

Objective	Activity
1. Promote social presence and a sense of inclusion.	<ul style="list-style-type: none"> • Welcome all learners when they arrive. • Introduce facilitator.
2. Provide all participants with an overview of the simulation purpose and goal.	<ul style="list-style-type: none"> • Simulation overview and review of learning outcomes/assessment process. • Review the simulation learning objectives; with virtual simulation learners time elapsed since playing the simulation will vary. This gets everyone back on the “same page” to start.
3. Identify prebriefing expectations for the learners and the facilitators.	<ul style="list-style-type: none"> • Clarify roles and expectations.
4. Discuss confidentiality regarding performances, case, discussions.	<ul style="list-style-type: none"> • Ask learners not to share details of the simulation. Discuss time invested in developing cases and their repeated use in future simulations.
5. Orientate learners to: <ul style="list-style-type: none"> ○ The virtual space, simulation technology and process including setting, equipment, chat function, limitations. ○ Orientation to method of evaluation and grading (if any). 	<ul style="list-style-type: none"> • Create a cheat sheet, slides, pictures video tutorial or use web conferencing screen sharing to assist learners with virtual simulation environment. • Less tech-savvy learners may benefit from an in-person tutorial.
6. Discuss the fiction contract.	<ul style="list-style-type: none"> • Learners and facilitators acknowledge challenges due to fidelity/realism/and virtual technology.
7. Review simulation logistics: Start/stop times, breaks, time outs.	<ul style="list-style-type: none"> • Review Flow: Time allotment • Describe what will happen in the debrief i.e. initial reactions, what went well, what did not go as well, take home messages, final thoughts. • Advise learners about how to access analytics or feedback or how to call for help if needed. mention use of hand raising to minimize interruptions.
8. Incorporate activities that help establish an environment of integrity, trust, respect and psychological safety.	<ul style="list-style-type: none"> • Provide technology guidelines: advise learners if the session will be recorded, the appropriate use of video, microphone and chat. Recommend they find a quiet space to enhance sense of psychological safety. • Learners need to know it is okay to make mistakes, and that those mistakes will be discussed during debriefing.

	<p>Making mistakes gives learners the opportunity to learn from their mistakes and reflect on how to improve. It is also important that all learners show respect for other's comments and maintain confidentiality of those remarks.</p> <ul style="list-style-type: none"> • Virtual simulations portraying sensitive situations require a more in-depth prebrief. • Let learners know you will be calling on each of them briefly to share initial reactions to the simulation so they will be prepared; this enhances psychosocial safety. • Avoid making it mandatory for learners to turn on their video during the session.
<p>9. Review case description.</p>	<ul style="list-style-type: none"> • Consider using a written or recorded prebriefing plan to standardize the process and content for each scenario/case. A written or recorded prebriefing plan should be required for simulation-based experiences when used for high-stakes evaluations.
<p>10. Explore questions from learners.</p>	<ul style="list-style-type: none"> • Ask learners if they have any questions.