

Q107. Assigned ID

456

Q7.1. Sections F to I will be shared with the adjudication committee. Please do not include any identifiable information, such as project team names.

F. PROJECT INFORMATION

This question was not displayed to the respondent.

Q7.2. F1. Project Title

Teaching Multi-Disciplinary Health Professionals How to Respond to Intimate Partner Violence Disclosure: An interprofessional Virtual Gaming Simulation (VGS)

Q7.3. F2. Project Duration

- ☐ Two-year project
- ☒ Three-year project

Q7.4. F3. Does your project team include an emerging scholar? An Emerging Scholar can be a graduate student, academic staff, support staff, or postdoctoral scholar listed as a member of your Project Study Team that is participating in a UCalgary Teaching & Learning Grant for the first time.

- ☒ Yes
- ☐ No

Q7.5. F4. Total Requested Budget

- \$10,000 maximum for two-year project, or \$15,000 with emerging scholar incentive
- \$40,000 maximum for three-year project, or \$45,000 with emerging scholar incentive

\$44,892.00

Q7.6. F5. Select one or more UCalgary Teaching & Learning Grant streams:

- ☐ Development and innovation
- ☒ Scholarship of teaching and learning (SoTL)

☐ Educational leadership

Q7.7. F6. Select one or more UCalgary Teaching & Learning Grant [areas of focus](#) that apply:

- ☐ Equity, inclusivity, diversity, and accessibility
- ☒ WIL, EL, undergraduate research and creative scholarship
- ☐ Land based learning & Indigenous Ways of Knowing
- ☐ Community well-being and mental health
- ☒ Online and blended learning
- ☐ Sustainability and global engagement
- ☐ Entrepreneurial thinking and innovation
- ☒ Open Educational Resource (OER)
- ☐ Program innovation and renewal
- ☒ Transdisciplinary teaching and learning
- ☐ Community-engaged teaching and learning
- ☐ Graduate student mentorship and learning experiences
- ☐ Academic integrity & ethics
- ☐ Professional learning in higher education

Q7.9. F8. Abstract (250 words)

The proposed project harnesses the power of experiential learning for the development of knowledge and confidence in responding to intimate violence disclosures through an interprofessional virtual gaming simulation. Healthcare students from multiple disciplines are expected to screen for intimate partner violence once they enter the workforce without corresponding skills in responding to disclosures. These clients have complex needs and require a trauma and violence informed response. Healthcare learners require training to be able to develop a collaborative, confident response. In this project we will develop a group of three virtual gaming simulations to provide authentic learning scenarios that reflect a diverse client population. Interprofessional students will participate in the virtual simulation and apply knowledge while safely practicing skills such as trauma and violence-informed therapeutic communication and interprofessional collaboration. This teaching and learning initiative will be evaluated by a convergent mixed methods study. Quantitative data will be collected via the virtual simulation platform regarding decision points and via a pre- and post-simulation survey. Qualitative data will be collected via the virtual simulation platform regarding student reflections and interprofessional interactions. The post-simulation survey will include qualitative questions to better understand students' learning experience and perceptions related to their understanding of a collaborative response to intimate partner violence disclosure. Data will be integrated to highlight any convergences and divergences between the two data sets and provide a deeper understanding of this learning experience. By creating the developed learning tool as an OER resource it will be made available to all interested educators.

Q8.1. G. PROJECT DESCRIPTION

This question was not displayed to the respondent.

Q8.2. G1. Describe how your project is grounded in the University of Calgary teaching and learning context. To establish how your proposed project is relevant to student learning at the University of Calgary, explain how it emerges from your local experiences in teaching and learning in an academic course or program. 250 words (3 points)

This proposed project embraces experiential learning to address complex healthcare issues surrounding intimate partner violence (IPV). Healthcare disciplines across UCalgary are tasked with preparing learners to become healthcare professionals. Upon graduation, these future healthcare professionals will be expected to deliver competent, trauma and violence-informed care in a complex system. Learners need to face real-life simulation scenarios where they can practice their response safely without risk of causing further harm to patients. Furthermore, learners need to engage with learners from other professions to understand the knowledge and skills required to collaboratively respond to intimate violence disclosures. Faculties involved with this proposal represent a body of healthcare professionals that are required to screen every patient for IPV due to its high prevalence. Each faculty has its own curriculum regarding IPV. The Faculty of Social Work has an elective class devoted to IPV; however, other professions have limited curriculum dedicated to this important topic. While learners are educated to identify warning signs and to screen for IPV, little education exists regarding trauma and violence informed responses to an IPV disclosure. To address this curriculum gap, this proposed virtual gaming simulation (VGS) will serve as a transdisciplinary supplement that can be used by a variety of healthcare educators in their classrooms where they see appropriate. This transdisciplinary SoTL project embodies UCalgary Ahead of Tomorrow by increasing access to impactful and future-focused education via accessible virtual learning and harnessing the power of research and innovation to tackle society's biggest challenges (IPV) in faculties across UCalgary.

