

Introduction to

SIMULATION FACILITATION

Setting the Stage

Setting the Stage (Briefing)

This may be done at the onset of an event involving multiple sessions, and/or prior to an individual simulation session. Clarifying expectations helps to promote and maintain a safe learning environment overall. The following bullet points serve as a guide, however you may find it helpful to adapt it to your own individual needs. Please reference the **red examples** following each section. These describe or provide verbal scripts (in quotes) for how each section has been addressed in an existing simulation program.

Introductions

Set the stage for transparency by ensuring that learners know the roles of everyone they will encounter during their simulation experience.

Faculty introduce themselves. For inter-professional events, nursing learners are introduced, identifying them as participating learners working side-by-side with the residents.

Orientation to the format and goal(s) for the day

Identify TeamSTEPPS as the shared team "language"

"OSF Ministry has identified 'TeamSTEPPS' as the framework for how members of the care team should communicate with each other. When we're discussing team performance and communication, we'll be using those terms just as we should be doing in the clinical space. If any terms are unfamiliar to you, please do not hesitate to ask for clarification."

Housekeeping and "Hygiene Factors"

Limit surprises and learner frustration by being clear about the schedule and the environment. Include information on everything that may affect or is part of the learners' experience: time-frame, location(s), debriefing, wrap up session, evaluations, handouts, etc). Create the foundation of a supportive environment by attending to learner needs such as bathrooms, food/drinks, how they can handle any unexpected clinical demands (e.g. getting paged). Review session specific goals/objectives with learners if applicable. Introduce debriefing as the most important part of the simulation.

“Today our event will run from 9am to 11:30am and we will run 3 different scenarios related to shock in pediatric patients, with a short break in between each case so you can use the bathroom, grab a snack from here or answer pages if needed. With respect to the simulations, each scenario takes 5-10 minutes. There will be a Standardized Participant in the role of parent at the bedside – you should interact with them as you do with parents of your patients in the hospital. You will wait as a team in the debriefing room. The onset of the event will be when the ‘pert’ or ‘code blue’ is called overhead when you hear that, go directly to [the sim room] VICU1.

Immediately after the simulation, debriefing will occur in the debriefing room and will last 15-30 minutes. The debriefing is where the ‘real’ learning occurs. For those of you who may not have been through a sim debriefing before, it’s an interactive discussion involving all team members where participants share reactions to the case, identify what went well or opportunities to improve related to the objectives, and then identify take-aways. During today’s debriefing we’ll be discussing management of pediatric patients in shock and how to maximize team performance, with the ultimate goal of using what we learn in the sim lab to improve our daily clinical practice.”

Convey Commitment to the Learners

Learning is improved when learners believe their instructors are genuinely interested in them and are committed to helping them succeed. This concept is reflected throughout the briefing, but is explicitly stated in the **Basic Assumption**: “At Jump we assume that all learners are intelligent, here to learn, improve their performance and ultimately improve the care provided to our patients.”

“We believe all learners coming to Jump are intelligent, here to learn, improve their performance and ultimately improve care provided to our patients. Maintaining a safe learning environment requires mutual respect and confidentiality. We understand that sometimes simulated events make learners nervous, and their behavior or actions may not necessarily reflect what would be done at bedside. The idea is to identify those learning opportunities where something different might be done next time based on one’s own insight. We’ve put these simulations together to help you train to be your best.”

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Clarify Issues of Consequence and Confidentiality

Just like HIPAA for patients, learners should not discuss the performance of their peers outside of the simulation lab.

“Sim lab is like Vegas...what happens in the sim lab stays in the sim lab. No elevator conversations about how your colleague managed the scenario. You’ll see when you’re the one in the “hot seat” that things seem much more ‘obvious’ when you’re just watching than when you’re running it.”

Describe assessment purpose/methods

Ensure transparency of purpose by describing how the learners will be assessed (e.g. procedure checklist, team performance score) and what will be done with that information (used to facilitate the debriefing, included in employment file).

“Today is purely for your educational benefit. Though you will see me and the other facilitators with clipboards in hand, taking notes, we’re doing this to remember points of discussion for the debriefing. Nothing about your performance today will be going in your academic record – it’s purely for feedback and improvement. If anything about your participation is going to be released outside of the sim lab (like milestone assessments), we will let you know.”

Explicitly discuss AV

Cameras are continuously recording at Jump, but data is automatically written over after 30 days. Learners should be made aware of that, and what will happen with the recording of their performance. Discuss any additional consents if recordings will be kept and used at a later date (e.g. research).

Establish Fiction Contract ("The Deal")

Fidelity and Equipment/Environmental Safety

Review Equipment safety and mannequin capabilities, use of SPs or moulage, and orient to space and equipment if not previously done. Learners should be familiar with the manikin(s) before starting scenarios. They should be oriented by the simulation specialist the first time a mannequin is used. Identify potential hazards – live energy with LifePaks, real O2, needles, etc.

"The beauty of simulation is that you can DO much of what you do in your real work – so make sure that you DO everything you can. When the technology or the environment limits what we can create or what you can do, we will let you know. As an example, since we cannot recreate many physical findings, a video of the patient's initial appearance might be shown, and facilitation of information will be done via bedside nurse and/or parent."

Non-apologetic acknowledgment of limitations

It is important learners understand that the facilitators are aware of the limitations. However, avoid apologizing or making excuses. Explicitly acknowledge that performance in the sim lab may not parallel their clinical performance.

"We understand there are limitations to the technology that prevent us from perfectly recreating patients and our environments. Our goal is not to trick anyone or try to induce mistakes. Sometimes the exam findings (like murmurs and lung sounds) may be difficult to interpret – please relay your physical findings to the care team aloud (which is also good practice to ensure the team has a shared mental model), so if there is a discrepancy between what you observe and what was intended, we may clarify for you. We understand that what people do in the sim lab isn't necessarily what they would have done with the same patient in the hospital – but it still provides a great platform for discussion and learning."

Request engagement

"We ask you to make "the deal" with us: We will do our best to make the session as realistic as possible, with nothing withheld, and in return we ask you to do the same and treat the mannequins as you would a real patient. 'Make it as real as you can for the person next to you.'"

Close by Soliciting Learner Questions

Setting the Stage

Exercise - The Fire Drill

After watching the video of a simulation-based training event for a fire drill, you will be asked to “Set the Stage” for the learners in the video as if you were about to begin their training exercise. It may be helpful to take notes for the different content areas while watching the video presented:

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