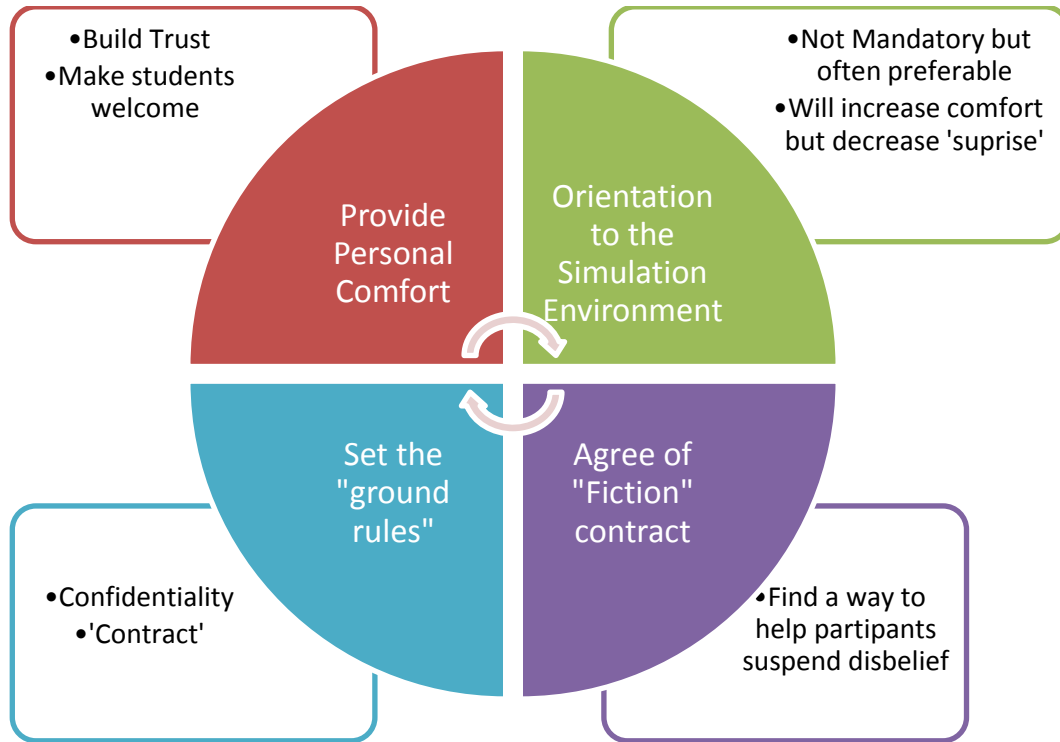


7 Simulation Pearls

(1) Creating the Environment for Change and Learning

Creating a Good Learning Environment



Facilitate Change

- **'Unfreezing Theory'** – What helps us facilitate change in our participants?
 - **(1) Surprise** (disconfirmation of prior knowledge) = change is more likely
 - **(2) Feels "bad"** after/during simulation = change is more likely
 - **(3) Psychological Safety** = change is more likely
 - Adult learners will change when they choose...
 - There is a conflict between (1) / (2) versus (3)
- **Comfort v Discomfort** – have to strike a balance in this for optimum learning
- **Quality Feedback** is a key aspect of learning in adulthood and participants are usually seeking this

Create a Platform for Change

- Knowing the instructors are in control can create a platform for change
- The Students should be made to feel of value and importance by the instructors.

