

Simulation Planning and Observation Form

This form is a tool for use by simulation trainers during the planning period and used during the observation and debrief of the simulation. The tool's purpose is to identify specific behaviors/symptoms presented by the program participant (the focus of the simulation) and the acceptable and appropriate action(s) and response(s) the trainer expects to observe by the responding trainee throughout the simulation.

More experienced trainees may engage in higher-level responses.

Participant Behavior/Symptom	Acceptable/Appropriate Response(s) of Trainees
1. Cold, wet; mildly hypothermic program participant	<input type="checkbox"/> Alertness to situation <input type="checkbox"/> Change out of wet clothes <input type="checkbox"/> Engage in active movement <input type="checkbox"/> Add warm layers <input type="checkbox"/> Provide hot drinks <input type="checkbox"/> Provide food; caloric intake <input type="checkbox"/> Observe/close monitoring <input type="checkbox"/> Other:
2. Homesick, withdrawn participant	<input type="checkbox"/> Alertness to situation <input type="checkbox"/> Hold one-on-one conversation <input type="checkbox"/> Ask open-ended questions; listen well <input type="checkbox"/> Validate feelings and what is shared <input type="checkbox"/> Talk about personal, course goals <input type="checkbox"/> Connect homesick participant to a peer <input type="checkbox"/> Provide participant with a specific role in group <input type="checkbox"/> Solution-oriented conversation <input type="checkbox"/> Observe/check-in <input type="checkbox"/> Other:
3.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Staff Training Simulations

Trainer Considerations

- Take full responsibility for providing firm direction, maintaining the physical and emotional safety of all trainees and holding high standards for learning throughout simulation training.
- Maintain the trainer role throughout the entire simulation and debrief process.
- Frame simulation training purpose and outcomes; share that this is a progressive style of teaching and learning, and it is not pass/fail.
- Create a clear start and end to simulations; identify obvious phrases such as “begin simulation” or “hard stop”, or use a prop/action, such as a bandanna wave, to signal when the simulation starts and ends.
- Use realistic venue for simulations when possible; if not, be intentional about setting the scene.
- Make clear to all participants that they may stop a simulation if it is physically or emotionally unsafe.
- Frame trainee roles with great intention – this may be challenging; consider how comfortable you are with explaining the roles to trainees. Be sure primary, secondary and bystander roles are clear.
- Give direct, complete, and specific instructions to trainees playing the roles of “student/program participant” and “instructors” to prevent trainees from “creating” what they think should happen.
- Manage “compliant” trainee participants; prevent acting out or being caught up in the moment by setting clear role expectations; consider proximity, one-on-one conversations, and provide written role expectations if needed.
- Brief various trainee roles separately to prevent overhearing direction (“cheating”), or trainee “student/program participants” from making it harder for the trainee responder.
- Demonstrate mindfulness when depicting behaviors and symptoms of “students/program participants”, “patients”; do not use negative language or characterizations, or overstate behaviors when framing the simulation - use objective behavior descriptions.
- Use a progression style of training and ensure the appropriate level of challenge - teach a skill, provide opportunity to practice the skill with a partner or small group prior to engaging in larger group simulations.
- Do not “test” your trainees on skills they have not yet been taught.
- Do not push trainees to their red/panic zone where effective learning fails; avoid shut down.
- Do not use unrealistic, overly dramatic, or unnecessarily complicated simulations.
- Have a clear endpoint in mind, while still being intentional (and flexible) about the “end result”.
- Create a debrief framework for feedback and self-reflection; simulations are conducted for the purposes of sparking discussion, creating opportunity for personal and group learning and promoting continuous improvement.
- Provide adequate time for debriefing.
- Use simulations for a variety of training topics and set expectations/observations based on your organizational policies, procedures, practices and culture.
- Create opportunities for all trainees to be in the roles of “instructor” and “student/patient”.

Simulation Limitations: Inappropriate use of this training method can result in insufficient skill acquisition and can produce an emotionally and/or physically unsafe environment. Emotional and physical safety could be at risk if trainees are not clear about the purpose of a simulation and bought into the roles and expectations. This method is only effective if staff have a base knowledge of targeted skills and training topics in order to respond to increasingly dynamic scenarios.