

Table 4.1 Key Elements for a Facilitator-led Virtual Gaming Simulation (Group) Prebrief

Element	Rationale	Completed
Introduce facilitator (and if appropriate, co-facilitator) and state role(s).	-Outlining facilitator's roles enhances group communication.	
Be present: arrive early, be open to questions, smile, nod, remain attentive and look at the screen.	-Being present promotes a sense of psychological safety	
Review learning objectives.	-Informing learners of the virtual gaming simulation's content and goals helps them connect the simulation content to course learning outcomes. -Promotes psychological safety	
Orientate learners to the game play: Review how the virtual gaming simulation is played (video with sound). Game will be paused periodically for the group to make a clinical decision. Learners will then see the consequence of that decision and if correct, continue to the next decision. Alternatively, if the decision is incorrect a video will demonstrate the consequence and feedback will be provided. All learners will be able to download a summary sheet of each decision made.	-Sets the stage to maximize learning -Ensures organization and smooth flow during game-playing. -Promotes sense of psychological safety. -Gives learners a tool for assessing their learning.	
Advise learners that they can make mistakes while playing.	-Promotes learning through exploration -Promotes psychological safety	
Review and/or sign confidentiality forms related to the virtual gaming simulations answers and group discussion. Ask learners to minimize interruptions to the game.	-A sense of psychological safety is enhanced when confidentiality regarding emerging discussion is an expectation. -Confidentiality regarding answers reduces passing on simulation answers and enhances academic integrity.	

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Discuss/sign a fiction contract. This is an agreement among learners acknowledging the scenario is fictitious but that it will be viewed as real for learning purposes. Learners put themselves in the role of the nurse while making decisions during the game.	-The fiction contract encourages learner engagement before, during, and after the virtual gaming simulation. The impact of the virtual gaming simulation is optimized when learners overlook unrealistic parts of the virtual gaming simulation. Suspending disbelief allows for an enhanced immersive learning experience.	
Establish ground rules for engagement related to flow and participation.	-Ground rules set the stage to support the professional integrity of the virtual gaming simulation experience.	
Review how decisions in the virtual gaming simulations will be made by the learners. Some options are: <ul style="list-style-type: none"> ● Discussion (small or large group) ● Raising hands ● Audience polling 	-Decisions can be made in different ways. The goal is for all learners to be involved in the experience and participate in the decision making.	
Discuss time allotment. Review how much time it will take to play the virtual gaming simulation and how much time can be spent on making decisions and discussing the scenario.	-Enables learners to plan and fully participate.	
Review expectations regarding participation.	-This will help learners understand their roles in the virtual gaming simulation.	
Advise learners clearly if they will be graded or not. If marks will be given for participation, explain how they will be allotted and if a marking rubric will be used.	-Learners have the right to know if they will be graded. -Grading will influence how learners play the game.	
Outline the debriefing process which follows the virtual gaming simulations.	-This will give learners an understanding of the post virtual gaming simulation process and expectations.	