Educator User Guide: Using the Virtual Gaming Simulation as part of a Training Program or Workshop

Task Name: Crisis Intervention Virtual Gaming Simulation

Format: Self-debrief and group debrief

Background:

Virtual gaming simulations (VGS) are digital experiential teaching-learning tools that help learners develop problem-solving skills in safe learning environments. VGSs are internationally recognized and evidence-based tools that help bridge the theoretical knowledge taught in the classroom setting with the practical knowledge required for the field.

This VGS was generously funded by eCampusOntario the Virtual Learning Strategy as well as the faculty and students at Seneca College, School of Community Studies. The VGS is a digital recreation of a complex mental health scenario that demonstrates working with a client who is suicidal. The VGS allows the learner to be in the role of a mental health counsellor, Marcus, who makes decisions that he believes are needed to best support the client, Kelly. The VGS may take 30 to 60 minutes to complete and will provide a performance report at the end of the game. The VGS is well suited for a laptop and/or tablet and not be compatible with mobile devices.

Option 1: Task Details:

Part 1 Self-Debrief: Learners are required to play the entire VGS and reflect on their performance using the final report and self-debriefing questions.

Part 2 Group Debrief: After the self-debrief, learners are expected to discuss their VGS performance in a large group.

Option 2: Task Details:

Part 1 Self-Debrief: Learners are required to play the entire VGS and reflect on their performance using the final report and self-debriefing questions.

Part 2 Small Group Debrief: After the self-debrief, learners are expected to discuss their VGS performance in groups of 3 to 4 members.

Part 3 Large Group Debrief: After the small group debrief, learners are expected to discuss their VGS performance in a large group.