WORKSHEET and STORYLINE for DRAFTING SIMULATION
Brainstorming Tool for developing simulation Activities

Needs Assessment:

Who are the Learners/participants? Where from? How many? What disciplines?

What are the Gaps in Knowledge and Skills?

Source(s) of Identified Gaps

Assumptions of Educators/discipline RE: learning, teaching, nature of knowledge, etc.

Purpose/Goal of Simulation Activity

Potential sources for similar existing simulations

☐ **Formative**　　☐ **Summative**　　☐ **High-Stakes**

Expected Outcomes or Purpose you want to achieve at the end of the simulation, or the courses, or even a program.

1.
2.
3.
4.

Objectives [SMART] needed to achieve the expected outcomes (evaluate with critical actions/performance measures)
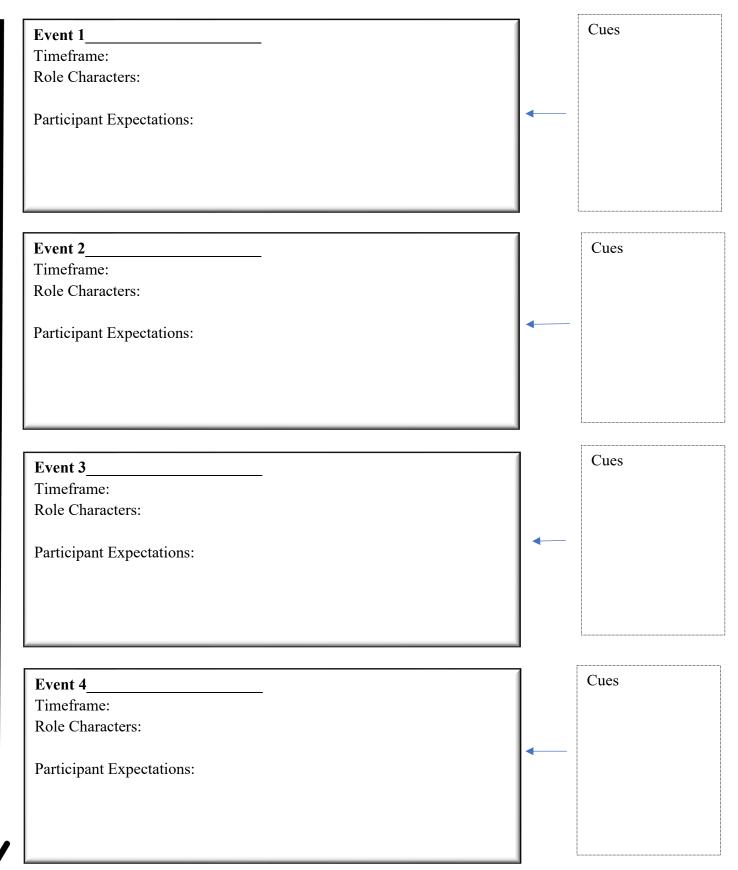
1.
2.
3.
4.

Participant Pre-requisite Knowledge/skill

1. Cognitive

2. Psychomotor

3. Affective

Participant Assessment Method or Instrument

Situation or Backstory

Clinical Progression and Cues

Event 1_____
Timeframe:
Role Characters:

Participant Expectations:

Cues

Event 2_____
Timeframe:
Role Characters:

Participant Expectations:

Cues

Event 3_____
Timeframe:
Role Characters:

Participant Expectations:

Cues

Event 4_____
Timeframe:
Role Characters:

Participant Expectations:

Cues

Preparation Activities   Prebriefing Plan

Debriefing Plan

Supporting Evidence Based Practice

Needed Set-Up
Physical//Environmental Fidelity   **Psychological Fidelity**
Environment   Supplies

Manikins

SP

Resources Needed
1. Faculty

2. Staff

3. Simulation operators

Review Tool

Best Simulation Practice Element	
<mark>**Reviewed During the Design and Development of the Simulation**</mark>	
Outcomes (Healthcare Simulation Standard)	
• Objectives are aligned to participant knowledge level and experience	Yes ☐ No ☐
• Objectives are driven and correspond to program and/or course outcomes	Yes ☐ No ☐
• Objectives are S.M.A.R.T --- specific, measurable, achievable, realistic and within the timeframe of the scenario.	Yes ☐ No ☐
• Objectives incorporate domains of learning (affective, psychomotor, cognitive)	Yes ☐ No ☐
• Objectives incorporate evidence-based practice	Yes ☐ No ☐
• Assessment measures and methods are determined prior to start of simulation activity	Yes ☐ No ☐
Simulation Design (Healthcare Simulation Standard)	
• A needs assessment was used to develop participant objectives	Yes ☐ No ☐
• The simulation activity contains a pre-briefing, simulation activity, and a debriefing	Yes ☐ No ☐
• A storyline exists that provides the context for the start of the simulation scenario	Yes ☐ No ☐
• Scenario contains Events/Activities that allow participant(s) opportunity to achieve objectives	Yes ☐ No ☐
• Pre-established cues (reality and conceptual) exist for facilitators to deliver during the simulation to allow participant(s) to progress towards meeting objectives	Yes ☐ No ☐
• Simulation scenario has identified timeframes and scripts for each event	Yes ☐ No ☐
• Scenario modalities, storyline, and cues considers the multi-dimensional levels of fidelity (physical, psychological, conceptual)	Yes ☐ No ☐
• Scenario identifies the necessary set up and equipment	Yes ☐ No ☐
• Housing location for scenario documents is identified	Yes ☐ No ☐
• Simulation has been pilot tested	Yes ☐ No ☐