The Virtual Simulation Process

1 - Curriculum Integration

The first step when creating a virtual simulation is to determine where the virtual simulation will be placed in your program and who your learners will be.

When you know who you are building the virtual simulation for, it will help you to identify the simulation learning outcomes, which is the overall purpose and goal of the simulation for your learners.

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| 1. **Which course will use your virtual simulation?** 2. **Who is the learner? (Novice learners? Post-graduates?)** 3. **What is the level of the learner in your program? (term/semester, year of study)** |

Now that you know who you are building the virtual simulation for, you have a foundation on which to identify broad learning outcomes for your simulation. These will serve as the overall purpose and goal of the simulation for your learners.

Your next steps are to identify the main learning outcomes of the virtual simulation for the student. Review the learning outcomes from the various areas:

* The program
* The course
* The content the virtual simulation will focus on

Pro tip: Learning outcomes often begin with demonstrable verbs, such as “identify,” “demonstrate,” “apply,” or “design.”

Listed below are a few examples of learning outcomes for the various team programs:

* Identify skills required when assessing \*\*\*.
* Design a treatment plan using *\*\*\** for *\*\*\**.
* Demonstrate knowledge in the principles of *\*\*\** when *\*\*\**.
* Apply *\*\*\** to determine *\*\*\**.
* I.e., Demonstrate strategies to implement holistic family care.
* I.e., Identify potential legal complications when providing family care.

The goal is to create broad, measurable learning outcomes that are generalizable and can be broken down into specific learning objectives.

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| **Create some potential learning outcomes for your simulation, based on the content that it will focus on within your course:**  **1.**  **2.**  **3.** |

Now, decide on your final 2-3 learning outcomes for the virtual simulation, which can be broken down into 6 to 10 specific learning objectives, which will be defined later. These learning objectives will help you create your decision points questions.

When creating the learning outcomes, reflect on the following areas:

What are gaps in your program?

* Rationale for gaps?
* Underlying cause for the gaps?
* Evidence of the gaps?

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| **Write your final 2-3 broad learning outcomes here:**  **1.**  **2.**  **3.** |

What are key learning goals you would like your students to achieve?

* Level of knowledge
* Competency of a skill
* Measurement required to assess achievement of learning goal

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| **Write your key learning goals here:**  **1.**  **2.**  **3.** |

Test your knowledge!

Which of the following is a learning outcome?

1. Demonstrate knowledge of critical thinking when responding to an emergency situation.
2. Identify a risk factor of a contrast allergy.
3. Describe the priority steps required when a client has an anaphylactic reaction.
4. Identify which interprofessional team member to call if a client gets a pneumothorax from a central venous line placement.

You may have an idea of a case scenario that you want to create or one that you would like to build upon. Or you may be starting from scratch. We are here to support you throughout the process.

If you want to read more on the process of virtual simulations, review the following article *Designing Virtual Gaming Simulation* to help you learn more about how to develop a virtual simulation and various steps within the process.

If you know which course you will be adding the virtual simulation to, please post the course syllabus in your program’s Teams folder. This will help the team to support you during the development of the virtual simulation learning outcomes.

Reference

Verkuyl, M., Lapum, J. L., St-Amant, O., Hughes, M., Romaniuk, D., & Mastrilli, P. (2019). Designing virtual gaming simulations. Clinical Simulation in Nursing, 32, 8-12. <https://doi.org/10.1016/j.ecns.2019.03.008>

Multiple Choice Answer

Which of the following is a learning outcome?

a. Demonstrate knowledge of critical thinking when responding to an emergency.

* + Correct! This is an example of a learning outcome that reflects what the learner will be able to achieve after participating in the virtual simulation.

b. Identify a risk factor of a contrast allergy.

* + Feedback: Try again. This is a learning objective because it describes a task/skill required that demonstrates the learner achieved overall learning outcome.
  + An Affinity Learning experience tool you could use as a decision point question to assess this learning objective is a multiple selection question.

c. Describe the priority steps required when a client has an anaphylactic reaction.

* + Feedback: Try again. This is a learning objective because it describes a task/skill required that demonstrates the learner achieved overall learning outcome.
  + An Affinity Learning experience tool you could use as a decision point question to assess this learning objective is order the steps as a decision point.

d. Identify which interprofessional team member to call if a client gets a pneumothorax from a central venous line placement.

* + Feedback: Try again. This is a learning objective because it describes a task/skill required that demonstrates the learner achieved overall learning outcome.
  + Affinity Learning tool: Could use a multiple-choice question as a decision point.