



REAL-TIME VIRTUAL SUPPORT SIMULATION CASE FACILITATOR GUIDE

RTVS Simulation Introduction

Real-Time Virtual Support (RTVS) provides on-demand consultation and support to rural healthcare providers 24/7. UBC Continuing Professional Development (CPD), in partnership with the Rural Coordination Centre of British Columbia (RCCbc) is proud to offer a multi-modal simulation program supporting rural communities, provincial education programs, FNHA nursing stations and UBC Family Practice residents to use RTVS. RTVS Simulations are an opportunity for health care providers to hone clinical skills, practice using standard technology to connect to RTVS and learn how to integrate RTVS into their practice.

Case Facilitator Overview

The Case Facilitator in RTVS Simulation sessions supports simulation participants as they move through the simulated case. Case Facilitators monitor participants' progression and share relevant information according to the actions taken.

Key components of the role of Case Facilitator include:

- Maintaining the fidelity of the simulation through adherence to the case documentation and provision of medically relevant details as requested (vitals, symptoms, patient history etc.)
- Answering participant questions
- Adjusting the simulation in response to participants' actions or lack of actions
- Supporting session time-management

Case Facilitation Resources

- Crisis Resource Management Skills Handout
- Standards of Best Practice: Simulation Standard V – Facilitator

CRISIS RESOURCE MANAGEMENT

Call for Help Early

- Call for help early enough to make a difference
- Err on the side of getting more help
- Mobilize early personnel with special skills if they may be needed

Designate Leadership

- Establish clear leadership
- Inform team members who is in charge
- 'Followers' should be active in asking who is leading

Anticipate and Plan

- Plan & prepare for high work-load periods during low work-load periods
- Know where you are likely headed during the crisis and make backup plans early

Establish Role Clarity

- Determine who will do what
- Assign areas of responsibility appropriate to knowledge, skills, and training
- Active followers may offer specific roles

Know the Environment

- Maintain situational awareness
- Know how things work and where things are
- Be aware of strengths and vulnerabilities of environment

Use All Available Information

- Monitor multiple streams of data and information
- Check and cross check information

Distribute the Workload

- Assign specific tasks to team members according to their abilities
- Revise the distribution if there is task overload or failure

Allocate Attention Wisely

- Eliminate or reduce distractions
- Monitor for task saturation & data overload
- Avoid getting fixated
- Recruit others to help w/ monitoring

Communicate Effectively

- Command and request clearly
- Seek confirmation of request (close the loop)
- Avoid "thin air" statements
- Foster input and atmosphere of open information exchange among all personnel

Mobilize Resources

- Activate all helpful resources including equipment and additional personnel

Use Cognitive Aids

- Be familiar with content, format, and location
- Support the effective use of cognitive aids

CRISIS RESOURCE MANAGEMENT





Featured Article

Standards of Best Practice: Simulation Standard V: Facilitator

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KEYWORDS

reflection;
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safe environment

Abstract: A proficient facilitator is required to manage the complexity of all aspects of simulation. The facilitator has specific simulation education provided by formal coursework, continuing education offerings, and targeted work with an experienced mentor. The facilitator is key to participants' learning. The facilitator guides and supports participants to understand and achieve the objectives. The facilitator helps the participants explore the case and their thought processes used in decision making. In addition, the facilitator engages the participants in searching for evidence-based practice solutions to foster skill development, clinical judgment, and reasoning. The facilitator adjusts the simulation to

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meet the learning objectives based on the participants' actions or lack of actions. The facilitator leads the participants in identifying the positive actions, the actions that could have been changed to promote better patient outcomes, and how the actions could have been changed to meet the learning objectives, if these objectives have not been met.

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Statement

A proficient facilitator is required to manage the complexity of all aspects of simulation. The facilitator has specific simulation education provided by formal coursework, continuing education offerings, and targeted work with an experienced mentor.

Rationale

The facilitator is key to participants' learning. The facilitator guides and supports participants to understand and achieve the objectives. The facilitator helps the participants explore the case and their thought processes used in decision making. In addition, the facilitator engages the participants in searching for evidence-based practice solutions to foster skill development, clinical judgment, and reasoning. The facilitator adjusts the simulation to meet the learning objectives based on the participants' actions or lack of actions. The facilitator leads the participants in identifying the positive actions, the actions that could have been changed to promote better patient outcomes, and how the actions could have been changed to meet the learning objectives, if these objectives have not been met.

Outcome

The facilitator guides the simulation-based learning experience to optimize opportunities for participants to meet expected outcomes.

Criteria

To achieve the desired outcomes of a simulation-based learning experience, the facilitator:

1. Clearly communicates the objectives and expected outcomes to the participant(s).
2. Creates a safe learning environment (see Standard II: Professional Integrity of Participant) that supports and

encourages active learning, repetitive practice, and reflection.

3. Promotes and maintains fidelity.
4. Uses facilitation methods appropriate to the participants' level of learning and experience (see Standard IV: Facilitation Methods).
5. Assesses and evaluates the acquisition of knowledge, skills, attitudes, and behaviors.
6. Models professional integrity.
7. Fosters student learning by providing appropriate support throughout the simulation activity, from preparation through reflection.
8. Establishes and obtains evaluation data regarding the effectiveness of the facilitator and the simulation experience.
9. Provides constructive feedback and debriefing with the participants.

