

Virtual Simulations: The multi-tools of curriculum resources

Have you unexpectedly been able to hold in-person clinicals this fall? We're so happy to hear that you will have more valuable face-to-face experiences with your learners! Now is a great time to learn more about the many ways faculty have used our simulations beyond clinical hour replacement to further strengthen students' skills and confidence.

Click [here](#) to watch our National Webinar from last fall about the many use cases for Digital Clinical Experiences, and make sure to review our Use Cases chart for more details. If you need guidance making the switch from simulations as clinical replacement to another use case, we're here to help!

Contact us at customersuccess@shadowhealth.com to schedule a free consultation with a member of our team.

| Use Case | How to Implement |
|----------------------|--|
| Clinical Prep | It can be an intensive day/days before clinicals begin or before each clinical day throughout the semester. Make the most of valuable face-to-face time by preparing students with virtual experiences. |
| Deliberate Practice | The DCEs are part of students' grades, as some points or a percentage, to incentivize students to put their full effort into practice. The goal is to help students build fluency and faculty often allow remediation. |
| In Lab | Devote lab time for students to complete DCEs. This can be done at a station as part of other lab activities, or breaking students into small groups, or it can be instructor led. Faculty typically mix this approach with deliberate practice or another use case. |
| Clinical Replacement | This historically popular use case became even more widely used during COVID-19. However, many faculty have always used this approach alongside one of our other use cases. For example, some assignments might be used for a portion of clinical hours, while others are counted toward students' grades. Watch our Clinical Hour Replacement webinars for more info. |
| Hybrid | This is a mixture of deliberate practice and some summative assignments. While some assignments are used formatively, a few assignments might be used as measurement to benchmark students. |

Preparing for the Next Gen NCLEX: Care Plans offer valuable practice

Preparing for the Next Gen NCLEX?

We are as well! Our Care Plans, which are now part of every applicable product in our undergraduate catalog, allow students to practice key skills that will be essential to success for the Next Gen NCLEX. We are also excited to share we also have two new Care Plans that will soon be available in our Mental Health DCE.

Our Care Plans offer experiential learning that prepares learners to write their own care plans in practice. After completing their patient assessment, students work through their Care Plan by:

- Selecting an appropriate nursing diagnosis,
- planning a health care goal,
- determining appropriate interventions,
- identifying ways to measure their achievement,
- and evaluating their plan's success.

We are also excited to share that we are updating our Care Plans based on ICNP style of nursing diagnoses statements to better align with the NCSBN / Next Gen NCLEX Clinical Judgment Model (CJM). For more about measuring clinical judgement with simulations, check out Elsevier's [recent webinar](#).

For more about our Care Plans and all of our undergraduate simulations, please [contact us](#).

Nursing Diagnosis

Correctly select **ONE (1)** nursing diagnosis and **FIVE (5)** signs and symptoms that support your diagnosis. While many diagnoses may apply to the patient, only one is correct. You should select the diagnosis that needs to be urgently addressed within a short timeframe

Select the diagnosis that needs to be addressed most urgently:

Select a diagnosis...

Select the signs and symptoms that support your diagnosis:

☐ Difficulty discerning reality from fantasy

☐ Distress caused by hallucinations

☐ Fear of giving into suicidal and homicidal command hallucinations

☐ History of violent behavior

☐ Medication non-adherence

☐ Paranoid thoughts

☐ Recent poor hygiene practices

☐ Sleeping 2-3 hours a night

☐ Work and school absenteeism

Planning

Complete the following steps in order to create a Care Plan for Ms. Park. Remember to prioritize answers that are most valuable and realistic given the patient's condition and the time constraints of an emergency department.

This plan will be accessible in the EHR when you enter the exam room.

▼ 1. Short-Term Goal

Select the goal that, within the short time of the patient's stay in the emergency department, will have the greatest impact on the patient's well-being. Some goals are appropriate only for a future round of patient care.

Make sure your goal always follows the SMART criteria: Specific, Measurable, Achievable, Realistic, and Time-Phased.

☐ To bring the patient's fluid volume to appropriate levels via PO fluid intake within an emergency department visit.

☐ To educate the patient on the frequency, quantity, and types of fiber she should consume daily to regulate digestion, completed within an emergency department visit.

☐ To educate the patient on the frequency, quantity, and types of fluids she should drink daily to stay hydrated, completed within an emergency department visit.

☐ To induce a bowel movement that relieves the patient's constipation, resulting in patient reporting relief and diminished pain, within an emergency department visit.

Next

➤ 2. Interventions



(From top) Nursing diagnosis is one part of the Care Plans in Shadow Health's Digital Clinical Experiences. This page is from our Focused Exam: Schizophrenia with patient Eric Ford. (Bottom left) Students also practice choosing appropriate short-term goals for their patient. Here, the goals are for Esther Park in the Focused Exam: Abdominal Pain. (Bottom right) Preceptors guide students at appropriate moments throughout our simulations.