

Table 4.2 Key Elements for an Individually Played Virtual Gaming Simulation Prebrief

Element	Rationale	Completed
Review learning objectives.	<ul style="list-style-type: none"> -Informs learners of the virtual gaming simulations content and goals. -Helps learners connect the virtual simulation to course learning outcomes. 	
<p>Orientate learners to the game play:</p> <p>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.</p>	<ul style="list-style-type: none"> -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. 	
<p>Provide clear instructions on how the virtual gaming simulation works and technical requirements.</p> <p>Clarify the need for high speed internet and Chrome/Firefox browsers.</p>	<ul style="list-style-type: none"> -A 'glitch free' experience is critical to learner satisfaction. High speed internet is necessary for videos to upload smoothly. -These virtual gaming simulations are best accessed with these browsers. 	
Review who/how to access technology support.	-Technical issues will hinder learning and learner satisfaction.	
Review/sign confidentiality forms related to the virtual gaming simulation answers and group discussion.	<ul style="list-style-type: none"> -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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<p>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.</p>	<p>-The fiction contract encourages learner engagement before, during, and after the virtual gaming simulation. The impact of the virtual gaming simulations is optimized when learners overlook unrealistic parts of the virtual gaming simulations. Suspending disbelief allows for an enhanced immersive learning experience.</p>	
<p>Discuss time allotment.</p> <p>Review how much time it will take to play the virtual gaming simulations and how much time can be spent on making decisions and discussing the scenario.</p>	<p>-Enables learners to plan and fully participate.</p>	
<p>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.</p>	<p>-Learners have the right to know if they will be graded.</p> <p>-Grading will influence how learners play the game.</p>	
<p>Outline the debriefing process which follows the virtual gaming simulations</p>	<p>-Gives learners an understanding of the post virtual gaming simulation process and expectations.</p>	