

PRE-BRIEFING
SETTING THE STAGE FOR SUCCESS

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OBJECTIVES

- ARTICULATE THE PURPOSE OF THE PRE-BRIEF/BRIEFING
- DISCUSS IMPORTANCE OF PRE-BRIEFING IN SIMULATION EXPERIENCE
- RECOGNIZE THE ROLE OF FACULTY IN PREPARING STUDENTS FOR SIMULATION
- EXPLORE BENEFITS OF PRE-BRIEFING

SO, WHAT IS PRE-BRIEFING

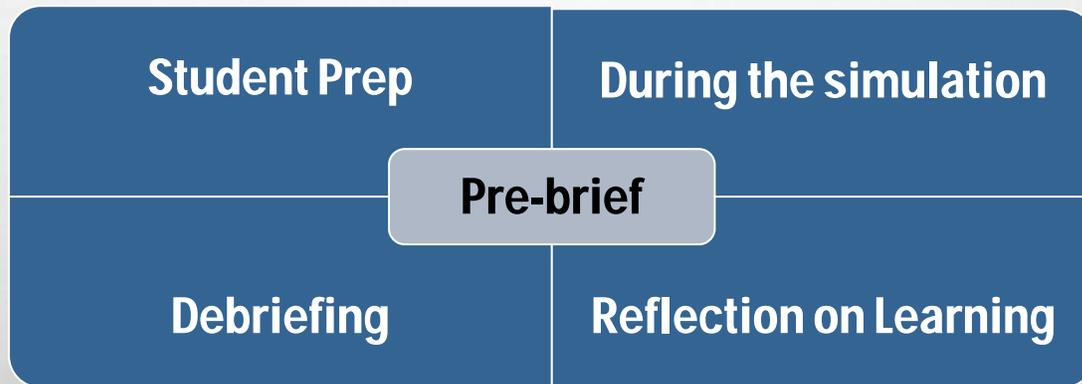
- PRE-BRIEF OCCURS BEFORE THE SIMULATION SESSION
- CLEAR LEARNING OBJECTIVES AND GOALS DRIVE THE PRE-BRIEF, THE SIMULATION AND THE DEBRIEFING
- *“THE ROLE OF PREBRIEFING IN DEVELOPING STUDENTS’ ABILITIES TO NOTICE ASPECTS OF THE CLINICAL SITUATION, ANTICIPATE PATIENT NEEDS, AND FOCUS ON THE APPLICATION 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.
- SUGGESTED ACTIVITIES IN A PRE-BRIEFING OR BRIEFING INCLUDE AN ORIENTATION TO THE PATIENT PRESENTATION, EQUIPMENT, ENVIRONMENT, MANIKIN, ROLES, TIME ALLOTMENT, OBJECTIVES, AND PATIENT SITUATION.
(INACSAL STANDARD I: TERMINOLOGY)
- GIVES TIME TO REVIEW THE “RULES”
- ROLES: WE LIKE TO USE A “SAFETY COACH”
- LOCATION OF SUPPLIES SUCH AS MEDICATIONS

WHEN CAN THE LEARNING OBJECTIVES BE MET?



PREPARATION

- A PRE-BRIEF ESTABLISHES STANDARDS AND PREP SHOULD FOLLOW BEST PRACTICE
- INTRODUCE/REVIEW THE LEARNING OBJECTIVES
- REVIEW ANY PREPARATION GIVEN OUT TO PARTICIPANTS
- SIMULATOR/EQUIPMENT REVIEW/WHERE ARE THE MEDICATIONS?
- LEARNING WILL OCCUR IN A SAFE CONTROLLED ENVIRONMENT

WHO IS THE PRE-BRIEFER?

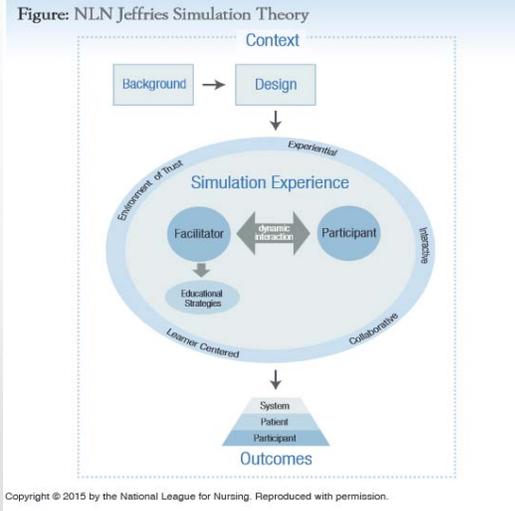
- FACULTY WHO WILL PARTICIPATE IN THE SCENARIO
- HAS SOME BACKGROUND, EXPERIENCE, PRIOR TRAINING IN SIMULATION
- HAS KNOWLEDGE, STRENGTH RELATED TO THE TOPIC: “CONTENT EXPERT”
- HAS BEEN PART OF THE PLANNING OF THE SIMULATION EXPERIENCE
- KNOWS THE LEARNING OBJECTIVES AND GOALS FOR THE EXPERIENCE OR DAY

