Simulation-Based Education Use to Improve the Psychosocial Care Among Breast Cancer
Survivors: A Pilot Study

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**Background:** Breast cancer survivor follow-up care is an increasing responsibility of primary care providers (PCPs). Yet, PCPs have knowledge gaps, particularly related to psychosocial care, that can be addressed through educational interventions.<sup>2</sup> Virtual simulation games (VSGs) are an innovative knowledge translation strategy that can help tackle this issue and have proven to be more cost-efficient and as effective when compared to high-fidelity, in-lab simulations.<sup>3</sup> Aim: This study is a PhD thesis project aiming to develop a series of VSGs and evaluate its feasibility and impact in the knowledge of PCPs to the psychosocial domain of breast cancer survivorship. **Methodology:** Mixed-methods, pilot-study with four phases: (1) scoping review to collate and synthetize the literature around simulation use in oncology care; (2) development of two VSGs focused on sexual health and body image disturbance; (3) quantitative cross-sectional pre- and post-test survey to identify the feasibility and impact of the VSGs on the knowledge of PCPs; (4) descriptive qualitative interviews to identify barriers, challenges and opportunities related to the proposed intervention. The review will be conducted using the Joanna Briggs Institute methodology for systematic reviews, and the VSGs will be developed using the methodology of the Canadian Alliance of Nurse Educators Using Simulation. During phase three, the targeted sample size will be 85 PCPs and in phase four, 12–15 PCPs. Results: This study has potential to uncover evidence related to the feasibility and effectiveness of VSGs to improve PCPs' knowledge and practice, and outcomes for patients, institutions, and the healthcare system.

## References

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