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Culturally Adapted Virtual Patient Interactive Experience in a Rural Setting
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Purpose:
Simulation prepares students for interactions with real patients by integrating theory and practice in a safe and controlled environment. Virtual patient learning experiences, one form of simulation, offers a comprehensive and tailored approach to health care (Arbour, Kaspar, & Teall, 2015 & Weideman et al., 2016). Nursing educators are currently seeking innovative ways to teach cultural content to students who may not live in a culturally diverse area (Diaz, Clarke, & Gatua, 2015). Previous research has stressed the importance of promoting harmony and preventing cultural errors by providing culturally appropriate care and education (Markey, Tilki, & Taylor, 2018 & San, 2015). When working with patients from diverse cultures, nursing students can provide more effective care if they understand health beliefs and practices; further reducing misunderstandings and miscommunications that contribute to incongruent care and negative outcomes (Chen, Jensen, Measom, & Nichols, 2018). Considering that many nursing students in rural settings have limited experience interacting with patients and families from other cultures, a virtual patient interactive video was created with an immigrant/refugee family in the focus. The virtual patient immigrant/refugee interactive video was specific to maternity and pediatric nursing using a virtual learning environment to create a realistic interactive setting. The virtual patient video encourages exploration of the nuances and complexities inherent in intercultural exchanges. Review by culturally relevant key informants and health care experts were involved to ensure validity. The purpose of this virtual patient video is to integrate effective educational pedagogy with safe exploration of sensitive issues affected by cultural beliefs and practices including postpartum care, female circumcision, infant care, and gender roles in health care.

Methods:
Graduate health sciences students were interviewed using a qualitative descriptive design. The inclusion of a range of health sciences students facilitated generalizability of the product to be meaningful to various fields within health care. The participants viewed the video and participated in interviews to provide feedback regarding the cultural and clinical content as well as the educational delivery of the video.

Results:
Participants provided feedback after watching the video. Thematic analysis revealed three primary themes. The themes that emerged from the interviews were: respect and sensitivity, cultural knowledge and educational modality.

Conclusion:
Findings revealed that the virtual patient interactive experience afforded exposure to cultural issues that influence health beliefs and behaviors and noted cultural considerations that should be used in respectful and sensitive care. By utilizing an interactive virtual patient, participants could “meet” the patient and learn about the cultural and clinical issues in a safe environment. The findings will inform the revision and continued development of additional culturally relevant virtual patient interactive experiences, using this video as a prototype. The culturally-based virtual patient interactive video experience is a beneficial means of educating students in addressing complex health issues across the life-span among diverse patient populations.

Title:
Culturally Adapted Virtual Patient Interactive Experience in a Rural Setting

Keywords:
Interactive video, Cultural Knowledge and Cultural care

Abstract Summary:
A culturally based interactive video experience was created that integrated effective educational pedagogy with safe exploration of sensitive issues affected by beliefs and practices including postpartum care, female circumcision, infant care, and gender roles in health care.

References:

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**Author Summary:** Dr. Sherleena Buchman is an Assistant Professor of Nursing at Ohio University located in Athens, Ohio. Sherleena’s research focuses on curriculum and design with a focus on educational technologies such as simulation and virtual reality. Her research has been directed towards developing curricular improvements specific to interprofessional and nursing education.

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