Q8.3. G2. Describe how your project aligns with the [area\(s\) of focus](#) of the UCalgary strategic initiatives you indicated in question 3 of section D. UCalgary is committed to supporting scholarship in these key areas of focus. How will your project strengthen one or more of these priorities? 250 words (3 points).

Transdisciplinary Teaching and Learning: This project will involve multiple disciplines within UCalgary. Educator and student representatives from each discipline will be involved in design and implementation of the VGSs. The simulations will be designed to enhance interprofessional competencies and will be accompanied by an interprofessional synchronous online debriefing. Students from all included disciplines will be provided the same pre-learning regarding disclosure response and interprofessional competencies to establish a common language for the educational experience. Experiential Learning: This project is designed to prepare healthcare students to have a trauma and violence-informed collaborative response to IPV disclosures through simulation. This form of interprofessional experiential learning encourages students to merge theoretical learnings from their own discipline and those presented in the pre-learning activities and apply them to each simulation scenario. Following the VGS, students will participate in an interprofessional debrief where they can safely discuss challenges, concerns, and best approaches to IPV disclosures. Online and Blended Learning: These VGSs will be offered entirely online, thereby promoting flexibility and accessibility. The proposed VGSs will be comprised of asynchronous pre-recorded, high-quality videos with decision points where learners can choose how they would respond in the scenario. Synchronous debriefing will occur directly following the simulation and will occur online in small groups to allow for more engagement and meaningful discussions. Open educational resources: Following evaluation of this educational intervention, this team will consider necessary revisions. We will make this educational resource available as an OER through Affinity Learning that will house the VGSs free of charge.

Q8.4. G3. Identify the development or innovation, scholarship of teaching and learning (SoTL), and/or educational leadership in teaching and learning that you will pursue through your project, and the specific goals, opportunities and/or challenges you hope to address. Demonstrate how existing pedagogical scholarship informs this work, and explain how your work is situated within the field. 1000 words (3 points).

- For **development or innovation projects** – What is the novel approach you will develop through this work? How will you use this approach to improve student learning?
- For **SoTL projects** – What is the question or goal about teaching and/or student learning you will pursue through this project, and how will the project help to better understand or improve student experience?
- For **educational leadership projects** – How does your project support your colleagues in developing their teaching and learning skillset, and how will you ensure this work has a broad impact on teaching and learning across campus?

Given the paucity of published educational interventions targeted to prepare healthcare students for an IPV disclosure, researchers conducting this SoTL study seek to understand how learning from interprofessional VGSs may influence healthcare students' confidence to respond to IPV disclosures and how this interprofessional learning opportunity can affect their interprofessional socialization. In healthcare education, exposure to real-life scenarios or case studies is an important part of applying disciplinary theory. Educators may struggle to bring these scenarios to life in a classroom setting. John Dewey (1938), known as one of the most influential minds in educational philosophy, believed that education was most effective through action and experience. Building on the work of Dewey, Kolb's (2014) experiential learning theory proposes learners can achieve a higher level of learning by experiencing a situation, reflecting on their actions afterward, and conceptualizing reflections and thoughts to find their significance (Poore et al., 2014). Simulation with debriefing is a form of experiential learning that is well-established in the literature as an effective education modality to enhance healthcare students technical and non-technical skills (e.g. Teamwork and communication) (Levitt-Jones & Lapkin, 2014; Sezgin & Bektas, 2023). Traditional simulation involves healthcare professionals or students coming to a common location and practicing skills on simulators or standardized patients (actors). This form of simulation-based education can be valuable to increase psychomotor skills, enhance critical thinking, or develop interprofessional competencies (Sezgin & Bektas, 2023). Although valuable, there can be many barriers to traditional simulation, such as excessive cost, difficulty of participants to have dedicated time for simulation, and limited educators trained in simulation facilitation (Qayumi et al., 2014). These barriers are amplified when discussing interprofessional simulations and/or simulations using standardized patients. Virtual simulations are being increasingly used as an effective education modality to supplement curriculum (Baker & Jenney, 2023; Shorey & Esperanza, 2021). Virtual simulations can be offered synchronously or asynchronously, increasing access to experiential learning. Virtual simulations allow learners in rural areas or non-traditional learners who may not be able to attend traditional simulations to participate in experiential learning (Collin et al., 2024). Virtual simulations can be uniprofessional or interprofessional. By facilitating interprofessional virtual simulations, some barriers to interprofessional learning are reduced. Interprofessional exposure and interaction is a vital component to healthcare students' development prior to entering the workforce (Khalili et al., 2013). Interprofessional socialization enhances interprofessional collaboration and increases students' desire for more interprofessional interactions (Dolan & Nowell, 2023). Interprofessional socialization is a vital component of pre-licensure healthcare education and often the first step towards collaborative practice (Dolan & Nowell, 2023). Virtual interprofessional simulations can increase interprofessional socialization in healthcare students and professionals (Liaw et al., 2020). Providing students with the opportunity to debrief with students from other professions where they can begin to value collaboration, understand their roles better, identify common goals of the healthcare team, and break out of their professional silos will promote interprofessional socialization and the development of a dual identity: a professional identity and an interprofessional identity (Dolan & Nowell, 2023). There has been an increased focus on preparing healthcare professionals to be able to screen for IPV. Published literature supports the use of simulation as one modality to enhance knowledge and confidence around IPV. Simulations with standardized patients have been used to prepare healthcare workers to screen for and respond to IPV (Woroch & McNamara, 2023). It is important that healthcare students be able to apply and enhance their learning of trauma and violence-informed care within the safety of their educational programs. Standardized patients can bring an enhanced sense of authenticity to the learning experience (Doolen et al., 2014). The use of standardized patients in creation of the VGSs will provide an immersive and authentic environment for students to experience the emotional weight of the clients' struggle, reflect, and develop a collaborative response to best support the client. The use of VGS education has been found to be an effective modality to provide learning regarding IPV (Jenney et al., 2023); however, the use of VGS to regarding trauma and violence informed interprofessional care following disclosure is needed. Following needed. Following the VGS, an interprofessional group of students will come together to learn and reflect on challenging moments, decision points, and explore their concerns in a psychologically safe environment. The primary goal of this project is to increase healthcare students' knowledge, skill, and confidence when responding to IPV disclosures. Additionally, we seek to increase students' interprofessional socialization by providing an interprofessional debriefing session following the simulation experience. The learning objectives for the VGSs will be that students are able to (a) demonstrate the ability to screen for IPV, (b) demonstrate the ability to respond to IPV disclosures through a trauma and violence-informed lens, (c) discuss available resources for IPV victims, (d) articulate the components and importance of interprofessional collaboration in responding to IPV disclosures, and (e) identify their role on the interprofessional team in responding to IPV. Following the VGS experience, we will explore the confidence of healthcare students to respond to IPV and the impact of having an interprofessional training on students interprofessional socialization. We aim to answer the following research questions: (1) What is the effect of an interprofessional virtual learning simulation on healthcare students' confidence to respond to IPV disclosures following screening and how does learning with other healthcare students effect their attitudes toward interprofessional socialization and collaboration (quantitative question)? (2) How do students describe their experiences and perceptions of the VGS (qualitative question)? and (3) How do the qualitative data converge or diverge with the quantitative data (mixed methods question)?

