Bridging the Gap:

Technology-Enhanced Experiential Learning to Address Health Disparities in Rural Wisconsin



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Objectives and Background

- Explore AI-generated patient encounters as simulated experiential learning.
- Experience an AI-enhanced telehealth patient encounter.
- Examine how clinical decision-making and structured debriefing deepen learning.
- Evaluate opportunities, limitations, and scalability of AI-enhanced simulation.
- Apply a framework for designing an AI-enhanced experience in your own teaching.

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Scope and Need

The Educational Challenge: *What if students could practice a difficult telehealth encounter before having to manage that situation with an actual patient?*

Preparing Students for Care Beyond the Classroom

- Telehealth requires more than technical knowledge.
- Students must assess patients without traditional bedside cues.
- Communication becomes part of the clinical assessment.
- Rural distance and access can influence clinical decisions.
- Traditional simulation can require significant personnel, space, scheduling, and resources.

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Our AI-Powered Avatar Platform



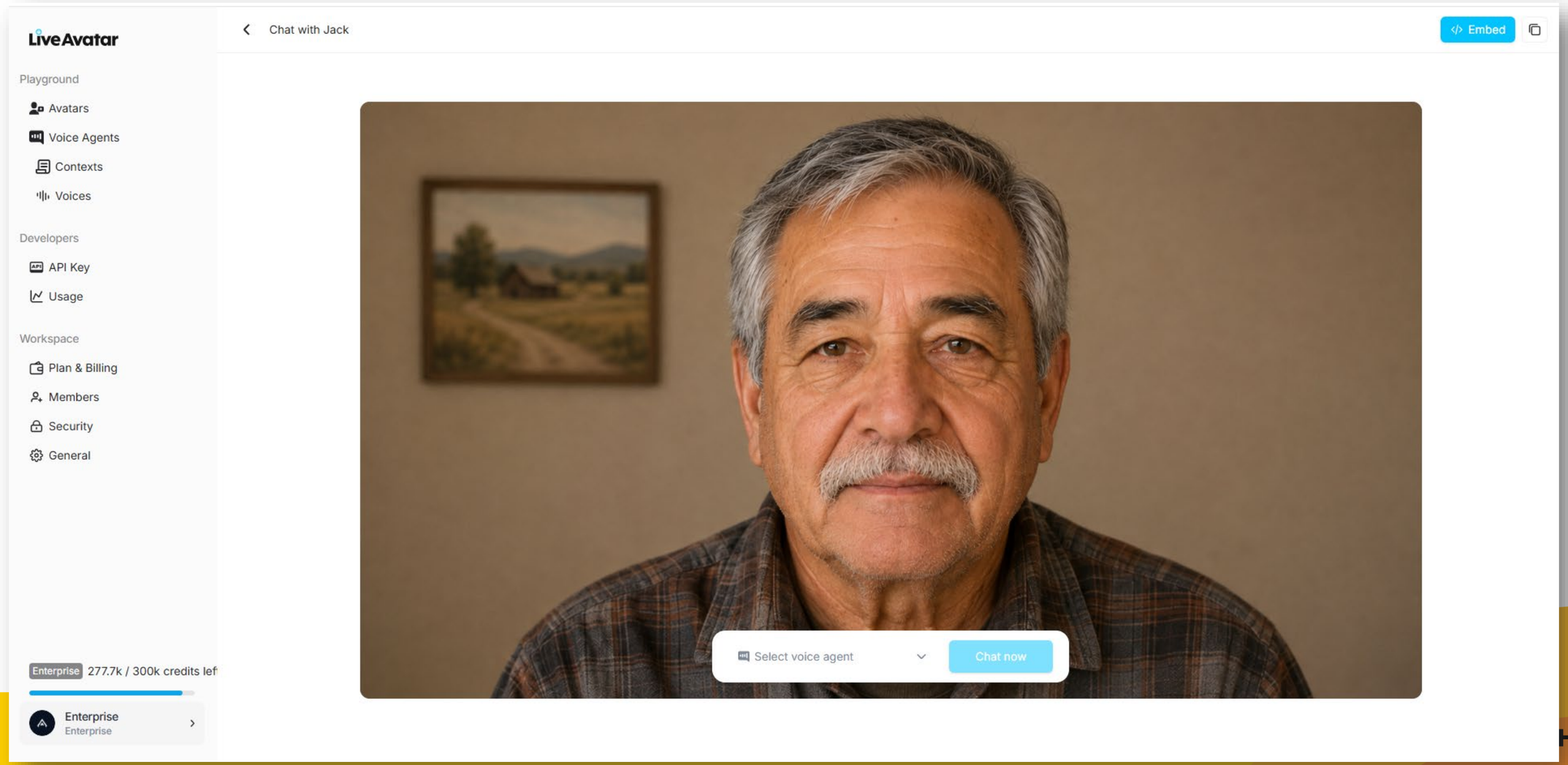
HeyGen's *Live Avatar* is an artificial intelligence platform that creates realistic, conversational digital avatars that can speak responsively to the user. The instructor can design the avatar for a specific set of learning objectives.



