**Appendix A: Survey Regarding the Experience of Mannequin Death Due to Learner Action or Inaction**

**Demographic Questions:**

* Have you ever experienced the death of a mannequin during a simulation-based educational activity at Kosair Children’s Hospital? If no, please do not complete the rest of the survey. If yes, please complete the following questions based on those past simulations in which the mannequin has died. (Yes/No)
* How many simulations have you participated in that have involved the death of the mannequin? (Free Text Response)

**Theme 1: Learner Preparation and suspension of disbelief during simulation**

1. Please rate your level of agreement with the following statement on the following 1-5 scale (1=strongly disagree, 3=neutral, 5=strongly agree). “Prior to entering the simulation, I felt prepared for the session.” (Likert Scale)
2. In the following text box, please tell us what, if anything, you did to prepare. (Free Text Response)
3. Please rate your level of agreement with the following statement on the following 1-5 scale (1=strongly disagree, 3=neutral, 5=strongly agree). “During the simulation, I was able to “suspend disbelief” and successfully pretend that this was a real patient care experience.” (Likert Scale)
4. If you had difficulty suspending disbelief, please describe why this was the case (Free Text Response)

**Theme 2: Differences in emotional response between real and simulated death**

1. Please rate your level of agreement with the following statement on the following 1-5 scale (1=strongly disagree, 3=neutral, 5=strongly agree) “I have an emotional reaction to the death of a mannequin during a simulation.” (Likert Scale)
2. If you have an emotional reaction, please describe it in the following text box. (Free Text Response)
3. Please rate your level of agreement with the following statement on the following 1-5 scale (1=strongly disagree, 3=neutral, 5=strongly agree) “I have similar emotional reactions to the death of a mannequin during a simulation as I do to the death of a real patient.” (Likert Scale)
4. In the following text box, please give your thoughts on emotional similarities and differences between mannequin death and actual patient death. (Free Text Response)

**Theme 3: Effects of simulated death on future emotional engagement in learning activities**

Please rate your level of agreement with the following statement on the following 1-5 scale (1=strongly disagree, 3=neutral, 5=strongly agree)

1. “Knowing the mannequin might die during a simulation makes me nervous before going in.” (Likert Scale)
2. "Knowing the mannequin might die prior to beginning the simulation motivates me toward higher performance." (Likert Scale)
3. “The death of the mannequin in these simulations made me more reluctant to engage in future simulations.” (Likert Scale)

**Theme 4: Learner self-perception and perception by team regarding deficits in knowledge and skills**

1. Please consider your emotional response toward your team **during** the simulation and rate them on the following 1-5 scale, (1= strongly negative emotions, 3=neutral, 5=strongly positive emotions) (Likert Scale)
2. Please consider your perceptions regarding your team’s emotional response toward you **during** the simulation and rate them on the following 1-5 scale, (1= strongly negative emotions, 3=neutral, 5=strongly positive emotions) (Likert Scale)

**Theme 5: Impact of debriefing on emotive response to the simulation**

1. Please take a moment to consider how you felt **after** the simulation had ended, but **prior to** the debriefing. Click on all choices below that reflect your emotions at that point. (Multiple Choice)
   1. Happiness
   2. Frustration
   3. Disappointment
   4. Indifference
   5. Anxiety
   6. Anger
   7. Embarrassment
   8. Shock
   9. Satisfaction
   10. Other (please enter in text space provided)
2. Now, please take a moment to consider how you felt **after** the debriefing had been conducted. Click on all choices below that reflect your emotions at that point. (Multiple Choice)
3. Happiness
4. Frustration
5. Disappointment
6. Indifference
7. Anxiety
8. Anger
9. Embarrassment
10. Shock
11. Satisfaction
12. Other (please enter in text space provided)
13. Please rate the effect of the debriefing on your emotional state on the following 1-5 scale (1=significant enhancement of negative emotions, 3=no effect on emotions, and 5= significant enhancement of positive emotions).
14. In the following text box please record how the debriefing affected your emotional state.

**Theme 6: Impact of debriefing on the knowledge and skills learned during the simulation**

1. Please rate your level of agreement with the following statement on the following 1-5 scale (1= strongly disagree, 3 =neutral, and 5 =strongly agree) “The debriefing conducted after these simulations contributed meaningfully to my knowledge base.” (Likert Scale)
2. Please indicate your perception of the mannequin’s death on the knowledge you obtained during the debriefing on the following 1-5 scale (1=mannequin death significantly detracted from my learning during the debriefing, 3= mannequin death made no difference to my learning during the debriefing, 5= mannequin death significantly enhanced my learning during the debriefing) (Likert Scale)

**Theme 7: Effect on knowledge retention and practice changes caused by mannequin death in simulation**

1. Now, please consider your patient care after this simulation. On a scale of 1-5, please indicate how likely you are to use what you learned during this simulation (1= very unlikely, 3=neutral, 5=very likely) (Likert Scale)
2. Please consider the effect of mannequin death on your overall learning. Please indicate whether the death of the mannequin hindered or enhanced your ability to remember the learning points of the simulation on the following 1-5 scale (1=significantly hindered my ability, 3=Neutral, 5=Significantly Enhanced) (Likert Scale)
3. In the following text box, please record the reasons why you feel this is true. (Free Text Response)
4. Please consider ways in which your current and/or future practice might have changed based on this simulation. Now consider the effect of the mannequin’s death on that practice change. Please indicate on the following 1-5 scale how the mannequin’s death may have impacted that practice change either negatively or positively. (1= Significant negative impact, 3=No impact, 5=Significant positive impact) (Likert Scale)
5. In the following text box, please record the reasons why you feel this is true. (Free Text Response)

Finally, please rate the following statements on the following 1-5 scale, with 1=strongly disagree, 3=neutral, and 5=strongly agree

1. “The mannequin’s death distracted me from the learning points of the scenario.” (Likert Scale)
2. “If the mannequin had not died, I would have taken the scenario less seriously.” (Likert Scale)
3. “The mannequin’s death made no difference to my clinical practice.” (Likert Scale)
4. “If the mannequin had not died due to the team’s actions, I may have made the corresponding mistake in the real world.” (Likert Scale)
5. “The potential for mannequin death has no impact on my learning.” (Likert Scale)
6. “The potential for mannequin death is an important part of realism.” (Likert Scale)