**Online Post Conference for vClinicals**

**Asynchonous Discussion Forum**

Here are some examples of thread starters:

Same Patient:

1.     What other information would you like to know from the nurse giving report? (List at least 2 questions)

2.     Based on your report, what information would you expect to see in the chart under \_\_\_\_\_\_\_\_ (labs, meds, etc)

3.     Respond to a peer with at least two areas you agree with them and two areas where you choose something different. Please state your rationale if you choose a different prority).

Different Patient:

1.     (Med-Surg) Give a report of your patient as you left them, after the simulation was concluded. (Do not repeat the report given to you)

2.     (Med-pass) What medications did you administer? Were those medications appropriate for your patient? Please provide your rationale.

3.     (Med-pass) State the common and life-altering side effects for each medication.

4.     Respond to a peer with at least one follow-up question from their report. Then, based on the medications given do you agree or disagree and why? What other medications  or different medications could  you anticipate based on those diagnoses.

\*\*\*Based on the med pass patient or patients, the student will also complete a patient teaching for at least one of the medications.

**Live Online Post Conference (using Zoom / Skype / Google Hangouts)**

* **Each week, students will find a different partner and do a 2 hour post conference activity.**
* **One hour will be independent work as directed by the clinical instructor…here are some examples:**
  + **Skills Assessment – Role play (with a pillow/stuffed animal/friend-family…students secure a RELEASE from others in the video as directed) performing an assessment on someone based on one of the assigned vClinical patients. Students record this interaction with their phone/computer. Upload the recording to the corresponding week’s Discussion Forum for feedback by the instructor and peers.**
    - **HINT: If the instructor asks students to create a video, be sure students know to search the internet and see how others have done it online. Students should always critique the selected video they view by comparing it to their textbook for accuracy. Example, here is a video on how to perform a Respiratory Assessment** <https://youtu.be/xdSmc0010To>
  + **Skills Interventions/Tools – Some instrurctors may ask students to use the supplies in their Lab Kit and/or make-shift supplies and imagination. For instance, if the instructor directed students to imagine that Arthur Thomason’s case progressed to where he needed a tracheostomy; then the instructor can ask students to perform trach care on Mr. Thomason. Students may use a piece of cardboard and put a hollow straw or piece of hollow uncooked pasta through the cardboard and perform trach care on the cardboard. Record the video and upload the video per the instructor’s directions.**
  + **Create an SBAR on an assigned vClinical Patient; give report to another student (over phone/Zoom/Skype) and give eachother feedback. This is also a good time for students to work together finalizing clinical paperwork for submission to the instructor.**
* **One hour will be large group work (e.g. Skype/Zoom meeting with focused activity). This would also be a time where students are randomly selected to perform a skill on video for the group.**