

Pre-Briefing Elements	
<b>Pre-Briefing Checklist</b>	<p style="text-align: center;"><b>Establish &amp; Maintain the Safe Container</b></p> <ul style="list-style-type: none"> <li>○ Ensure all facilitators agree to a shared mental model regarding the purpose of simulation activities.</li> <li>○ Adhere to most current INACSL standards of best practice: Simulation<sup>SM</sup>.</li> <li>○ Reinforce the concept of simulation as a learning environment: <ul style="list-style-type: none"> <li>• <i>'Mistakes are puzzles to be solved, not crimes to be punished'.</i></li> </ul> </li> <li>○ Establish the basic assumption: <ul style="list-style-type: none"> <li>• <i>'We believe that everyone participating in activities at (facility name) is intelligent, capable, cares about doing their best, and wants to improve'®.</i></li> </ul> </li> </ul> <p><b>Note:</b> Review these safe space learning concepts in every pre-briefing.</p>
○ Welcome participants and ensure the environment is conducive to learning and engaged participation.	
<b>Fiction Contract &amp; Confidentiality</b>	
<ul style="list-style-type: none"> <li>○ Discuss the necessity of a mutual fiction contract and its importance to learning outcomes.</li> <li>○ Ensure all participants agree to the confidentiality requirements of simulation activities: <ul style="list-style-type: none"> <li>• <i>Recommended to have an actual confidentiality and fiction contract that participants sign for each simulation course or set of activities.</i></li> </ul> </li> </ul>	
<b>Review Objectives &amp; Set Expectations</b>	
<ul style="list-style-type: none"> <li>○ Review objectives: <ul style="list-style-type: none"> <li>• <i>Provide information about the simulation purpose without disclosing specific actions.</i></li> </ul> </li> <li>○ Clarify expectations and establish ground rules.</li> <li>○ Inform participants about the evaluation process.</li> </ul>	
<b>Orientation to Environment &amp; Logistics</b>	
<ul style="list-style-type: none"> <li>○ Orient to environment: <ul style="list-style-type: none"> <li>• <i>Include space, equipment/supplies, simulator, patient situation/setting, limitations, realism/fidelity.</i></li> </ul> </li> <li>○ Review logistics: <ul style="list-style-type: none"> <li>• <i>Level of detail revealed depends on purpose, goal, and/or objectives of the simulation.</i></li> <li>• <i>Inform participants of activity timing/flow of events/agenda.</i></li> <li>• <i>Outline available resources to participants for use throughout the simulation.</i></li> <li>• <i>Explain participant roles.</i></li> </ul> </li> </ul>	
<b>Assign Roles &amp; Provide Report</b>	
<ul style="list-style-type: none"> <li>○ Assign participant roles: <ul style="list-style-type: none"> <li>• <i>Ensure participant understanding of given role.</i></li> <li>• <i>Supply/Review any scripts applicable to participant roles.</i></li> </ul> </li> <li>○ Provide a structured report/handover of information to participants.</li> </ul>	
<b>Checklist Guidelines &amp; Recommendations</b>	
<ul style="list-style-type: none"> <li>○ Preparation for all parts of a simulation-based learning experience, including pre-briefing, should occur before the scheduled activity timeframe.</li> <li>○ This checklist is for simulation facilitators to use in the scheduled pre-briefing time on the day of simulation activities.</li> <li>○ Pre-recorded, pre-briefing activities tailored to specific simulation-based learning activities can help maintain consistency across participant groups and facilitators.</li> <li>○ Simulation-based learning activities should be facilitated by trained personnel.</li> <li>○ Mutual respect between all involved parties (participants, facilitators, standardized patients, confederates, etc.) is essential to promote best-practice outcomes.</li> <li>○ Continual awareness and review of the most current research and INACSL Standards of best practice: Simulation<sup>SM</sup> is essential for implementing evidence-based experiences.</li> </ul>	

## References

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