

## Chapter 9

# Who Am I as a Healthcare Provider? Identity and Transformative Learning in Virtual Environments

**Rachel Umoren**

*University of Washington, USA*

**Natalia Rybas**

*Indiana University East, USA*

### ABSTRACT

*The U.S. healthcare delivery system relies on the formation of ad hoc teams of experienced, highly trained providers of various specialties. The providers work in interprofessional teams that converge to address situations around acute patient care. Various models of virtual training provide structured opportunities for interprofessional education, whereby learners engage with roles and responsibilities essential for their professions and active collaboration with other team members. This learning is transformative as it influences the development of professional identity and teamwork skills needed for successful collaborative practice in interprofessional teams. This chapter explores the role of training healthcare professional students using virtual simulations and the emerging potential of virtual and augmented reality for health professional education.*

### INTRODUCTION

It is common for healthcare providers to work in ad hoc teams that converge around acute patient care situations to stabilize, diagnose, and treat illness or injury. These interprofessional teams must perform at a high level of reliability to deliver safe and appropriate patient care. Unfortunately, optimal team function may not be attained in every situation. Poorly functioning healthcare teams have a higher rate of adverse patient outcomes. Due to these concerns, health professional training programs have incorporated interprofessional educational activities to teach roles and responsibilities and encourage

DOI: 10.4018/978-1-5225-9679-0.ch009

## ***Who Am I as a Healthcare Provider?***

positive interactions between learners in health professional programs. This chapter examines the role of virtual environments in training healthcare providers and addresses the following questions: 1) How do interactions occur in virtual environments created for learning? 2) How does professional identity emerge in virtual environments? 3) How do experiences in virtual environments provide opportunities for transformative learning?

We start by reviewing the healthcare team composition and types of virtual interactions that may occur for healthcare providers and learners in virtual environments. We then discuss the development of professional identity and suggest ways in which the transformative learning theory explains how learning in virtual environments may change attitudes and behaviors. We illustrate this approach by describing a learning activity set up for health professional learners across different virtual environments. We conclude by discussing the limitations of using virtual reality (VR) in health professional training and present future directions for the use of virtual and augmented reality (AR) technologies in health professional education.

## **VIRTUAL HEALTHCARE TEAM INTERACTIONS**

Teamwork in healthcare settings is similar to teamwork in other disciplines with a few distinctions. Patient care demands 24/7 coverage by a team capable of efficient, high-quality care. Although team composition is fluid due to the constraints of shiftwork, team roles are often stable describing a job position, e.g. the role of surgeon or anesthesiologist; or a job function, e.g. the role of providing chest compressions or rescue breathing. In some cases, there is a need to rotate the leadership structure, for example, the anesthesiologist is the leader in the operating room when anesthesia is being administered, and the surgeon takes over the leadership role once the patient is under anesthesia (Hughes et al., 2016). Learners who are just beginning to understand their roles on the healthcare team are often part of the team. There is an established hierarchy, which is particularly evident when learners are working with senior physicians but may not be as obvious when there are multiple senior team members providing care.

All healthcare teams are at risk of making medical errors if team members lack strong communication and conflict management skills. For this reason, there is increasing attention to the role of teamwork at all levels, from training to practice. Teamwork training programs such as the Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS), developed by the Agency for Healthcare Research and Quality (AHRQ) and the Department of Defense have been used to train an estimated 1.5 million healthcare providers (Hughes et al., 2016). Even though these learning opportunities are available, they are still not sufficient to address the gap in the teamwork skills at all levels of healthcare systems. Virtual environments provide increased opportunity for instructors and learners to engage with each other from remote locations and across geographically separated campuses or other types of locations (Figure 1).

Learning in virtual environments is feasible and often beneficial for learners (Lemheney et al., 2016). Virtual environments allow for many more participants in the learning activity. They eliminate the need for travel and reservation of space in a simulation center, but ultimately the scheduling difficulties may still arise for educators and learners. Scheduling problems can only be eliminated with asynchronous learning though. While this approach also becomes more engaging in a virtual space, interprofessional learning activities should be structured to accommodate the conventional definition of involving students of two or more professions. Whether engaging learners or practicing healthcare providers, any interven-

14 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/who-am-i-as-a-healthcare-provider/233761](http://www.igi-global.com/chapter/who-am-i-as-a-healthcare-provider/233761)

## Related Content

---

### The Efficacy of Matching Learning Modality in the Teaching-Learning Process: A Case of Teaching Hypothesis Testing

Ulysis Malait, Celbert M. Himang, Lanndon Ocampo, Egberto Filosofo Selerio Jr., Ella Luzano, John Henry Caballero, Remegio Bergamo and Rebecca Manalastas (2022). *International Journal of Virtual and Personal Learning Environments* (pp. 1-16).

[www.irma-international.org/article/the-efficacy-of-matching-learning-modality-in-the-teaching-learning-process/285597](http://www.irma-international.org/article/the-efficacy-of-matching-learning-modality-in-the-teaching-learning-process/285597)

### The Inquiry, Communication, Construction and Expression (ICCE) Framework for Understanding Learning Experiences in Games

Mamta Shah and Aroutis Foster (2014). *International Journal of Virtual and Personal Learning Environments* (pp. 1-14).

[www.irma-international.org/article/the-inquiry-communication-construction-and-expression-icce-framework-for-understanding-learning-experiences-in-games/118133](http://www.irma-international.org/article/the-inquiry-communication-construction-and-expression-icce-framework-for-understanding-learning-experiences-in-games/118133)

### Group Work Using Active Learning: A Comparison of Students' Evaluations of Face-to-Face and Online Lessons

Ryo Sugawara and Shun Okuhara (2022). *International Journal of Virtual and Personal Learning Environments* (pp. 1-15).

[www.irma-international.org/article/group-work-using-active-learning/313412](http://www.irma-international.org/article/group-work-using-active-learning/313412)

### Making Sense of Building Online Learning Communities

Justina Kwapy (2014). *Building Online Communities in Higher Education Institutions: Creating Collaborative Experience* (pp. 91-116).

[www.irma-international.org/chapter/making-sense-of-building-online-learning-communities/100584](http://www.irma-international.org/chapter/making-sense-of-building-online-learning-communities/100584)

### Security and Privacy Management for Learning Management Systems

Wolfgang Hommel (2012). *Virtual Learning Environments: Concepts, Methodologies, Tools and Applications* (pp. 1151-1170).

[www.irma-international.org/chapter/security-privacy-management-learning-management/63184](http://www.irma-international.org/chapter/security-privacy-management-learning-management/63184)