PROFESSIONAL INTEGRITY AND CONFIDENTIALITY

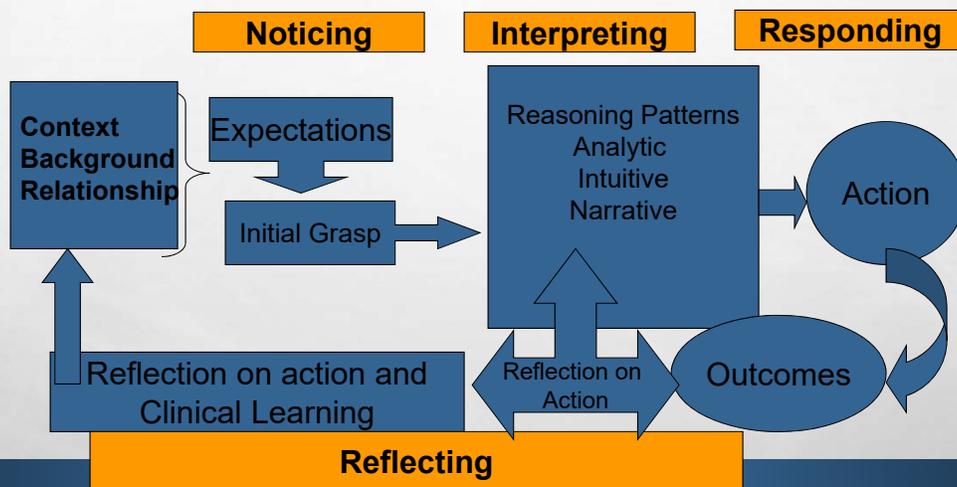
IT IS IMPORTANT FOR PARTICIPANTS TO MAINTAIN PROFESSIONAL INTEGRITY RELATED TO SIMULATION. MUTUAL RESPECT AND PROFESSIONALISM ENHANCE THE SIMULATION LEARNING ENVIRONMENT. THUS, LACK OF PROFESSIONALISM AND MUTUAL RESPECT CAN NEGATIVELY IMPACT THE WILLINGNESS OF THE PARTICIPANTS TO FULLY PARTICIPATE. IT IS VITAL TO KEEP INFORMATION RELATED TO BEFORE, DURING AND AFTER THE SIMULATION CONFIDENTIAL AS SHARING CAN BIAS PERFORMANCE, PERCEPTION OR GROUP DYNAMICS AND INTERFERE WITH SIMULATION OUTCOMES. SHARING OF CONTENT MAY ALTER FUTURE LEARNING EXPERIENCES AND DECREASE THE PSYCHOLOGICAL SAFETY OF THE SIMULATION ENVIRONMENT.

(INACSAL STANDARD II)

