

Simulation Facilitation Guide

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At the Resource Center, we use simulation-based training to allow participants a safe space to practice and learn specific skills relevant to their practice. You support the simulation in a facilitator role, similar to that used in Team-Based Learning™.

FACILITATOR ROLE

Your role is to prepare participants and monitor the simulation-based training session while providing support to participants. If, at any time during the simulation, participants cannot find a solution to specific issues, you may facilitate a conversation to encourage critical thinking and problem solving. The goal is for participants to learn from and be resources for one another; however, there may be instances where you need to provide additional support. Monitoring and support includes:

- Time-management and adhering to the agenda
- Discussing ground rules and creating a safe practice environment where mistakes are okay and are learned from
- Maintaining participant engagement
- Encouraging positive attitudes and confidence
- Maintaining the fidelity of the simulation through coordination with standardized clients, participants simulating, and participants observing
- Answering questions
- Providing examples to the team when needed
- Facilitating debrief sessions as well as standardized client feedback
- Connecting simulation experience to best practice, law and policy, and working with children, youth, and families

NOTE: Please ensure that the SC are informed of all breaks and lunch times so that they receive their breaks.

STANDARDIZED CLIENT ROLE

The standardized client (SC) provides a realistic performance and carries out the following roles:

- Follow case scenarios
- React and respond realistically to participant engagement
- Provide feedback to participants about the effect of their performance

When a time out occurs, the SC will remain in the simulation room or disengage if in the same room as observers for the simulations. The participant will rejoin their colleagues to debrief what made them time out. The SC will not participate in the time-out to allow the participant to receive support and feedback from the instructor and peers.

SCs are trained to provide specific feedback related to their experiences after the simulation. SCs will give the participant performance level feedback based on behavioral indicators aligned with the simulation-based training session.

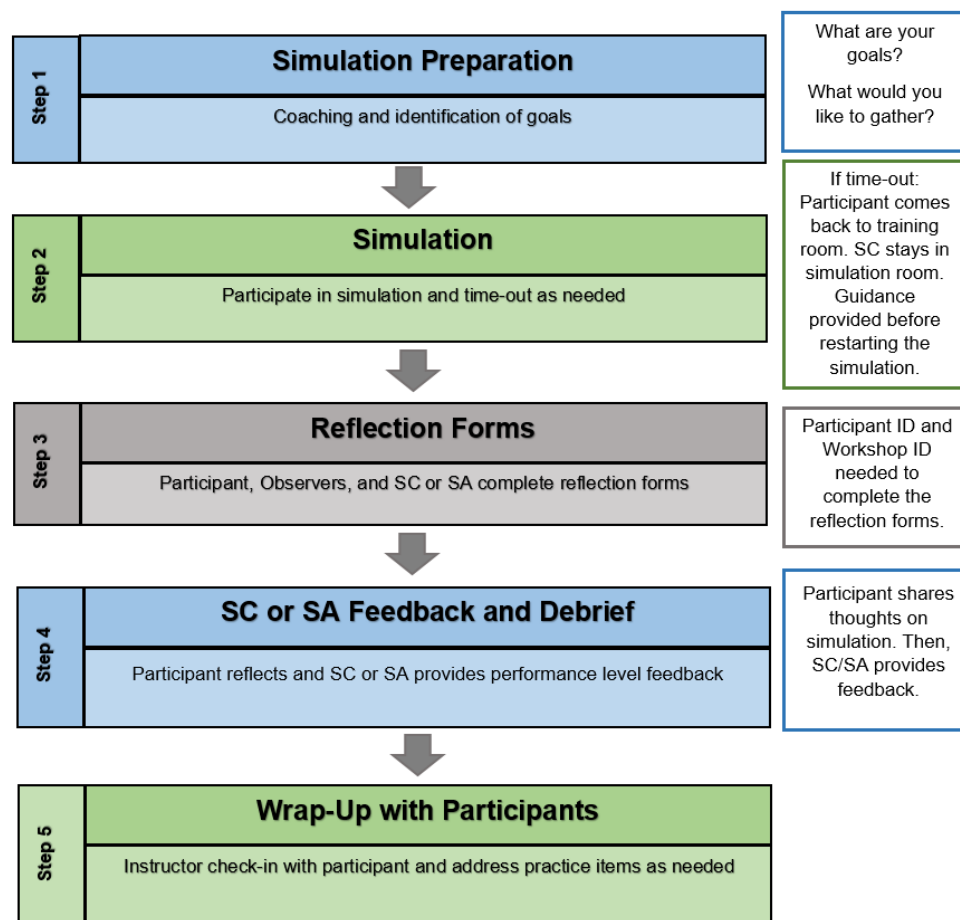
STANDARDIZED ATTORNEY ROLE

Standardized Attorneys (SA) portray attorneys during court related simulation-based training sessions. The attorneys are active in the field and will bring real life experience into the simulation. SA will:

- Learn and follow case information
- Portray attorney roles realistically by asking questions and responding to the skills participants demonstrate in their testimony
- Provide feedback to participants about the skills used in their testimony and provide general tips for success in testimony

SIMULATION ACTIVITY PROCESS

Timing for simulation and debriefs are specified for each simulation module, but all will follow the below process:



See your instructor guide for timing details and information on whether the simulation resets between participants or if it continues with the next participant starting where the prior participant stopped.

