HPE Research Day Abstract

Title:

Old Title: Creating Immersive Videos: A Roadmap for Development

New Title: **Improving Care for Military Veterans By Creating Immersive 360 Videos**

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Abstract:

Purpose: Providing care to Veterans requires a unique set of skills, not often taught in undergraduate education. Many Veterans are cared for outside of VHA settings and the nurses caring for them don't often know they are Veterans. This educational intervention aims at teaching nurses and nursing students' evidence-based and person-centered approaches to providing excellent care for those Veterans. The use of 360 Video creates an immersive way to engage the learners to obtain beneficial outcomes.

Introduction: Military Veterans often have life experiences that are vastly different from civilian patients. They also may have medical or psychological conditions that are not always well understood by nurses caring for them outside of the VHA health system. Most patient intake forms do not ask patients if they are a Veteran, so often times their needs are not well understood. This educational intervention aims to improve the knowledge and understanding of those needs.

Methodology: The team partnered with community partners and retired and active Military personnel to identify the health care needs and conditions. Focus groups of individuals from various war eras and military branches were conducted to gain a deeper understanding of their needs. One question each group was always asked was, "If you could teach a class to nursing students about your unique care needs, what would you tell them about?" **The information from the focus groups was then used to create a series of immersive 360 videos.** These videos were scripted, volunteers were recruited to play the various roles and the videos were created. In addition to the videos a facilitator guide and additional supportive materials were created.

Evaluation: Themes from the focus groups were analyzed and areas of need were identified. Those areas included: building rapport, military culture, understanding unique needs of military personnel, reintegration and condition specific areas. These themes were then used to develop the immersive 360 video which included members of the military or military family playing a role. Throughout this project we developed a process to create immersive 360 virtual educational interventions. This roadmap can inform others to support the creation of similar virtual assets to meet their own unique educational needs. The videos are being implemented across the curriculum in one mid-western nursing school at the undergraduate level and will be specifically used to support nursing students doing their clinicals in the VHA system.

Conclusion: The use of immersive 360 video was an effective way to provide simulation-based education to nursing students and can be used virtually with minimal equipment needed. The use of 360 immersive video can meet a variety of educational needs for students and healthcare professionals.