RIVERSIDE CITY COLLEGESCHOOL OF NURSING
SCHOOL OF NURSING

Policy and Procedure: Professional Development Requirements and Expectations for Simulation Facilitators

As outlined in the *Simulation Facilitator* job description, simulation facilitators are required to complete a simulation training course that describes the simulation structure for RCC's SON Regional Simulation Program (RSP) Simulation Training Course and attend or complete one continuing education event per year that directly relates to simulation. Simulation Facilitators have the option to attend a simulation conference of their choice and/or complete simulation training modules that are posted on the Simulation Collaborative course on Canvas. Simulation Facilitators must submit documentation of continuing education to the Director of Simulation/Learning Labs and/or Simulation Expert who will ensure that it is placed into the Simulation Facilitator's file. The Simulation Experts will maintain and update resources on the Simulation Collaborative course on Canvas. Simulation Facilitators are welcome to contribute resources to the site and can submit the resource to the Simulation Experts to post.

The RSP is based on the *International Nurses' Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice*. These standards are posted on the Simulation Collaborative course on Canvas. All Simulation Facilitators are required to review and familiarize themselves with these standards and are expected to comply with them.

Simulation facilitators who do not maintain continuing education requirements for simulation or do not adhere to the standards of best practice for simulation and/or RCC's RSP expectations will not be assigned to facilitate simulation educational activities in the program.

The RSP follows the standards of best practice by incorporating pre-briefing, debriefing and evaluation into all simulation educational activities.

Pre-briefing:
Pre-briefing sets the stage of the simulated educational activity. Participants are informed that the simulation educational activity is not a graded experience, but focuses on experiential learning. This provides the opportunity for an orientation to the simulation setting including HPS, objectives for the scenario, psychological safety, review of confidentiality expectations, and fidelity. Participants should be provided an opportunity to ask questions and receive clarification on any aspect of the environment or scenario. A pre-brief script has been developed by the Simulation Experts to ensure consistency with pre-briefing. Ten minutes are allotted for the Simulation Facilitator to review purpose, objectives, confidentiality, and establish a safe environment for participants. Ten minutes are allotted for the Nursing Simulation Lab Specialist (NSLS) to orient the participants to the simulation setting, HPS, and supplies/equipment.

Debriefing:
Debriefing allows time for reflection which is the essential component of the simulated clinical experience. All debriefing is conducted by the simulation facilitator that has observed the simulated clinical experience and is competent in the debriefing process. Debriefing occurs in a separate room away from the simulation area where students can reflect in a non-threatening environment. The debrief facilitation is guided by the simulation scenario objectives. The debriefing framework used at RCC is PEARLS. An article on debriefing with PEARLS is available on the Simulation Education course site on Canvas. All simulation facilitators should familiarize themselves with this framework.

Evaluation:
All participants are given the opportunity to evaluate each simulated educational activity. The RSP used the National League for Nursing (NLN) Simulation Design Tool (2005). The evaluation tool is available on SurveyMonkey to ensure confidentiality. The link for SurveyMonkey is located on the course-level site located on Canvas. The evaluation results are used for quality improvement and curricular changes as needed.

Created: 9/14/19