

An online interactive discussion board exploring confidentiality and telehealth in graduate education

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Abstract

Introduction: Academic engagement through online discussion boards have provided healthcare students with the critical reasoning skills to challenge health concepts, analytically discuss objective perspectives and embrace interactive peer learning. Interactive teaching and learning tools such as online discussion boards have facilitated the development of higher level critical reasoning and healthcare students are becoming proficient in the exchange of disease-related information for managing long-term illnesses through interactive academic learning platforms.

Objective: The aim of this project was to evaluate the effectiveness of an interactive discussion board exploring confidentiality and telehealth among graduate students, for intelligent interactions, the appropriateness of the learning environment and active online learning.

Methods: We conducted a retrospective evaluation on the effectiveness of an online discussion board, which was used as a teaching and learning tool to explore and debate the concept of confidentiality and telehealth.

Results: The evaluation highlighted that, intelligent interactions were heightened by critical discussions and the inclusion of peer reviewed literature uploaded to the discussion board by students, to defend the concepts relating to confidentiality and telehealth. The online discussion board created a learning environment that was student-led and evoked individual experiences and critical reflection on data breaches, confidentiality, and telehealth. The spontaneous act of independently searching for current peer reviewed literature for the purpose of defending academic discussions and debate demonstrated increased interaction and active online learning.

Conclusion: This evaluation highlighted the effectiveness of an interactive discussion board when exploring confidentiality and telehealth among graduate healthcare students and thenumerous factors that contribute to the success of online interactive learning.

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Biography

Linda Collins (PhD) is a nurse by profession with over 14 years of nursing experience in the National Health Service (NHS). She dedicated 10 years to clinical research, concentrating on diagnosis and management of Urinary Tract infections (UTI) and Lower Urinary Tract Symptoms (LUTS) at University College London (UCL) and Whittington Health, London, United Kingdom.

Her academic career progressed when she was appointed Associate Professor of Nursing at Kingston University and St Georges University, London before migrating to the USA, where she is currently appointed Associate Professor and Graduate coordinator at Southeastern Louisiana University. Her most recent publications focus on lower urinary tract symptoms and telemedicine during the COVID-19 pandemic and telehealth for managing a population with chronic urinary tract infections. She continues to explore further research on Population Health Management using digital devices.