



Lesson Plan - VRNA CNA

Scenario 1: Morning Care and Catheter

Instructional Objective:

By the end of the VRNA CNA training session utilizing virtual reality technology, Nurse Aide Students will demonstrate proficiency in performing hand hygiene, blood pressure measurement, pulse assessment, respiratory evaluation, range of motion exercises for lower extremities, and emptying a urinary drainage bag with a minimum accuracy of 70% for each skill. Additionally, students will gain experience that closely mimics the actual clinical/long term care environment, enhancing realism and situational awareness during skill performance.

Standards Addressed:

National Consortium for Health Science Education (NCHSE) National Health Science Standards addressed:

1.1 Human Anatomy and Physiology:

1.1.2 Identify basic structures and describe functions of human body systems: Skeletal • Muscular • Cardiovascular • Respiratory • Urinary

1.3 Medical Mathematics:

1.3.1 Demonstrate competency using basic math skills and mathematical conversions as they relate to healthcare: Conversions (Volume ml/cc)



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Scenario 1: Morning Care and Catheter

2.1 Concepts of Effective Communication:

2.1.1 Model verbal and nonverbal therapeutic communication: Active Listening • Silence • Summarizing • Reflecting

2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.

2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.

2.3.2 Prepare examples of technical and informative writing.

2.2.2 Interpret common medical abbreviations to communicate information.

5.1 Legal Responsibilities and Implications:

5.2.3 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

6.1 Ethical Practice:

6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients: Civility • Customer Service • Patient Satisfaction

7.1 Infection Control:

7.1.1 Explain principles of infection transmission.

7.1.2 Differentiate methods of controlling the spread and growth of pathogens.



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Scenario 1: Morning Care and Catheter

7.2 Personal Safety:

7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.

7.2.2 Demonstrate principles of body mechanics during patient care:
Ambulating • Lifting • Positioning

7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).

7.3 Environmental Safety:

7.3.1 Apply safety techniques in the work environment: Ergonomics • Safe Operation of Equipment • Patient/Client/Employee Safety Measures

10.1 Technical Skills:

10.1.1 Demonstrate procedures for measuring and recording vital signs including the normal ranges: Blood Pressure • Pulse • Respirations

Next Generation Science Standards (NGSS) addressed:

HS-LS1-2 - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3 - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Instructional Aids, Resources, and Materials:

VRNA CNA Application, Headset, and Controllers



Pre-Briefing: (Estimating 5-8 hours of previous instruction)

1. Theory Lessons:

- Communication
- Providing Privacy
- Safety
- Infection Control
 - Chain of Infection
 - PPE
 - Materials Handling
- Principles of Blood Pressure
- Principles of Pulse/Respiration
- Effects of Immobility (ROM)
- Principles of Urinary Catheters and Volume Measurement

2. Skills Lessons:

- Beginning/Ending Procedures
- Perform Hand Hygiene
- Donning/Doffing Gloves
- Measure and Record Blood Pressure
- Measure and Record Pulse and Respiration
- Provide Passive ROM
- Empty a Urinary Drainage Bag
- Measure Urinary Output

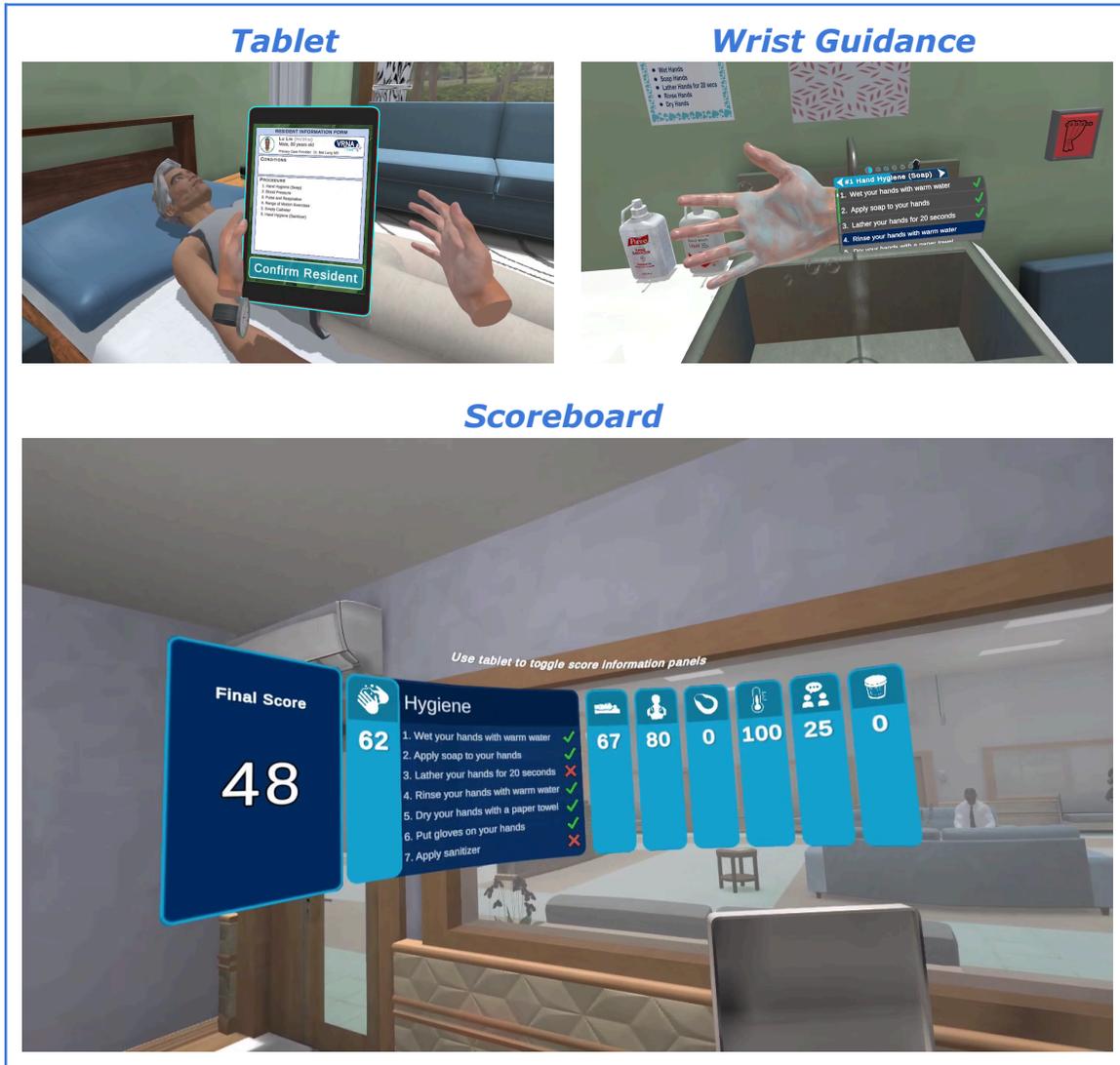
3. **Implement an "Enter Ticket"** to the VR experience consisting of being "checked off" on the above pre-activities, knowledge of related vocabulary/terminology and completing a quiz on the information.

Briefing: (Estimated time 1-2hrs)

1. **Define** scenario expectations.
2. **Discuss** logistical factors: Length of scenario, requesting help during scenario, floor boundaries.
3. **Orient** the students to the VR headset and controls.
4. **Review** troubleshooting suggestions.
5. **Introduce** the "Lu Lin" scenario.



6. Orient the students to the “In scenario” dashboard.



7. Acknowledge the simulated nature of the learning environment, the differences in learning in a simulated environment (ie. location of specific materials and equipment).



Lesson Plan - VRNA CNA

Scenario 1: Morning Care and Catheter

Facilitating: (Estimated time 30min-1hr)

1. **Simulcast to a large screen** (for other students to view) or a laptop for just the instructor to view.
2. **Offer verbal cues** throughout the scenario as necessary to assist with equipment logistics.
3. **Take note** of the student's communication with Lu Lin during the procedures and complete anecdotal notes to any cumulative grading procedures.
4. **Question** the student regarding safety and privacy during the procedures (even if these factors are not being scored in the "In scenario" dashboard).
5. **Ensure** student safety during the experience (ie. floor markings, student "no walk through" areas).

Debriefing: (Estimated time 1-2hrs)

1. **Provide Feedback** evaluating the student's performance using the teacher performance portal while orienting the student to the student performance portal.
2. **Encourage Discussion** using the "VRNA CNA Student Reflection" questions either verbally or as a written reflection.
3. **Assist the Student** in developing goals for subsequent practices and creating a plan to reach these goals to include any of the following (which may include returning to lab practice).



Lesson Plan - VRNA CNA

Scenario 1: Morning Care and Catheter

Accommodations & Adaptations:

Extended Time:

Allow students additional time to complete virtual reality simulations and practice sessions to accommodate for processing delays or difficulties.

Sensory Modifications:

Provide options to adjust the intensity of sensory stimuli within the virtual reality environment, such as brightness levels, sound volume, and visual effects, to accommodate sensory sensitivities.

Visual Supports:

Incorporate visual aids, such as typed instructions prior to the VR experience.

