Simulations: Principles for Effective Learning

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Workshop Outcomes

● Examine value and benefits of using simulations as a training tool

● Understand key principles for running effective simulations

● Develop skills for running small to mid-level simulations with field staff

● Provide tools and peer discussion to promote action steps
Pair Share: Self-Assessment

*If you are running simulations with your staff,* what are two areas you are looking to improve?

OR

*If you are not running simulations but would like to,* what do you need from this session and beyond to move toward that goal?
Why Simulations? Value and Benefits...

- Meets adult learning needs (use past knowledge, know why we’re training, and application)
- Enhance cognitive learning
- Quick assessment of learning, personal limits and boundaries
- Allows trainees to undertake high-risk activities or procedural tasks in a safe environment
- Allows for review of organizational policies and procedures
4 Components of Running Training Simulations:

1. Framing Outcomes
2. Prepping Simulation Participants
3. Running the Simulation(s)
4. Debriefing the Experience
1. Framing Outcomes

- Clarify purpose and use of simulations
- Provide the flow for prepping roles, running the simulation, and debrief
- Set clear ground rules and expectations
- Introduce the setting; keep as realistic as possible
- Introduce Simulation Planning and Observation Form

*Frame simulations only once, unless new trainees enter the simulations or questions arise.*
2. Prepping Simulation Participants

- Identify roles: trainer, simulation/program participants and simulation responders
- Identify clear topic(s) to participants; with overview to the responders
- Set the appropriate amount of time to brief, run and debrief the experience
- Define and assign participant roles; provide specific detail on what each role means, what roles do/don’t do; active or inactive role, when a role should “respond” to a trainer’s request
- Revisit ground rules/expectations
3. Running the Simulation

- Trainer stays in trainer role
- Clear start and stop for the simulation
- Identify practices and responses for managing physical and emotional safety
- Hold participants accountable for maintaining stated roles and expectations; re-establish accountability as necessary (firmness on roles is required)
4. Debriefing the Experience

- Provide a break prior to debriefing
- Provide appropriate time for the debrief
- Revisit goals/purpose of the simulation training and safe learning environment (to succeed, fail, give feedback and learn)
- Focus on:
  - What was observed?
  - What actions were taken?
  - What impact did it have on the situation? +/- (de-escalate or escalate)
  - What feelings and emotions were evoked as decisions were made and the simulation played out?
Action Planning

• Complete the blank sections of the *Simulation Planning & Observation Form* with targeted topics and responses, specific to your organization, that you’d like to cover with your staff.

• With a partner, share and discuss the following:

  1. Target topics and responses.
  2. Training details (When? Where? Who will be involved?)
  3. Identify and troubleshoot one or two anticipated challenges.
THANK YOU!

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