

BREATHE SIMULATIONS INSTRUCTOR QUICK REFERENCE

Prebrief

- **Suspension of Disbelief**

Encourage learners to try their best to pretend this is a real-life situation

- **Confidentiality**

Remind learners that *“what happens in sim stays in sim”*

- **No Assessment**

Remind learners that *“this is a safe space to make mistakes and learn”*

- **Role Designation**

We want learners to focus on the case, not pretending to be a different type of health provider. Instead, encourage role delineation by encouraging learners to have someone take the lead, someone take notes, someone give medications etc.

Debrief

- **Emotional Check-In**

Re-establish psychological safety by starting with the question *“How did that feel?”*

- **Case Understanding**

Ask the group *“Can someone describe what happened?”* to ensure everyone knows what the case was about

- **Self-Evaluation**

Encourage self-evaluation and reflection to elicit questions

- **Constructive Conversation**

Make sure learners feel supported, not judged

- **Communication**

Ask learners *“Does anyone have thoughts about communication during the case?”* and provide observations on effective and closed-loop communication

- **Practice Improvement**

Provide meaningful feedback to help learners enhance knowledge and improve clinical practice

