Advanced Simulation Facilitator Course

INTRODUCTION

This three-day course provides the fundamentals for developing advanced facilitator skills to explore and develop a psychological safety environment to discuss and learn with simulation tailored to your scenarios or course participants. It is open to any teacher interested in delivering simulation-based training but with an emphasis on the field of physiotherapy.

It includes highly interactive sessions and workshops covering the fundamentals of briefing and debriefing. First, it recalls the simzone framework briefly to talk about the strategies according to each zone, and then it emphasizes on the concept of physiological safety along a simulation.

It also contains exercises on planning and developing highly challenging scenarios to trigger reflection. It consists of co-creating a strategic scenario with partners to make a sustainable impact with the designed scenarios linked to the curricula. At the same time, this design moment includes developing a specific structure and key questions to guide the debriefing.

Finally, scenarios will be represented and guided. This includes the unique opportunity to observe and critique each other's debriefing sessions, a process known as "Metadebriefing". The course is highly dedicated to participants' practice and active feedback from the teacher and their peers, fostering their ability to debrief and give effective feedback.

This hands-on approach will allow you to practice and hone facilitator skills in a safe and supportive environment. In addition, the course delves into the theory behind clinical debriefing and strategies for understanding and reflecting on behaviors and mental frames. This in-depth knowledge will enable you to continue using simulation as a teaching and assessment tool.

GENERAL OBJECTIVE
To develop basic facilitator competencies for undergraduate students by understanding the rationale behind the methodology.

LEARNING OUTCOMES

At the end of the course, the participant should be able to:
- Explain simulation from an integral vision as an experiential and active methodology.
- Design challenging scenarios to trigger high reflection during a simulation session, especially during the debriefing phase integrating INACSL standards.
- Recognise the aspects relevant to patient safety in the simulation scenario.
- Moderate and promote a constructive discussion from which participants get ideas for safe patient treatment.
- Apply different debriefing approaches to change and understand behaviour and mental frames.
- Thrive as an educator and change agent.

Participants: Professors of the Physiotherapy Department of the Wroclaw Medical University (Poland)

Language: English

Number of participants: Min.6 max.15

Modality (online, hybrid, or face-to-face): hybrid

Professor: Griselda Gonzalez-Caminal, certified facilitator, PhD. Education and Physiotherapist.

Planned duration per participant (TOTAL): 32 hours (1'5ECTS)

Contact hours 24 contact hours (3 days)
Synchronous online hours (2h) + follow-up via email
Autonomous work (6h)

CONTENTS

DAY 1
Recall of basic concepts and simulation structure.
- Ingredients of simulation: methodological and pedagogical foundations of training and experiential learning.
- Safe space and psychological safety along simulation session.
- Debriefing strategies according to simzone framework.
- Key knowledge about the briefing and its integration: briefing practice.

DAY 2
Scenario design for behavior and metal frame changes and practice.
- Designing scenarios: key message, questioning, and essential elements to trigger reflection.
- Elements of design to avoid bias and improve facilitation: based on INACLS Standards of Best Practices.
- Noise and signal and its impact on learning: obstacles, barriers, fears, and opportunities for learning and development.
- Structure and transition: from the scenario to the debriefing phase.
- Scenario and debriefing practice.

