

## Immersive Simulation Prebriefing Guide

**Introduction:** Welcome your learners to today's simulation-based learning experience. Introduce yourself and any other faculty that will be involved in today's simulation. Briefly go over the schedule and timeline for the day. You may also want to orient the learners to the learning environment by sharing where the restrooms and water machines are located.

**Purpose of Today's Simulation:** Explain the purpose of today's simulated experience. You may want to share the simulation's objectives or any specific information about the case. You should assign roles during this section (observer or participating, team lead, charge nurse, etc.). Be sure to tell the learners to act as though they are already licensed practicing professionals during today's scenario.

**Video Release:** In this section you should cover whether today's simulated experience will be recorded. If you are recording the simulation, you should share this with your learners. You may also want to share why you are recording the scenario and who will be watching the recording.

**Confidentiality:** This section further sets the tone for a safe learning environment. Ask your learners not to discuss their performance or their peer's performance outside of the session. What happens in simulation stays in simulation. Any details about the scenario or patient are also confidential.

**Basic Assumption™:** The purpose of this section is to remove any bias from participants and give the learners a basic assumption of being well-intended. You should read the basic assumption during the pre-briefing. Basic Assumption: "We believe that everyone participating in activities at Touro University Nevada is intelligent, capable, cares about doing their best, and wants to improve."

**Interacting in the Simulated Environment:** This section covers how you expect your learners to interact with the simulated environment, including the patient, supplies, and equipment. Specify that you would like for them to treat the simulation environment as if it were the clinical environment. Let them know that you do not want them to pretend to do anything. For example, if the students need to perform a procedure that requires them to wear gloves, they should put on gloves. Additionally, let them know that if they need to get vital signs or do an assessment, they should get this information from the manikin just like they would if it were a real patient. If you are using an ESP during the scenario, you should let your learners know now. Be sure to explain that this person is not there to trick or deceive them.

**Fiction Contract:** This section continues to set the tone for a safe learning environment by sharing your goal of making this a valuable learning experience. You should let the learners know that you have done everything you can to make this experience realistic but there are limitations with the manikin and technology. Ask your learners to meet you halfway and treat the patient and the scenario as though they are real. Get a verbal “yes” that they will meet you halfway.

**Debriefing:** Inform your learners that there will be a debriefing following the simulation and describe what debriefing is. Encourage them to be honest during debriefing, but to also be respectful of their peers. Explain that you will answer any questions the learners have about the scenario during debriefing. If there are any observers during the scenario, ask them to actively observe the simulation so they can contribute to the discussion during debriefing. The role of the observers is equally as valuable as those who participate.

**Psychological Safety:** The purpose of this section is to share with your learners that simulation can impact us in unexpected ways and everyone comes from different backgrounds and life experiences. Inform the learners there are resources available to them should they need to talk with someone after the simulation experience.

**Safety Phrase:** This section should cover what a learner should do if for any reason, they begin to feel unsafe or ill during the simulation and need the simulation to stop. In that situation, they should use the phrase “THIS IS NOT A SIMULATION”.

**Simulation & Patient Safety:** Inform your learners that once they are finished with their scenario to please leave all supplies in the simulation room. Simulated supplies and equipment are not appropriate for patient use.

**Manikin and Room Orientation:** This section’s purpose is to cover the details of the simulated environment, including the manikin, simulation room, and any embedded simulated participants. Learners should be given a thorough manikin and room orientation prior to starting the scenario. You should take the learners to the simulation room and orient them to the space. This is the time to show them all the manikin capabilities like breathing and blinking, as well as how to use any specific equipment in the room. If you are using a standardized patient, you do not have to show them the actual patient, but you should go over what type of interventions will be appropriate on the patient and which ones will not be.