

## 6 Appendix: Memory card for a simulation facilitator

# FACILITATOR'S AID FOR DEBRIEFING

## **Description phase e.g. 2–3 minutes (participants)**

What was the situation and what happened?

What were the learning objectives of the simulation?

Planning seating of the participants.

Order of the discussion; participants, followers, facilitators

## **Analysis phase e.g. 10-20 minutes (participants, followers)**

Guide the discussion in accordance with the learning objectives.

### **1. What went well? What good was gained?**

Why?

How?

### **2. Were there any short comings or something left unnoticed?**

Why?

What could have been done otherwise?

## **Application phase e.g. 5 minutes.**

Thinking about how you can make use of the learnt issues in the future?

## **Closing of the debriefing.**

Asking if anyone has still anything to say or comment.

### **The principles of simulation:**

Confidentiality

Safety

Equality

Peer-learning

# CHECKLIST FOR PLANNING A SIMULATION SCENARIO

## Setting learning objectives (or outcomes) for the Simulation

- Set 2–3 clear learning objectives (or outcomes)
- Describe the objectives so that they show what learners are able to do after the exercise

## Choosing the subject/topic for the simulation scenario

- Choose the subject/topic which supports the achievement of the
- Take into account the learners' prior competence

## Practical solutions of the scenario e.g. the background of the customer

- Prepare the students beforehand with e.g. reading, test or questions, with which they prepare for the simulation
- Plan the customer case; preliminary information and background of the customer/patient
- Prepare the authentic environment
- Prepare what kind of equipment, furniture etc. are needed in the simulation
- Choose the simulator or coach the standardized patient
- Plan step-by-step how the scenario proceeds
- Plan the closing criteria
- Plan the life-saver

## Plan for the debriefing

- Plan how the debriefing proceeds
- Have a list for the questions to guide debriefing



# Relate



7Appendix: Simulation scenario planning form

Simulation scenario – planning form

<b>The theme for simulation scenario:</b>
<b>Students have been given beforehand questions or something to read, with which they are prepare for the simulation:</b>  If needed, a mini-lecture is given before the simulation.
<b>Clinical learning outcomes:</b>  <b>Non-technical learning outcomes:</b>
<b>The instructors' roles:</b>  <b>Students' roles in simulation:</b>
<b>The initial condition of the customer/patient/situation, background information, medication. Preliminary information to be told everyone about the customer/patient/situation:</b>
<b>Operational environment, equipment to be used:</b>
<b>Tasks for the Observers:</b>
<b>The optimal proceeding of the scenario:</b>  <b>Closing requirements for the scenario:</b>  <b>Points of potential change (Points that can change the course of the scenario)+ back-up plans or "life savers":</b> Students don't proceed according to the plan of the scenario.

Simulation scenario – planning form

<p><b>Debriefing:</b>  <b>Questions for the description phase:</b></p> <ul style="list-style-type: none"> <li>- how did you feel?</li> <li>- what happened in the situation?</li> <li>- what went well and why?</li> </ul>	<p><b>Key words for the feedback:</b></p>
<p><b>Questions for the analysis phase:</b></p> <ul style="list-style-type: none"> <li>- how the situation proceeded, organized work</li> <li>- communication?</li> <li>- success of team work, division of work?</li> <li>- what information was collected? why?</li> <li>- was something left unnoticed? did it have an effect on how the situation proceeded?</li> <li>- what decisions were made?</li> <li>- what could have been done otherwise? why?</li> <li>- were there any shortcomings, why?</li> <li>- how can one act to prevent any shortcomings taking place?</li> </ul>	
<p><b>Questions for the application phase:</b></p> <ul style="list-style-type: none"> <li>- how can you make use of the simulation in the future?</li> <li>how can you repeat the good points?</li> </ul>	

Remember to bring up the good points about the way the students acted during the whole course of the debriefing session. Direct the feedback straight to the student, use the student's name when giving feedback.

Activate also the observers in the debriefing discussion and try to lead the discussion with questions in the direction so that the students who have been in the simulation situation and the observers themselves would come up with essential things and points and that the teacher's role would be smaller.