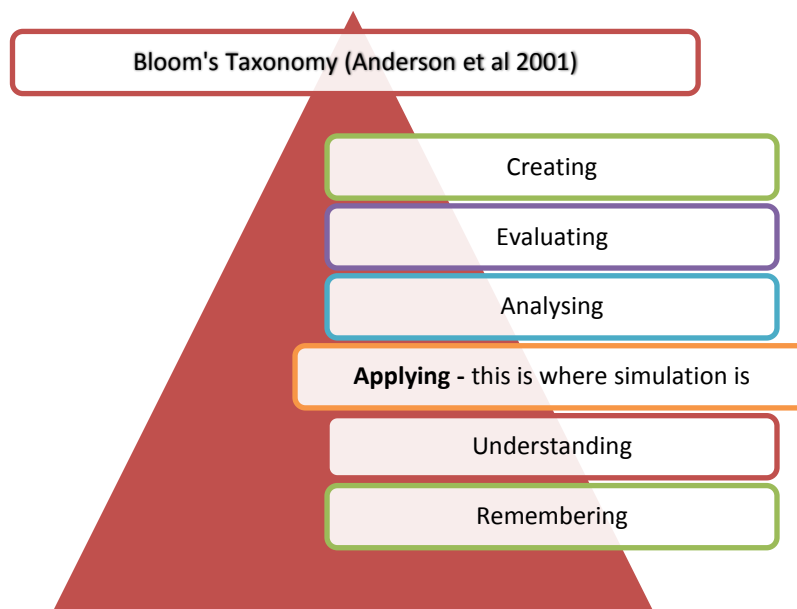
Ways to Create Trust with Your Learners

- Make a **Confidentiality Contract** (sends the message that this session is not an assessment)
- Create a **Safe Environment** for Learning

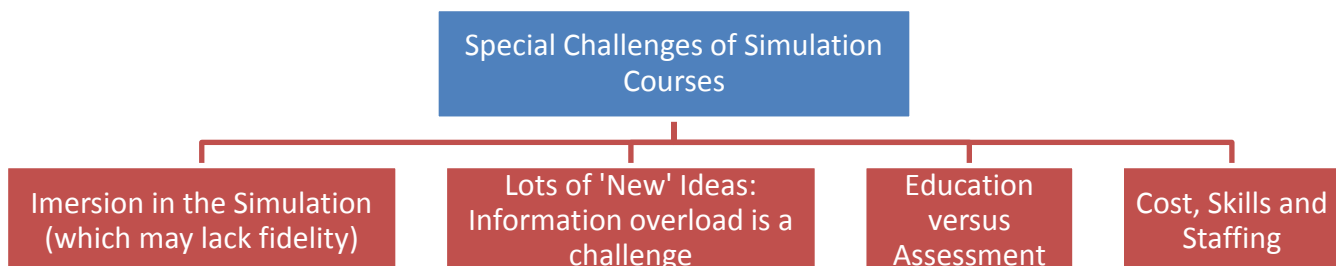
- In order to suspended disbelief in simulation “reality” set up the session to create the **best fidelity** that you can. Despite your best efforts you won’t always succeed in creating “adequate” realism
- Participants may feel awkward and surprised and therefore ‘*make mistakes*’ - tell them this is ok!
- Our **Basic Assumption** must be that all participants are capable, want to do their best and are looking to improve (this in some form should be stated at the outset)
- Show the Up-most Respect for learners
- Courtesy at all times
- Curiosity about all participants thoughts and comments
- Give participants (and facilitators) time to think: there should be space for reflection
- A good introduction can take up to 10% of the simulation session time but is an investment

(2) Where Simulation fits in

Bloom’s Taxonomy – Simulation operates above the level of a lecture (at the level of application)



(3) Special Challenges



Suggested Roles of a Simulation ‘Team’

Course Director Role - Manage Schedule (stick to time), Manage People (the go to person), Hands on involvement

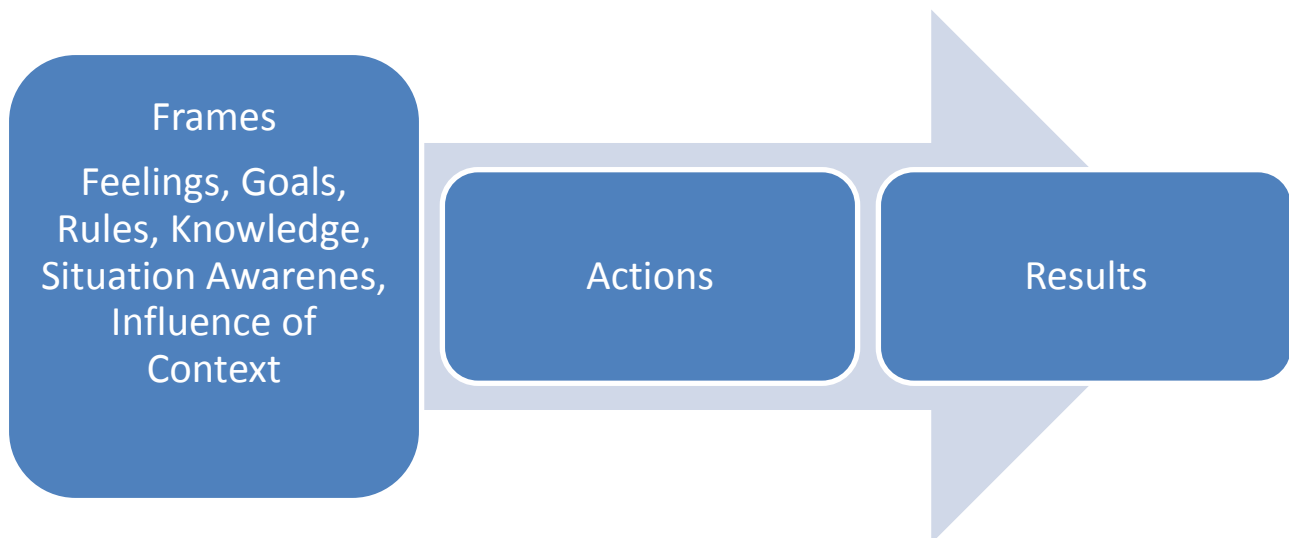
Other Roles – Actors, Technical, ‘Confederate’ Nurse, Observers, Debriefers and Instructor Feedback for Debriefers