Reinforce the use of the "forearm" step-by-step skill steps available in each skill.

Verbal cues:

Increase instructor verbal cues during simulcasting.

Physical guidance:

Use hand-over-hand assistance with hand controls.



Lesson Plan - VRNA CNA

Scenario 2: Partial Bed Bath and Denture Care

Instructional Objective:

By the end of the VRNA CNA training session utilizing virtual reality technology, Nurse Aide Students will demonstrate proficiency in performing hand hygiene, performing denture care, giving a partial bed bath, giving fingernail care, giving a back rub, giving female perineal care, and assisting to transfer bed to wheelchair with a minimum accuracy of 70% for each skill. Additionally, students will gain experience that closely mimics the actual clinical/long term care environment, enhancing realism and situational awareness during skill performance.

Standards Addressed:

National Consortium for Health Science Education (NCHSE) National Health Science Standards addressed:

1.1 Human Anatomy and Physiology:

1.1.2 Identify basic structures and describe functions of human body systems: Digestive • Integumentary • Reproductive • Skeletal • Muscular

2.1 Concepts of Effective Communication:

2.1.1 Model verbal and nonverbal therapeutic communication: Active Listening • Silence • Summarizing • Reflecting

2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.



Lesson Plan - VRNA CNA

Scenario 2: Partial Bed Bath and Denture Care

2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.

2.2.2 Interpret common medical abbreviations to communicate information.

2.3.2 Prepare examples of technical and informative writing.

5.1 Legal Responsibilities and Implications:

5.2.1 Apply standards for the safety, privacy and confidentiality of health information: HIPAA • Privileged Communication

5.2.3 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

6.1 Ethical Practice:

6.2.1 Discuss religious and cultural values as they impact healthcare: Ethnicity • Gender • Race • Religion

6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients: Civility • Customer Service • Patient Satisfaction

7.1 Infection Control:

7.1.1 Explain principles of infection transmission.

7.1.2 Differentiate methods of controlling the spread and growth of pathogens.



Lesson Plan - VRNA CNA

Scenario 2: Partial Bed Bath and Denture Care

7.2 Personal Safety:

7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.

7.2.2 Demonstrate principles of body mechanics during patient care:
Ambulating • Lifting • Positioning

7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).

7.3 Environmental Safety:

7.3.1 Apply safety techniques in the work environment: Ergonomics • Safe Operation of Equipment • Patient/Client/Employee Safety Measures

Next Generation Science Standards (NGSS) addressed:

MS-LS1-3 - Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

HS-LS1-2 - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3 - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Instructional Aids, Resources, and Materials:

VRNA CNA Application, Headset, and Controllers



Pre-Briefing: (Estimating 5-8 hours of previous instruction)

1. Theory Lessons:

- Communication
- Providing Privacy
- Safety
- Infection Control
 - Chain of Infection
 - PPE
 - Materials Handling
- Principles of Skin Care/Preventing Pressure Sores
- Principles of Oral Hygiene
- Perineal Area (Male/Female)
- Principles of Body Mechanics in Safe Transfers

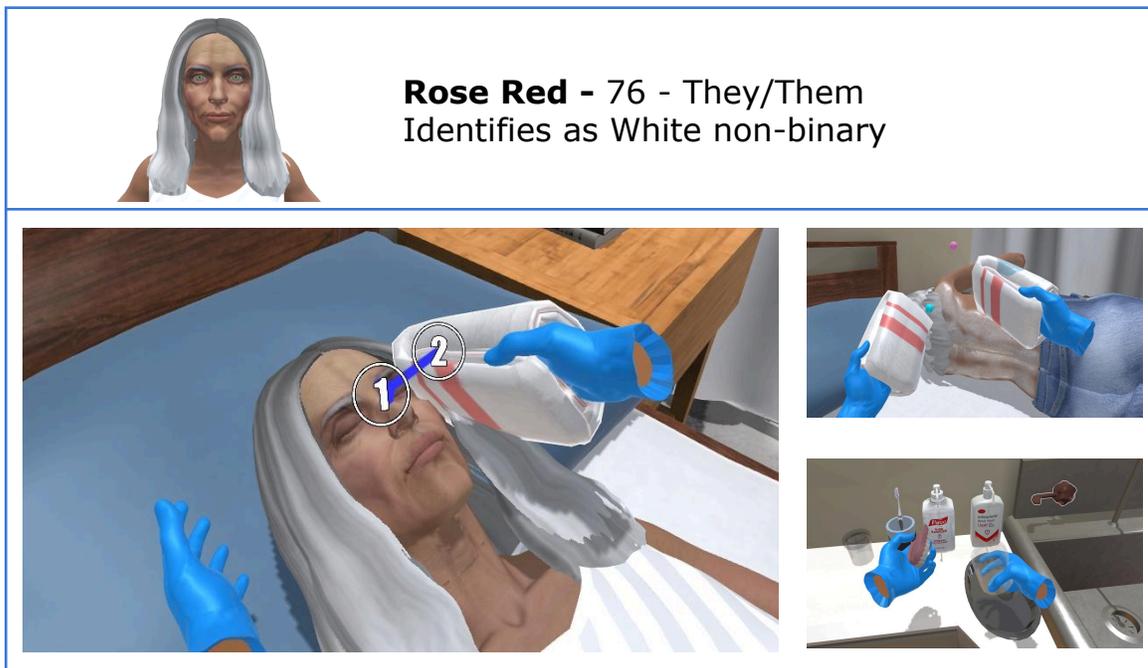
2. Skills Lessons:

- Beginning/Ending Procedures
- Perform Hand Hygiene
- Donning/Doffing Gloves
- Give a Modified Bath Including Male/Female Perineal Care
- Provide Fingernail Care
- Give a Back Rub
- Transfer Bed to Wheelchair

3. **Implement an "Enter Ticket"** to the VR experience consisting of being "checked off" on the above pre-activities, knowledge of related vocabulary/terminology and completing a quiz on the information.

Briefing: (Estimated time 1-2hrs)

1. **Define** scenario expectations.
2. **Discuss** logistical factors: Length of scenario, requesting help during scenario, floor boundaries.
3. **Orient** the students to the VR headset and controls.
4. **Review** troubleshooting suggestions.
5. **Introduce** the "Rose Red" scenario.



6. Orient the students to the “In scenario” dashboard.



7. Acknowledge the simulated nature of the learning environment, the differences in learning in a simulated environment (ie. location of specific materials and equipment).



Lesson Plan - VRNA CNA

Scenario 2: Partial Bed Bath and Denture Care

Facilitating: (Estimated time 30min-1hr)

1. **Simulcast to a large screen** (for other students to view) or a laptop for just the instructor to view.
2. **Offer verbal cues** throughout the scenario as necessary to assist with equipment logistics.
3. **Take note** of the student's communication with Lu Lin during the procedures and complete anecdotal notes to any cumulative grading procedures.
4. **Question** the student regarding safety and privacy during the procedures (even if these factors are not being scored in the "In scenario" dashboard).
5. **Ensure** student safety during the experience (ie. floor markings, student "no walk through" areas).

Debriefing: (Estimated time 1-2hrs)

1. **Provide Feedback** evaluating the student's performance using the teacher performance portal while orienting the student to the student performance portal.
2. **Encourage Discussion** using the "VRNA CNA Student Reflection" questions either verbally or as a written reflection.
3. **Assist the Student** in developing goals for subsequent practices and creating a plan to reach these goals to include any of the following (which may include returning to lab practice).



Lesson Plan - VRNA CNA

Scenario 2: Partial Bed Bath and Denture Care

Accommodations & Adaptations:

Extended Time:

Allow students additional time to complete virtual reality simulations and practice sessions to accommodate for processing delays or difficulties.

Sensory Modifications:

Provide options to adjust the intensity of sensory stimuli within the virtual reality environment, such as brightness levels, sound volume, and visual effects, to accommodate sensory sensitivities.

Visual Supports:

Incorporate visual aids, such as typed instructions prior to the VR experience.

Reinforce the use of the "forearm" step-by-step skill steps available in each skill.

Verbal cues:

Increase instructor verbal cues during simulcasting.

Physical guidance:

Use hand-over-hand assistance with hand controls.



Lesson Plan - VRNA CNA

Scenario 3: Positioning and Bedpan

Instructional Objective:

By the end of the VRNA CNA training session utilizing virtual reality technology, Nurse Aide Students will demonstrate proficiency in performing hand hygiene, obtaining a digital oral temperature, assisting with a bedpan, obtaining a urine specimen, positioning on side, and giving a back massage with a minimum accuracy of 70% for each skill. Additionally, students will gain experience that closely mimics the actual clinical/long term care environment, enhancing realism and situational awareness during skill performance.

Standards Addressed:

National Consortium for Health Science Education (NCHSE) National Health Science Standards addressed:

1.1 Human Anatomy and Physiology:

1.1.2 Identify basic structures and describe functions of human body systems: Integumentary • Digestive • Urinary • Skeletal • Muscular

2.1 Concepts of Effective Communication:

2.1.1 Model verbal and nonverbal therapeutic communication: Active Listening • Silence • Summarizing • Reflecting

2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.