SIMULATION FACILITATION

Step 1: Participant Preparation

Do:

1. Remind participants of the purpose of the simulation.
2. Ask for a volunteer. If no one immediately volunteers, wait until someone volunteers. Do not force a participant to first.
3. Remind the participant that they can time-out as needed.
4. If the participant is picking up from where the last person left off, facilitate the group to remind the participant where the conversation left off and ask the participant to outline their next steps.
5. Ask the participant to give the observers their participant number.

Step 2: Simulation

Do:

1. Monitor timing in the simulation
2. Manage group climate during the simulation
3. Take notes as needed for your reference
4. Facilitate debrief of time out as needed

Facilitating a time out:

Participants may time out because they feel stuck in the conversation and are unsure of what to say next.

Do:

1. Invite the participant to return to the training room
2. Begin debriefing by asking questions to discover why the participant wanted to pause the interview. Some questions to consider when initiating the conversation include:
 - What made you timeout?
 - What would you like to do differently?
 - What skills could help you at this point in the meeting?
3. Encourage participants to engage in self-assessment, problem-solving, and critical thinking. Work with the participant to formulate a plan to move forward in the simulation.
4. Allow the participant to time in and complete the simulation time.

Step 3: Ending the simulation

Do: When the allotted amount of time has elapsed, let the participant and SC/SA know the simulation is complete and they should return to the classroom (if applicable). Remind participants to give the SC/SA their participant number

Step 4: Individual Reflection

Do: Have the participant, observers, and standardized client/attorney complete their feedback forms.

Step 5: SC/SA feedback and debrief with participant

Do: Invite the participant to reflect on the interaction by asking:

- What do you think went well?
- Is there anything you would change about what you did?

NOTE: The SC must be present to hear the response.

Do: Ask SCs to give the participant performance level feedback based on behavioral indicators aligned with the simulation-based training session. In some simulation sessions, two SCs may be playing roles. In those cases, the participant will get feedback from any SC they interacted with during the simulation. The debrief acts both as a transfer of learning and experiences towards application to field work, and ties directly to the goals and outcomes of the simulation.

NOTE: Feedback with the SC should not be a conversation between the participant and the SC or you and the SC. Immediately following their feedback the SC will leave the room or disengage (if simulation is occurring within the training room).

Step 6: Wrap-up with Participant

Do: Ask the participant if they have anything else they want to add after hearing from the SC.

Note: When applicable share any key points about performance level feedback the SC did not cover. This should only include any critical areas of performance level feedback the SC did not cover and should be short and concise.

Do: Address any practice concerns or questions which arose during the simulation that need to be addressed in that moment.

Step 7: Transition Steps

Do: Utilize the IG to follow any course specific transition steps. Provide participants time to document any reflections they have or information gathered on their notes page.

MANAGEMENT SUGGESTIONS:

- Set a timer for each simulation session so you can pay attention to what's happening, not watching a clock
- You may wish to have a poster on the wall showing the Simulation Process including timing, for both your use and participant use

- Prepare a flip chart with the workshop id and each participant's name and assigned number so that as participants rotate through the simulation observers know what number to use
- You may wish to hang up a poster or flip chart with the areas the SC needs to address for each participant

WHAT IF...?

- ✓ **A PARTICIPANT IS STUCK** – follow the suggestions above for a time out and only have the participant resume when they are ready
- ✓ **NO ONE VOLUNTEERS** – wait it out; you do not want to force anyone to go before they are ready
- ✓ **A PARTICIPANT IS NERVOUS** – that's to be expected, work with them on an action plan, show that you have confidence, and reiterate that they can time out; this is a safe learning environment
- ✓ **A PARTICIPANT FEELS THEY'VE FAILED** – “If participants feel that they have been unsuccessful in the simulation, they may feel dejected, and as a result, be less receptive to the learning that will take place during the debrief. To avoid this, you should communicate clearly that the success of the experience is not about the outcome of the simulation but about the learning that emerges from the debrief.” (http://go.galegroup.com.pitt.idm.oclc.org/ps/i.do?p=AONE&u=upitt_main&id=GALE|A234790711&v=2.1&it=r&sid=summon) (Musselwhite, Kennedy & Probst, 2010)