

**Simulation Education
Evidence-Based Best Practices**

**Creating a Supportive Environment:
Psychological Safety for the Learner & Facilitator**

Session 2

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Disclosures

Relevant to the content of this educational activity, the speakers and moderator have no conflict(s) with commercial interest companies to disclose.

Overview of Program – Seven Sessions

Session	Topic	Date
Session 1	Introduction to Simulation	4/28/2021
Session 2	Creating a Supportive Environment: Psychological Safety to Learner and Facilitator	5/26/2021
Session 3	Debriefing Growth and Assessment - Best Practices	6/23/2021
Session 4	Evaluation of Student Learning	7/28/2021
Session 5	Scenario Design and Development	8/25/2021
Session 6	Curricular Integration and Alignment to Learning Outcomes	9/22/2021
Session 7	Interprofessional Simulations	10/27/2021

Session #2: Learning Objectives

1. Incorporate three strategies to create a learning environment to promote psychological safety.
2. Examine facilitative approaches that support learners to achieve outcomes and objectives in a simulation-based environment.
3. Discuss three methods of pre-simulation preparation to provide foundational knowledge for the simulation experience.
4. Create a prebriefing script to standardize information provided to the learner.

Simulation Organizations

The Association of Standardized Patient Educator (ASPE) Standards of Best Practice (SOBP)

International Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice SimulationSM: Professional Integrity

The Society for Simulation in Healthcare (SSH): Healthcare Simulationist Code of EthicsTM

Psychological Safety

“A feeling (explicit or implicit) within a simulation-based activity that participants are comfortable participating, speaking up, sharing thoughts, and asking for help as needed without concern for retribution or embarrassment.”

(Society for Simulation in Healthcare, 2020)

INACSL Standard of Best Practice: SimulationSM
Professional Integrity

1. Foster and role model attributes of professional integrity at all times.
2. Follow standards of practice, guidelines, principles, and ethics of one's profession.
3. Create and maintain a safe learning environment.
4. Require confidentiality of the performances and scenario content based on institution policy and procedures.

ASPE Standards of Best Practice
DOMAIN 1: SAFE WORK ENVIRONMENT

- Safe Work Practices
- Confidentiality
- Respect

**Potential Consequences of an
Unsafe Environment**

- Physical Manifestations
- Cognitive Impairment
- Anxiety
- Alteration in Group Dynamics

Discussion Question:

What unanticipated behaviors have you observed during your simulation-based experiences that may be signs of student psychological distress?

Establishing & Maintaining a Supportive Simulation Experience

- Policies and Procedures
- Confidentiality
- Facilitation

**Society for Simulation in Healthcare Accreditation
Core Standard: Program Management**

- d. The Simulation Program has written policies and procedures to assure the Program provides quality services and meets its obligations and commitments.*
 - i. Provide simulation-specific policies and procedures utilized by the Program.
 - These should include at a minimum, the policies/procedures listed below:
 1. Confidentiality procedures (including but not limited to, confidentiality and performance between learners and about learners).
 2. Mechanisms to protect and address physical and psychological safety of individuals involved in simulation, including orientation to the environment.
 3. Mechanisms to appropriately separate simulation and actual patient care materials (e.g. equipment, supplies, and patient information).
 4. Storage and maintenance of equipment and supplies.
 5. Video recording (including but not limited to permission, use, access, storage, backup and/or recovery, retention, and destruction/deletion of recordings).
 6. Record and data retention (including but not limited to acquisition and security of learner and research subject data if applicable).
 7. Prioritization of simulation resources.

Confidentiality Agreement

Fiction Contract

“suspension of disbelief”