(4) Debriefing

Definition: “A conversation between two or more people to review a real or simulated event in which participants analyse their actions and reflect on the role of thought process, psychomotor skills and emotional states to improve or sustain future performance”

Important Rule – be yourself but embrace feedback to improve you debriefs and use tested methods such as advocacy with enquiry. Overview of this model: http://sfai.se/files/There's_no_such_thing.pdf

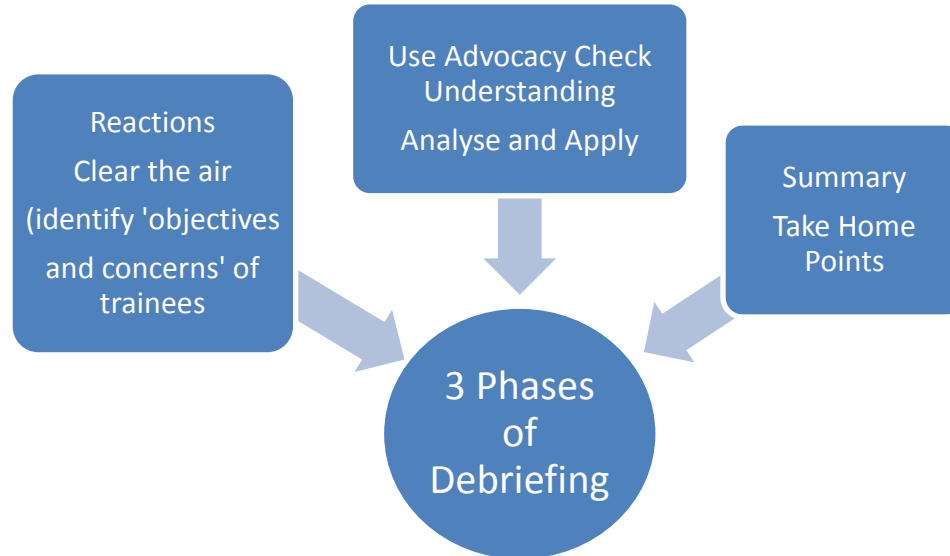
- **Educational Theory behind Simulation and Debriefing**
 - Basis of Simulation is on Educational Theories (Solid Foundation)
 - Kolb’s Model - www.learning-theories.com/experiential-learning-kolb.html
 - Bloom’s Taxonomy (see above)
 - The Ladder of Inference - www.mindtools.com/pages/article/newTMC_91.htm
 - Lewin’s Unfreezing Theory of Change (see above)
- **Gaining Debrief Expertise**
 - Requires regular practice and on-going development including feedback from your colleagues
- **What are Frames?**
 - Identify the Learners “FRAMES” – these is the knowledge or experience behind the actions and results seen in the simulation. The concept of Frames is illustrated below:



Organising the Debrief

- Give the participants time to think during the debriefing
- Divide into phases (see next page)
 - Reactions (all participants should speak – identify emotions / upset participants)
 - Case Facts and Preview of Objectives
 - Understanding (e.g. advocacy, inquiry, teaching) - mix Clinical Pearls with Practice Pearls
 - Take Home Points
- Use a template / action card and your notes to help structure the debriefing
- Identify the learner’s Frames by asking MORE about the **ACTIONS** and **RESULTS**. How did they come to their decisions? e.g. “I saw you ___ and this resulted in ___” “I think that this ___” “What are your thoughts?”