2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.



Lesson Plan - VRNA CNA

Scenario 3: Positioning and Bedpan

2.2.2 Interpret common medical abbreviations to communicate information.

2.3.2 Prepare examples of technical and informative writing.

5.1 Legal Responsibilities and Implications:

5.2.1 Apply standards for the safety, privacy and confidentiality of health information: HIPAA • Privileged Communication

5.2.3 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

6.1 Ethical Practice:

6.2.1 Discuss religious and cultural values as they impact healthcare: Ethnicity • Gender • Race • Religion

6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients: Civility • Customer Service • Patient Satisfaction

7.1 Infection Control:

7.1.1 Explain principles of infection transmission.

7.1.2 Differentiate methods of controlling the spread and growth of pathogens.

7.2 Personal Safety:

7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.



Lesson Plan - VRNA CNA

Scenario 3: Positioning and Bedpan

7.2.2 Demonstrate principles of body mechanics during patient care:
Ambulating • Lifting • Positioning

7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).

7.3 Environmental Safety:

7.3.1 Apply safety techniques in the work environment: Ergonomics • Safe Operation of Equipment • Patient/Client/Employee Safety Measures

10.1 Technical Skills:

10.1.1 Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges - including but not limited to: Blood Pressure • Height and Weight • Oxygen Saturation • Pain • Pulse • Respirations • Temperature

Next Generation Science Standards (NGSS) addressed:

MS-LS1-3 - Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

HS-LS1-2 - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3 - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Instructional Aids, Resources, and Materials:

VRNA CNA Application, Headset, and Controllers



Pre-Briefing: (Estimating 5-8 hours of previous instruction)

1. Theory Lessons:

- Communication
- Providing Privacy
- Safety
- Infection Control
 - Chain of Infection
 - PPE
 - Materials Handling
- Principles of Body Temperature
- Elimination Needs (Bowel and Bladder)
- The Properties of Urine
- Principles of Skin Care/Preventing Pressure Sores
- Principles of Promoting Circulation

2. Skills Lessons:

- Beginning/Ending Procedures
- Performing Hand Hygiene
- Donning/Doffing Gloves
- Measuring Oral Temperature Using a Digital Thermometer
- Assisting with the Use of a Bedpan
- Obtaining a Urine Specimen
- Performing a Back Rub

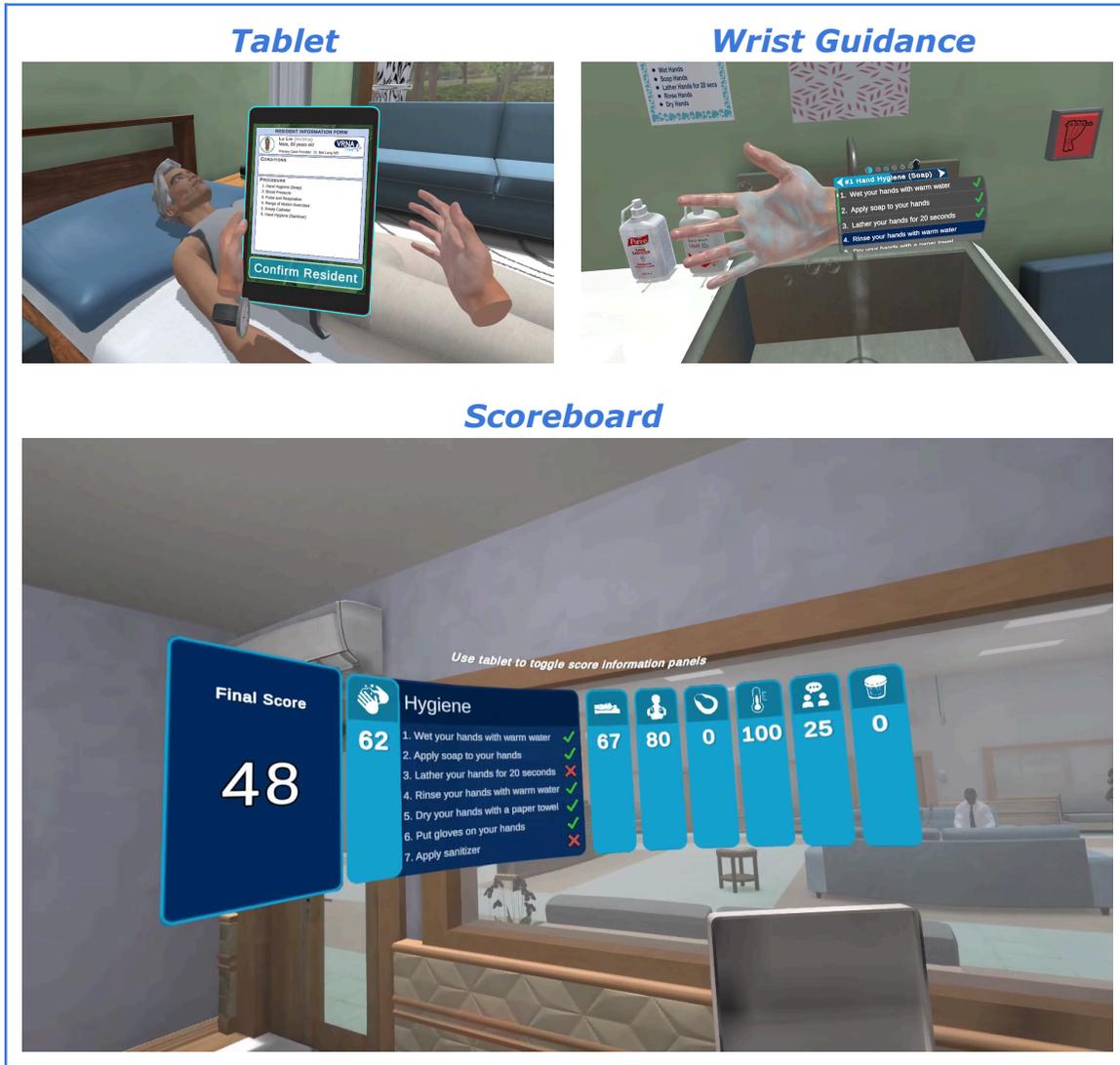
3. **Implement an "Enter Ticket"** to the VR experience consisting of being "checked off" on the above pre-activities, knowledge of related vocabulary/terminology and completing a quiz on the information.

Briefing: (Estimated time 1-2hrs)

1. **Define** scenario expectations.
2. **Discuss** logistical factors: Length of scenario, requesting help during scenario, floor boundaries.
3. **Orient** the students to the VR headset and controls.
4. **Review** troubleshooting suggestions.
5. **Introduce** the "Rose Red" scenario.



6. Orient the students to the “In scenario” dashboard.



7. Acknowledge the simulated nature of the learning environment, the differences in learning in a simulated environment (ie. location of specific materials and equipment).



Lesson Plan - VRNA CNA

Scenario 3: Positioning and Bedpan

Facilitating: (Estimated time 30min-1hr)

1. **Simulcast to a large screen** (for other students to view) or a laptop for just the instructor to view.
2. **Offer verbal cues** throughout the scenario as necessary to assist with equipment logistics.
3. **Take note** of the student's communication with Lu Lin during the procedures and complete anecdotal notes to any cumulative grading procedures.
4. **Question** the student regarding safety and privacy during the procedures (even if these factors are not being scored in the "In scenario" dashboard).
5. **Ensure** student safety during the experience (ie. floor markings, student "no walk through" areas).

Debriefing: (Estimated time 1-2hrs)

1. **Provide Feedback** evaluating the student's performance using the teacher performance portal while orienting the student to the student performance portal.
2. **Encourage Discussion** using the "VRNA CNA Student Reflection" questions either verbally or as a written reflection.
3. **Assist the Student** in developing goals for subsequent practices and creating a plan to reach these goals to include any of the following (which may include returning to lab practice).



Lesson Plan - VRNA CNA

Scenario 3: Positioning and Bedpan

Accommodations & Adaptations:

Extended Time:

Allow students additional time to complete virtual reality simulations and practice sessions to accommodate for processing delays or difficulties.

Sensory Modifications:

Provide options to adjust the intensity of sensory stimuli within the virtual reality environment, such as brightness levels, sound volume, and visual effects, to accommodate sensory sensitivities.

Visual Supports:

Incorporate visual aids, such as typed instructions prior to the VR experience.

Reinforce the use of the "forearm" step-by-step skill steps available in each skill.

Verbal cues:

Increase instructor verbal cues during simulcasting.

Physical guidance:

Use hand-over-hand assistance with hand controls.



Lesson Plan - VRNA CNA

Scenario 4: Morning Care - Breakfast I/O

Instructional Objective:

By the end of the VRNA CNA training session utilizing virtual reality technology, Nurse Aide Students will demonstrate proficiency in performing hand hygiene, measuring axillary temperature using digital thermometer, ambulating with cane, assisting with a meal, and measuring fluid intake with a minimum accuracy of 70% for each skill. Additionally, students will gain experience that closely mimics the actual clinical/long term care environment, enhancing realism and situational awareness during skill performance.

