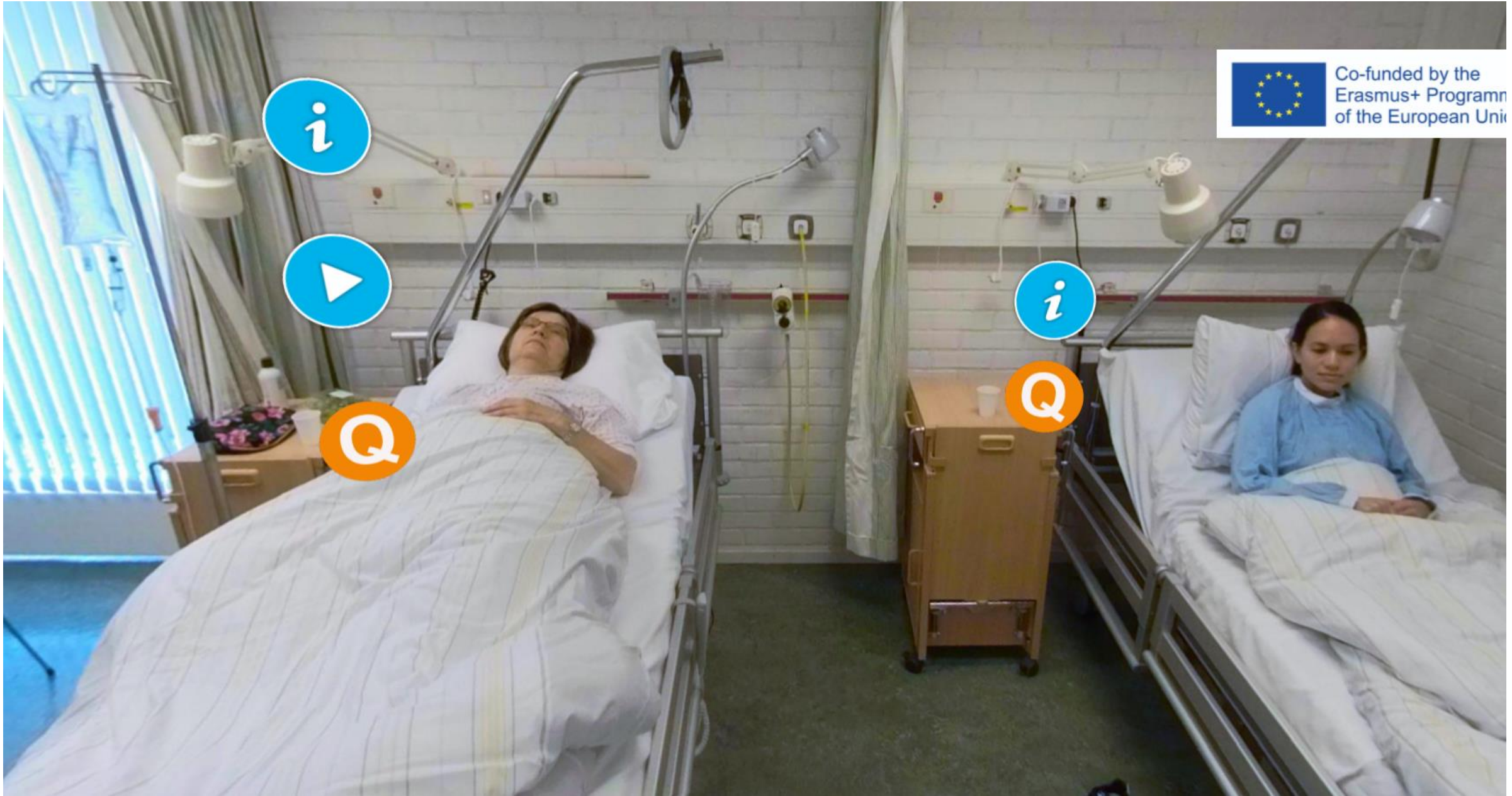


Produksjonsfasen





 Co-funded by the
Erasmus+ Programme
of the European Union



Co-funded by the
Erasmus+ Program
of the European Union





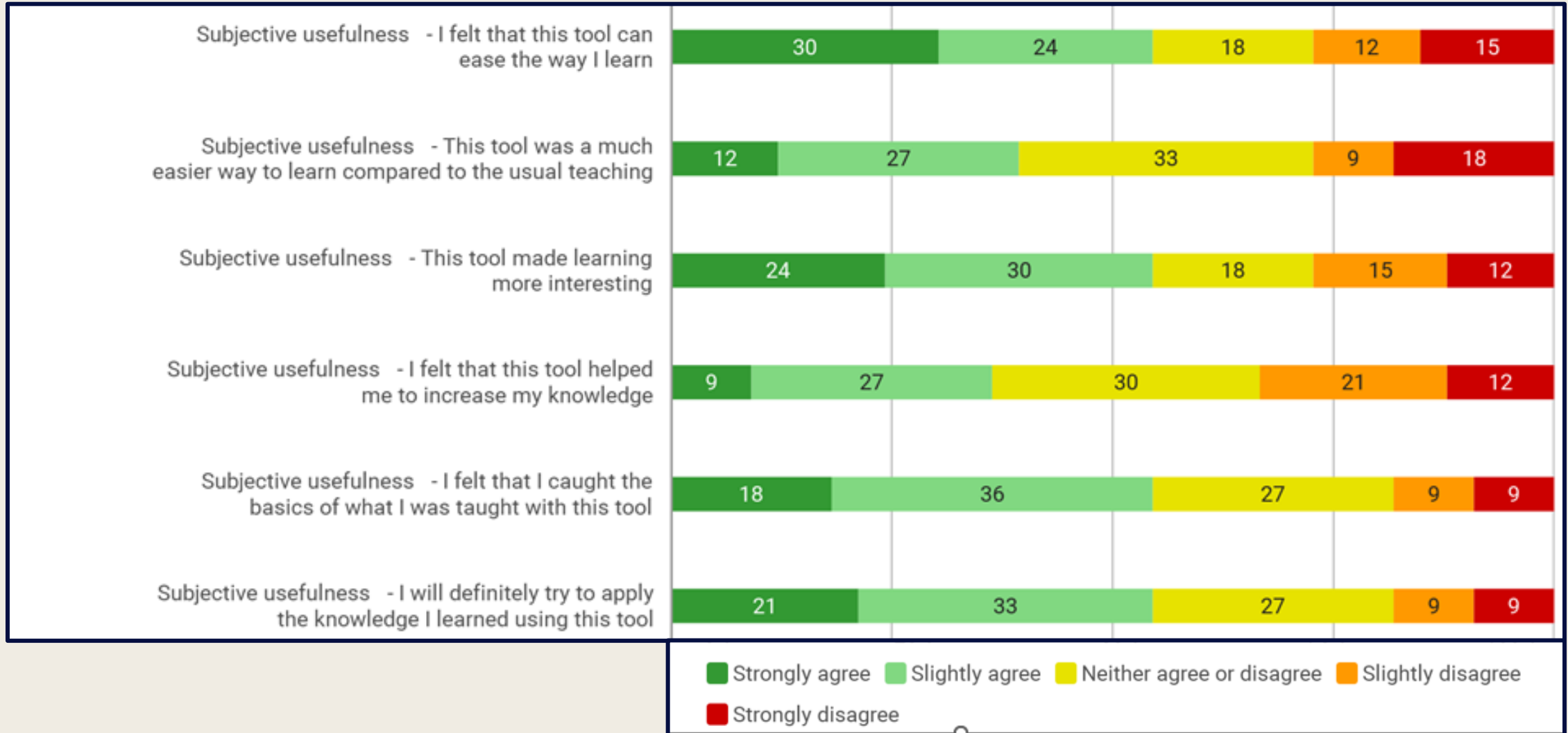
[360VISI Ward round](#)

Implementeringsfasen

- Hvordan forberede studentene?
- Hvordan engasjere studentene?
- Hvordan få studentene til å bruke verktøyet?

The screenshot shows a web interface for a learning management system. The page title is "Tverrprofesjonelt samarbeid: Legevisitt på kirurgisk avdeling - 360 video simulering". The interface includes a navigation menu on the left with options like "Hjem", "Studieinformasjon", "Kunngjøringer", "Diskusjoner", "Moduler", "Office 365", "Pensumliste", "Chat", "VAR Healthcare", "Zoom", "BigBlueButton", "Quizer", "Oppgaver", "Emneoversikt", "Personer", "Sider", "Filer", "Læringsmål", "Vurderinger", "Vurderingsveiledning", "Samarbeid", "Nye analyser", and "Innstillinger". The main content area displays the course title and a description: "I læringsressursen under får du tilgang til et pasientrom med fire pasienter som har blitt operert ved en kirurgisk avdeling i løpet av de siste 24 timene. Vi anbefaler deg å jobbe på følgende måte med denne læringsressursen: Naviger rundt i rommet og lytt til informasjon om pasientene ved å klikke på informasjonsknappen merket med i. Du får tilgang til refleksjonsspørsmål ved å klikke på Q. Til en av pasientene er det også knyttet en