

Content Expert Role in Procedural Simulation

General Principles:

The simulation experience is designed to be an active learning experience. We ask that all instructors who participate in these experiences do the following:

1. Hold the “basic assumption” of the participants; that is, believe that everyone participating is intelligent, well-trained, cares about doing their best, and wants to improve.
2. Maintain confidentiality regarding the performance of the participants during the procedural simulation session.
3. Be fair about simulation’s strengths and weaknesses, doing your best to participate as if things were real and to apply lessons learned to real settings.

Before Procedural Simulation:

- Familiarize with the pre-learning and simulation session that the learners will experience
- Know the institutional standard for the procedure
- Learn the capabilities and limitations of the trainers that will be used for the procedural simulation session

During Procedural Simulation:

- Provide immediate directive feedback and coaching
- Model procedural micro skills for the learner
- Use the procedural checklist as a cognitive aid for the learner and as a tool for peer coaching
- Maintain a psychologically safe learning environment

After Procedural Simulation:

- Provide opportunity for additional deliberate practice as needed or requested
- Give terminal feedback related to simulation performance
- Give instruction related to process for supervision in the clinical environment as needed

Remember our goals are:

- Providing a psychologically safe learning environment
- Teaching to the level of all learners present
- All learners reflecting on their experiences
- Providing the opportunity for deliberate practice and expectation for improved performance



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