Standards Addressed:

National Consortium for Health Science Education (NCHSE) National Health Science Standards addressed:

1.1 Human Anatomy and Physiology:

1.1.2 Identify Basic Structures and Describe Functions of Human Body Systems: Integumentary • Skeletal • Muscular • Digestive

1.3 Medical Mathematics:

1.3.1 Demonstrate competency using basic math skills and mathematical conversions as they relate to healthcare (Volume ml/cc).

2.1 Concepts of Effective Communication:

2.1.1 Model verbal and nonverbal therapeutic communication: Active Listening • Silence • Summarizing • Reflecting



Lesson Plan - VRNA CNA

Scenario 4: Morning Care - Breakfast I/O

2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.

2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.

2.2.2 Interpret common medical abbreviations to communicate information.

2.3.2 Prepare examples of technical and informative writing.

5.1 Legal Responsibilities and Implications:

5.2.1 Apply standards for the safety, privacy and confidentiality of health information: HIPAA • Privileged Communication

5.2.3 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

6.1 Ethical Practice:

6.2.1 Discuss religious and cultural values as they impact healthcare: Ethnicity • Gender • Race • Religion

6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients: Civility • Customer Service • Patient Satisfaction

7.1 Infection Control:

7.1.1 Explain principles of infection transmission.

7.1.2 Differentiate methods of controlling the spread and growth of pathogens.



Lesson Plan - VRNA CNA

Scenario 4: Morning Care - Breakfast I/O

7.2 Personal Safety:

7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.

7.2.2 Demonstrate principles of body mechanics during patient care:
Ambulating • Lifting • Positioning

7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).

7.3 Environmental Safety:

7.3.1 Apply safety techniques in the work environment: Ergonomics • Safe Operation of Equipment • Patient/Client/Employee Safety Measures

9.1 Healthy Behaviors:

9.1.1 Promote Self-Care Behaviors of Health and Wellness: Nutrition

10.1 Technical Skills:

10.1.1 Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges, including but not limited to: Temperature

Next Generation Science Standards (NGSS) addressed:

MS-LS1-3 - Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

HS-LS1-2 - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.



Lesson Plan - VRNA CNA

Scenario 4: Morning Care - Breakfast I/O

HS-LS1-3 - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-7 - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and new compounds are formed, resulting in a transfer of energy.

Instructional Aids, Resources, and Materials:

VRNA CNA Application, Headset, and Controllers



Pre-Briefing: (Estimating 5-8 hours of previous instruction)

1. Theory Lessons:

- Communication
- Providing Privacy
- Safety
- Infection Control
 - Chain of Infection
 - PPE
 - Materials handling
- Principles of Body Temperature
- Principles of Body Mechanics and Safe Transfers
- Principles of Adaptive Equipment
- Principles of Nutrition and Hydration

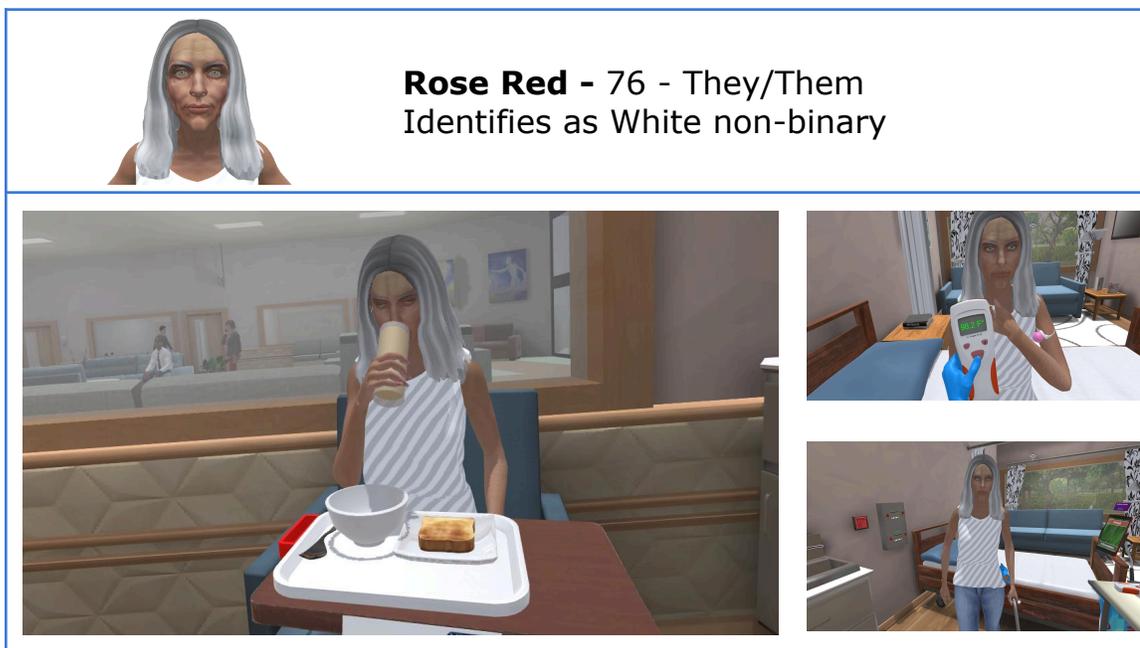
2. Skills Lessons:

- Beginning/Ending Procedures
- Perform Hand Hygiene
- Donning/Doffing Gloves
- Measuring Axillary Body Temperature Using a Digital Thermometer
- Assisting with Ambulation Using a Cane
- Assisting with Meal Tray
- Calculating Fluid Intake

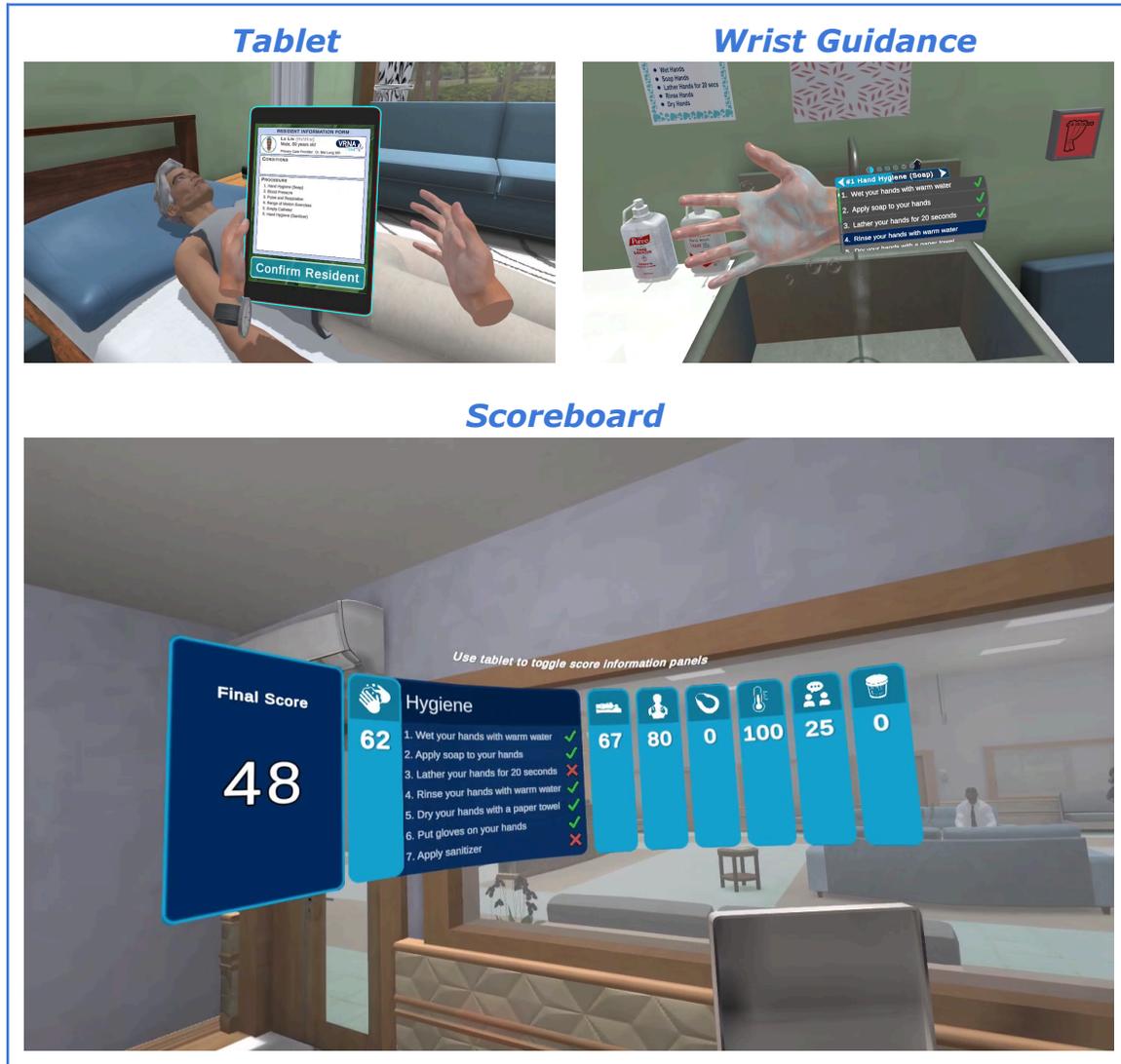
- 3. Implement an "Enter Ticket"** to the VR experience consisting of being "checked off" on the above pre-activities, knowledge of related vocabulary/terminology and completing a quiz on the information.