Confidentiality Agreement

All Simulation-based Experiences

- Performance
- Details

Media Releases

- Audiovisuals
- Photographs
- Interviews

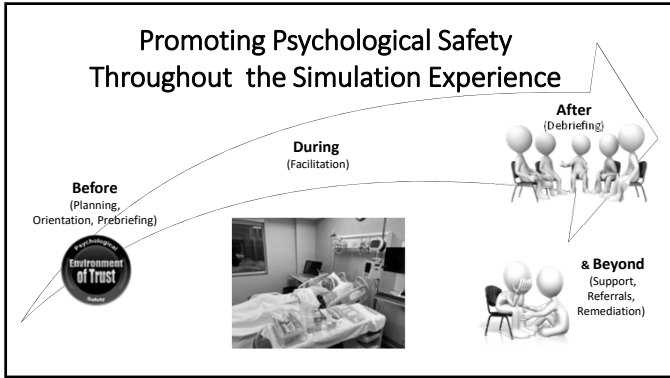
State and National Regulations

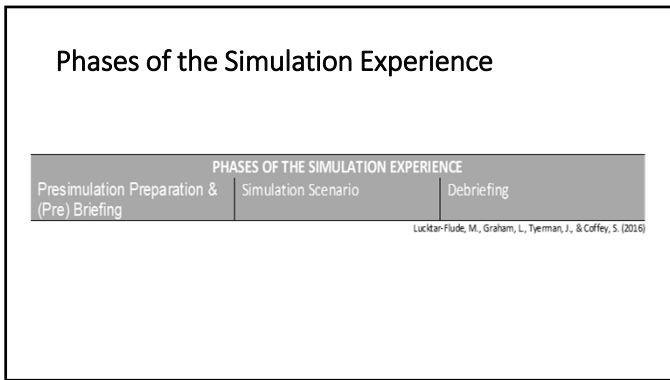
- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)
- Professional Licensure

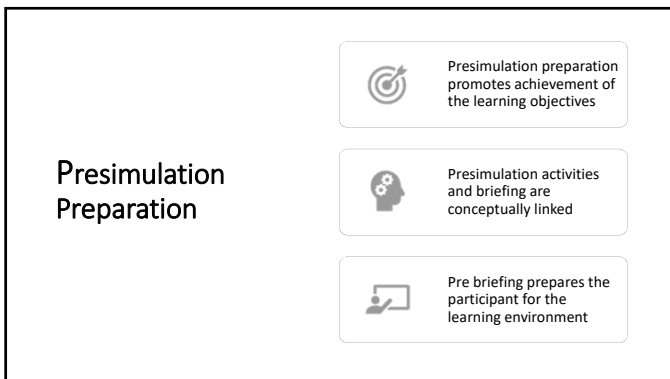
Role of a Facilitator

1. Effective facilitation requires a facilitator who has specific skills and knowledge in simulation pedagogy.
2. The facilitative approach is appropriate to the level of learning, experience, and competency of the participants.
3. Facilitation methods before the simulation-based experience include preparatory activities and a prebriefing to prepare participants for the simulation-based experience.
4. Facilitation methods during a simulation-based experience involve the delivery of cues (predetermined and/or unplanned) aimed to assist participants in achieving expected outcomes.
5. Facilitation after and beyond the simulation-based experience aims to support participants in achieving expected outcomes.

INACSL, 2016







Presimulation Activities

- There are a variety of methods of presimulation preparation

Prebriefing

1 The learning objectives	Review the learning objectives	1
2 Equipment orientation	Provide equipment orientation	2
3 Logistics	Assign roles, discuss timing	3
4 Evaluation method	Discuss evaluation method	4
5 Pertinent information	Share pertinent information for simulation	5

This may be done in person or virtually, using a script for standardization

Setting the stage

Psychological safety	Fiction contract
Confidentiality	Logistics

Clarifying Expectations

Facilitator

Participant

Debriefing



Purpose



Method



Process

Simulation Scenario

- Backstory
- Roles
- Objectives
- Evaluation

Orientation to the simulation space

- Modality
- Equipment

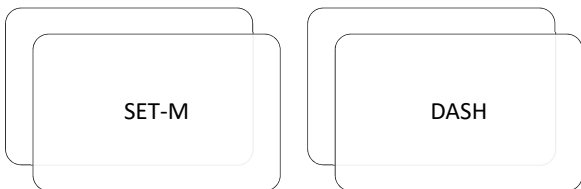


Preparation time

- Review case specific information



Evaluation of Prebriefing



Your thoughts

Take a moment and post to the chat feature:

- What preparatory activities do you have students complete prior to engaging in the SBE?
- How do you set up your students to be successful?
- What do you do to reduce their anxiety and fear?
- How do you know if you are successful?

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