Q8.5. G4. Identify the activities you will undertake for your project and clearly describe how they align with, and contribute to, the project you identified above. Specify the innovation, interventions, or activities you will create or use. For **SoTL projects**, include the kinds of evidence and/or information to be gathered or generated, how they will be gathered or generated, and the methods or approaches you will use to analyze the evidence gathered. For **educational leadership projects**, discuss the kinds of engagement you seek, and the methods or approaches you will use to engage colleagues in this initiative. 1000 words (3 points).

Simulation Scenario Development The VGSs will be developed by a transdisciplinary team (one faculty member and one student from each discipline). Meetings will be held to discuss scenario development and implementation to ensure this educational intervention reaches its potential in each discipline. The team will focus on ensuring the scenario is authentic, while paying attention to incorporating interprofessional competencies throughout the VGSs and activities (pre-learning, pre-brief, and debrief). Scenarios will occur in interprofessional healthcare settings. Scenarios will be approached from the perspectives of a health professional and a social worker. The health professional will have the option to screen for violence, then be asked to respond to a disclosure, including collaboration with a social worker. The social worker perspective will start with the request from the health professional, then go into the interaction with the patient. We have included scenarios that represent a diversity of intimate partner relationships and victims. These are important distinctions as many education interventions are limited to heterosexual women as victims. These scenarios represent starting points for collaboration by the transdisciplinary team to review, refine, or recreate. Simulation Implementation The VGSs will be offered to students in programs represented by faculty collaborators. Collaborators will send recruitment emails to appropriately leveled students. We will rely on collaborators from each discipline to identify which student groups would benefit from this educational supplement. Students will be sent a pre-simulation survey. A link to the pre-learning and VGS will be provided on the final page of the survey. Pre-learning will include two pre-recorded lectures (30-minutes each): (a) an interprofessional collaboration lecture, and (b) a trauma-informed therapeutic response to IPV disclosure lecture. Students will be asked to independently complete the VGSs on their own device. Throughout the simulation students will have to make decisions such as, if to screen for IPV, how they might respond to IPV disclosures, and if to refer to social services. Students will be asked to record a verbal communication to another profession regarding the case. These responses will be recorded on Affinity Learning. Following the VGS, students will come together for a group debrief structured by the PEARLS debriefing model (Eppich & Cheng, 2015). A post-simulation survey will be administered to gather quantitative and qualitative data regarding the influence of the VGSs on healthcare students' confidence to respond to IPV disclosures following screening, how learning with other healthcare students can affect their interprofessional socialization, and their overall experience with the interprofessional VGS experience. Research Methods We will complete a convergent mixed methods study. We will examine quantitative and qualitative survey and VGS data to better understand the experiences of students participating in the VGSs, if it has influenced their confidence to respond to an IPV disclosure, and if learning with interprofessional students has influenced their interprofessional socialization. (Creswell, 2022). Integration will occur when we examine both sets of findings for convergences and divergences. All data will undergo integrative analysis through use of a joint display (Guetterman et al., 2015). Sample/Participants Participants will be students at UCalgary from the faculties of Social Work, Nursing, and the Cumming School of Medicine who participate in the pre-learning, VGSs, and synchronous debrief. Participants will be recruited by email. Educators who feel these VGSs are particularly relevant to their course curriculum may promote the VGS as supplemental learning to their students. Students will be included if they are students from one of the faculty collaborators' identified programs and levels. We will allot an equal number of VGS time slots to each profession included in the study. Once capacity for a profession has been reached, we will cease recruitment of those students. We will use convenience and purposive sampling. Data Collection Survey. Pre-simulation surveys will include demographic items such as, gender, age, ethnicity, professional designation, years of clinical experience, and experience with interprofessional education. Students will be asked to complete questions regarding readiness to screen for IPV via the READIness scale (Sawyer et al., 2022) and interprofessional socialization via the ISVS9a/9b (King et al., 