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Live Avatar by HeyGen



HEAD.

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UW Oshkosh Approach



PREBRIEFING:

ASSIGNMENTS, READINGS, OR DISCUSSION BEFORE THE PATIENT ENCOUNTER TO PREVIEW THE CONTEXT AND EXPECTATIONS



AI-GENERATED PATIENT ENCOUNTERS:

ASYNCHRONOUS, REPEATABLE OPPORTUNITIES TO PRACTICE TELEHEALTH COMMUNICATION AND CLINICAL DECISION-MAKING



STRUCTURED DEBRIEFING:

GUIDED REFLECTION, ANALYSIS, AND DISCUSSION OF CLINICAL REASONING

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AI-Powered Simulation Learning

Students learn *through* the experience, not simply *about* the experience.

- **Experience**
  Encounter the virtual patient.
- **Think**
  Interpret patient cues.
- **Decide**
  Determine priorities and next actions.
- **Reflect**
  Examine reasoning through debriefing.
- **Apply**
  Transfer learning to future telehealth encounters.

What does it take to prepare a nursing student for the unexpected challenges of rural telehealth?



A patient with worsening symptoms

How do you assess urgency when you cannot physically examine the patient?



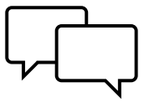
A patient with limited connectivity

How do you communicate effectively when the video connection is unreliable?



A patient with limited access to care

How do you develop an appropriate plan when transportation or local healthcare services are limited?



