SIM OP: 90.340 Phases of a Simulation-Based Activity

PURPOSE: The purpose of this policy is to specify the three phases of a simulation-based activity.

REVIEW: The Simulation Program OP will be reviewed September 1 of each even-numbered year by the Executive Director of the Centers.

POLICY/PROCEDURE

1.0 Policy

All simulation-based experiences should follow national guidelines published by the Society for Simulation in Healthcare (SSH, 2016), the International Nursing Association for Clinical Simulation and Learning (INACSL, 2019,) and when appropriate the Association of Standardized Patient Educators (ASPE, 2017). Furthermore, simulation activities should be divided into three phases: Pre-scenario (prebriefing), Scenario, and the Debriefing Process (debrief/feedback/guided reflection). Components of all three phases are required to provide optimal formative and summative simulation-based activities.

2.0 Procedure

Pre-scenario (prebriefing) Phase

The pre-scenario phase (prebrief) is the pre-simulation preparation period which includes activities to enhance learner satisfaction and success in the experience. The pre-scenario (prebrief), an essential element for a beneficial debrief, can be divided to three distinct phases: planning, briefing, and facilitating. Although the current literature uses pre-brief and brief interchangeably, the TTUHSC Simulation Program recommends the following definitions:

Planning phase (pre-simulation preparation) includes optional preparatory activities designed to facilitate learning that are provided to the participant prior to the simulation experience. These activities may include reading assignments, web-based modules, videos, and a list of essential skills to be reviewed or mastered. Some educators may wish to include a pre-simulation quiz or preparation activities (e.g. deliberate or independent practice) to the participant(s) the day before or on the day of the simulation-
based activities. The planning phase should focus on the expected outcomes of the activity and be appropriate to the participant(s) level of knowledge and experience.

**Briefing phase** occurs just prior to the scenario of the simulation experience and prepares the participant(s) with the knowledge needed to engage in the activity. Brief activities include:

a. Orient participant(s) to space, equipment, simulators and the limitations of the environment
b. Review and clarify simulation objectives or expected outcomes
c. Establish an environment of trust, confidentiality and respect
d. Establish/review ground rules (participants are notified of expectations while participating and/or viewing simulated experiences)
e. Establish/review fictional contract which is an agreement between facilitators and participants on how the participant is expected to interact (at as if things are real in an effort to suspend disbelief) when engaged in simulated experiences (See the Recommended Frictional Contract in Table 90.340.1)
f. Discuss participant role(s)
g. Identify time allotment specific to the engagement in the scenario or case study
h. Remind participant of simulation classification (formative – learning; formative – assessment; summative – assessment)
i. Provide a patient handoff/report using SBAR or another accept format
Facilitating phase (preparation time) is an optional period of time just prior to participating in the scenario of the simulation-based activity. This period allows the participant(s) to ask questions and seek clarification. Additionally, participant(s) can utilize this designated time to collaborate, plan care and review the health record(s).

Rutherford-Hemming, Loice, & Breymier (2019) included the following checklist (See Figure 90.340.1) in their article to assist faculty in the development and implementation of the briefing phase.
Scenario or Case Presentation
A scenario (used with simulator-based activities) or case presentation (used in experiences with SPs) is the actual experience or encounter designed to reflect a realistic situation. The scenario is the component in which the participant(s) actively participate in a simulated activity. Scenarios should be designed to engage participants in learning, applying, or demonstrating knowledge and skills. Scenarios should be developed utilizing evidence-based practice, the INACSL Standards of Best Practices and ASPE guidelines.

The Debriefing Process
The Debriefing Process includes the techniques of feedback, debrief, and guided reflection (See definitions in Table 90.340.2. The type or combination of technique used (a blended approach) depends of the objectives and desired learning or assessment outcomes of the activity. The debriefing process conducted should follow recommended national guidelines and can be integrated through-out a learning activity or be conducted post scenario.

Figure 90.340.1. Facilitator Prebriefing (Briefing) Checklist
Multiple techniques for the debriefing process are available, but the technique(s) selected need to be based on theoretical frameworks and/or evidence based concepts that are adaptable to the selected simulation modality (e.g. high fidelity simulators, standardized patients, virtual reality, haptic). The process can be designed and/or facilitated by person(s) or system capable and competent in providing appropriate feedback, debrief, and/or guided reflection.

References


SD/SB
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