2106). Students will be asked quantitative questions regarding satisfaction, relevance, and usability of the VGSs. All quantitative questions (except demographics) will be on a 7-point Likert scale. Qualitative questions will be used to explore student experiences and perceptions of the learning experience. We will gather data from Affinity Learning regarding participants decision point answers, their reflections, and their interprofessional report audio recording. This recording will be transcribed using artificial intelligence within Affinity Learning. Procedures. Students will be asked to sign up for a VGS time slot (3.5 hours). Students will be sent a link to the virtual platform where they will receive basic instructions for the time block and given the pre-simulation survey link (10 minutes). Once complete, students will be instructed to watch the pre-recorded lectures (1 hour) and complete the VGSs (1 hour). Students will be given a time to return for debrief (60 minutes). At the end of the structured co-facilitated debrief, students will be provided a link for the post-simulation survey (10 minutes). Students will be given a \$75 incentive following completion of the post-simulation survey. Data Analysis Quantitative data will be analyzed using descriptive and inferential statistics. Descriptive statistics will allow us to characterize the students and overall survey results. Inferential statistics will allow us to determine if the VGS experience had a significant effect on students' readiness to screen and attitudes toward interprofessional socialization and collaboration. Additionally, inferential statistics can be used to assess any correlations between demographic data (profession, gender, etc.) and survey results. Qualitative data (interprofessional report transcripts and survey responses) will be analyzed with thematic analysis (Braun & Clarke, 2006). Text data will be uploaded into NVIVO software to facilitate qualitative data organization; however, the data will be analyzed by the research team. To ensure rigour, all team members will review the findings. An audit trail will be kept, including but not limited to reflective journals for those collecting and analyzing data, memos, and a research log of activities, decisions, and rationales.

Q8.6. G5. Describe how you will engage students in your project, including their roles and activities and how you will recognize their contributions. Scholarship is strengthened by the inclusion of all relevant perspectives, particularly those of learners, at the center of teaching and learning experiences. How will you include these perspectives in your project? 250 words (3 points).

The VGSs will be developed by a transdisciplinary team including nursing, social work, and medicine, including undergraduate student representatives from each. Meetings will be held to discuss scenario development and implementation to ensure this educational intervention reaches its potential in each discipline. This team will ensure the scenario is authentic and incorporate interprofessional competencies throughout the learning experience. Students will be involved in implementation planning meetings to ensure logistics are student friendly. Finally, those students involved in the scenario development and logistics planning, will be trained as simulation facilitators. Once trained, they will help to facilitate debriefing of students who choose to participate in the SoTL study. This training and experience will be valuable to undergraduate students as they will learn teaching strategies and how to better collaborate with other members of the healthcare team. Students will also participate in data collection and analysis. Students will be mentored through statistical data analysis. They will be trained to conduct semi-structured interviews. Once the interviews are completed, students will be trained in thematic analysis. Students will be mentored at every step in the research process. Following analysis, students will contribute and be recognized as co-authors/contributors on the VGS itself, future publications and conference presentations. Students will be supported to attend the Taylor Institutes of Teaching and Learning's annual conference to present findings and attend sessions. We see students as instrumental to this program's success. By including transdisciplinary student perspectives, we hope to create VGSs that are useful and accessible to multiple faculties.

Q8.7. G6. Describe the impact your project will have on improving teaching and student learning, and link this impact back to your question and the context you described above. Explain how your work will benefit others; how you will share your findings locally and beyond, and how these impacts will be sustained beyond the funding period for the project. What would successful completion of your project look like: how would it affect the context you described? How would it provide helpful responses to the question described? How will

teaching and learning at the University of Calgary—other academic courses, educators, and contexts—benefit from your project's activities, instruments, or findings? Specify how you will disseminate your findings. 500 words (3 points).

