**Prebriefing**

#### References:

#### **Healthcare Simulation Standards of Best PracticeTM Prebriefing: Preparation and Briefing**

McDermott, Donna S. et al.

Clinical Simulation In Nursing, Volume 58, 9 – 13

#### **Healthcare Simulation Standards of Best PracticeTM Facilitation**

Persico, Lori et al.

Clinical Simulation In Nursing, Volume 58, 22 - 26

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| ***Success* Prebriefing script & teaching points** | | |
|  | **Dialogue** | **Notes** |
| Non-verbals | Seated, smiling, use of humor |  |
| Greeting | “Glad you’re here today”  Curious to get to know the learners | Creating psychological safety is primary to a successful simulation-based education session.  Creating positive rapport with learners can promote psychological safety. Being accessible and approachable contributes to trust in the teacher-learner relationship. |
| Psych safety | “Create a space where you feel free to take risks in the service of learning”  “You’ll be practicing at the edge of expertise”  There will be moments of uncertainty – do what you think is best, we’ll debrief after  Purpose of debrief is self-reflection  “Mistakes are a natural part of learning” – we’ll use those moments to learn together  Basic Assumption – both ways – instructor shows some vulnerability | Importantly, the faciltator does not say “this is a safe space”. Faculty cannot dictate whether of not a learner feels safe in the learning environment. Psychological safety is a perception, on the part of the learner, that an environment is safe for taking risks while learning. This supports learning and the development of a professional identity.  The facilitator explains the nature of learning in the simulated environment. Mistakes are contextualized as a normal part of learning, and a valuable opportunity to learn.  The purpose of debriefing is described as self reflection on thought processes. It is not described as a time to talk only about actions i.e. what learners do right or wrong  Stating positive regard for learners can help establish an environment of integrity, trust, and respect.  By asking learners to hold the Basic Assumption about her, the facilitator is demonstrating vulnerability in the learning environment. This increases the changes that learners will show reciprocal vulnerability in learning. |
| Orient to experience today | Apply nursing process – as practice for future nursing care  Reminds students they’ll be working on communication and safe medication administration | Provides information  Gives learners opportunity to ask questions |

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| ***Opportunity*  Prebriefing script & teaching points** | | |
|  | **Dialogue** | **Notes** |

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| Non-verbals | Standing, arms crossed | Standing in front of the classroom with arms crossed does not make the instructor seem accessible and approachable. |
| Greeting | Come in, take a seat | The greeting is adequate; however, the instructor could make themself more approachable with a warmer greeting. |
| Psych safety | “This is a psychologically safe place”  “You know this stuff” “Just apply what you know from this an other courses”    Positive: the facilitator encourages everyone to share their perspective during debriefing and encourages participation and questions.  “If anything doesn’t work, you can call for assistance…” | Psychological safety can not be decreed just because it is stated.  Telling emerging learners they “know” material can create feelings of uneasiness about the expectations of the facilitator.  The facilitator does not discuss the potential for mistakes, and how mistakes can be used as valuable learning opportunities.  This demonstrates respect for the learners and communicates that their perspective is valuable, which promotes psychological safety.  Very vague instructions; may be distracting without being very helpful. E.g What might not work? Is that part of the simulation? How do I call? Who do I call? |
| Orient to experience today | Develop as a nurse in a safe environment  Rotate through…expectation is that you are the nurse taking care of the patient and will provide necessary interventions | Provides information about the experience. |