Briefing: (Estimated time 1-2hrs)

- 1. Define** scenario expectations.
- 2. Discuss** logistical factors: Length of scenario, requesting help during scenario, floor boundaries.
- 3. Orient** the students to the VR headset and controls.
- 4. Review** troubleshooting suggestions.
- 5. Introduce** the "Rose Red" scenario.



6. Orient the students to the “In scenario” dashboard.



7. Acknowledge the simulated nature of the learning environment, the differences in learning in a simulated environment (ie. location of specific materials and equipment).



Lesson Plan - VRNA CNA

Scenario 4: Morning Care - Breakfast I/O

Facilitating: (Estimated time 30min-1hr)

1. **Simulcast to a large screen** (for other students to view) or a laptop for just the instructor to view.
2. **Offer verbal cues** throughout the scenario as necessary to assist with equipment logistics.
3. **Take note** of the student's communication with Lu Lin during the procedures and complete anecdotal notes to any cumulative grading procedures.
4. **Question** the student regarding safety and privacy during the procedures (even if these factors are not being scored in the "In scenario" dashboard).
5. **Ensure** student safety during the experience (ie. floor markings, student "no walk through" areas).

Debriefing: (Estimated time 1-2hrs)

1. **Provide Feedback** evaluating the student's performance using the teacher performance portal while orienting the student to the student performance portal.
2. **Encourage Discussion** using the "VRNA CNA Student Reflection" questions either verbally or as a written reflection.
3. **Assist the Student** in developing goals for subsequent practices and creating a plan to reach these goals to include any of the following (which may include returning to lab practice).



Lesson Plan - VRNA CNA

Scenario 4: Morning Care - Breakfast I/O

Accommodations & Adaptations:

Extended Time:

Allow students additional time to complete virtual reality simulations and practice sessions to accommodate for processing delays or difficulties.

Sensory Modifications:

Provide options to adjust the intensity of sensory stimuli within the virtual reality environment, such as brightness levels, sound volume, and visual effects, to accommodate sensory sensitivities.

Visual Supports:

Incorporate visual aids, such as typed instructions prior to the VR experience.

Reinforce the use of the "forearm" step-by-step skill steps available in each skill.

Verbal cues:

Increase instructor verbal cues during simulcasting.

Physical guidance:

Use hand-over-hand assistance with hand controls.



Lesson Plan - VRNA CNA

Scenario 5: Shower

Instructional Objective:

By the end of the VRNA CNA training session utilizing virtual reality technology, Nurse Aide Students will demonstrate proficiency in performing hand hygiene, assisting with shower, assisting with shampoo, performing foot care, and applying with anti-embolism stockings with a minimum accuracy of 70% for each skill. Additionally, students will gain experience that closely mimics the actual clinical/long term care environment, enhancing realism and situational awareness during skill performance.

Standards Addressed:

National Consortium for Health Science Education (NCHSE) National Health Science Standards addressed:

1.1 Human Anatomy and Physiology:

1.1.2. Identify Basic Structures and Describe Functions of Human Body Systems: Integumentary • Circulatory

2.1 Concepts of Effective Communication:

2.1.1 Model verbal and nonverbal therapeutic communication: Active listening • Silence • Summarizing • Reflecting

2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.

2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.



Lesson Plan - VRNA CNA

Scenario 5: Shower

2.2.2 Interpret common medical abbreviations to communicate information.

2.3.2 Prepare examples of technical and informative writing.

5.1 Legal Responsibilities and Implications:

5.2.1 Apply standards for the safety, privacy and confidentiality of health information: HIPAA • Privileged Communication

5.2.3 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

6.1 Ethical Practice:

6.2.1 Discuss religious and cultural values as they impact healthcare: Ethnicity • Gender • Race • Religion

6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients: Civility • Customer Service • Patient Satisfaction

7.1 Infection Control:

7.1.1 Explain principles of infection transmission.

7.1.2 Differentiate methods of controlling the spread and growth of pathogens.

7.2 Personal Safety:

7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.



Lesson Plan - VRNA CNA

Scenario 5: Shower

7.2.2 Demonstrate principles of body mechanics during patient care:
Ambulating • Lifting • Positioning

7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).

7.3 Environmental Safety:

7.3.1 Apply safety techniques in the work environment: Ergonomics • Safe operation of equipment • Patient/Client/Employee Safety Measures

Next Generation Science Standards (NGSS) addressed:

HS-LS1-2 - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

MS-PS2-2 - Understanding the principles of forces, motion, and balance in assisting mobility.

HS-LS1-3 - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Instructional Aids, Resources, and Materials:

VRNA CNA Application, Headset, and Controllers



Pre-Briefing: (Estimating 5-8 hours of previous instruction)

1. Theory Lessons:

- Communication
- Providing Privacy
- Safety
- Infection Control
 - Chain of Infection
 - PPE
 - Materials handling
- Principles of Bathing and Hair Care
- Principles of Body Mechanics and Safe Transfers
- Principles of Foot Health
- Understanding Circulation and the Prevention of Circulatory Disorders

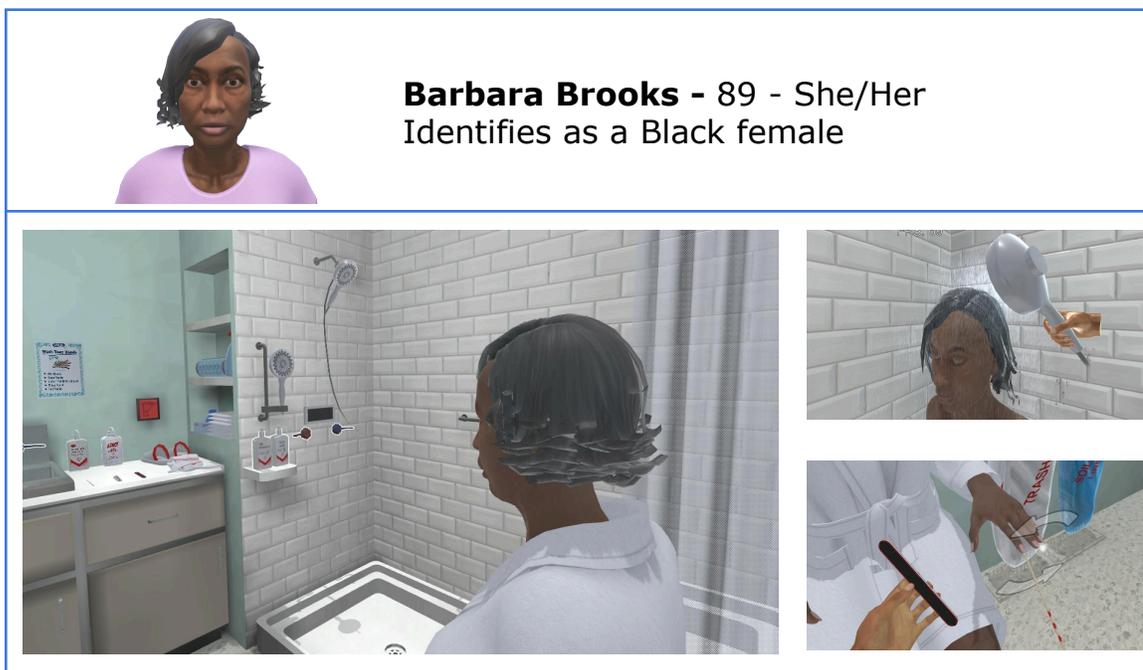
2. Skills Lessons:

- Beginning/Ending Procedures
- Perform Hand Hygiene
- Donning/Doffing Gloves
- Assisting with Shower/Shampoo
- Performing Foot Care
- Applying Anti-Embolism