## 8 Appendix: Manuscript for shooting the video

## **Simulaatioharjoituksen kuvaus**

Englanniksi puhutun ja tekstitetyn videon avulla kuvataan simulaatio-oppimisen periaatteita sekä simulaatio-oppimisen ja opetuksen vaiheita etenemistä. Tuotetun materiaalin avulla voidaan simulaatio-opetusta esitellä kansainvälisissä tilanteissa kouluttajille, opettajille ja oppijoille sekä muille simulaatioista kiinnostuneille.

Videota tullaan käyttämään myös silloin, kun esitellään Savonian Tertian hyvää toimintaa ja myyviä koulutustuotteita Kv-vieraille. Videon ydinsanoma on, että Tertian simulaatio-oppimisen tilat ovat monipuoliset ja soveltuvat eri alojen vuorovaikutukselliseen, toiminnalliseen ja asiasisällölliseen oppimiseen. Videosta toivotaan tulevan esiin se, että Tertalla on hyvä osaaminen simulaatiopedagogiikasta ja innovatiivisia ratkaisuja oppimisen edistämiseen sekä täydennys- että tutkintoon johtavassa koulutuksessa.

Videon toivepituus on noin 10 minuuttia (9-14 min.) Jaetaan roolit 2 hoitajaa ja 1 ohjaaja.

Videossa kuvataan alkuspiikissä eri tiloissa tapahtumia mm. synnytystä tai asiakaspalvelutilannetta, jotta videon katselejoille syntyy käsitys siitä, että simulaatitiloissa ja –menetelmällä voidaan toteuttaa monenlaista eri alojen oppimista ja opetusta.

Esimerkkitapaus full sale simulaatioprosessista on tilanne, jossa heräävää potilasta hoidetaan vuoteessa. Kuvittelun toiminnan perustana on heräämöhoidon tilanne, jossa potilas kytketään valvontamonitoriin ja arvioidaan potilaan vointia ja hoidon tarpeita ABCDE-mukaisesti. Hoitajilla on valkoiset vaatteet ja he hoitavat simulaattoria.

Simulaattorille jutellaan kauniisti, kosketetaan rauhoittavasti ja laitetaan tarkkailulaitteita. Hoitajat tekevät sulavasti yhteistyötä ja katsovat sekä potilasta että välillä tosiaan silmiin ja keskustelevat rauhallisesti. Briefingissä ja jälkipuinnissa käydään läpi samaa heräämöhoidon tilannetta ja esitellään ko. tilanteen tavoitteet fläppitaululla jne.

Puhe ja kirjoitus videolla voi olla suomea, koska sitä kuuluu ja näkyy vain hiukan taustalta.



Aihe	Tekstit, selostus, asia	Kuva, kuvitus
<p><b>Alkusiikki</b></p> <p>kesto arviolta 1,5-2 min</p>	<p><b>Pekka kertoo tämän in English:</b></p> <p>Simulation is used in degree programs and for Continuing Education in work-life. It facilitates the transfer from the studies to actual work-life. For people at work it provides a safe way to further enhance the skills needed in everyday life.</p> <p>Simulation can also be used to practice crucial work-life based situations. It is also useful in demonstrating details and handling risky situations.</p> <p>Through simulation it is possible to work on practical work-life skills, decision-making, communication, interaction and group skills.</p>	<p><b>Kuvitus:</b></p> <p>Kuvataan simulaatioita; asiakaspalvelutilanne ja synnytys tiloissa D4028 ja D4030. Synnytyksen osuus kuvataan perjantaina 22.5 klo 9.</p>
<p><b>Full Scale simulation</b></p> <p>kesto arviolta 1 min</p>	<p><b>Pekka kertoo tämän in english:</b></p> <p>The aim of this video is to present a health care-based example of a full-scale simulation process as a whole.</p> <p>A full-scale simulation is an authentic learning process. A realistic and functional simulation helps learning by fostering inspiration and motivation.</p> <p>A full-scale simulation consists of objectives and a defined content in a set time-frame. It has a clear-cut plan regarding the facilities and equipment, practical solutions as well as defined roles for the people in the simulation exercise and for the facilitators.</p>	<p><b>Kuvitus:</b></p> <p>Kuvataan Tommia ja Minnaa lavastamassa D4027 tilaa simulaatiota varten, pukemassa simulaattoria, laittamassa välineitä ja säätämässä kameraa yms. tekniikkaan liittyvää valmistelua heräämöhoidon casea varten.</p>

