Supplemental Digital Content 2

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| **Agency for Healthcare Research and Quality (2011)** | AHRQ facilitator notes for “Before the Training Session” reference   * introduction, objectives, agenda, expectations (p.1-2) * communication and logistics (p.2) * evaluation, safe learning environment, debriefing (p.3) |
| **Association for Simulated Practice in Healthcare (2016)** | “Ensure that a pre-simulation brief takes place where learning objectives are set beforehand and discussed as part of the debriefing process which takes place after completing a simulated scenario, or in feedback on completing a practical skill.  The pre-simulation brief should include elements such as expectations regarding professionalism, etiquette, confidentiality and roles, together with an introduction to the simulated environment” (p. 9). |
| **Association of Standardized Patient Educators Standards of Best Practice (Lewis et al., 2017)** | “Domain 1: Safe work environment:   * 1.1 Safe work practices * 1.1.5- Brief SPs so they are clear about the guidelines and parameters of a simulation activity (p. 4). * 1.1.7- Inform SPs and clients about the criteria and processes for terminating a simulation if they deem it harmful (p. 4). * 1.1.13- Work with clients to clearly define the expected scope of SP involvement in work assignments (p. 4). * 1.2 Confidentiality * 1.2.1- Ensure that SPs understand and maintain the principles of confidentiality related to specific simulation events (p. 4).   Domain 2: Case development:   * 2.2 Case components   2.2.8- Briefing instructions, time frames, instructions to learners” (p. 5). |
| **International Nursing Association for Clinical Simulation and Learning Standards of Best Practice: Simulation Facilitation (2016)** | INACSL Standards of Best Practice: Simulation Facilitation (p. S17-18).  “Criterion 3: Facilitation methods prior to the simulation-based experience include preparatory activities and a prebriefing to prepare participants for the simulation-based experience.  Required elements:   * + - * Provide participants with information and/or preparatory activities, skills review, and practice time before the simulation-based experience. * Discuss ground rules to create and maintain a safe learning environment and noncompetitive environment * Acknowledge that mistakes may happen and will be reflected upon during the debriefing. * Acknowledge the simulated nature of the learning environment, the differences in learning in a simulated environment, and discuss the concept of a fiction contract. * Hold a prebriefing at a designated time before the simulation-based experience in which the amount of time may vary depending on the modality and complexity of the simulation-based experience. Minimally, the prebriefing should include:   + Discussing the detail and expectations of the simulation-based experience. The level of detail revealed depends on the purpose, goal, and/or objectives of the simulation-based experience.   + Providing participants necessary background information about the simulation-based experience.   + An orientation of participants to the simulation environment, modality for delivery of the simulation, manikins, and the equipment that can be used or not used.   + Providing clear descriptions of assigned roles for the scenario, whether as a direct care provider, as an observer, or as other assigned role characters.   + Discussing the process to contact others (as needed) during the simulation, and if appropriate, ways to seek further information.   + As appropriate, providing time for participants to prepare before the start of the simulation experience.” |
| **National Council of State Boards of Nursing: NCSBN Simulation guidelines for prelicensure nursing programs (2016)** | “The program curriculum sets clear objectives and expected outcomes for each simulation-based experience, which are communicated to students prior to each simulation activity” (p. 8). |
| **Society for Simulation in Healthcare (2016)** | A Certified Healthcare Simulation Educator “has knowledge of the basic concepts behind instructional design” (p. 3), and simulation centers applying for accreditation must demonstrate, “how simulation specific items such as briefing and debriefing are designed and developed as well as the normal educational elements such as goals and objectives” (p. 5). |