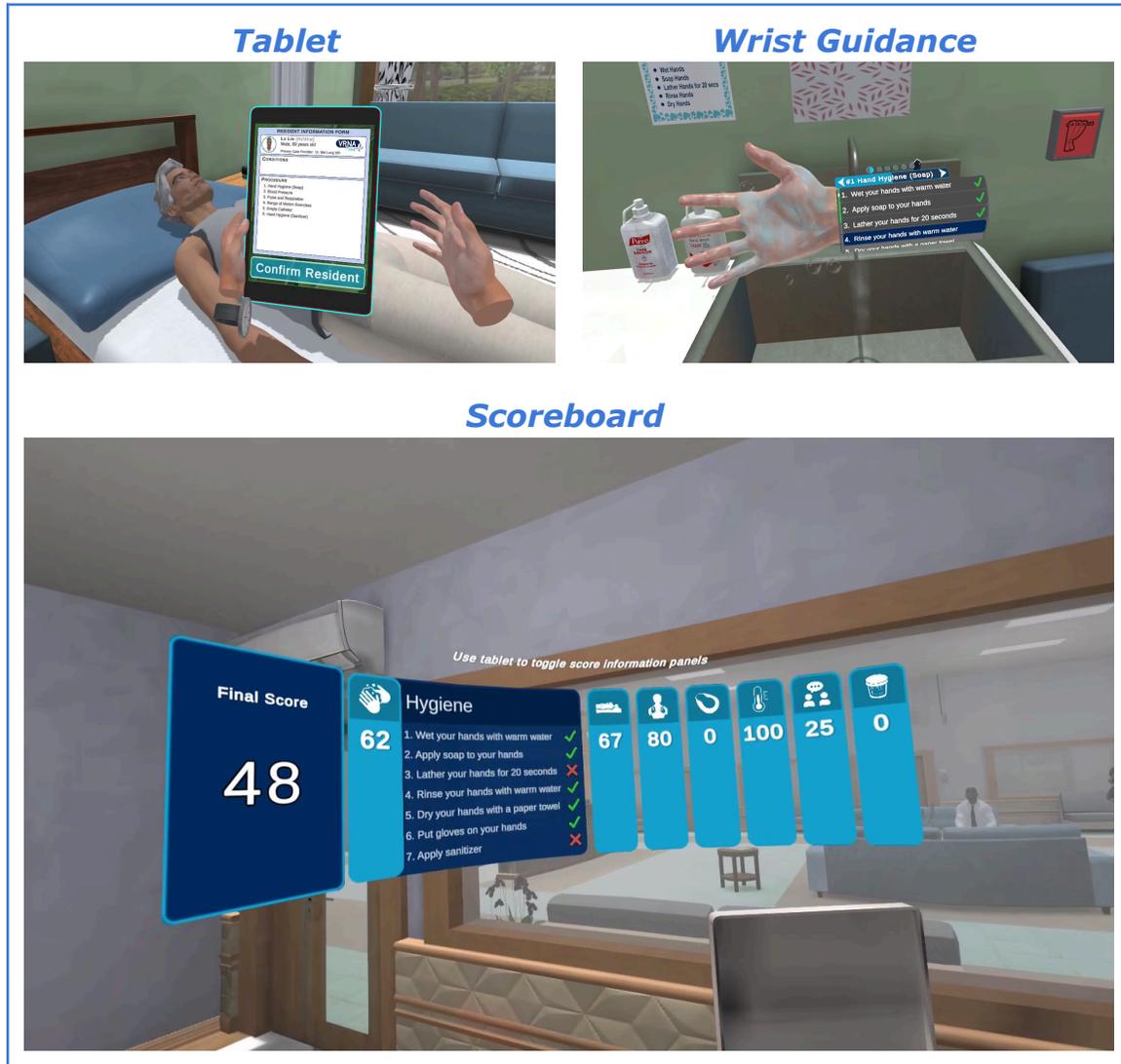
3. **Implement an "Enter Ticket"** to the VR experience consisting of being "checked off" on the above pre-activities, knowledge of related vocabulary/terminology and completing a quiz on the information.

Briefing: (Estimated time 1-2hrs)

1. **Define** scenario expectations.
2. **Discuss** logistical factors: Length of scenario, requesting help during scenario, floor boundaries.
3. **Orient** the students to the VR headset and controls.
4. **Review** troubleshooting suggestions.
5. **Introduce** the "Barbara Brooks" scenario.



6. Orient the students to the “In scenario” dashboard.



7. Acknowledge the simulated nature of the learning environment, the differences in learning in a simulated environment (ie. location of specific materials and equipment).



Lesson Plan - VRNA CNA

Scenario 5: Shower

Facilitating: (Estimated time 30min-1hr)

1. **Simulcast to a large screen** (for other students to view) or a laptop for just the instructor to view.
2. **Offer verbal cues** throughout the scenario as necessary to assist with equipment logistics.
3. **Take note** of the student's communication with Lu Lin during the procedures and complete anecdotal notes to any cumulative grading procedures.
4. **Question** the student regarding safety and privacy during the procedures (even if these factors are not being scored in the "In scenario" dashboard).
5. **Ensure** student safety during the experience (ie. floor markings, student "no walk through" areas).

Debriefing: (Estimated time 1-2hrs)

1. **Provide Feedback** evaluating the student's performance using the teacher performance portal while orienting the student to the student performance portal.
2. **Encourage Discussion** using the "VRNA CNA Student Reflection" questions either verbally or as a written reflection.
3. **Assist the Student** in developing goals for subsequent practices and creating a plan to reach these goals to include any of the following (which may include returning to lab practice).



Lesson Plan - VRNA CNA

Scenario 5: Shower

Accommodations & Adaptations:

Extended Time:

Allow students additional time to complete virtual reality simulations and practice sessions to accommodate for processing delays or difficulties.

Sensory Modifications:

Provide options to adjust the intensity of sensory stimuli within the virtual reality environment, such as brightness levels, sound volume, and visual effects, to accommodate sensory sensitivities.

Visual Supports:

Incorporate visual aids, such as typed instructions prior to the VR experience.

Reinforce the use of the "forearm" step-by-step skill steps available in each skill.

Verbal cues:

Increase instructor verbal cues during simulcasting.

Physical guidance:

Use hand-over-hand assistance with hand controls.



Lesson Plan - VRNA CNA

Scenario 6: Morning Care - Male

Instructional Objective:

By the end of the VRNA CNA training session utilizing virtual reality technology, Nurse Aide Students will demonstrate proficiency in performing hand hygiene, assisting with a urinal, performing oral care, shaving a resident's face using an electric razor, and assisting to ambulate using crutches with a minimum accuracy of 70% for each skill. Additionally, students will gain experience that closely mimics the actual clinical/long term care environment, enhancing realism and situational awareness during skill performance.

Standards Addressed:

National Consortium for Health Science Education (NCHSE) National Health Science Standards addressed:

1.1 Human Anatomy and Physiology:

1.1.2 Identify basic structures and describe functions of human body systems: Urinary • Reproductive

2.1 Concepts of Effective Communication:

2.1.1 Model verbal and nonverbal therapeutic communication: Active Listening • Silence • Summarizing • Reflecting

2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.

2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.



Lesson Plan - VRNA CNA

Scenario 6: Morning Care - Male

2.2.2 Interpret common medical abbreviations to communicate information.

2.3.2 Prepare examples of technical and informative writing.

5.1 Legal Responsibilities and Implications:

5.2.1 Apply standards for the safety, privacy and confidentiality of health information: HIPAA • Privileged Communication

5.2.3 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

6.1 Ethical Practice:

6.2.1 Discuss religious and cultural values as they impact healthcare: Ethnicity • Gender • Race • Religion

6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients: Civility • Customer Service • Patient Satisfaction

7.1 Infection Control:

7.1.1 Explain principles of infection transmission.

7.1.2 Differentiate methods of controlling the spread and growth of pathogens.

7.2 Personal Safety:

7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.



Lesson Plan - VRNA CNA

Scenario 6: Morning Care - Male

7.2.2 Demonstrate principles of body mechanics during patient care:
Ambulating • Lifting • Positioning

7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).

7.3 Environmental Safety:

7.3.1 Apply safety techniques in the work environment: Ergonomics • Safe operation of equipment • Patient/Client/Employee Safety Measures

Next Generation Science Standards (NGSS) addressed:

HS-LS1-2 - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

MS-PS2-2 - Understanding the principles of forces, motion, and balance in assisting mobility.

HS-LS1-3 - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Instructional Aids, Resources, and Materials:

VRNA CNA Application, Headset, and Controllers



Pre-Briefing: (Estimating 5-8 hours of previous instruction)

1. Theory Lessons:

- Communication
- Providing Privacy
- Safety
- Infection Control
 - Chain of Infection
 - PPE
 - Materials handling
- Principles of Urinary Elimination and Properties of Urine
- Principles of Oral Health
- Principles of Basic Grooming
- Principles of Body Mechanics and Safe Transfers (Including Assistive Devices)

2. Skills Lessons:

- Beginning/Ending Procedures
- Perform Hand Hygiene
- Donning/Doffing gloves
- Assisting with Elimination (Urinal)
- Performing Oral Care on a Conscious Resident with Teeth
- Shaving a Resident's Face Using an Electric Razor

