

Set the Stage for Success as a Simulation Facilitator

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Objectives

1. Explain the INACSL Standards of Best Practice: Simulation (SM) as they relate to facilitation.
2. Describe two approaches that you may use as an effective facilitator

INACSL Standards of Best Practice: SimulationSM 2016 revisions

2016

Simulation Design
Outcomes and Objectives
Facilitation

Debriefing
Participant Evaluation
Professional Integrity
Simulation-Enhanced Interprofessional
Education
Simulation Glossary

2013/2015

Simulation Design
Participant Objective
Facilitation
Facilitator
The Debriefing Process
Participant Assessment and Evaluation
Profession Integrity of Participant(s)
Simulation-Enhanced Interprofessional
Education
Terminology

Simulation Design Standard Highlights

Previous (2015)

Current: No major differences.

Simulation Outcomes and Objectives Standard Highlights

Previous: Focused on objectives only.

Current: Outcomes and objectives.

Includes specific framework for developing objectives:

- S: Specific
- M: Measurable
- A: Assignable
- R: Realistic
- T: Time related

Simulation Facilitation Standard Highlights

Previous Standard

*Allowing the simulation to progress without interruption.

* Nothing regarding facilitator education

Current Standard

*Allow the simulation to progress with or without interruption.

**“Facilitator requires specific initial education on use of simulation through formal course/work/training and participates in ongoing continuing educational offerings, and/or targeted work with an experienced mentor.”

Simulation Debriefing Standard Highlights

Previous Standard

- *A “structured framework”
- *Environment supports ...
- *No mention of ongoing education for the debriefer
- *No mention of concentrated attention of the debriefing facilitator during simulation

Current Standard

- *A “theoretical” structured framework
- *Environment supports feedback also
- *Debriefer must acquire specific initial education
- *Debriefer must have ongoing education
- * Debriefing facilitator must devote concentrated attention during the simulation to effectively debrief
- *Criterion 4 Debrief is based on theoretical framework structured in a purposeful way

Simulation Participant Evaluation Standard Highlights

- * Current standard covers evaluation
- * Criterion 1: Determine the method of participant evaluation
- * Criterion 2: Formative evaluation
- * Criterion 3: Summative evaluation
- * Criterion 4: High-stakes evaluation

Simulation Professional Integrity Standard Highlights

Previous: Focused on participants only. Emphasis on confidentiality

Current: Addresses **all** involved in the simulation.
Requiring confidentiality based on policies and procedures.

Simulation Enhanced IPE Standard Highlights

Criterion 1: Conduct Sim-IPE using theoretical framework

Criterion 2: Best Practices for Sim-IPE

Criterion 3: Address potential barriers to Sim -IPE

Criterion 4: Evaluation plan

Simulation Glossary Standard Highlights

No longer terminology standard
Now a glossary standard



Manikin Mailbag



Manikin Mailbag

Dear Mailbag,

I have had an issue with a fellow faculty member using debrief time to teach students how to run the IV pump. I have told her that this is not what debrief is meant to consist of. How can I help her understand the benefits of debriefing (when done correctly)?



Signed: Frustrated Faculty

Dear Frustrated Faculty,

According to the INACSL Standards of Best Practice: Simulation Debriefing (2016), "reflection is the conscious consideration of the meaning and implication of an action, which includes the assimilation of knowledge, skills, and attitudes with pre-existing knowledge. Reflection can lead to new interpretations by the participants; cognitive reframing is essential to learning."

"Guide participants' reflection on personal and contextual factors that impacted decision-making such as past experience, culture, background, personality, skills, and knowledge. Outline the process for debriefing, including the expectation that the participants will drive the discussion as they critically analyze their own performance and provide input into other's performance."

Teaching new content is not done in debriefing.

Signed: Manikin Mailbag

Manikin Mailbag



Dear Mailbag,

I run a simulation for an hour and whatever happens, happens. A fellow faculty member told me this is wrong. Who is right?

Signed: Fancy Facilitator

Dear Fancy Facilitator,

This is a good question. People like to be creative with simulation and do simulations "on-the-fly." Ask yourself what is the purpose of the simulation. Develop clear outcomes and objectives. According to the INACSL Standards of Best Practice: Simulation Design (2016), the simulation should be structured based on the purpose, theory, and modality. There should be a beginning, middle and end.

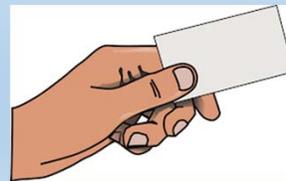
Signed: Manikin Mailbag

Manikin Mailbag

Dear Mailbag,

Sometimes participants get stuck. Do I let them try to figure things out no matter how long it takes or stop the simulation and help them out?