This project will directly impact teaching and learning in multiple disciplines. Furthermore, it can be used in multiple programs throughout each discipline. The goal of this SoTL project is to create VGSs comprised of realistic and interactive videos that represent an IPV disclosure, providing learners the opportunity to practice and reflect on potential responses. The learning objectives of this simulation-based education are open to revision based on the discussion by the transdisciplinary team planning team (including students). This project will be considered successful if we can achieve the following: Impact student learning, confidence, and interprofessional socialization: These VGSs will be designed to increase student knowledge regarding violence and trauma-informed care, thereby increasing students' confidence to face similar scenarios upon entry into the healthcare system. This education initiative will also bring together learners from different disciplines to learn with, from, and about each other in the context of a collaborative response to IPV disclosures. By exposing students to learners from other professions, we will increase their interprofessional socialization, an essential component of healthcare students' education. Creating an open educational resource for UCalgary and beyond: These VGSs will be created and maintained on the Affinity Learning platform. Affinity Learning hosts content created as an open access resource to others free of charge. Following the SoTL mixed methods evaluation, we will make needed revisions and publish this group of VGSs as an open education resource. This resource can be used by other educational institutions across Canada and internationally. When requested, we will offer supplemental materials, such as facilitator guides, links to the pre-recorded lectures, and an interprofessional debriefing guide. Additionally, we see this as an excellent resource to be used by practicing professionals, thereby increasing its potential impact. SoTL Implications: This study will inform our understanding regarding how interprofessional VGS can influence healthcare students' confidence to respond to IPV disclosures following screening and how this interprofessional learning opportunity can affect their interprofessional socialization. If found to be effective, this virtual modality of education has the potential to provide an evidence-informed approach to teaching and learning of collaborative, violence, and trauma-informed care in the setting of IPV. It will further build capacity in three faculties for the provision of experiential learning opportunities that have high impact and are not resource dependent. Knowledge dissemination: The findings of this SoTL work will be disseminated to healthcare faculties within UCalgary via stakeholder meetings and the Taylor Institute Conference on Postsecondary Learning and Teaching. Research team members (including students) will prepare and present findings at a national simulation or higher education conference. Team members will write a manuscript and submit it to a simulation journal with an interprofessional audience. Additionally, team members will present findings to the provincial healthcare authority simulation program and ABSim (a simulation community of practice for Alberta) for broader dissemination of this VGS to healthcare professionals across the province.

Q8.8. G7. How have you included consideration of principles of equity, diversity, inclusion, and accessibility (EDIA) in the design and execution of your project? Incorporation of the principals of EDIA strengthens communities and has been shown to improve the quality, social relevance and impact of scholarship and practice. How will you strengthen your work by following these principles? 250 words (3 points).

This project will prepare students to work with a diverse patient population in their future practice. Scenarios will be designed to represent diverse populations including gender, race, mental and physical health, income insecurity, and sexuality. Providing this experiential learning initiative online increases access for students who may not be able to attend an in-person simulation event. Students living in rural settings will not face the burden of having to travel to engage with learners from other professions. These scenarios will expose all learners to a simulated IPV disclosure from diverse patients, an exposure that is unlikely to occur in practicum. This education can contribute to their understanding of EDIA and its implications in the setting of IPV. Given the intentional inclusion of diverse populations in the simulation scenarios, we will create a diverse research team to ensure scenarios are written in an authentic and respectful way. We will follow the Tri-Council best practices guide to recruitment and hiring. The PI has completed tri-council recommended trainings to increase awareness of implicit bias. For example, we will recruit a diverse student research assistant pool by using nongendered, inclusive, and unbiased language in posting and recruiting for the position. We will assess applicants for their knowledge, skills, and lived experience that will contribute to scenario development and data analysis. We will employ recruitment strategies that convey we are committed to a safe, inclusive work environment. Having diverse team members will make the education more inclusive and empowering, while addressing harmful stereotypes and biases.

Q8.9. G8. Do you wish to receive the \$5,000 Emerging Scholar Incentive?

In an effort to encourage scholars to develop their skills in research and scholarship around teaching and learning, we are providing an Emerging Scholar incentive of \$5,000 for successful applications that include graduate students, academic staff, support staff, or postdoctoral scholars as co-applicants. This individual must be new to the Teaching and Learning Grants program and not have received one previously. This incentive can be used for any eligible grant expense. This is in addition to the specified maximum award amount for two-year grants (\$10,000) and three-year grants (\$40,000). If you apply for this incentive, please ensure that you incorporate the \$5,000 into your budget request and total funds requested.

- ☐ No
- ☒ Yes

Q8.10. G8.1. If yes, please identify and describe the role of the Emerging Scholar on your team in this project, and explain how participation in this project will benefit the development of their skills and knowledge in the scholarship of teaching and learning.

Please do not include identifying information such as team member names in this answer.

