

Chapter 12

Clinical Skills Development in the Virtual Learning Environment: Adapting to a New World

Erini S. Serag-Bolos

*Taneja College of Pharmacy, University of South
Florida, USA*

Carol Motycka

College of Pharmacy, University of Florida, USA


Liza Barbarello Andrews

Rutgers University, USA

Chelsea Phillips Renfro

*University of Tennessee Health Science Center,
USA*


Jennifer Beall

 <https://orcid.org/0000-0002-9709-5741>
College of Pharmacy, Samford University, USA

Brittany L. Riley

School of Pharmacy, Marshall University, USA

Kelly A. Lempicki

 <https://orcid.org/0000-0002-4623-7308>
Midwestern University, USA


Chasity M. Shelton

*University of Tennessee Health Science Center,
USA*

Aimon C. Miranda

*Taneja College of Pharmacy, University of South
Florida, USA*

Deepti Vyas

 <https://orcid.org/0000-0002-2412-1873>
*School of Pharmacy, University of the Pacific,
USA*

Kimberly Won

School of Pharmacy, Chapman University, USA

ABSTRACT

The rapid transition to distance learning in response to the unexpected SARS-CoV-2/COVID-19 pandemic led to disruption of clinical skills development, which are typically conducted face-to-face. Consequently, faculty adapted their courses, using a multitude of active learning modalities, to meet student learning objectives in the didactic and experiential settings. Strategies and considerations to implement innovative delivery methods and address potential challenges are elucidated. Furthermore, integration of a layered learning approach may allow for more broad perspectives and allow additional interactions and feedback, which is especially necessary in the virtual environment.

INTRODUCTION

The novel coronavirus disease 2019 (COVID-19) pandemic caused by SARS-CoV2 precipitated a tremendous and tumultuous wave of unexpected changes, including immediate curricular challenges among academic health professional programs and the need to adapt to a permanently altered healthcare practice landscape. The rapid transition to virtual learning environments posed many challenges, especially related to clinical skills development in both the didactic and experiential settings. This challenged academicians to expeditiously adapt curricula to meet student needs while maintaining accreditation requirements. Since the peak of the COVID-19 pandemic, it has become increasingly clear that the healthcare environment to which learners enter has morphed more permanently than expected to include more telehealth and a greater focus on social determinants of care. The objectives of this chapter are to elucidate innovative ways to teach clinical skills in the virtual environment through active learning and simulation. Lessons learned are also discussed to further develop and enhance such pedagogy in the virtual setting.

BACKGROUND

Health professional degrees culminate in licensure exams, which are required for clinicians to enter the workforce. Respective accreditation bodies provide guidance to ensure that graduates are practice-ready. While programmatic structure varies among disciplines and programs in course format, duration, schedule, faculty model, and number of campuses served, a common thread is the use of active learning and simulation to enhance critical thinking and develop hands-on clinical skills in various settings (Bonwell & Eisen, 1991). The scope of this chapter encompasses various health professions that require training in clinical, technical, and communication skills including athletic training, audiology, dentistry, medicine, nursing, pharmacy, physical therapy, physician assistant, and social work.

Accredited programs require satisfactory completion of a minimum number of clinical hours to ensure that graduates are practice-ready in real-world settings. However, the different accreditation bodies that guide various health disciplines define and quantify simulation in various ways (Table 1). The COVID-19 pandemic has posed multiple challenges that require adjustment, necessitating faculty to become ever more resourceful to rapidly adapt to virtual learning. From a faculty perspective, the amount of time needed to modify existing course materials for the virtual learning environment represented an unexpected expansion of the faculty workload. The ability to involve adjunct faculty members in this process

31 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/clinical-skills-development-in-the-virtual-learning-environment/288485

Related Content

An Exploration of Students' Participation, Learning Process, and Learning Outcomes in Web 2.0 Computer Supported Collaborative Learning

Chun-Yi Shen and Chen-Hsien Wu (2011). *International Journal of Online Pedagogy and Course Design* (pp. 60-72).

www.irma-international.org/article/exploration-students-participation-learning-process/53550

Students' Sense of Belonging in Online Classes: Does Age Matter?

Jessica Decker and Valerie Beltran (2016). *International Journal of Online Pedagogy and Course Design* (pp. 14-25).

www.irma-international.org/article/students-sense-of-belonging-in-online-classes/154893

Developing Literacy Knowledge Through Active Learning in an Online Graduate-Level Course

Vassiliki Zygouris-Coe (2022). *Handbook of Research on Active Learning and Student Engagement in Higher Education* (pp. 174-202).

www.irma-international.org/chapter/developing-literacy-knowledge-through-active-learning-in-an-online-graduate-level-course/298543

Object-Oriented Faculty Development: Training Teachers with Learning Objects

Karen Walsh (2010). *Handbook of Research on Human Performance and Instructional Technology* (pp. 517-532).

www.irma-international.org/chapter/object-oriented-faculty-development/38306

Tackling the Challenges of Acquiring Web Videos for STEM Hands-On Learning: Example of a Fake Hologram and a Proposed Learning Model

Yu-Liang Ting, Shin-Ping Tsai, Yaming Tai and Teng-Hui Tseng (2022). *International Journal of Online Pedagogy and Course Design* (pp. 1-16).

www.irma-international.org/article/tackling-the-challenges-of-acquiring-web-videos-for-stem-hands-on-learning/304084