



JOANNA BRIGGS INSTITUTE

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Title: Virtual Clinical Simulation to Teach Mental Health Concepts: A Scoping Review Protocol

Centre: Queen's Collaboration for Health Care Quality: A Joanna Briggs Institute Centre of Excellence

Primary Reviewer

Name: Katherine Timmermans and Laura Killam

Email address: katherine.timmermans@CambrianCollege.ca; Laura.killam@CambrianCollege.ca

Question: What is the extent of literature about using virtual clinical simulation to teach health professional students about mental health?

PCC

Population: health professional students

In this scoping review, we will consider studies that include health professional students as the population. The health professional students that we will consider are many, including, but not limited to: audiologist, medicine, nursing, physiotherapist, pharmacist, psychologist, radiologist, psychiatrist, social worker, and paramedic. Second-degree students in an undergraduate program will be included (such as medical students and second-degree nursing students). Articles will be excluded if the focus is on working professionals (e.g., medical residents), nurse practitioner students, or graduate students who have a license to practise in the medical field prior to entering the program (such as those doing a Master's in public health).

Concept: virtual simulation

In this scoping review, we will consider studies that investigate the use of clinical virtual simulation. There are many terms used to describe virtual simulation, all of which will be included if they are 1) completed using a computer, 2) based on a clinical scenario, 3) interactive (e.g., students need to make decisions or take actions), or 4) designed to provide feedback to students on their decisions. Articles need to focus on clinical virtual simulation from the point of view of a professional. When an article describes an intervention with more than one component, virtual simulation needs to comprise 50% or more of the intervention to be included. If the simulation described is from the patient point of view, uses a live (synchronous) actor, or does not meet our definition of virtual simulation (e.g., paper-based case studies or videos that are not interactive), then the article will not be considered for inclusion.

Context: mental health

In this scoping review, we will consider as context the use of clinical virtual simulations for the purpose of teaching mental health concepts as outlined in the diagnostic and statistical manual of mental disorders. Mental health must be a focus of the simulation (e.g., presented as a learning outcome). If the focus of the article is about the mental health of the practitioner, used to measure student attitudes towards mental illness, or if most of the simulation learning outcomes are not about mental health, then the reports will not be considered for inclusion.
