



# “Let’s Start a Culture of Sharing: Strategies for Virtual Teaching”

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## How to virtually teach and assess Vital Signs competency

- Share strategies to assess cognitive and psycho-motor competency in a virtual vital signs lab, and
- Provide tips and resources for educators which will enable learners to obtain this important skill as a supplement or when on-ground is unavailable

## Method

- First nursing semester undergraduate BSN program, Health Assessment course with virtual lecture and virtual lab component. Concurrent clinical course in Geriatrics.
- Over 3 week period.
- Lab groups 10-12 students/ faculty
- Student video taped demonstration limited 5-10 minutes

## Research

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Lee, S.G., and Shin, Y.H. (2016). Effects of self-directed feedback practice using smartphone videos on basic nursing skills, confidence in performance and learning satisfaction. *Journal of Korean Academy of Nursing*, 46(2), 283-292. <https://doi.org/10.4040/jkan.2016.46.2.283>

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## Planned Teaching-Learning Activities

### #1. Introduction



#### Virtual Discussion and Show-&-Tell

- Review Equipment
- Focus on dexterity by practicing speed at which to rapidly inflate and slowly deflate the cuff (2mmhg per second)
- Review Validation Sheet- expectations

### #2. Structured Activities

- These structured activities are in addition to virtual lecture, online Learning Management System resources, textbook readings, and clinical experience.
- On ground access to view and handle equipment is also available.



#### • HOW TO CHECK VITAL SIGNS

#### • AUDIO-VISUAL SKILLS VIDEO

#### • KROTKOFF SOUNDS



#### • VIDEO ANALYSIS



#### • BP AUDIO SOUND PRACTICE

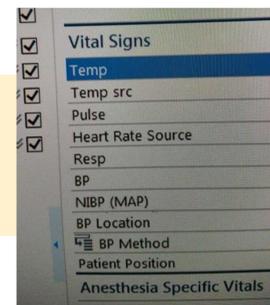
### #3. Practice & Reflection

- Student video taped demonstration
- Seek patient feedback
- Self-Evaluation
- Peer coaching

### #4. Feedback & Evaluation

- 1:1 Student/Faculty video feedback
- Audio component
- Analysis at 1:43
- Documentation

#### • BP AUDIO AMPLIFIER



#### • FACULTY VIDEO DEMONSTRATION

#### • TAKING & RECORDING VITAL SIGNS