Guidelines

Criterion 1: Clearly Communicates the Objectives and Expected Outcomes to the Participant(s)

Guideline: The facilitator communicates the objectives and expected outcomes prior to the simulation-based experience. The level of detail revealed to participants will depend on the objectives.

Guideline Statement: It is the facilitator's responsibility to prepare the participant by communicating the objectives and expected outcomes. Participants should know what to expect of the simulation-based experience.

The facilitator should:

- Use effective communication skills.
- Plan simulations appropriate to participant learning needs.
- Assume a participant-centered approach to the simulation.
- Orient participants to the environment (manikin, standardized patient, recording, roles, etc.).
- Guide the participant in a manner consistent with the simulation objectives.

Criterion 2: Creates a Safe Learning Environment That Supports and Encourages Active Learning, Repetitive Practice, and Reflection

See Standard II: Professional Integrity of Participant.

Guideline: Establishment of a safe learning environment.

Guideline Statement: Participants should feel that the simulated environment is a safe learning environment that encourages active learning and reflection and supports repetitive practice.

The facilitator should:

- Understand the needs of the participants in a simulated environment.
- Establish an environment in which the participants feel psychologically safe without fear of negative consequences to their status or relationships.

Criterion 3: Promotes and Maintains Fidelity

Guideline: Simulation is developed with the level of fidelity needed to meet the desired outcomes.

Guideline Statement: The simulated environment should replicate the actual environment as closely as possible.

The facilitator should demonstrate current knowledge related to:

- Simulation as a pedagogy.
- Simulation design and fidelity.
- Technology.
- Scenario content.

Criterion 4: Uses Facilitation Methods Appropriate to the Participants' Level of Learning and Experience

See Standard IV: Facilitation Methods.

Guideline: Facilitator designs the simulation-based learning experience at the appropriate level for the participant.

Guideline Statement: Methods used to facilitate the simulated-based learning experience should be appropriate for the level of learning, experience, and competency of the participants.

The facilitator should possess and demonstrate a substantial skill set of current knowledge related to:

- Characteristics, abilities, and level of the participants.
- Expected outcomes for simulation.
- Understanding the theories and principles of experiential and contextual learning.

- Modeling and systems theory.
- Attributes of debriefing to inform the teaching role: reflection, emotion, reception, integration, and assimilation.

Criterion 5: Assesses and Evaluates the Acquisition of Knowledge, Skills, Attitudes, and Behaviors

Guideline: Assessment and evaluation of the simulation-based learning experience.

Guideline Statement: The facilitator assesses and evaluates the acquisition of knowledge, skills, attitudes, and behaviors.

The facilitator should:

- Use tools that have been tested for reliability and validity on a like population or situation, when possible.
- Use knowledge of best practice to identify knowledge and performance gaps.

Criterion 6: Models Professional Integrity

Guideline: Facilitator attributes.

Guideline Statement: Facilitators' professional and ethical behaviors are required in the simulated environment. Facilitator attributes can influence participants' outcomes.

The facilitator should be:

- Flexible and resourceful.
- Positive.
- Enthusiastic.
- Motivational.
- Calm and engender a sense of trust.
- Well organized, prepared, and responsible in managing simulation activities.
- Prepared for simulation prior to actual event.
- Clinically proficient.
- Able to share the expertise, using good judgment.
- Cognizant of issues related to the care of diverse populations and diversity among participants.
- Mindful of the value of ethical issues related to the simulation-based experience.
- Sensitive to ethical issues related to the simulation-based experience.

Criterion 7: Fosters Participant Learning by Providing Appropriate Support Throughout the Simulation Activity, from Preparation through Reflection

Guideline: Supports participant during the simulation-based learning experience.

Guideline Statement: Effective facilitators must be advocates for simulation as a pedagogy.

The facilitator should:

- Role model the expected outcomes.
- Mentor other simulation faculty.
- Be a simulation advocate.
- Embrace professional and faculty development.

Criterion 8: Establishes and Obtains Evaluation Data Regarding the Effectiveness of the Facilitator and the Simulation Experience

Guideline: Simulation evaluation.

Guideline Statement: The facilitator is responsible for the evaluation of all aspects of the simulation experience.

In addition to managing the simulation, the facilitator should:

- Use and promote reflective thinking.
- Make adjustments to the simulation experience based on evaluation data from facilitators and participants.

Criterion 9: Provides Constructive Feedback and Facilitates Debriefing with the Participants

Guideline: Feedback and debriefing.

Guideline Statement: Feedback and debriefing to simulation participants must be constructive (see Standard VI: The Debriefing Process).

The facilitator should:

- Encourage participant self-evaluation and reflection.
- Encourage peer to peer evaluation.
- Analyze the simulation to provide meaningful feedback to allow the participants to enhance their practice.
- Use objectives and expected outcomes to frame feedback about participants' performance.

Original INACSL Standard V Reference

The INACSL Board of Directors. (2011, August). Standard V: Simulation facilitator. *Clinical Simulation in Nursing*, 7, s14-s15.

Supporting Materials

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