

Simulation Facilitation Check-list

This checklist provides a quick overview of the general features included in simulation based education activities that exemplify best practices.

Learner Preparation; agreements completed and/or reviewed as indicated

- Professional and Ethical Behavior Agreement (confidentiality, mutual respect, willingness to accept/share constructive feedback, performance consistent with learning institution policies)
- Non-fiction contract (agree to perform as if actual clinical situation)
- Talent release (photography, videography consent)
- Ensure completion of preparatory activities designed to support achievement of simulation objectives

Briefing (use standardized written or recorded process relevant to scenario content and purpose)

- Learning objectives, time allotments, and performance assessment forms reviewed with learners
- Orientation to the simulation laboratory, equipment, clinical resources and manikins used in the scenario
- Supply scenario background information and designate learner roles (for pre-licensure programs - equal opportunities for all learners to perform in the role of a Registered Nurse)
- Guide learners to develop simulation action plan (use “brain” sheet or applicable planning guide)

During Simulation (using previously validated scenario and trained facilitators)

- Support independent learner problem solving driven by objectives
- Monitor or score learner interventions in comparison to objectives and performance assessment methods including applicable clinical evaluation tools
- Remain congruent with planned cueing parameters according to scenario script and simulation purpose (formative/learning, remediation/re-training or summative/assessment)
- Provide sufficient time and coaching to complete patient care documentation
- Intervene in cases of learner loss of effective coping behaviors

Debriefing and/or Feedback (use pre-planned debriefing structure)

- Establish and maintain environment of mutual respect
- Encourage learners to express perspectives and feelings in context of objectives
- Explore decisions and actions of learners
- Support learners to develop clinical performance improvement action plan

Evaluation and Assessment

- Support learner completion of evaluation of simulation experience
- Complete and secure performance assessment(s) of learners (consider minimum of 2 assessors for graded performance)
- Complete and secure applicable performance assessment(s) of facilitator(s) in training
- Ensure quality improvement needs are documented and shared with appropriate simulation activity development team