Use of VR-simulation in interprofessional education of healthcare professions – experiences from students and teachers

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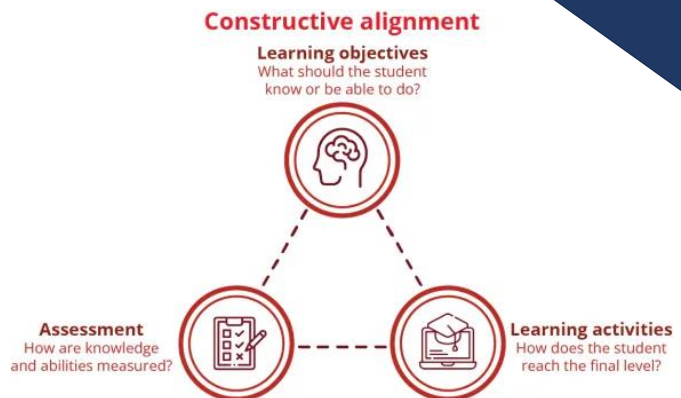Ann-Kristin Gunnes Elvrum

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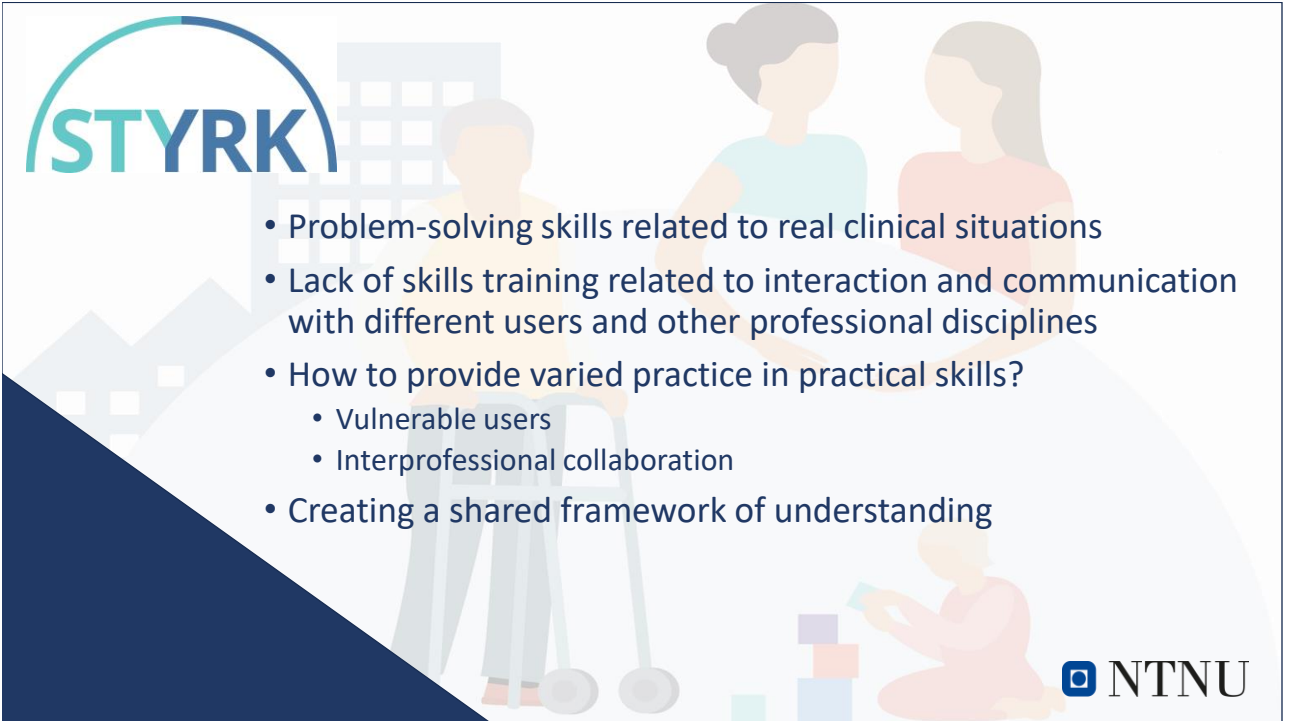Science and Technology

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- Coherence between what happens in the classroom and in clinical praxis

- Exposure to situations that are well suited for learning, but are hard to bring into the classroom

Constructive alignment

Learning objectives
What should the student know or be able to do?

Assessment
How are knowledge and abilities measured?

Learning activities
How does the student reach the final level?