video til refleksjonsspørsmålene. Vi anbefaler deg å gjøre dine egne notater når du svarer på refleksjonsspørsmålene. Etter å ha sett, lyttet og løst refleksjonsoppgavene i læringsressursen kan du/dere reflektere sammen i gruppe med eller uten lærer. I tillegg kan dere sammen reflektere over følgende spørsmål: Ta utgangspunkt i en eller flere av pasient situasjonene på dette pasientrommet og reflekter over tverrfaglig samarbeid relatert til de enkelte situasjonene. Reflekter over tverrfaglig samarbeid og kommunikasjon mellom legen og sykepleieren under legevisitten i forhold til pasient 1 (operert for eksplorativ laparotomi). Hvordan opplevde du sykepleieren og legens rolle i denne situasjonen? Hva er sykepleierens rolle under legevisitt? Lykke til!". Below the text is a 360-degree video simulation image of a hospital ward with two patients in beds. A small banner in the top right corner of the video area reads "Co-funded by the Erasmus+ Programme of the European Union". At the bottom of the video area, there is a link: "Klikk her for å åpne ressursen i fullskjerm".

EVALUERING



Kvalitative funn

- Realistisk, gir god forståelse og læring
- Fremmer videre refleksjoner og diskusjoner

«Veldig oversiktlig og en veldig fin måte å lære om en legevisitt. Lærerikt og mye kjekkere enn å bli undervist på tavla»



Increased access to training in European health education through 360° video simulation technology.

<https://360visi.eu/>

The Project Story