Objectives

- Review the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice: Simulation Design Criterion 7 & 10
- Review the International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice: Simulation Facilitation Criterion 3
- Identify key points of prebriefing
- Create a facilitator prebriefing checklist.

Disclosure

- Currently employed by a community college.
- We have no conflicts of interest.
Group Activity

INACSL Standards of Best Practice: Simulation Design Criterion 7 and Facilitation Criterion 3

- Structured
- Safe and noncompetitive environment
- Ground rules and fiction contract
- Orientation to environment
  - Simulated patients/standardized patient
  - Equipment
  - How to call for assistance

Prebriefing

INACSL Standards of Best Practice: Simulation Design Criterion 7 and Facilitation Criterion 3

- Objectives
- Roles
  - Participants/Learner
  - Standardized patient
  - Facilitators
  - Technicians
- Process
  - Formal
  - Informal
Small Group Discussion

Discuss the prebrief activities you are currently using.

- What is working well?
- What challenges have you encountered?
- What changes have you made to these activities?

Prebriefing

GROUP SHARING

Preparatory Activities

INACSL Standards of Best Practice: Simulation Design

Criterion 10

- Preparation materials
  - These should address the scenario objectives
  - Examples: reading assignments, concept maps, etc.
- Designer/Facilitator responsibilities
  - Address knowledge, skills, attitudes, and behaviors for the SBE
  - Leveling is important if the facilitator is spending more time educating is it appropriate?
Preparatory Activities
Small Group Discussion

Discuss the preparatory activities you are currently using.
- What is working well?
- What challenges have you encountered?
- What changes have you made to these activities?

Do learners have access to materials before their simulation based education?
If yes,
- What materials do they access?
- Is the expectation they have the activity completed before the simulation based education?

Preparatory Activities
GROUP SHARING

Psychological Safety

- Shared belief held by members of the team that the team is safe for interpersonal risk taking (Henrichsen, Altenbrug, and Reeder, 2017).
- Individual is able to perform without fear of negative consequences to self-image, social standing or career trajectory (Stanley and Leonard-Palmer, 2012).
Psychological Safety
Small Group Discussion

- Discuss how you include psychological safety?
  - What is working well?
  - What challenges have you encountered?
  - What changes have you made to ensure the psychological safety of your learners?

Prebriefing Checklist

Des Moines Area Community College Simulation Center
Facilitator Prebriefing Checklist
Simulation date: ____________________
Course: ____________________

Staff/Faculty prebrief huddle
control room A/B (15 min before prebrief begins):

- Time ____________________              Completed □

Simulation Learning Experience
Simulation Concept /Focus
Simulation Lab
Participate roles (Review roles applicable for the Simulated Learning Experiences (SLE) of the day)

- Resource
  - Family Member
  - Code Team
  - Care Team
  - Witness
  - Other

Prebrief Topic

- SP/Embedded Participant prebrief
  - Introduction of simulation team member and roles
  - Review DMACC Simulated Clinical Experiences (SCE) Learning Objectives
  - a. Include the focus/concept for the SLE’s –
     - Nursing – Today we are going to explore the concepts of perfusion, and mobility.
     - RT – Today we are going to explore adult respiratory conditions.
     - Paramedic – Today we are going to explore dispatch calls for OB conditions.
  - b. Inform learners the focus of the day is providing opportunities to apply teamwork, prioritization, time management, and clinical decision making in new situations.
  - c. Explain Readiness for Practice skills students will encounter – i.e. SBAR report, shift change, code
  - d. Remind learner that sim is not a competency and focus is on learning from whatever occurs during the scenario.

Logistical details

- (toilet, breaks, lunch {remind students not to plan on going to lunch with peers from another group, because scenario times usually vary})

Debriefing process overview
Create a Prebriefing Checklist

GROUP WORK

Prebriefing Checklist

GROUP SHARING

Conclusion

Prebrief- Criterion 7
- Global beginning
- Orientation to environment
- Objectives
- Roles
- Expectations

Preparation Activities- Criterion 10
- Case Specific
- Activities to prepare for case objectives
What are you thinking???