007: The Brief
Simulation Prework & Prebriefing: Best Practice

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Objectives
- Review the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice: Simulation Design and Facilitation
- Compare current prebriefing evidence in literature to simulation practice
- Discuss preparatory activities and prebriefing information to facilitate student-learning outcomes
- Identify strategies to utilize when designing simulation learning preparatory work and prebriefing

Conflicts of Interest
- None to report

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Preparatory work, Prebriefing, Briefing

- Say WHAT?!

- Prebriefing:
  - an information or orientation session immediately prior to the start of a simulation-based experience (SBE) in which instructions or preparatory information are given to the participants. The purpose of prebriefing is to establish a psychologically safe environment for participants. (INACSL, 2016)

Preparatory work, Prebriefing, Briefing (continued)

- Preparatory work:
  - activities and resources to promote the best possible opportunity for participants to be successful in addressing the simulation objectives
  - allow for participants to complete preparation activities in advance of the simulation prebriefing

- We have a clear goal for the simulation but……. frames

- One word…… Perspective

INACSL Standards of Best Practice Simulation

- Simulation Design
  - Criterion 7
  - Criterion 10

- Facilitation
  - Criterion 3
Simulation Design Standard
Criterion 7
- Begin simulation-based experiences with a prebriefing
  - Conduct a “structured” prebrief to set the stage
    - Complete immediately before the scenario
    - Establish trust and respect
    - Review expectations
    - Completion or review of contract
    - Orientation to space, equipment, and manikins

Simulation Design Standard
Criterion 10
- Provide preparation materials and resources to promote participants' ability to meet identified objectives and achieve expected outcomes of the simulation-based experience
  - Reading assignments
  - Concept mapping
  - Worksheets
  - Video clips
  - Pretest
  - Review patient health records
  - Skills review

Facilitation Standard
Criterion 3
- Facilitation methods prior to the simulation-based experience include preparatory activities and a prebriefing to prepare participants for the simulation-based experience
  - Prep work given before the experience
  - Focus is on setting the stage and creating a safe learning environment
  - Discuss mistakes will happen
  - Familiarize with the simulated environment
  - Amount of time for prebrief: varies
  - Minimal prebrief requirements:
    - Expectations, background info, orientation, roles, contacting others, prep time
Research Review

- Amount of research on prebrief vs debrief
  - ...beginnings and endings....
- Literature concurs with the Standards
  - Literature expands and further defines
  - Focus on psychological safety
- Lack of published instruments to specifically measure the prebrief experience
- Research needs
  - Specific to prebrief - Time for prebrief
  - Larger number of participants - Decision making

Preparatory Work and Prebriefing

Goal: Enhance student learning in SBE

- How?
  - Including info outlined in standards
- Setting the stage
  - Greet at door; Introduction time; Name tags
- Increasing psychological safety
  - Learning through mistakes and different perspectives
- Improving student learning outcomes
  - Connecting theory to clinical to simulation
  - Assisting in thinking like a nurse

Factors to Consider

- #1: How preparatory activities and the prebrief align with the SBE to maximize student learning
- Learner Characteristics
  - Student knowledge level and experience
  - Emulate work environment
  - Previous simulation experience
  - Psychological aspects: novice vs experience
- Critical thinking skills
  - Assessment of situation and anticipate client needs
- Student learning outcomes of the SBE
  - Complexity of the scenario
  - Balancing act
Practical Strategies and Examples

- **Preparatory activities**
  - Variety to meet different learning styles

- **Prebrief**
  - Including time to plan after prebrief before entering scenario
NLN Simulation Innovation Resource Center (SIRC)

- Simulation Design Template
  - Assists in planning and simulation implementation following the Standards
  - Prebrief/Briefing section
  - Orienting Learners to the Simulator: Introduction to SimMan
- SIRC Link:

Published Tools

- Purchase
- Network!
Students complete IP: A medical surgical nursing scenario. The objective of the scenario is as follows:

1. Manage abnormal examination findings (CLOs 1, 3, 4, 5)
2. Implement appropriate interventions using a COT (CLOs 1, 2, 3, 4)
3. Notify physician using the INFORM format (CLOs 1, 2, 3, 4, 5)
4. Administer medications to the correct patient (CLOs 1, 2, 3, 4, 5)
5. Recognize the need to call for assistance (CLOs 1, 4, 5)

Students must complete the following work prior to the simulation learning experience. Worksheets are located in the Simulation Module on Canvas.

1. Health information
2. Drug administration worksheet
3. Mail transfer worksheet
4. Respiratory computer skills
5. Write a short essay addressing the following points: please use W, A, B, C, D to make your response.
   - Is the information presented in the article different from previous information you have received and presented?
   - What will you do to improve your knowledge on these diseases?
   - How will this information impact your clinical practice?

**Questions?**

6 + 3 =

**But……**
References