The emerging scholar, Dr. Sara Dolan, is a postdoctoral scholar with the Faculty of Social Work and will serve as a co-applicant on this project. Dr. Dolan will coordinate with collaborators from different faculties to arrange regular meetings. She will lead discussions regarding scenario development and simulation implementation. She will coordinate with collaborators and students on data collection and analysis. Finally, Dr. Dolan will lead knowledge dissemination with student collaborators, including manuscript development and conference presentations. Dr. Dolan has experience with mixed methods research and simulation. She also has experience working on transdisciplinary research teams in the academic and healthcare setting. Being a nurse, Dr. Dolan offers a valuable perspective for this project. We believe that having investigators who represent different professions will strengthen this VGS. Dr. Dolan will gain experience as a leader for this transdisciplinary education initiative. Furthermore, she will begin to build a network for future SoTL collaborations at UCalgary and beyond. Through this work Dr. Dolan will continue to hone her SoTL knowledge and skills under the guidance of Dr. Angeliqe Jenney.

Q8.11. G9. If needed, you may upload one pdf document with relevant graphics and figures (max. 2 pages).

Q8.12. G10. Please list full citations for all sources cited above using a citation style relevant to your context.

Baker, E., & Jenney, A. (2023). Virtual Simulations to train social workers for competency-based learning: A scoping review. *Journal of Social Work Education*, 59(1), 8-31. <https://doi.org/10.1080/10437797.2022.2039819> Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101, <https://doi.org/10.1191/1478088706qp0630a> Collin, C., Putney, J., Halmo, R., Chinamasa, G., Desmond, S., Dodillet, N., & Cadet, T. (2024). Impact of virtual learning on interprofessional simulation outcomes: A mixed-methods study. *Journal of Rural Mental Health*, 48(1), 36-46. <https://doi.org/10.1037/rmh0000245> Creswell, J. W. (2022). A concise introduction to mixed methods research (2nd ed.). SAGE. Dewey, J. (1931). The development of American pragmatism. In H. S. Thayer (Ed.), *Pragmatism: The classic writings* (pp. 23–40). Hackett. Dolan, S., & Nowell, L. (2023). Interprofessional socialization: A concept analysis. *Journal of Interprofessional Care*, Advance online publication. <https://doi.org/10.1080/13561820.2023.2253845> Doolen, J., Giddings, M., Johnson, M., de Nathan, G. G., & Badia, L. O. (2014). International Journal of Nursing Education Scholarship, 11(1), 55-62. <https://doi.org/10.1515/ijnes-2013-0075> Eppich, W., & Cheng, A. (2015). Promoting Excellence and Reflective Learning in Simulation (PEARLS) development and rationale for a blended approach to health care simulation debriefing. *Simulation in Healthcare*, 10 (2), 106-115. <https://doi.org/10.1097/SH.0000000000000072> Guetterman, T. C., Fetter, M. D., & Creswell, J. W. (2015). Integrating quantitative and qualitative results in health science mixed methods research through joint displays. *The Annals of Family Medicine*, 13(6), 554–561. <https://doi.org/10.1370/afm.1865> Jenney, A., Koshan, J., Ferreira, C., Tortorelli, C., Nikdel, N., Johnson, T., Allison, A., Krut, B., Weerahandi, A., Wollny, K., Pronyshyn, N., & Bagstad, G. (2023) Developing virtual gaming simulations to promote interdisciplinary learning in addressing intimate partner and gender-based violence. *Journal of Social Work Education*. 59(sup1), S76–S88. <https://doi.org/10.1080/10437797.2023.2193597> Khalili, H., Orchard, C., Spence Laschinger, H. K., & Farah, R. (2013). An interprofessional socialization framework for developing an interprofessional identity among health professions students. *Journal of Interprofessional Care*, 27(6), 448-453. <https://doi.org/10.3109/13561820.2013.804042> King, G., Thomson, N., Rothstein, M., Kingsnorth, S., & Parker, K. (2016). Integrating research, clinical care, and education in academic health science centers an organizational model of collaborative workplace learning. *Journal of Health Organization and Management*, 30(7), 1140-1160. <https://doi.org/10.1108/JHOM-11-2015-0177> Kolb, D. (2015). *Experiential Learning: Experience as the source of learning and development* (2nd ed.). Pearson Education. Levitt-Jones, T., & Lapkin, S. (2014). A systematic review of the effectiveness of simulation debriefing in health professional education. *Nurse Education Today*, 34, e58-e63. <http://dx.doi.org/10.1016/j.nedt.2013.09.020> Liaw, S. Y., Ooi, S. W., Rusli, K. D. B., Lau, T. C., Tam, W. W. S., & Chua, W. L. (2020). Nurse physician communication team training in virtual reality versus live simulations: Randomized controlled trial on team communication and teamwork attitudes. *Journal of Medical Internet Research*, 22(4), e17279. <https://doi.org/10.2196/17279> Poore, J. A., Cullen, D. L., & Schaar, G. L. (2014). Simulation-based interprofessional education guided by Kolb's experiential learning theory. *Clinical Simulation in Nursing*, 10, e241-e247. <http://dx.doi.org/10.1016/j.ecns.2014.01.004> Sawyer, S., Melvin, G., Williams, A., & Williams, B. (2022). A new scale of readiness for health care students to encounter partner abuse. *Journal of Interpersonal Violence*, 37, (15-16), NPI 4877-NPI 4897. <https://doi.org/10.1177/0886260520981131> Sezgin, M., & Bektas, H. (2023). Effectiveness of interprofessional simulation-based education programs to improve teamwork and communication for students in the healthcare profession: A systematic review and meta-analysis of randomized controlled trials. *Nurse Education Today*, 120, 105619. <https://doi.org/10.1016/j.nedt.2022.105619> Shorey, S., & Ng, E. D. (2021). The use of virtual reality simulation among nursing students and registered nurses: A systematic review. *Nurse Education Today*, 98, 104662. <https://doi.org/10.1016/j.nedt.2020.104662> Qayumi, K., Pachev, G., Zheng, B., Ziv, A., Koval, V., Badiei, S., & Cheng, A. (2014) Status of simulation in health care education: An international survey. *Advances in Medical Education and Practice*, 5, 457-467, <https://doi.org/10.2147/AMEP.S65451> Woroch, R. A., & McNamara, M. (2023). Intimate partner violence standardized patient simulation for nurse practitioner students. *Journal of the American Psychiatric Nurses Association*, 29(4), 338-343. <https://doi.org/10.1177/10783903211023557>