From Biggs & Tang, 2011

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- Problem-solving skills related to real clinical situations
- Lack of skills training related to interaction and communication with different users and other professional disciplines
- How to provide varied practice in practical skills?
  - Vulnerable users
  - Interprofessional collaboration
- Creating a shared framework of understanding

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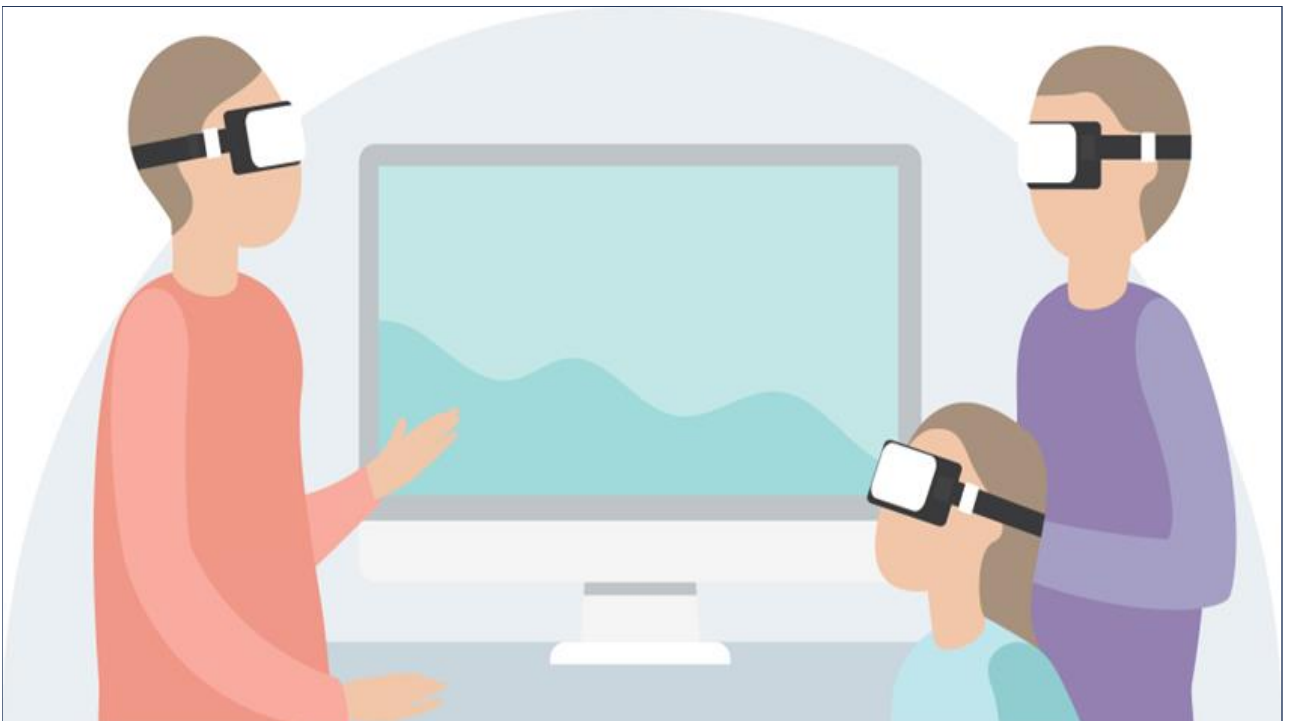
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Simulation in VR

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Simulation and facilitation

- Students in physical- and occupational therapy

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Simulation and facilitation

Map which activities Emma needs help with

Focus on communication skills

- Open questions
- Simple reflections
- Acknowledge

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Simulation and facilitation

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Simulation and facilitation

- Teacher-facilitated simulation
  - Briefing
  - Debriefing
  - Respondents

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Students' perspectives

"The reflections afterwards gave me the most benefit. Plenty of time to discuss and reflect on the communication."

"Being vulnerable in front of the rest of the group, and observing a fellow student being vulnerable."

"That everyone participated and observed each other's performances. It created good collaboration within the group."

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Teachers' perspectives

"It sparked a lot of reflection among the students, and those who participated were very satisfied. They felt that they learned something from it and had some thoughts that they will hopefully carry with them moving forward."

"I think there are some hidden learning outcomes, really, which are about daring to do this because it's a new and challenging situation. You need to be able to give and receive feedback to yourself and others. But we don't actually say that."

"How important this reflection is, not the dialogue simulator itself; it's what you get afterwards that is the important part."
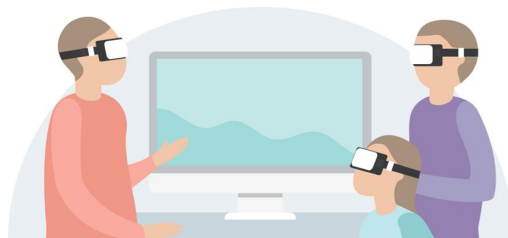
"There are many rooms, many students, many VR headsets, and many PCs that need to be up and running."

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Take home messages

- VR provides a safe environment for students to learn and reflect
- Opportunities to practice their clinical and communicative skills
- Empower students to comply with challenging situations in practical settings
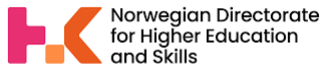
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Thank you for your attention!

Questions?

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