The Virtual Simulation Process

3 – Case Scenario Development

**Part 1**

By now you will have chosen the course the virtual simulation will be placed in, the overall learning outcomes that reflect the course and the specific learning objectives the students need to achieve to successfully complete the virtual simulation. In addition, you have begun to brainstorm the case scenario the virtual simulation will be based on. The next step is to build upon the case scenario, by determining the overall storyline and characters within the virtual simulation.

**Case Scenario**

When creating the storyline for the case scenario, reflect on the course learning outcomes and current field placements. Are there any common challenges that your students experience related to their knowledge and or skills? Brainstorm any gaps or concerns within the course with your colleagues, field placement supervisors, and students who have passed the course. After the brainstorming process, identify key concepts you want the case scenario to address. These key concepts should also focus on the learning objectives, which will help you to create the decision point questions, answers, and feedback for the virtual simulation.

For the following examples of decision point questions, answers, and feedback, I am going to use examples from a health history interview virtual simulation: <https://pressbooks.library.ryerson.ca/healthhistory/>

**Decision Point Questions**

Decision point questions should focus on the learner’s level, year and course learning objectives. The questions can help identify gaps in the student’s knowledge and skills; highlight key concepts that the students need to know about the course; and address concerns or fears students may experience.

Each learning objective, can be one or more decision points throughout the virtual simulation.

For example, the learning objective:

* Apply therapeutic communication skills.

Can be broken down into multiple decision points. Potential decision points could include:

* How can you begin to establish a therapeutic rapport with the client?
* What communication strategy should you use that is consistent with a trauma-informed approach.
* How should you respond to the client crying?

Each of the above decision point questions are examples relate to therapeutic communication. It is important that you connect the decision point question to the virtual simulation learning objective and the course content.

Ask yourself:

* What decision point questions would facilitate students’ knowledge and skills required to successfully learn the course content.

The decision point questions should be addressed to the student playing the virtual simulation. Use terminology that is second person. Additional examples of decision points questions include:

* What communication strategy should you use to explore … ?
* How should you inquire about … ?
* How should you respond to … ?
* What additional information do you need to …?
* How should you perform … ?
* What is your priority assessment …?

**Answers**

With each decision point question, you want to create a minimum of three potential answers. One answer that is correct, and the other two answers could be based on common errors or gaps students may experience in the course or during field placement.

For example, the decision point question:

* How should you respond to the client crying?

Many students feel uncomfortable when clients cry and may not know what to do or say to the client. Therefore, choose answers that are commonly seen or performed by your students. For example, three potential answers could include:

* Provide reassurance.
* Continue with the interview/procedure.
* Use silence.

Each of the answers could occur in practice. However, as we know, not all of the answers are the best option as it relates to therapeutic communication skills. Therefore, this example can support students’ knowledge and skills on what to do if their client/patient begins to cry during an interview/procedure.

**Feedback**

The feedback provided after each incorrect answers, should reflect the course content and required readings for the course. Linking the feedback to the course content fosters student’s self-directed learning. The feedback provides the students an opportunity to identify their learning gaps, seek out additional information as needed and supports students’ accountability in their learning process.

For the above answers, potential feedback could include:

1. Provide reassurance.

* Feedback: Reflect on how reassurance can give false hope and may impact your therapeutic relationship with the client. How can you respond to the client’s crying in a more therapeutic way?

1. Continue interview.
   * Feedback: It’s important to acknowledge the client’s feelings and ask questions to invite an intrapersonal response that attends to their emotions. Moving on with the interview does not address the client’s emotions. How can you respond to the client’s crying in a more therapeutic way?
2. Use silence.
   * Feedback: This is the best option because it provides the client space to express their emotions.

Each of the above feedback, is linked back to the learning objective related to therapeutic communication skills, as well as the course content for this virtual simulation.

**Part 2**

As you build your virtual simulation case scenario, think about how you are going to showcase your scenario. Will you be filming the simulation or using Affinity content tools? Each option will require a different type of virtual simulation outline.

We uploaded templates in the Development Process folder for you and your team to use. Feel free to use or adapt the template to support your team’s needs.

* Week 3 - Affinity Format Template.doc (Storyboarding document)
  + This template can be used to help build the outline for the virtual simulation using Affinity content tools.
  + Demonstrate how Affinity looks like,
  + Maybe provide a storyboarding template with photo and text to describe scene.
* Week 3 - Blank Script Template
  + This template can be used as a guideline if you choose to film the virtual simulation. The template can help outline the decision point questions, answers, feedback, as well as help build the script for the characters.
* Week 3 - Blank Scenario Outline of DPs, Answers, & Feedback
  + This template can help you see the overall structure and flow of the virtual simulation.

Or you may already have a tool that works best for you.

**Part 3**

As you begin to build your case scenario, remember to incorporate equity, diversity and inclusion into your virtual simulations.

According to Mohawk (<https://www.mohawkcollege.ca/social-inc/equity-diversity-inclusion-at-mohawk>), diversity, equity and inclusion is defined as the following:

**Diversity:**  
“The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.”

How we can build diversity into the virtual simulation:

* Diversity highlights the uniqueness and complexities of a person. Diversifying the virtual simulation situation and characters purposefully can help to challenge students’ personal biases and stereotypes about the ‘other’, as well as facilitate how to incorporate inclusive language and professional behaviours during practice.
* Ways to create diverse virtual simulations is to build characters that have different diagnosis, physical characters, ability/disability, genders, ages, sexual orientations, ethnicities, cultural backgrounds (e.g., family, religion, socioeconomic, education, language, work, geographical, etc.), values, and beliefs.
* The goal is to help students learn how to build inclusive environments for the diverse clients/patients/families/communities they will be working with and within.

**Equity:**  
“A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.”

How we can build equity into the virtual simulation:

* Equity addresses the importance of creating a fair environment for all students to have access to information and resources for learning by acknowledging their diverse learning needs.
* Creating various types of learning strategies and opportunities for our diverse student population is key. As you build your virtual simulation, incorporate various UDL principles by using a mixture of Affinity content tools that integrate textual content, visual content, and auditory content when possible.

**Inclusive Education:**  
“Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.”

How we can build inclusive education into the virtual simulation:

* Incorporating UDL learning strategies can help foster students’ feelings of inclusion and engage as active members within the learning process of their program. It’s important that the content created is at the level of the learner to facilitate a safe learning environment.
* Using diverse stories, characters, images, and actors can also supportive the concept of inclusive education as it can assist students see themselves within the role of their chosen profession.

Source: [Realizing the Promise of Diversity. Ontario’s Equity and Inclusive Education Strategy, 2009 PDF](http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf). Government of Ontario. (4)

We look forward to supporting you in your next stage in developing your virtual simulation cases scenario!