Q9.2. H1. Please fill out the provided timeline template for your project in the form of a Gantt chart. Export as a pdf, review formatting, and attach with your proposal. Note: The timeline for grant activities should be April 1 – May 31.

Q10.1. I. BUDGET

This question was not displayed to the respondent.

Q10.2. I1. Please fill out the provided budget summary table template. Include a detailed estimate of expenditures with a rationale for how all spending will support the project's goals. Export as a pdf, review formatting, and attach with your proposal.

Note: The timeline for budget spending should be April 1 – May 31. If requested, the emerging scholar incentive should be included in the total funds requested.

Q11.1. Please complete the following questions for the Open Educational Resource area of focus if relevant. For more information on OER or links to resources, please review the OER section on the [website](#).

OER1. Have you already conducted a search for open educational resources that relate to your proposed OER project? You can access the [OER By Discipline Guide](#) or the [Open Course Matching Service](#) for support in getting started with your OER search.

- ☒ Yes
- ☐ No
- ☐ Other

Q11.2. OER1.1. Please provide more information.

This question was not displayed to the respondent.

Q11.3. OER2. Will you be adapting an existing OER, creating a new OER, or developing ancillary/supplemental materials (e.g. question banks, videos, sample exams, etc.)? (Select all that apply)

- ☐ Adapting an existing OER
- ☒ Creating a new OER

☐ Developing ancillary or supplemental materials

Q11.4. OER2.1. URL(s) for existing OER:

This question was not displayed to the respondent.

Q11.5. OER2.2. Type of materials:

This question was not displayed to the respondent.

Q11.6. OER3. It is expected that OER projects will be shared under a Creative Commons (CC) license. What Creative Commons License are you planning on applying to your OER project? (50 words) Note that the assignment of a CC license does not impact the creator's copyright ownership of their work.

Creative Commons Attribution-NonCommercial-No Derivatives 4.0 International This license requires that reusers give credit to the creator. It allows reusers to copy and distribute the material in any medium or format in unadapted form and for noncommercial purposes only.

Q11.7. OER4. Are there platforms or tools that you are currently considering for the development and release of your OER project? (50 words)

Note: If you are unsure, contact [Libraries and Cultural Resources](#) to discuss your options.

The video simulation is housed on the Affinity Learning platform. Affinity Learning has an open education resource option within its platform.
<https://app.affinitylearning.ca/community/browse>

Intimate Partner Violence VGS TI Grant Timeline										
		Year One			Year Two			Year Three		
		April- July 2025	Aug- Nov 2025	Dec 2025- March 2026	April- July 2026	Aug- Nov 2026	Dec 2026- March 2027	April- July 2027	Aug- Nov 2027	Dec- March 2028
Project Set-up										
Apply to ethics board		X								
Meet with transdisciplinary team		X								
Develop a data management plan		X								
Recruit undergraduate students		X								
Develop and refine VGS scenarios		X								
Develop implementation plan		X								
Film VGSs			X	X						
Implementation										
Train facilitators					X					
Logistics planning					X					
Simulations						X	X			
Data Collection										
Student Participants	Surveys					X	X			

University of Calgary Teaching and Learning Grants Budget Template

Please see budget information and guidelines at <https://taylorinstitute.ucalgary.ca/grants/apply#key-application-elements>

When complete print to PDF and upload to the Budget section of your Synto application form. Please do not include any identifying information in your budget.