<p><b>Simulaatio harjoituksen suunnittelu</b></p> <p>kesto arviolta 1,5-2 min</p>	<p><b>Pekka kertoo alla olevan tekstin in english:</b></p> <p>When planning the simulation exercise it is significant that the topic is clearly defined and it forms a coherent part of a bigger theme. Learning goals are set for the simulation exercise, and they can be technical and non-technical. The technical learning goals are clinical and they are connected with the objectives of the subject matter of the professional field. Non-technical learning goals are to do with decision-making, collaboration and communication. At least the following points should be considered in the planning process:</p> <ul style="list-style-type: none"> <li>▪ about 2-3 learning goals are set for the simulation exercise</li> <li>▪ the learning goals are described so that it is clear what the learners are to know after the simulation exercise</li> <li>▪ the topic of the simulation exercise is chosen so that the simulation exercise supports achieving the goals and that it is a crucial subject matter of the professional field.</li> <li>▪ the start level of the learners are taken into account in the simulation exercise.</li> <li>▪ practical solutions in the exercise are planning the background and the starting point for the customer and the situation</li> <li>▪ the setting is to be arranged to mimick reality as much as possible.</li> <li>▪ the right simulator is chosen for the situation or the person in the simulation role is coached by a facilitator</li> <li>▪ it is important to make a detailed plan as to how the simulation exercise proceeds</li> </ul>	<p><b>Kuvitus:</b></p> <p>Kuvataan valmista simulaatioharjoitusta paperilla</p> <p>Kirjataan videoon seuraava teksti laatikkoon:</p> <ul style="list-style-type: none"> <li>• Tavoitteiden asettaminen</li> <li>• Aiheen valinta</li> <li>• Taustatietojen ja käytännön ratkaisujen suunnittelu</li> <li>• Jälkipuinnin suunnittelu</li> </ul>
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	<ul style="list-style-type: none"> <li>people are to prepare themselves for debriefing with questions in line with the goals of the simulation exercise.</li> </ul>	
<p><b>The process of full scale simulation</b></p> <p>kesto arviolta 1 min</p>	<p><b>Pekka kertoo tämän in english:</b></p> <p>The full-scale simulation consists of three phases; briefing, simulation in action and debriefing.</p> <p><b>Briefing</b> can be a short discussion, a video clip or a 5-minute-minilecture about the topic. The most important thing is to tell what the learning goals of the simulation are. In briefing is also important to get the participants acquainted with the environment, the simulator and the particular case.</p>	<p><b>Kuvitus:</b></p> <p>Kuvataan Briefingiä, jossa opettajalla on harjoituksen tavoitteet kirjattuna fläppitaululle ja opettaja piirtää valkotaululle mindmappia. Oppijat istuvat jälkipuinti-tilassa ja ovat aktiivisesti mukana. Oppijoita vähintään 7.</p>
<p><b>Simulation in action</b></p> <p>kesto arviolta 1,5-2 min</p>	<p><b>Pekka kertoo tämän in english:</b></p> <p>In the simulation the participants who take the roles in the scenario are chosen. The observers follow the simulation from a different debriefing room by watching the screen.</p> <p>The Instructor/facilitator leads the simulation as is planned beforehand.</p> <p>The simulation usually takes about 10-15 minutes. A simulation exercise that is realistic and motivating captures the attention and gives a feeling of a true-to-life situation which makes it easy to immerse in the roles and the situation and work as naturally as possible.</p>	<p><b>Kuvitus:</b></p> <p>Kuvataan simulaatio-harjoituksessa toimijoita hoitamassa potilasta ja juttelemassa simulaattorille.</p> <p>Kuvataan pätkä tarkkailijoista seuraamassa harjoitusta jälkipuintitilassa screeniltä.</p> <p>Kuvataan lyhyesti ohjaamo, jossa ohjaaja puhuu simulaattorin äänenä. Kuvataan myös näkymää ohjaamosta simulaatiotilaan lasin läpi.</p>
<p><b>Debriefing</b></p> <p>kesto arviolta 2</p>	<p><b>Pekka kertoo tämän in english:</b></p> <p>The most important phase of the simulation is debriefing. The crucial thing about debriefing is that the learners themselves spot their own learning needs. The facilitator</p>	<p><b>Kuvitus:</b></p> <p>Kuvataan jälkipuintitilassa ryhmän keskustelua ja sitä kuinka osa</p>

