Title of Activity: Empathy Training for All? Assessing How Baseline Empathy Affects Experience with a Simulation-Based Experience: A Mixed-Methods Study

Identified Gap(s): Empathy is an essential quality for several healthcare professions, including nursing. To foster student empathy, nursing education programs have implemented various educational interventions, including traditional lectures, problem-based learning, art-based interventions, and simulation-based experiences (Levett-Jones et al., 2019). From a review of the literature, Levett-Jones and colleagues (2019) identified immersive and experiential simulation-based interventions as the most effective educational modalities to improve empathy. However, most studies do not identify how a student's baseline empathy affects their change in empathy following their participation in the simulation. Rather, the authors assess for a change in empathy in the entire sample.

Description of Current State: The current state reflects an opportunity for researchers to identify what students would benefit from empathy training via a 360-immersive simulation from the patient's perspective and what students may not benefit. Nursing education, similar to other healthcare professions, is transitioning to a competency-based education (CBE) framework. CBE facilitates a learner-centered approach to curriculum development due to the emphasis on learning outcomes instead of a more content-inundated teacher-centered system (Spector &Odom, 2012). Another benefit of CBE is it recognizes that students learn at different rates, enabling learners who have demonstrated competencein one area to transfer their focus to more challenging competencies (Katoue & Schwinghammer, 2020). However, nursing education programs commonly provide all students with the same learning experiences regardless of student competence level. By determining what students wouldbenefit from or need empathy training and what students do not, nursing education programs will be able to provide a more student-centered learning experience.

Description of Desired/Achievable State: Participants will gain knowledge as to how baseline empathy levels affect the student experience in a 360-immersivesimulation-based learning experience.

Learning Outcome (s) for this activity as a result of participating in the activity:

1. Learners will identify how baseline empathy levels affect the student experience in a 360-immersive simulation-based learning experience.

2. Learners will recognize the importance of assessing empathy with qualitative and quantitative methods

Identify the Healthcare Simulation Standard of Best Practice (HSSBP) that is informing your presentation:

Healthcare Simulation Standards of Best PracticeTM Evaluation of Learning and Performance: Criterion 2

Select all that apply: ☒ **Nursing Professional Development** ☐ **Patient Outcome** ☐ **Other: Describe** _____

CONTENT (Topics) *Please provide 2 main topics included in your poster*	TIME *Time required for content (do not give ranges, instead give exact amount of time, i.e. 10 minutes, 20 minutes, etc.) Total time should include time for questions/answers.*	PRESENTER/ AUTHOR *Provide first & last names*	LEARNER ENGAGEMENT STRATEGIES *List the learner engagement strategies to be used by Faculty, Presenters, Authors (note: PowerPoint and lecture by themselves are not learner engagement strategies).*
Discuss the importance of using quantitative and qualitative data to assess changes in empathy in nursing students.	10 minutes	Thomas L. Komor	Questions and Answers among poster presenter and learners who view the poster Allow attendees to view the simulation using the VR headsets
Discuss how baseline empathy affects students change in empathy and empathic experience following simulation	5 minutes	Thomas L. Komor	Questions and Answers among poster presenter and learners who view the poster 1) Ask viewers if they implement empathy training in their curriculum 2) If viewers implement empathy training into their curriculum, ask what education modalities they use to foster empathy. 3) If viewers implement empathy training into their curriculum, ask if they provide the same experience to all students.

Provider Educational Planning Table – Live/Enduring Material, 6.27.17

Educational Planning Table – Live/Enduring Material

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Identify the Healthcare Simulation Standard of Best Practice (HSSBP) that is informing your presentation:

Healthcare Simulation Standards of Best PracticeTM Evaluation of Learning and Performance: Criterion 2

Select all that apply: ☒ Nursing Professional Development ☐ Patient Outcome ☐ Other: Describe _____

CONTENT (Topics) *Please provide 2 main topics included in your poster*	TIME *Time required for content (do not give ranges, instead give exact amount of time, i.e. 10 minutes, 20 minutes, etc.) Total time should include time for questions/answers.*	PRESENTER/ AUTHOR *Provide first & last names*	LEARNER ENGAGEMENT STRATEGIES *List the learner engagement strategies to be used by Faculty, Presenters, Authors (note: PowerPoint and lecture by themselves are not learner engagement strategies).*

List a minimum of 3 evidence-based references used for developing this educational activity:

Levett-Jones, T., Cant, R., & Lapkin, S. (2019). A systematic review of the effectiveness of empathy education for undergraduate nursing students. Nurse Education Today, 75, 80–94. https://doi.org/10.1016/j.nedt.2019.01.006

Katoue, M. G., & Schwinghammer, T. L. (2020). Competency-based education in pharmacy: A review of its development, applications, and challenges. *Journal of Evaluation in Clinical Practice*, *26*(4), 1114–1123. https://doi.org/10.1111/jep.13362

Spector, N., & Odom, S. (2012). The initiative to advance innovations in nursing education: Three years later. Journal of Nursing Regulation, 3(2), 40-44.

Gap to be addressed by this activity: X Knowledge _____ Skills _____ Practice _____ Other: Describe_____

Provider Educational Planning Table – Live/Enduring Material, 6.27.17

If Live:

Note: Time spent evaluating the learning activity may be included in the total time when calculating contact hours.

Total Minutes ____divided by 60= N/A contact hour(s)

~~**If Enduring:**~~

Method of calculating contact hours:

_____ Pilot Study ____ Mergener formula _____ Historical Data _____ Complexity of Content _____ Other: Describe_____

Number of Contact Hours to be awarded: 1.5 hours will be awarded for this poster in conjunction with all other posters featured during the Poster Reception session

10/26/2023

Thomas Komor PT, DPT, OCS, Cert. MDT_____ _____

Completed By: Name and Credentials   **Date**