BEST PRACTICE



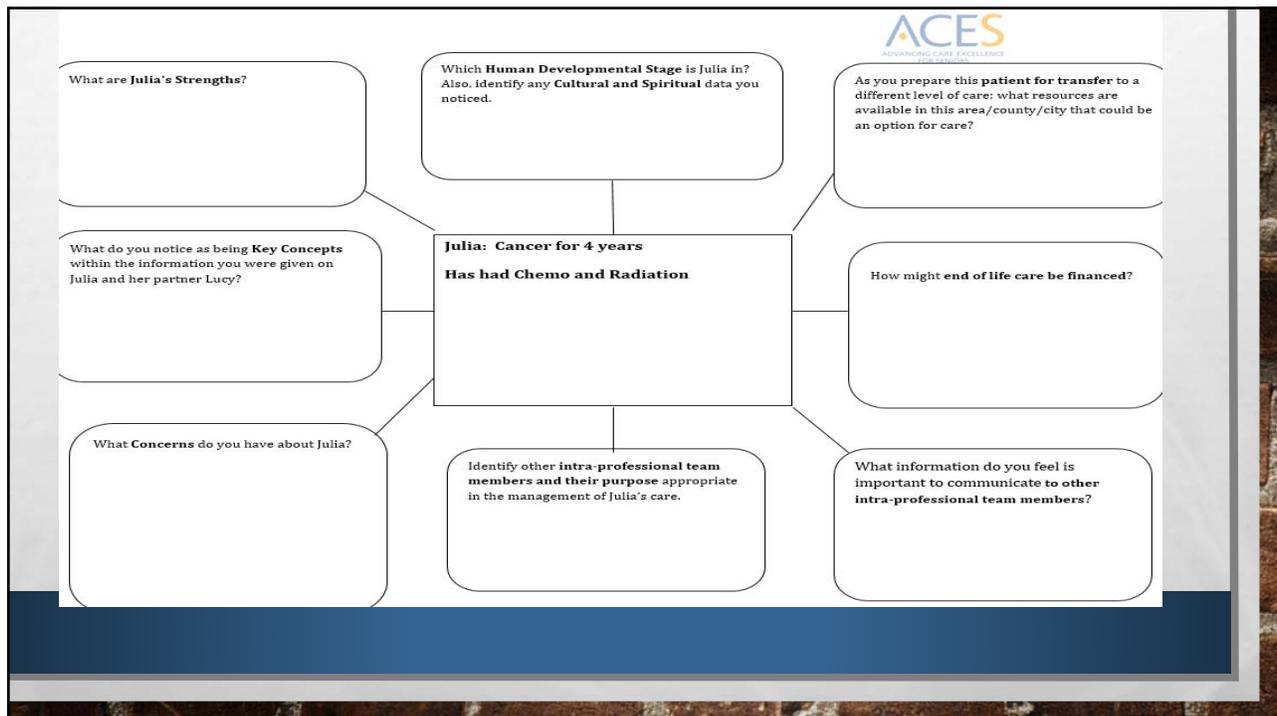
An Integrative Model of Clinical Judgment



Tanner, CA (2006) Thinking like a nurse: A research-based model of clinical judgment. *Journal of Nursing Education*, , 45(6), 204-211

<u>Noticing</u>	<u>Interpreting</u>	<u>Responding</u>	<u>Reflecting</u>
<p>Information Seeking</p> <ul style="list-style-type: none"> Recognize Who is at risk for problems? Know normal from abnormal What do you notice initially? Later? <p>Look for clues</p> <ul style="list-style-type: none"> What do you see or hear? What is going on here? <p>Debriefing</p> <ul style="list-style-type: none"> Discuss what led the nurse to the clinical action, decisions or judgements. <p>Apprenticeship</p> <ul style="list-style-type: none"> QSEN: Knowledge NLN: Knowledge 	<p>Look at the data you have:</p> <ul style="list-style-type: none"> What do YOU think? What is going on here? What other information do you need? <p>Analyze data</p> <ul style="list-style-type: none"> Clinical Reasoning Prioritize data Recognize problems when they OCCUR <p>Debriefing</p> <ul style="list-style-type: none"> Identify what went well and what could be done differently. <p>Apprenticeship</p> <ul style="list-style-type: none"> QSEN: Skills NLN: Practice Know How 	<p>Interventions</p> <ul style="list-style-type: none"> What are you going to do! What is your goal for the patient? <p>Skillfulness</p> <ul style="list-style-type: none"> What actions are priorities? Communicate Collaborate w/ your team? Who are you going to call? <p>Debriefing</p> <ul style="list-style-type: none"> Redirect and clarify the correct set of actions, decisions and judgments' <p>Apprenticeship</p> <ul style="list-style-type: none"> QSEN: Skills NLN: Practice Know How 	<p>Self-analysis and reflection</p> <ul style="list-style-type: none"> How did your action(s) affect patient's condition/outcome? What was the impact of variables from the normal? What will I do differently next time? <p>Debriefing</p> <ul style="list-style-type: none"> Examine knowledge needed for clinical judgment; apply to other clinical situation What knowledge, information, and skills do I need in the future in a similar situation? <p>Apprenticeship</p> <ul style="list-style-type: none"> QSEN: Attitudes NLN: Ethical Compartment

*Knowledge Skills and Attitude are part of the QSEN Competencies. Jeanne Cleary Ridgewater College
 * Adapted from: <http://international.ucl.dk/files/2012/08/nielsen-et-al.-2007-guide-for-reflection-using-tanners-clinical-judgment-model.pdf>



EXAMPLES OF PREP/BRIEFING



DURING THE SIMULATION: SUCCESS!



LET'S LISTEN TO ERTHA AND WORK ON PREP FOR PRE-BRIEFING

- [HTTP://WWW.NLN.ORG/DOCS/DEFAULT-SOURCE/PROFESSIONAL-DEVELOPMENT-PROGRAMS/ERTHA_WILLIAMS.MP3?SFVRSN=2](http://www.nln.org/docs/default-source/professional-development-programs/ertha_williams.mp3?sfvrsn=2)

SUMMARY

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

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