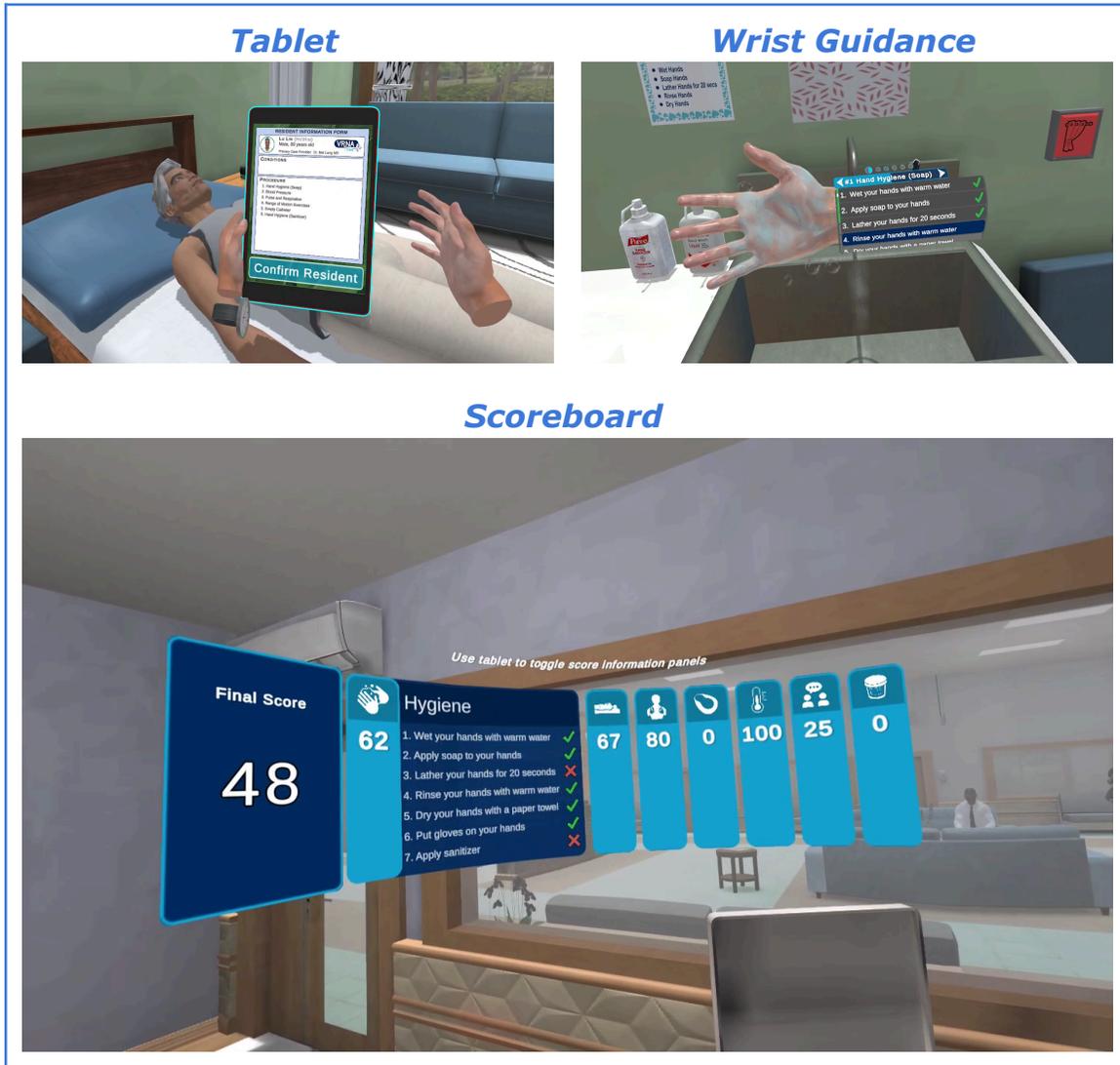
3. **Implement an "Enter Ticket"** to the VR experience consisting of being "checked off" on the above pre-activities, knowledge of related vocabulary/terminology and completing a quiz on the information.

Briefing: (Estimated time 1-2hrs)

1. **Define** scenario expectations.
2. **Discuss** logistical factors: Length of scenario, requesting help during scenario, floor boundaries.
3. **Orient** the students to the VR headset and controls.
4. **Review** troubleshooting suggestions.
5. **Introduce** the "Lu Lin" scenario.



6. Orient the students to the “In scenario” dashboard.



7. Acknowledge the simulated nature of the learning environment, the differences in learning in a simulated environment (ie. location of specific materials and equipment).



Lesson Plan - VRNA CNA

Scenario 6: Morning Care - Male

Facilitating: (Estimated time 30min-1hr)

1. **Simulcast to a large screen** (for other students to view) or a laptop for just the instructor to view.
2. **Offer verbal cues** throughout the scenario as necessary to assist with equipment logistics.
3. **Take note** of the student's communication with Lu Lin during the procedures and complete anecdotal notes to any cumulative grading procedures.
4. **Question** the student regarding safety and privacy during the procedures (even if these factors are not being scored in the "In scenario" dashboard).
5. **Ensure** student safety during the experience (ie. floor markings, student "no walk through" areas).

Debriefing: (Estimated time 1-2hrs)

1. **Provide Feedback** evaluating the student's performance using the teacher performance portal while orienting the student to the student performance portal.
2. **Encourage Discussion** using the "VRNA CNA Student Reflection" questions either verbally or as a written reflection.
3. **Assist the Student** in developing goals for subsequent practices and creating a plan to reach these goals to include any of the following (which may include returning to lab practice).



Lesson Plan - VRNA CNA

Scenario 6: Morning Care - Male

Accommodations & Adaptations:

Extended Time:

Allow students additional time to complete virtual reality simulations and practice sessions to accommodate for processing delays or difficulties.

Sensory Modifications:

Provide options to adjust the intensity of sensory stimuli within the virtual reality environment, such as brightness levels, sound volume, and visual effects, to accommodate sensory sensitivities.

Visual Supports:

Incorporate visual aids, such as typed instructions prior to the VR experience.

Reinforce the use of the "forearm" step-by-step skill steps available in each skill.

Verbal cues:

Increase instructor verbal cues during simulcasting.

Physical guidance:

Use hand-over-hand assistance with hand controls.



Lesson Plan - VRNA CNA

Scenario 7: Meal with Choking Resident

Instructional Objective:

By the end of the VRNA CNA training session utilizing virtual reality technology, Nurse Aide Students will demonstrate proficiency in performing hand hygiene, assisting with walker, measuring height/weight, assisting with a meal, making an unoccupied bed, relieving a foreign body airway obstruction (FBAO) and positioning a resident supine with a minimum accuracy of 70% for each skill. Additionally, students will gain experience that closely mimics the actual clinical/long term care environment, enhancing realism and situational awareness during skill performance.

Standards Addressed:

National Consortium for Health Science Education (NCHSE) National Health Science Standards addressed:

1.1 Human Anatomy and Physiology:

1.1.2 Identify basic structures and describe functions of human body systems: Respiratory • Cardiovascular

1.3 Medical Mathematics:

1.3.1 Demonstrate competency using math skills and mathematical conversions as they relate to healthcare: Height (inches/meters) • Weight/Mass (pounds/grams)



Lesson Plan - VRNA CNA

Scenario 7: Meal with Choking Resident

2.1 Concepts of Effective Communication:

2.1.1 Model verbal and nonverbal therapeutic communication: Active Listening • Silence • Summarizing • Reflecting

2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.

2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.

2.2.2 Interpret common medical abbreviations to communicate information.

2.3.2 Prepare examples of technical and informative writing.

5.1 Legal Responsibilities and Implications:

5.2.1 Apply standards for the safety, privacy and confidentiality of health information: HIPAA • Privileged Communication

5.2.3 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

6.1 Ethical Practice:

6.2.1 Discuss religious and cultural values as they impact healthcare: Ethnicity • Gender • Race • Religion

6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients: Civility • Customer Service • Patient Satisfaction

7.1 Infection Control:

7.1.1 Explain principles of infection transmission.



Lesson Plan - VRNA CNA

Scenario 7: Meal with Choking Resident

7.1.2 Differentiate methods of controlling the spread and growth of pathogens.

7.2 Personal Safety:

7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.

7.2.2 Demonstrate principles of body mechanics during patient care:
Ambulating • Lifting • Positioning

7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).

7.3 Environmental Safety:

7.3.1 Apply safety techniques in the work environment: Ergonomics • Safe Operation of Equipment • Patient/Client/Employee Safety Measures

10.1 Technical Skills:

10.1.1 Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges - including but not limited to: Height and Weight • Pulse/Respirations

10.1.2 Obtain training or certification in: Foreign Body Airway Obstruction

Next Generation Science Standards (NGSS) addressed:

HS-LS1-2 - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.



Lesson Plan - VRNA CNA

Scenario 7: Meal with Choking Resident

MS-PS2-2 - Understanding the principles of forces, motion, and balance in assisting mobility.

HS-LS1-3 - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-7 - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and new compounds are formed, resulting in a transfer of energy.

HS-PS1-1 - Use mathematical representations to support claims for the conservation of atoms and mass when a substance undergoes a chemical reaction.

HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Instructional Aids, Resources, and Materials:

VRNA CNA Application, Headset, and Controllers



Pre-Briefing: (Estimating 5-8 hours of previous instruction)

1. Theory Lessons:

- Communication
- Providing Privacy
- Safety
- Infection Control
 - Chain of Infection
 - PPE
 - Materials handling
- Principles of Body Mechanics and Safe Transfers (Including Assistive Devices)
- Principles of Nutrition and Growth
- Principles of Swallowing
- Principles of Airway and Breathing
- Responding to Emergencies
- Evaluating Post Emergency Recoveries
- Providing a Clean, Comfortable Environment



Lesson Plan - VRNA CNA

Scenario 7: Meal with Choking Resident

2. Skills Lessons:

- Beginning/Ending Procedures
- Perform Hand Hygiene
- Donning/Doffing Gloves
- Assisting with Ambulation Using a Walker
- Measuring Height and Weight
- Assisting with a Meal Tray
- Relieving a Foreign Body Airway Obstruction
- Measuring Radial Pulse and Respiration
- Making an Unoccupied Bed

3. Implement an “Enter Ticket” to the VR experience consisting of being “checked off” on the above pre-activities, knowledge of related vocabulary/terminology and completing a quiz on the information.

