



Prebriefing and Orientation Plan from HealthySimulation.com

List of possible activities to be completed either by faculty or learners prior to the simulation or on the simulation day before the scenario. The name of staff member preparing materials and/or instructions for learners may be recorded as well as the date items materials were completed.

Activity	Date Materials Completed/Staff
Preparatory Activities Prior to Sim Day	
Required video or other audiovisual materials review (list, learner instructions and method of distribution to learners.	
Required reading (list, learner instructions and method of distribution to learners.	
Medication list with/without medication prep sheets.	
Identification of relevant didactic coursework to be completed prior to simulation day (schedule sim after completion) – faculty.	
Identify relevant skills labs to be completed prior to simulation day (schedule sim after completion) – faculty.	
Standards to be reviewed e.g. ACLS standards.	
Electronic Health Record (if available). Creation, learner instructions and method of distribution to learners.	
Case study/Simulation Patient Information. Creation, learner instructions and method of distribution to learners.	
Review of a similar case study.	
Completion of an existing clinical prep sheet (if used).	
Skills review (determine availability of lab for practice and skills lab staff support).	
Assign concept mapping (if used).	
Design and assign pretest (if used).	

Briefing on Simulation Day	
Consider using standardized scripts to ensure consistency.	
Determine learners' expectations for the day.	
Determine level of knowledge, learning needs, and prior experiences. (These may have been determined prior to simulation day or may be identified during preparatory activities).	
Review simulation objectives	
Provide details of the anticipated activities. The level of the detail will depend on the purpose, goal, and/or objectives of the simulation-based experience.	
Provide information about evaluation methods.	
Describe roles and expectations of roles to be assigned including confederates and observers.	
Review code of conduct and confidentiality of simulation scenario. Many institutions have learner contracts related to confidentiality and conduct. Learners should review and sign any contracts if not already completed. Ensure a safe learning environment.	
Provide information on time frame for sim and debrief.	
Provide information on video recording, archiving, use and destruction of video recordings/maintaining learner confidentiality. (Note: this may have been included in general orientation to simulation experiences).	
Allow time for answering questions and preparation of a plan care if appropriate.	
Orientation on Simulation Day	
Orientation to manikin.	
Orientation to sim room, equipment, supplies, medication administration/scanning equipment.	
Methods of communication during sim – simulation information e.g. end of sim, patient voice, in room phone, how to call for help e.g. RRT/code. How to ask for assistance (if appropriate).	