

Training 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 are the takeaways? Learnings. Needs. Positives and changes to make.
 - What feelings and emotions were evoked as decisions were made and the simulation played out?



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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.



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THANK YOU!



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