

SO, WHAT IS PRE-BRIEFING

- PRE-BRIEF OCCURS BEFORE THE SIMULATION SESSION
- CLEAR LEARNING OBJECTIVES AND GOALS DRIVE THE PRE-BRIEF, THE SIMULATION AND THE DEBRIEFING
- *"THE ROLE OF PREBRIEFING IN DEVELOPING STUDENTS' ABILITIES TO NOTICE ASPECTS OF THE CLINICAL SITUATION, ANTICIPATE PATIENT NEEDS, AND FOCUS ON THE APPLICATION OF EXISTING KNOWLEDGE TO MEET SIMULATION OBJECTIVES MAY BE BENEFICIAL FOR FORMING ESSENTIAL COMPETENCIES (CLINICAL JUDGMENT AND THINKING) AND OUTCOMES."*

(PAGE-CUTRARA (2014), P. 137)

PURPOSE

- THE PURPOSE OF THE PRE-BRIEFING OR BRIEFING IS TO SET THE STAGE FOR A SCENARIO AND ASSIST PARTICIPANTS IN ACHIEVING SCENARIO OBJECTIVES.

INTRODUCTION TO THE SIMULATION EXPERIENCE

- THERE ARE MANY APPROACHES TO INTRODUCING A SIMULATION OR SIMULATION DAY.
- SOME PROGRAMS LIKE TO USE U-TUBE OR VIDEO CLIPS TO INTRODUCE SIMULATION. FOR INITIAL SIM'S. FUN VIDEO'S SUCH AS "MONSTERS INC." OR "LIFT" FOR EXAMPI F
- I AM DOING WORK WITH THE NLN LEADERSHIP GROUP ON INCORPORATING MINDFULNESS IN THE PRE-BRIEF PORTION TO INCREASE SELF AWARENESS, PRESENCE, OPENNESS AND ACCEPTANCE OF THE ENVIRONMENT.
- KEEPING IT SAFE-STUDENTS NEED TO KNOW SIMULATION IS A SAFE PLACE TO PRACTICE, TO ASK QUESTIONS, TO EXPLORE AND LEARN.



PRE-BRIEF INCLUDES...

- SUGGESTED ACTIVITIES IN A PRE-BRIEFING OR BRIEFING INCLUDE AN ORIENTATION TO THE PATIENT PRESENTATION, EQUIPMENT, SAFE LEARNING ENVIRONMENT, MANIKIN, SKILL(S) REVIEW, ROLES, TIME ALLOTMENT, OBJECTIVES, AND PATIENT SITUATION. (INACSL STANDARD: SIMULATION FACILITATION)
- GIVES TIME TO REVIEW THE "RULES" (PROFESSIONAL INTEGRITY)
- ROLES: CLEAR DESCRIPTION OF EACH ROLE AND HAVE EACH STUDENT TELL THE OTHERS WHAT ROLE THEY HAVE OR USE NAME TAGS. WE LIKE TO USE A "SAFETY COACH"
- LOCATION OF SUPPLIES SUCH AS MEDICATIONS, SUPPLY CART, AED...
- WHO TO CALL IF THEY GET STUCK....DO YOU HAVE A PHONE # FOR PARTICIPANTS TO CALL? APPROPRIATE WAYS TO SEEK FURTHER INFORMATION.
- GIVE THEM TIME TO "HUDDLE" AND PREPARE BEFORE THEY START THE SIMULATION.

WHO IS THE PRE-BRIEFER?

- FACILITATOR WHO WILL PARTICIPATE/BE PRESENT DURING THE SCENARIO
- HAS SOME BACKGROUND, EXPERIENCE, PRIOR TRAINING IN SIMULATION
- HAS KNOWLEDGE, STRENGTH RELATED TO THE TOPIC
- HAS BEEN PART OF THE PLANNING OF THE SIMULATION EXPERIENCE
- KNOWS THE LEARNING OBJECTIVES AND GOALS FOR THE EXPERIENCE OR DAY

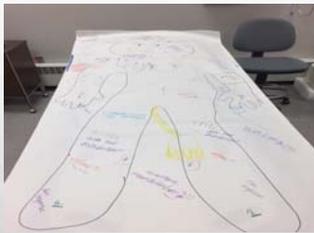
SETTING THE STAGE



SETTING THE STAGE



"PAPER-KINS"



PROFESSIONAL INTEGRITY AND CONFIDENTIALITY

- * REQUIRE CONFIDENTIALITY OF THE PERFORMANCES AND THE SCENARIO CONTENT (INSTITUTIONAL POLICY AND PROCEDURE)
- *HOW TO REPORT INAPPROPRIATE BEHAVIORS OR SHARING.
- * FOLLOW STANDARDS OF PRACTICE AND ETHICS OF ONE'S OWN PROFESSION.

EXAMPLES OF PREP/BRIEFING



PRE-BRIEF EXAMPLES

- UNSUCCESSFUL IN MEETING THE INACSL STANDARD FACILITATION
- SUCCESSFULLY MEETS THE INACSL STANDARD FACILITATION

DURING THE SIMULATION: SUCCESS!



