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Online Virtual Simulation: A Potential Strategy to Maximize Graduate Students' Critical Judgement for Chronic Disease Management

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Abstract

Simulation learning in healthcare education has been a fundamental part of teaching and learning. Simulation prepares healthcare students with the knowledge and skills of dealing with real world scenarios that are present in clinical practice and healthcare settings. Simulation is frequently integrated in face-to-face teaching and learning strategies but not commonly observed as part of online learning. The master's program in Population Health Management at Southeastern Louisiana University is an asynchronous online degree that prepares graduates to manage population groups who have been diagnosed with a chronic disease and require an interprofessional approach to promote positive health outcomes. An online virtual simulation that requires graduate students to present as an individual with a chronic disease is a potential teaching and learning strategy. The virtual simulation will be presented as a video recording of the graduate student presenting the chosen chronic disease in front of the virtual screen. The presentation would include a health history, current symptoms, and patients/client narratives regarding the condition. Using evidence-based literature, graduate students will highlight symptoms and the impact the chronic disease has on daily living. The presented virtual simulation will be no longer than eight minutes in recording time. Peers (graduate students) would identify appropriate population health management strategies with an interprofessional approach and evidence-based justification on how to manage the presented case. The online virtual simulation will be evaluated in three phases, (1) Student comprehension and completion of the presented task; (2) Interactive peer feedback with dialogue and (3); Student evaluations on their experience of the online virtual simulation process.

Keywords: Health, Population, Learning, Simulation, Teaching