Debriefing Summary

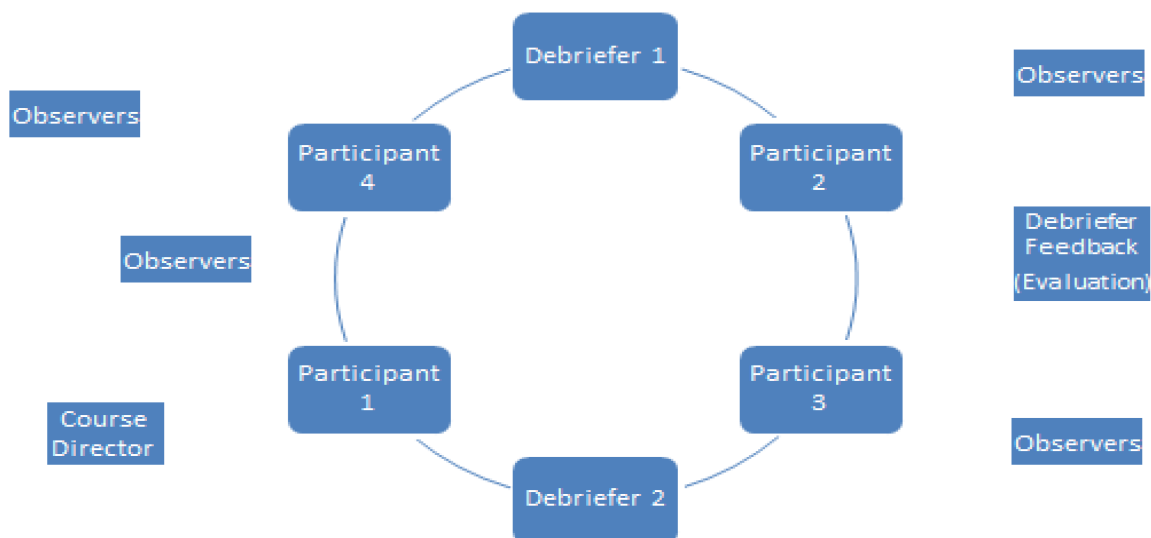


The Second Debriefers Role

- Add to the richness of learning during the debrief
- Place untimely points or questions in the “white board” – questions that cannot be answered at time are written on the board – 2nd debriefer can facilitate these questions being answered
- May help spot and debrief upset participants
- Can often be good for bouncing ideas and getting discussion flowing
- The ideal person to present the “facts of the case”
- This role can be active or passive depending on needs
- This person can provide support and feedback to the primary debriefer

How do you set up the Room?

Our Suggestion – Use a Circle or Semicircle with the two Debriefers across from each other



Good Judgment

What are the Qualities of the “GOOD JUDGEMENT” Debriefer?

Shares observations, opinions and judgements based on expertise

Does NOT assume a stance of certainty and/or righteousness

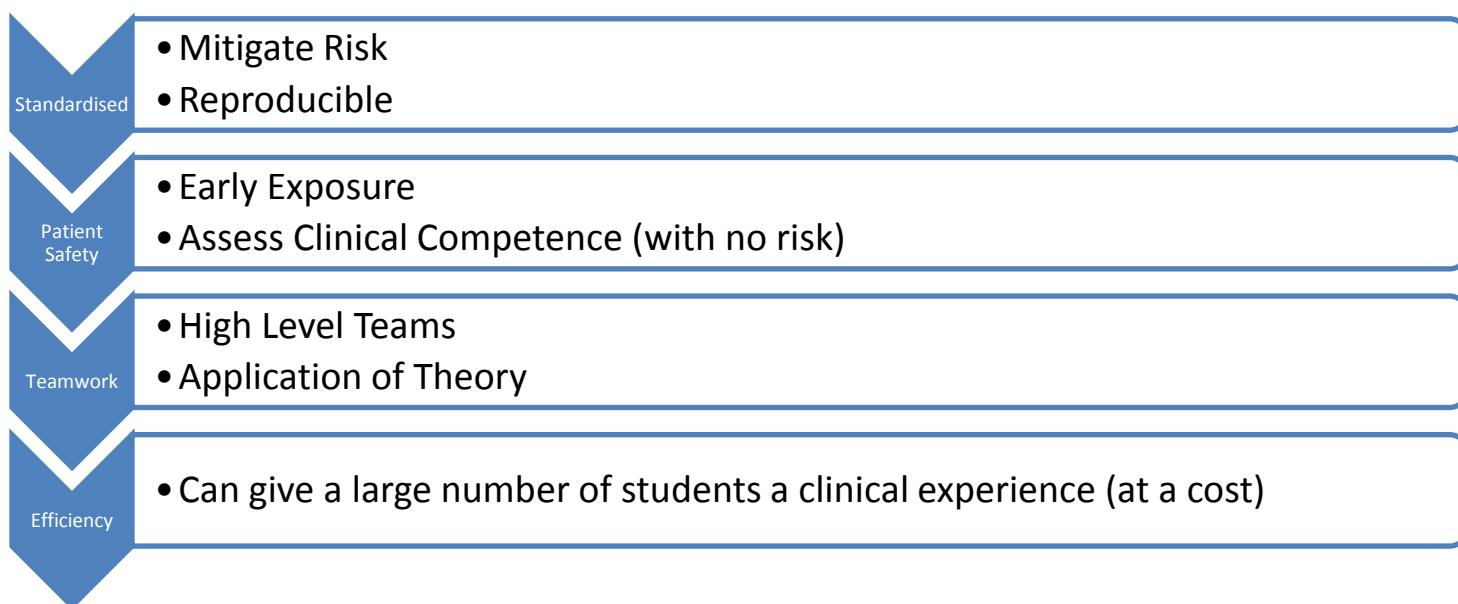
Does use curiosity and respect to explore basis of performance