TRAUMA CPR

FOCUSED ON ASSESSMENT

HAPPY SUCCESS!

PRE-BRIEFING SUMMARY

- PRE-BRIEFING IMPACTS EVERY ASPECT OF THE SIMULATION
- BE SURE TO SET GOALS AND HAVE LEARNING OBJECTIVES THAT GUIDE THE SIMULATION
- MOULAGE TO INCREASE FIDELITY
- THE ENVIRONMENT SHOULD BE LEARNER CENTERED AND SAFE PLACE TO PRACTICE AND MAKE MISTAKES
- PARTICIPANTS AND FACULTY SHARE THE RESPONSIBILITY FOR MAINTAINING THE ENVIRONMENT

FACILITATION DURING THE SIMULATION



INACSL STANDARD: FACILITATION

- IDENTIFY PARTICIPANTS' KNOWLEDGE AND PERFORMANCE GAPS AND KNOWING WHEN AND **HOW TO RESPOND TO PARTICIPANTS' ACTION ACROSS THE SIMULATION-BASED EXPERIENCE**
- FACILITATION METHODS DURING A SIMULATION BASED EXPERIENCE INVOLVE THE **DELIVERY OF CUES** TO ASSIST PARTICIPANTS IN ACHIEVING EXPECTED OUTCOMES
- ALLOW THE SIMULATION SCENARIO TO PROGRESS **WITH OR WITHOUT INTERRUPTION** DEPENDING ON THE LEVEL OF THE PARTICIPANTS AND OBJECTIVES OF THE SIMULATION-BASED ACTIVITY

THE FACILITATOR DURING THE SIMULATION

- ALGORITHM OF THE SIMULATION-MAINTAIN THE FLOW OF THE SIMULATION
- MAINTAIN THE TIME.....
- THE FACILITATOR SHOULD NOT INTERRUPT THE SIMULATION.
- MAINTAINS FIDELITY BY BECOMING PART OF THE SIMULATION.

DETERMINE WHERE CUES MAY BE NEEDED

- "DURING THE DESIGN OF SCENARIOS, THE SIMULATION TEAM SHOULD TRY TO ANTICIPATE WHERE PARTICIPANTS ARE MORE LIKELY TO DO SOMETHING UNEXPECTED, SUCH AS WHEN THEY HAVE MORE THAN ONE OPTION FOR ACTION."
- "THIS MEANS THAT THE SIMULATION TEAM WORKS MENTALLY THROUGH THE SCENARIO, TRYING TO IDENTIFY WHERE PARTICIPANTS COULD DO SOMETHING UNEXPECTED, HOW AN UNEXPECTED ACTION WOULD BE RECOGNIZED, AND HOW THE SIMULATION TEAM COULD REACT IN SUCH A CASE."

DIECKMANN, P., LIPPERT, A., GLAVIN, R., & RALL, M. (2010).

TYPES OF CUES

- PREDETERMINED
- UNPLANNED
- USE CUES TO INCREASE CRITICAL THINKING

PREDETERMINED CUES

- WHEN THEY ASK FOR THE LAB WORK HAVE "LAB" BRING IN THE RESULTS
- THE FAMILY/PATIENT/PROVIDER ARE SCRIPTED
- EXAMPLE: HAVE CHARGE NURSE SCRIPTED TO STEP IN AND HELP WITH FAMILY



PREDETERMINED CUES

EXAMPLE OF CHARGE NURSE BEING SCRIPTED TO HELP WITH FAMILY MEMBER

UNPLANNED CUES



- PARTICIPANTS ARE NOT MOVING FORWARD OR NOTICING PREDETERMINED CUES
- EXAMPLE:
 - LABS ARE CALLED INTO THE ROOM WHEN PARTICIPANTS DON'T RESPOND TO PATIENT ASKING WHAT THEIR LAB RESULTS WERE

DELIVERING CUES TO MAINTAIN FIDELITY

- DELIVER THE CUE AS A MEMBER OF THE TEAM INSTEAD OF THE FACILITATOR
- EXAMPLE:
 - IV PUMP IS NOT WORKING. THE "TECH" OR "CHARGE NURSE" COMES IN, NOT THE "FACILITATOR."

WHEN PARTICIPANTS GO OFF SCRIPT

BUT THE SCRIPT ONLY SAID...

- IDEAS FROM PARTICIPANTS THAT ARISE DURING THE SIMULATION
 - BANANA FOR IMMUNOSUPPRESSED PATIENT
 - "SHE'S NOT ANEMIC. SHE'S LUTHERAN."

WHEN THE ACTION GOES BEYOND THE CUES

- TO STOP OR NOT TO STOP
- STOP THE SIMULATION BY CALLING A TIME-OUT. CAUTION NOT TO OVER USE.
- BRING THE PARTICIPANTS BACK TO THE SITUATION.
- EXAMPLE
 - UNSCRIPTED IRATE FAMILY MEMBER WHO WON'T STOP



MAILBAG



MAILBAG QUESTIONS

- HOW DO THE PARTICIPANTS KNOW THE SIMULATION HAS ENDED?
- HOW LONG SHOULD THE SIMULATION BE?

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