

PRE-BRIEF AND DEBRIEF IN SIMULATION

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Simulation (SIM) allows students to learn skills; develop clinical reasoning abilities; and to become competent in caring for patients/families in a safe learning environment outside the clinical environment.

INTRODUCTION

- The CHHS School of Nursing maintained undergraduate clinical continuity through in-person lab simulation-based education during the COVID-19 pandemic.
- This change was necessary in response to local hospitals – besieged with COVID patients - were not allowing students to obtain clinical hours.
- In accordance with the VA State Board of Nursing response to the pandemic, up to 50% of the total supervised nursing clinical hours for any course may be used as simulation to address state licensing clinical requirements.

SIM CASE STUDY DEVELOPMENT

- Developed from actual patient encounters
- Written with guidance from faculty
- Incorporated high-fidelity and critical thinking skills
- Utilized Adult, Pediatric and Infant mannequins.

PRE-BRIEF & DEBRIEF STRATEGIES

- **PRE-BRIEF (~15-20 mins)**
 - Address comfort of participants
 - Review goals/objectives
 - Read GMU Simulation Ground Rules
 - Review Timeline
 - Orient to the room, manikin, supplies
 - Assign roles, hand out role cards
 - Read scenario to whole group
- **RUN SIMULATION**
 - Monitor for physical and psychological safety
 - Intervene with cues if participants go off track
- **DEBRIEF (~30-40 mins)**
 - Emotions “How did that feel?”
 - May ask someone to summarize scenario
 - Use reflection technique
 - Plus/Delta
 - PEARLS
 - PAAIL
 - Ask each participant to share one “take-away”
 - Thank all participants



Picture: “Hal” Pediatric Simulator



Picture: “Tory” – Infant Simulator

DISCUSSION/CONCLUSIONS

- Pre-brief and debrief reflection techniques can create an engaging safe environment that facilitates student learning.

USE ACROSS CAMPUS:

- Strategies discussed are applicable to disciplines outside of nursing.
- Participants from the College of Education and Human Development may use the pre-brief to clearly delineate learning objectives and expectations for the learners (e.g., high-school students) participating in a simulation or educational activity.
- Participants from the College of Humanities and Social Sciences may appreciate the role of the debriefing as a guide for the faculty/student to derive meaning from research projects asking what went well and what could be done differently.

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