Buzz Words – Debriefing Phrases

- Avoid the use of “but” (avoid the “S**T sandwich” if you can – this is easier said than done)
- When stating a positive observation add “because” (re-enforce what was done well!)

“I’d like to talk about “the door”” (Preview Statement)	“Can you talk about that?”	“I wonder what happened”
“I saw” (advocacy)	“What’s your take on that?”	“I wonder how you see it”
“I think” (advocacy) “It seemed to me”	“I was scared” (emotion)	“I wonder what others were thinking at the time”
“I wonder” (inquiry)	“I am frustrated” (emotion)	“I will answer - but let me turn to the rest of the group”
“I am concerned because” (emotion)	“Let’s Tune that up a bit”	Address using first names – “John, I understand that....”
“I am pleased because” (emotion)	“It seemed to me”	“I wonder what happened”

(5) Pros of Simulation



(6) Managing the Upset Participant

While you can't "fix" the upset person, the emotion displayed can turn to a constructive discussion and deep learning.

Rule 1 - Play Fair

- Participants must know (1) Who they are (2) Who others are (3) Where they are (4) What is the issue
- Create a backstory. It MUST be a plausible scenario!

Rule 2 – Set Learner Expectation and Avoid Simulation “Rule violations”

- Prevention of 'upset' participants – orientation to environment and agreement on rules (contract)
- Ground rules for conduct and behaviour of both participants and facilitators
- Be consistent with the rules in the Learning Environment and Simulation Centre

Managing common reactions

- External reactions (e.g. it's the Simulation Centre's fault "*it is unfair*")
 - Simulation Complaints – don't try to defend: best to sympathise and empathise
 - To avoid this problem give a backstory and realistic scenario
 - Redirect to Real world Focus and what is worth talking about
- Internal Reactions (e.g. "I messed up")
 - Direct Engagement - Normalise – it's happened before, simulation is hard
 - Students can support one another; give the learner choices (talk, move on etc.)
 - Indirect Engagement – change the focus and allow participant to regain composure
- Follow up and privately deal with any major or on-going issues

(7) Creating Simulations

Simulation Development

Develop Learning Objectives

- A key phase in development and running simulations – always start from the basis of LEARNING OBJECTIVES
- Think **S.M.A.R.T.** - Specific, Measurable, Attainable, Relevant, Time-bound

When setting goals focus on "*The Performance Gap*" = Observed (Current) Performance v Desired Performance

Designing a Course

- Make a needs assessment – who are the learners? what are your Learning Objectives?
- Course Logistics – where, when, how, cost
- Scenarios and Assessments – Based on M&Ms, Online or Re-formed cases? / MCQ, practical (or no assessment)?
- Course Evaluations
- Use the **SHARP** and **OSAD** tools to help improve – See PDF: http://www1.imperial.ac.uk/resources/EE125DD5-63D9-48AB-8A77-F2951610CD83/lw2222ic_debrief_book_a5.pdf