

## **SimUAB® Prebriefing Guide**

**Welcome:** *Welcome your learners to today's simulation-based learning experience. Introduce yourself and any other facilitators of the simulation team. Orient the learners to their space by explaining where the restrooms are located, ice/water, and vending machines. Encourage learners to be present by silencing their cell phones, pagers, and devices. Offer a brief timeline for the simulation event. The purpose of this section is to set the tone for a safe learning environment, orient the learners to the learning environment, and encourage engagement.*

**Purpose of Today's Simulation:** *Share the purpose of the course with your learners. Feel free to customize this section for various learner groups and simulation methodology by sharing your objectives or specific information. Emphasize that the learners are to act in their current practicing role as licensed clinicians or in the role they will assume after graduation if they are a student.*

**Confidentiality and Video Release:** *This section further sets the tone for a safe learning environment. We ask that everyone complete an online confidentiality statement and a video release form. We record the simulations so they can be used for educational purposes. We will not be showing these videos to other students or clinicians, and we will not be posting them on any website. The confidentiality section indicates that you will not discuss the details of the session with anyone who was not part of the simulation. We also ask that you not discuss your performance or your peers' performance outside of this session. What happens in simulations stays in simulation.*

**Interacting in the Simulated Environment:** *The purpose of this section is to prepare the learner for the simulated environment by describing the simulators and individuals who will be present in the session. Please emphasize that Facilitators and/or ESPs are simulation guides and are not there to trick or to deceive. If you have learners who will observe be sure to clarify their role.*

- **Immersive Environment:** The manikins may blink, breathe, have pulses, and chest rise. They may also have IV access and can possibly talk to you. You may encounter a family member or friend of the patient in the scenario. ESPs (Embedded Simulation Persons) are simulation guides and are not in the scenario to trick you. If you are unsure about your assessment findings on the manikin, please ask the ESP to verify or clarify your findings. If you need to hear a heartbeat, draw up a medication, or put on an open face mask, you need to actually do it. Please do not pretend. Order tests, administer medications, and give counsel as you would if you were working in your discipline.
- **Procedural Environment:** We recognize that our simulators and trainers may not exactly mimic human anatomy or the clinical environment. During procedural simulation, you will receive coaching from your facilitator. If you experience technical difficulties with the trainer, please ask for assistance from the simulation staff.

**Fiction Contract:** *This section continues to set the stage for a safe learning environment by addressing our intent to make this a meaningful learning experience and admitting there are limitations. We recognize that the manikins and trainers are plastic and may not look or feel like a real patient. Please meet us halfway and act as if the patient and the clinical scenario are real. The more you put into the session, the more you will get out of the learning experience. We also recognize that technology isn't perfect so if we encounter technical difficulties, please do the best you can. The facilitator or ESP will help guide you if this occurs. Our goal is to provide a meaningful learning experience with take-aways for the actual clinical environment.*

**Basic Assumption:** *The purpose of this section is to remove any bias from participants and give the learners a "basic assumption" of being well intended. We sincerely believe that everyone here today is an intelligent and well-trained individual who cares about their patient, the care they provide, and wants to improve.*

**Debriefing:** *Informing the learners that there will be a debriefing helps set expectations for continued participation once the simulation is over. Once the simulation is over, we will come back together to discuss the session. The purpose of the debriefing is to reflect on the case and share your thoughts. We encourage you to be honest during debriefing so we can make this a quality learning experience. We will go over any questions you have about the session at that time. If there is a time when you are not actively participating in simulation, please actively observe so you can contribute to the debriefing. The role of the observer is equally as valuable as those who participate.*

**Psychological Safety:** *This section covers available resources for learners if a simulation impacts them psychologically. Sometimes simulation can impact us in unexpected ways. We acknowledge that we all come from various backgrounds and life experiences. If you need someone to talk to after a simulation session, please ask a facilitator for a list of resources or refer to the safety resources on our website under the "For Learners" tab.*

**Safety Phrase:** If you for some reason feel ill or need immediate help due to an emergency, please use the phrase "This is not a simulation." This phrase indicates a true emergency has occurred that requires attention.

**Sim & Patient Safety:** Please check your pockets before leaving today's session. It is important that supplies from the simulation center stay in the simulation center and do not end up in patient care areas. All of the supplies in our center are labeled "Not for Human Use: Education Only".