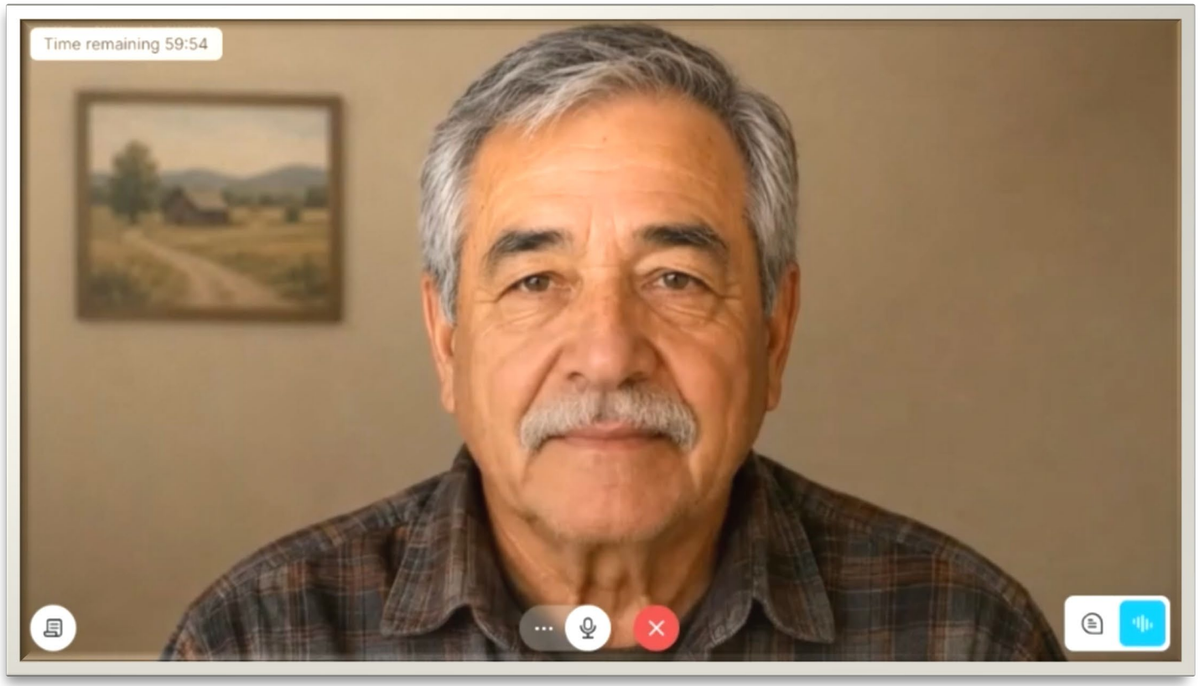
A patient who is reluctant to seek help

How do you establish trust, explore concerns, and communicate the need for follow-up?

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Meet Jack, a Rural Patient

- Jack Krause, 68
- Experiencing shortness of breath and edema
- Lives in a rural area, far from medical care



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Debriefing: Where Experience Becomes Learning

Debriefing is a structured, collaborative reflection following simulation that helps learners examine their thinking, identify knowledge or performance gaps, and connect the experience to future practice. The Healthcare Simulation Standards identify debriefing as an essential component of simulation-based education and emphasize reflection, clinical reasoning, and transfer of learning to practice. (Decker et al. 2021)

GATHER → ANALYZE → SUMMARIZE

GATHER: *What happened? What did you notice?* Identify important patient cues. Describe observations and decisions

ANALYZE: *Why does it matter?* Explore clinical reasoning Identify knowledge or decision-making gaps Consider alternative approaches

SUMMARIZE: *What will you take forward?* Identify key learning points Determine appropriate actions Connect learning to future patient care

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Example Debrief

What happened during the encounter?	How does the nurse (student) establish rapport, gather information, and communicate with the patient?	What information does the nurse (student) gather?
How does the nurse (student) respond to the patient's symptoms and concerns?	How does the nurse's (student's) approach account for the limitations of remote assessment and the patient's access to care?	What feedback can you give the nurse (student)?

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Listen to Jack's Feedback

- The avatars can give feedback
- Feedback is based on instructor criteria
- Scalable & individualized



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Strengths & Criticisms

How can AI-generated feedback support student learning?

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AACN Essential Standards Alignment

AACN Essentials	Healthcare Simulation Standards
Competency-Based Education	Evidence-Based Simulation
Clinical judgment	Purposeful simulation design
Person-centered care	Prebriefing
Quality & safety	Facilitation
Informatics & healthcare technologies	Psychological safety
Professional development	Structured debriefing
Practice readiness	Reflection & transfer to practice

(AACN 2021, INACS 2025)

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Next Steps Summary

UW Oshkosh Approach: BSN@Home, Accel, Undergraduate Communities Course and beyond

AI provides the modality. Simulation provides the pedagogy. AACN competencies define the outcomes. Debriefing supports reflection and transfer to practice.

How would you include HeyGen AI Enhanced Technology into your student learning?

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References

American Association of Colleges of Nursing. (2021). *The Essentials: Core Competencies for Professional Nursing Education*

Decker, S., et al. (2021). Healthcare Simulation Standards of Best Practice™: The Debriefing Process. *Clinical Simulation in Nursing, 58*, 27–32.

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Questions?

Thank You.

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