The Virtual Simulation Process

Week 4 – Script Development

**Welcome to Week 4!**

At this point, many of you are on your way to making your first, second or third virtual simulation! Now we need to focus on the details of the narrative within the script development of the virtual simulation and the feedback rationales for your decision point questions.

To begin, we need to reflect on the scenario outline. Who are the main characters? Where is the virtual simulation taking place?

* If your virtual simulation is video-based, think about the actors that you are going to use or hire that will by playing the role of the main characters. Where you will be filming the scenes? What equipment do you need?
* If your virtual simulation is content-based, think about how you will describe your main characters. What images or illustrations can you use to support the character descriptions? How will you facilitate the student’s engagement with the character and situation in the simulation?

Effective narrative enhances the learner’s engagement by prompting curiosity, connectivity, arousal, and social connection. The virtual simulation scenario should enhance the students’ experiential learning experience. This is an important component of education; therefore, you want to make the scenario realistic to the learner at their level (e.g., knowledge and skill).

Experiential learning also involves learning through reflection related to the student’s critical thought process and actions throughout the virtual simulation. When developing the decision points make them realistic to the scene, the course content, as well as by including thoughtful feedback that the learner can reflect upon before choosing an alternative answer or moving onto the next scene.

**Filming, Audio Recording, Images and Illustrations**

If you are filming, creating audio clips, adding images or using illustrations in the virtual simulation, think about the human resource required to support your vision. For example:

* Which team members will be involved?
* Do you need to hire external actors or can you use internal staff or students?
* Where will the filming or audio recording take place? Think about lighting, filming angles, and sounds. When will the dry run be and filming days? Are there specific Covid restrictions that you need to be aware of prior to beginning?
* Do you need special equipment? For example, camera, voice recorder, equipment for scene, clothing, or other resources.
* Who will be filming or creating the audio recording? (e.g., Vishal and Timothy)
* Who will add accessibility components? (e.g., RRT members) For example, closed captioning or transcripts?
* Which members of the technical team do you need to contact and meet to complete filming or audio? For example, Vishal and RRT members?
* If you using images, do you have permission to use the images from the people have or will be taking the pictures of for your virtual simulation? If not, do you know who to contact for the permission forms? Remember, each image or illustration should have a purpose in relation to the virtual simulation.
* Do you know where to get free public domain images? For example, Unsplash (<https://unsplash.com/>), Pexels (<https://www.pexels.com/>), or Pixabay (<https://pixabay.com/>). It’s important to follow the creative commons license (<https://creativecommons.org/>).

Each of these questions need to be thoroughly analyzed and reviewed with all team members involved. Please remember to reach out any time throughout the project. We can help brainstorm with you and the team to ensure all the required components are covered and to support you during the process.

**Storyline of the Virtual Simulation**

The storyline in the virtual simulation is important to help engage the students in their learning of the content. The storyline can be enhanced by:

* If filming, the actors you chose. Try to make the actors be a true representation of the clients the students will see. Also make the person playing the role of the professional, as well as the interprofessional team members, look like your student populations so they can feel connected and envision themselves in the role.
* Create the scene similar to the real working/clinical/field placement situation. For example, visuals of a wound or the changes in skin colour (cyanosis, jaundice, pallor); the language used between clients and healthcare providers and between interprofessional team members; the equipment that would be used; and other factors related the virtual simulation focus.
* The location and environment of the scene should simulate reality as much as possible. Whether filming, using images, illustration or wording, make the student feel embodied within the scene through the descriptive language and visuals.
* A first-person point of view can help immerse the student in the virtual simulation. If using a second person view, connect the students using first person language with the questions the virtual simulation asks throughout the simulation.

**First Draft**

Once you have the first draft outlined, email the RRT. We will help the team review the outline of case scenario and identify any gaps, as well as add suggestions to decision points and potential Affinity content tools you could add to your virtual simulations.

With each decision point question, we suggest to add three or more potential answers that are realistic options. However, only one answer will focus on the decision point question. For example, creating a decision point question that focuses on priorities or which intervention should be performed first, then the answers can include all interventions required and the students need to choose the best answer.

For each decision point questions, provide feedback for each answer provided. The rationale should encourage the students to reflect on their learning and potential knowledge gaps. With each rationale, refer students back to course content, or a best practice guidelines or protocol or specific competencies related to the student’s professional discipline. At the end of the rationale, include a reflective question that allows the students to reflect on the answer they choose before moving on and choosing another potential option.

After the first draft is created, it is beneficial to create an advisory committee that you can share the first draft with for their feedback. Your advisory committee could include:

* Students who have passed the course,
* Faculty who has taught the course,
* External content experts in the virtual simulation content, and
* Clinical field placement members (e.g., preceptors, clinical instructor).

Ask the advisory team if virtual simulation content is realistic, if the language is authentic, if the information is accurate, and if they have any additional suggestions. From their feedback, you can begin to finalize the virtual simulation.

You are now at the half way point! Continue to reach out to us when needed. Once the first draft of the virtual simulation is ready, the RRT will create an outline to build on the Affinity platform for you to review. We can adapt, remix or change content as needed to ensure your vision and goals are met.