Synto Application ID Number _____

Project Title Intimate partner violence disclosure response: An interprofessional Virtual Gaming Simulation (VGS) _____

Grant Type Scholarship of Teaching & Learning (SoTL) _____

Budget

Year 1 (April 1-March 31)

EXPENSE TYPE	RATIONALE <i>(delete categories not used)</i>	Cost
Personnel	<i>estimate total cost of student hire use hourly wage x 20% for mandatory employer related costs (e.g. EI, CPP)</i>	
Graduate Assistant Research (Development)	4 Undergraduate students 8 hours each for meetings, planning and development of materials (32 hours total @ \$25 per hour) + 20%	\$ 960.00
Simulation Coordinator	\$60/hour, 25 hour/simulation x 6 simulations, for technical expertise with coordination of filming, post-production, video editing, and simulation creation (incl. 20% for mandatory employer related costs)	\$ 9,000.00
Director + Film Crew	\$1200/day (incl. 20% mandatory employer related costs) x 6 simulations (two simulations would require 1 full day of filming)	\$ 4,800.00
Simulated participants (actors)	\$350 per actor per day x 4 actors x 4 days	\$ 5,600.00
Other (describe)		
Props, location, food costs and miscellaneous incidentals for filming	\$400/simulation x simulation filming days	\$ 1,600.00
Total Year 1		\$ 21,960.00

University of Calgary Teaching and Learning Grants Budget Template

Please see budget information and guidelines at <https://taylorinstitute.ucalgary.ca/grants/apply#key-application-elements>

When complete print to PDF and upload to the Budget section of your Synto application form. Please do not include any identifying information in your budget.

Synto Application ID Number _____

Project Title Intimate partner violence disclosure response: An interprofessional Virtual Gaming Simulation (VGS) _____

Grant Type Scholarship of Teaching & Learning (SoTL) _____

Budget

Year 2 (April 1-March 31)

EXPENSE TYPE	RATIONALE <i>(delete categories not used)</i>	Cost
Personnel	<i>estimate total cost of student hire use hourly wage x 20% for mandatory employer related costs (e.g. EI, CPP)</i>	
Undergraduate Student-Simulation Facilitation	<i>Simulation student facilitator training (2 hours per student for a sub-total of 8 hours) + 3 simulation days (4 hours each day for a sub-total of 16 hours)= (24 hours x \$25 per hour)+ 20%</i>	\$ 720.00
Graduate Assistant- Research (Data Analysis)	<i>2 Graduate students, 40 hours each for qualitative and quantitative data analysis (80 hours total @ \$30 per hour) + 20%</i>	\$ 2,880.00
Other (describe)		
Honorarium for student participants	<i>Each student that completes the pre-and post-simulation survey will get a \$75 for 90 student</i>	\$ 6,750.00

University of Calgary Teaching and Learning Grants Budget Template

Please see budget information and guidelines at <https://taylorinstitute.ucalgary.ca/grants/apply#key-application-elements>

When complete print to PDF and upload to the Budget section of your Synto application form. Please do not include any identifying information in your budget.

Synto Application ID Number _____

Project Title _____
Intimate partner violence disclosure response: An interprofessional Virtual Gaming Simulation (VGS)

Grant Type _____
Scholarship of Teaching & Learning (SoTL)

Budget

Total Year 2	\$	10,350.00
--------------	----	-----------

Year 3 (April 1-March 31) N/A for Development and Innovation grants

EXPENSE TYPE	RATIONALE (delete categories not used)	Cost
--------------	--	------

Personnel *estimate total cost of student hire use hourly wage x 20% for mandatory employer related costs (e.g. EI, CPP)*

Graduate Assistant- Research (Knowledge Dissemination)	2 Graduate students 30 hours each for manuscript writing and presentation creation (60 hours total @ \$30 per hour) + 20%	\$	2,160.00
--	---	----	----------

Travel ** should NOT exceed 30% of total project budget **

Attendance at one regional conference	UCalgary SoTL conference fees for project members and graduate RAs, 2 faculty/staff (\$240/each), 6 students (\$175/each)	\$	1,530.00
---------------------------------------	---	----	----------

Parking on site for 8 team members x 1 day @\$9 per day	\$	72.00
---	----	-------

Poster or other materials printing	\$	200.00
------------------------------------	----	--------

Attendance at one national conference	1 member of research team (\$800) and 2 students (\$300) registration	\$	1,400.00
---------------------------------------	---	----	----------

Travel to Toronto 1 research faculty and 2 students via airplane (~800CAD per ticket)	\$	2,400.00
---	----	----------

Accommodation, 4-night stay at conference hotel at \$225	\$	2,700.00
--	----	----------

Food (breakfast, lunch, dinner) \$60 per day for 4 days	\$	720.00
---	----	--------

Poster or other materials printing	\$	200.00
------------------------------------	----	--------

Transportation to and from conference center from the airport	\$	300.00
---	----	--------

Materials and supplies *hardware, software, additional items to be purchased*

University of Calgary Teaching and Learning Grants Budget Template

Please see budget information and guidelines at <https://taylorinstitute.ucalgary.ca/grants/apply#key-application-elements>

When complete print to PDF and upload to the Budget section of your Synto application form. Please do not include any identifying information in your budget.

Synto Application ID Number

Project Title

Grant Type

Intimate partner violence disclosure response: An interprofessional Virtual Gaming Simulation (VGS)

Scholarship of Teaching & Learning (SoTL)

Budget			
Dissemination fees	<i>* should NOT exceed 20% of total project budget *</i>		
Open Access Fees	Open access fee to publish in a simulation journal	\$	4,500.00
Other (describe)			
Total Year 3		\$	16,182.00
PROJECT TOTAL		\$	44,892.00