<p>min</p>	<p>can ask thought activating questions in line with the learning goals and challenge positively the participants to be involved in the discussion.</p> <p>The things learned and the potential problems that may have come up in the simulation exercise are discussed together in debriefing. The purpose is to help learners to realize what the best way to act is, detect the risks and their impact on how the situation proceeds with regard to the situation simulated. It is also possible to stop to think about different solutions regarding the simulation exercise – which is not always possible in real-life.</p> <p>If mistakes or a wrong kind of behaviour turn up in the action the reasons leading to those should also be addressed. Thus, all the parties in the simulation learn together using reflection.</p> <p>Video recordings can be used in debriefing. Predominantly, the successful actions are demonstrated or crucial points in line with achieving the goals.</p> <p>Debriefing consists of a descriptive, an analytical and an implementation phase. In the descriptive phase the situation is shortly stated and a couple of good experiences are said. During the analytical phase the most important thing is to go through first the good aspects of the case. The facilitator helps the group to reflect deeper on the analysis of the well done practices and decisions made in the situation. Also, the aspects that need to be worked on more are gone through in debriefing and through a collective reflection it is analyzed what could have been done otherwise. In the implementation phase the facilitator guides the group to reflect on what was learned and what can be transferred into real-life situations. The conclusion phase ensures that everyone has had a chance to say whatever questions they had in mind and then the discussion is closed. Also, it is collectively agreed that the simulation exercise is confidential and it is not to be talked about again.</p>	<p>ihmisistä on välillä hiljaa ja kuuntelee tarkkaavaisena.</p> <p>Näytetään sitä, että katsotaan videoita joku tapahtuman kohta. Opettaja osoittaa videolle.</p> <p>Näytetään, että opettaja on hiljaa ja että ryhmä keskustelee.</p>
<p><b>Simulaa- tio- oppimista</b></p>	<p><b>Pekka kertoo tämän in english:</b></p> <p>Simulation learning is more efficient than learning in traditional teaching. Studies have</p>	<p><b>Kuvaus:</b></p> <p>Jälkipuinttilannetta kuvaavan</p>

<p><b>ohjaavat periaatteet</b> kesto arviolta 1,5 min</p>	<p>found that clinical and work planning skills are improved, team working skills and critical thinking are enhanced and self-confidence grows. It has also been discovered that the chance to make mistakes in safe conditions helps to cut down on mistakes in real work-life situations.</p> <p>The guiding principles in simulation which are confidentiality, equality, peer learning, collaboration and safety create a basis for positive learning.</p> <p><b>Seuraavat asiat tekstinä videoon näkymään lopuksi laatikkoontms:</b></p> <p><b>Confidentiality:</b> The action of the simulation exercise and the content of the discussion in debriefing will remain confidential i.e. only in the knowledge of the participants .</p> <p><b>Equality:</b> All the parties are involved in the analysis of the simulation exercise and the reflection of learning. Everyone gets a chance to talk and will be listened.</p> <p><b>Peer-learning:</b> Collective learning takes place in the simulation exercise and feedback is given in peer learning. The successes and failures are linked with the action of the group and not with an individual.</p> <p><b>Safety:</b> It is ok if mistakes happen in the exercise and they are used for learning.</p>	<p>pätkän päälle liitetään teksti viersestä sarakkeesta simulaatio-oppimisen periaatteet.</p> <p>Lopuksi vielä tekstinä simulaatio-oppimisen periaatteet ja siihen video pikkuhijjaa päättyy.</p>