DAY 3
Practice of advanced debriefing techniques and models.
- Practical exercises based on the scenarios designed by the participants.
- Bubble Brief, PAAILs, or D4 using SHARP, PEARLS, or DIAMON after implementing a PLUS/DELTA.
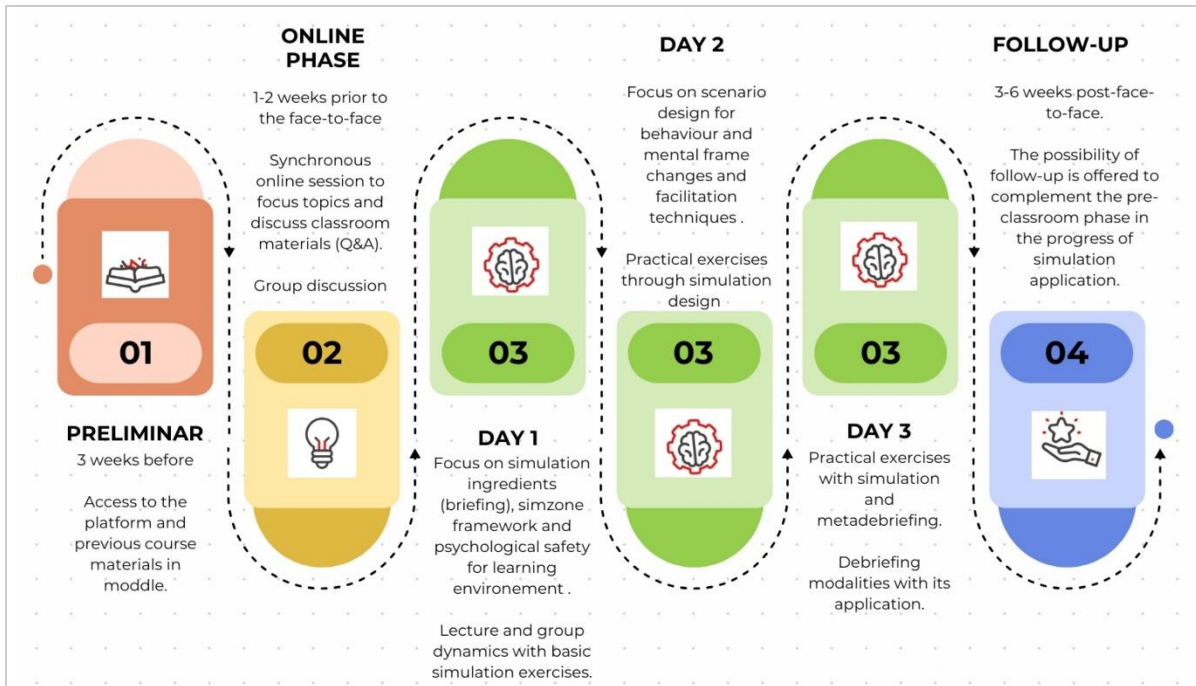- Metadebriefing.

METHODOLOGY:
The course is organized with a mixed structure that includes sessions of theoretical content, practical exercises, and group dynamics divided into 4 phases: (i) previous access to online content in Moodle classroom; (ii) synchronous online session of preliminary discussion; (iii) face-to-face content development and much practice and (iv) follow-up (see image). For most topics, 'flipped learning' is applied. The workshop highlights the practical application of advanced facilitation methods integrated into the session: initial briefing, directing the flow of scenarios or skills stations, delivering constructive feedback, and conducting debriefs.

A primary emphasis is on fostering and sustaining a psychologically secure learning atmosphere where participants can operate "at the limits of their abilities," with positive reinforcement of strengths and recognition of areas for improvement.

Ad hoc guidelines and open-source self-learning documents will be provided before the first online contact and applied in practice during the face-to-face session. This approach allows participants to move from the problems and actions they must apply as simulation teachers to the simulation methodology's concepts and application for advanced debriefing skills.

The proposed exercises will "facilitate" their colleagues in understanding different debriefing techniques for understanding behaviors and mental frames and help students reflect on their own learning process. In the practical part, participants will follow the step-by-step process of implementing a simulation activity for their subject with the trainer's support and feedback from their peers.

All sessions combine theoretical content with group dynamics and practical exercises. In addition, the course includes an initial contact period and a follow-up of the designed cases.

ONLINE PHASE

1-2 weeks prior to the face-to-face

Synchronous online session to focus topics and discuss classroom materials (Q&A).

Group discussion

01

PRELIMINAR

3 weeks before

Access to the platform and previous course materials in moddle.

02

DAY 2

Focus on scenario design for behaviour and mental frame changes and facilitation techniques .

Practical exercises through simulation design

03

DAY 1

Focus on simulation ingredients (briefing), simzone framework and psychological safety for learning environement .

Lecture and group dynamics with basic simulation exercises.

03

FOLLOW-UP

3-6 weeks post-face-to-face.

The possibility of follow-up is offered to complement the pre-classroom phase in the progress of simulation application.

03

DAY 3

Practical exercises with simulation and metadebriefing.

Debriefing modalities with its application.

04

EVALUATION: The course uses as internal evaluation an ad hoc questionnaire for participants to evaluate the teacher or the relevant forms of the contracting institution.

Participants must submit a basic design exercise before the face-to-face session, which will be completed during the face-to-face sessions. Subsequently, they will receive specific feedback for each submission.