



Virtual reality

This VR simulation confronts students with high-stakes, fictitious crisis scenarios, enhancing their decision-making, prioritization, and collaboration skills. Such immersive training improves the quality of care and patient safety, especially in rare or high-pressure situations, by offering practical experience that cannot easily be replicated in real life.



How:

Objective; to develop students' abilities to manage crises effectively, prioritize care, and collaborate with other emergency services.

- 1. Organize a session with approximately 8 students, using a virtual reality headset.
- 2. Create a scenario based on predefined objectives relevant to intensive care and emergency care.
- 3. One student uses the VR headset to navigate the scenario (e.g., an aircraft crash at an airport).
- 4. The teacher and other students observe on a large screen, noting the student's choices and responses in real time.
- 5. The scenario requires the student to make decisions about victim triage, collaboration with emergency personnel (firefighters, police, ambulance), and immediate care priorities.

Special requirements:

Ensure VR sessions take place in a safe classroom environment free from obstacles that may cause falls or interruptions. If possible, schedule an additional classroom to accommodate students awaiting their turn in the simulation.

Time required:

Include time for the simulation and a thorough debriefing session with guided reflection and feedback questions.

Denyse King, Stephen Tee, Liz Falconer, Catherine Angell, Debbie Holley, Anne Mills, Virtual health education: Scaling practice to transform student learning: Using virtual reality learning environments in healthcare education to bridge the theory/practice gap and improve patient safety, Nurse Education Today, Volume 71, 2018, Pages 7-9, ISSN 0260-6917, https://doi.org/10.1016/j.nedt.2018.08.002.