Sincerely,
Sue Fieldhousecookie



Dear Sue Fieldhousecookie,

Why are the participants getting stuck? Are they unfamiliar with the content? Are they unfamiliar with the equipment or resources? Are they not picking up on concerning data? Are they so overwhelmed they can't move?

The facilitation standard includes criterion that addresses prebriefing and the delivery of cues. Be sure the participants were given appropriate prep materials and time to know the environment.

If they are stuck, the facilitator may need to give them a cue so they can move ahead. Cues may be planned or unplanned. They should help direct the participant to move the simulation forward.

Pilot testing, as recommended by the simulation design standard, may help you work out the kinks.

Signed: Manikin Mailbag

Manikin Mailbag

Dear Mailbag,

I have a family member in my simulation but I don't know how to prepare them for the role. Can you help me?

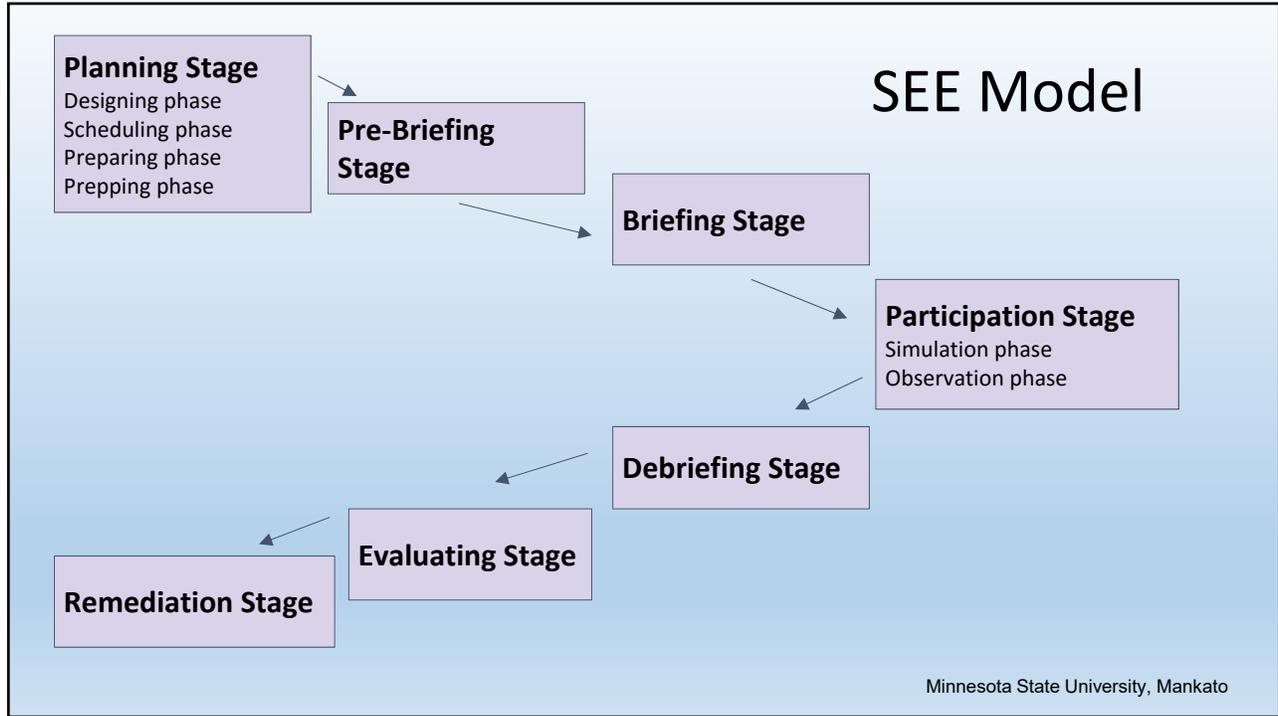
Signed: Dan Bumgarter



Dear Dan Bumgarter,

Criterion 4 of the Facilitation Standard describes delivering cues using a variety of methods including comments from a patient or a family member. A standardized actor can be used to provide cues to manage the unexpected events. Instruct your family member to remain in their role and react as though the patient is truly their family member. Consider a cue card for your family member to help guide them through key areas of the simulation focused on learning outcomes.

Signed: Manikin Mailbag



References

Google pictures.com

INACSL (2016). Standards of Best Practice: Simulation (SM). *Clinical Simulation in Nursing*, 12, S1-S50. <http://dx.doi.org/10.1016/j.ecns.2016.10.001>
([http://www.nursingsimulation.org/issue/S1876-1399\(16\)X0014-X](http://www.nursingsimulation.org/issue/S1876-1399(16)X0014-X))

Questions