Briefing: (Estimated time 1-2hrs)

1. **Define** scenario expectations.
2. **Discuss** logistical factors: Length of scenario, requesting help during scenario, floor boundaries.
3. **Orient** the students to the VR headset and controls.
4. **Review** troubleshooting suggestions.
5. **Introduce** the "Orville Owens" scenario.



6. **Orient** the students to the “In scenario” dashboard.



7. **Acknowledge** the simulated nature of the learning environment, the differences in learning in a simulated environment (ie. location of specific materials and equipment).



Lesson Plan - VRNA CNA

Scenario 7: Meal with Choking Resident

Facilitating: (Estimated time 30min-1hr)

1. **Simulcast to a large screen** (for other students to view) or a laptop for just the instructor to view.
2. **Offer verbal cues** throughout the scenario as necessary to assist with equipment logistics.
3. **Take note** of the student's communication with Lu Lin during the procedures and complete anecdotal notes to any cumulative grading procedures.
4. **Question** the student regarding safety and privacy during the procedures (even if these factors are not being scored in the "In scenario" dashboard).
5. **Ensure** student safety during the experience (ie. floor markings, student "no walk through" areas).

Debriefing: (Estimated time 1-2hrs)

1. **Provide Feedback** evaluating the student's performance using the teacher performance portal while orienting the student to the student performance portal.
2. **Encourage Discussion** using the "VRNA CNA Student Reflection" questions either verbally or as a written reflection.
3. **Assist the Student** in developing goals for subsequent practices and creating a plan to reach these goals to include any of the following (which may include returning to lab practice).



Lesson Plan - VRNA CNA

Scenario 7: Meal with Choking Resident

Accommodations & Adaptations:

Extended Time:

Allow students additional time to complete virtual reality simulations and practice sessions to accommodate for processing delays or difficulties.

Sensory Modifications:

Provide options to adjust the intensity of sensory stimuli within the virtual reality environment, such as brightness levels, sound volume, and visual effects, to accommodate sensory sensitivities.

Visual Supports:

Incorporate visual aids, such as typed instructions prior to the VR experience.

Reinforce the use of the "forearm" step-by-step skill steps available in each skill.

Verbal cues:

Increase instructor verbal cues during simulcasting.

Physical guidance:

Use hand-over-hand assistance with hand controls.



Lesson Plan - VRNA CNA

Scenario 8: Evening Care - Unconscious Hospice Resident

Instructional Objective:

By the end of the VRNA CNA training session utilizing virtual reality technology, Nurse Aide Students will demonstrate proficiency in performing hand hygiene, performing mouth care to an unconscious resident, giving a complete bed bath, giving fingernail care, giving foot care and making an occupied bed with a minimum accuracy of 70% for each skill. Additionally, students will gain experience that closely mimics the actual clinical/long term care environment, enhancing realism and situational awareness during skill performance.

Standards Addressed:

National Consortium for Health Science Education (NCHSE) National Health Science Standards addressed:

1.1 Human Anatomy and Physiology:

1.1.2 Identify basic structures and describe functions of human body systems: Integumentary • Digestive

2.1 Concepts of Effective Communication:

2.1.1 Model verbal and nonverbal therapeutic communication: Active Listening • Silence • Summarizing • Reflecting

2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.

2.1.6 Describe appropriate interactions with patients throughout various stages of psychosocial development.



Lesson Plan - VRNA CNA

Scenario 8: Evening Care - Unconscious Hospice Resident

2.2.2 Interpret common medical abbreviations to communicate information.

2.3.2 Prepare examples of technical and informative writing.

5.1 Legal Responsibilities and Implications:

5.2.1 Apply standards for the safety, privacy and confidentiality of health information: HIPAA • Privileged Communication

5.2.3 Summarize the essential characteristics of a patient's basic rights within a healthcare setting.

6.1 Ethical Practice:

6.2.1 Discuss religious and cultural values as they impact healthcare: Ethnicity • Gender • Race • Religion

6.2.2 Demonstrate respectful and empathetic treatment of ALL patients/clients: • Civility • Customer Service • Patient Satisfaction

7.1 Infection Control:

7.1.1 Explain principles of infection transmission.

7.1.2 Differentiate methods of controlling the spread and growth of pathogens.

7.2 Personal Safety:

7.2.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.



Lesson Plan - VRNA CNA

Scenario 8: Evening Care - Unconscious Hospice Resident

7.2.2 Demonstrate principles of body mechanics during patient care: Ambulating • Lifting • Positioning

7.2.3 Demonstrate and apply the use of personal protective equipment (PPE).

7.3 Environmental Safety:

7.3.1 Apply safety techniques in the work environment: Ergonomics • Safe Operation of Equipment • Patient/Client/Employee Safety Measures

10.1 Technical Skills:

10.1.1 Demonstrate procedures for measuring and recording vital signs in both normal and abnormal ranges - including but not limited to: Height and Weight • Pulse/Respirations

10.1.2 Obtain training or certification in: Foreign Body airway obstruction

Next Generation Science Standards (NGSS) addressed:

HS-LS1-2 - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3- Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

MS-PS2-2- Understanding the principles of forces, motion, and balance in assisting mobility.

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.



Lesson Plan - VRNA CNA

Scenario 8: Evening Care - Unconscious Hospice Resident

Instructional Aids, Resources, and Materials:

VRNA CNA Application, Headset, and Controllers



Pre-Briefing: (Estimating 5-8 hours of previous instruction)

1. Theory Lessons:

- Communication
- Providing Privacy
- Safety
- Infection Control
 - Chain of Infection
 - PPE
 - Materials Handling
- Anatomy of the Oral Cavity/Purpose of Oral Hygiene
- Understanding the Structure and Function of the Skin
- Principles of Basic Skin Care
- Principles of Fingernail Care
- Anatomy of the Feet/Purpose of Foot Care
- Principles of Pressure Ulcer Prevention

2. Skills Lessons:

- Beginning/Ending Procedures
- Perform Hand Hygiene
- Donning/Doffing Gloves
- Performing Mouth Care to an Unconscious Resident
- Giving a Complete Bed Bath
- Giving Fingernail Care



Lesson Plan - VRNA CNA

Scenario 8: Evening Care - Unconscious Hospice Resident

- Giving Foot Care
- Making an Occupied Bed

3. Implement an "Enter Ticket" to the VR experience consisting of being "checked off" on the above pre-activities, knowledge of related vocabulary/terminology and completing a quiz on the information.

Briefing: (Estimated time 1-2hrs)

- 1. Define** scenario expectations.
- 2. Discuss** logistical factors: Length of scenario, requesting help during scenario, floor boundaries.
- 3. Orient** the students to the VR headset and controls.
- 4. Review** troubleshooting suggestions.
- 5. Introduce** the "Lu Lin" scenario.



6. **Orient** the students to the “In scenario” dashboard.



7. **Acknowledge** the simulated nature of the learning environment, the differences in learning in a simulated environment (ie. location of specific materials and equipment).



Lesson Plan - VRNA CNA

Scenario 8: Evening Care - Unconscious Hospice Resident

Facilitating: (Estimated time 30min-1hr)

1. **Simulcast to a large screen** (for other students to view) or a laptop for just the instructor to view.
2. **Offer verbal cues** throughout the scenario as necessary to assist with equipment logistics.
3. **Take note** of the student's communication with Lu Lin during the procedures and complete anecdotal notes to any cumulative grading procedures.
4. **Question** the student regarding safety and privacy during the procedures (even if these factors are not being scored in the "In scenario" dashboard).
5. **Ensure** student safety during the experience (ie. floor markings, student "no walk through" areas).

Debriefing: (Estimated time 1-2hrs)

1. **Provide Feedback** evaluating the student's performance using the teacher performance portal while orienting the student to the student performance portal.
2. **Encourage Discussion** using the "VRNA CNA Student Reflection" questions either verbally or as a written reflection.
3. **Assist the Student** in developing goals for subsequent practices and creating a plan to reach these goals to include any of the following (which may include returning to lab practice).



Lesson Plan - VRNA CNA

Scenario 8: Evening Care - Unconscious Hospice Resident

Accommodations & Adaptations:

Extended Time:

Allow students additional time to complete virtual reality simulations and practice sessions to accommodate for processing delays or difficulties.

Sensory Modifications:

Provide options to adjust the intensity of sensory stimuli within the virtual reality environment, such as brightness levels, sound volume, and visual effects, to accommodate sensory sensitivities.

Visual Supports:

Incorporate visual aids, such as typed instructions prior to the VR experience.

Reinforce the use of the "forearm" step-by-step skill steps available in each skill.

Verbal cues:

Increase instructor verbal cues during simulcasting.

Physical guidance:

Use hand-over-hand assistance with hand controls.