**SIPTEC Simulation Scenario Template**

Note: Standard simulation terminology definitions can be accessed at <https://www.ssih.org/dictionary>.

**Section I. Demographics**

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| **Section I.** | **Demographics** |
| **Scenario Title** |  |
| **Brief Scenario Description**  (1-2 sentences) | Summative Assessment  Yes  No If summative (high-stakes), provide/attach grading rubric. |
| **Target Learning Group(s)** (discipline(s)/IPE, academic level) | **Interprofessional education** occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes *(Interprofessional Education Collaborative (IPEC) / World Health Organization)*  IPE Scenario  Yes  No  PT  PTA  OT  Nursing  Medicine  Other:  Academic Level(s): |
| **Course/Content Area** | Cardiovascular  Pulmonary  Orthopedics Other:  Neurology  Oncology  Pediatrics |
| **Scenario Setting** | **Inpatient** *Complete section* **IV. A**  Acute Care  Intensive Care Unit  Emergency Department  Acute Rehabilitation  Sub-Acute Rehabilitation  Skilled Nursing/Long-term Care  Other:  **Outpatient** *Complete section* **IV. B**  **Other** *Complete section* **IV. C**  Home  School  Sports  Other: |
| **Realism/Fidelity**  (Select most important dimension(s)): | Psychological  (i.e., the degree of perceived realism, including psychological factors such as emotions, beliefs, and self-awareness of participants in simulation scenarios *(Healthcare Simulation Dictionary, 2nd ed.)*)  Conceptual  (i.e., the degree to which the scenario elements relate to each other in a realistic way so that the case makes sense as a whole to the learners *(Healthcare Simulation Dictionary, 2nd ed.)*)  Physical/Environmental  (i.e., the degree to which the simulation/simulated environment looks, sounds, and feels like the actual task *(Healthcare Simulation Dictionary, 2nd ed.)*) |
| **Estimated Time Frame for Single Simulated Encounter**  (Excluding prebrief and debrief) |  |
| **Suggested Patient/Learner Ratio** (Active participants and observer learners) |  |
| **Learner Roles and Responsibilities** | Active participants  Observer learners |
| **Keywords** |  |
| **Scenario Design** | Pilot tested  Yes  No    Collaborators  Simulationist/Simulation expert  Clinical Specialist  Content Expert |

**Section II. Curricular Information/Learning Objectives**

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| **Section II.** | | **Curricular Information/Learning Objectives** |
| **Educational Rationale**  (Broad educational goal, purpose; why this simulation-based learning is important) | |  |
| **Learning Objectives**  Provide 2-4 learning objectives for this event. Please ensure these goals are:   * SMART: specific, measurable, action-oriented, realistic, and within a time frame. * Considerate of the level of the learner * Aligned with the overall program outcomes * IPE scenarios must include learning objectives inclusive of all participating professional disciplines.   Consider the following action verbs when constructing learning objectives:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Domain** | **Pre-Learning\*** | | **Simulation Level** | | | | | **Knowledge** | Remember | Understand | Apply | Distinguish | Access | Generate | | Recognize | Interpret | Use | Organize | Summarize | Plan | | Identify | Explain | Solve | Select | Initiate | Prioritize | | **Psychomotor Skills** | Hear | Adjust | Copy | Adjust | Adapt | Design | | Touch | Locate | Discover | Build | Develop | Construct | | See | Prepare | Inject | Mix | Change | Create | | **Affective** | Accept | Cooperate | Explains | Invites | Defends | Qualify | | Reply | Obey | Completes | Proposes | Generalizes | Influence |   *\*Most of the time, objectives that fall in the pre-learning columns can be accomplished in didactic or case-based activities outside of simulation.* | | |
| **Objective 1** | Following this activity, learners will be able to: | |
| * Observable actions: Provide a list of steps or actions that may be observed during a simulation to indicate that the learners have met this objective. | | |
| **Objective 2** | Following this activity, learners will be able to: | |
| * Observable actions: Provide a list of steps or actions that may be observed during a simulation to indicate that the learners have met this objective. | | |
| **Objective 3** | Following this activity, learners will be able to: | |
| * Observable actions: Provide a list of steps or actions that may be observed during a simulation to indicate that the learners have met this objective. | | |
| Other: | | |

**Section III. Prebrief/Orientation/Preparatory Information**

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| **Section III.** | | **Prebrief/Orientation/Preparatory Information** |
| Prebriefing serves as an opportunity to establish a safe learning environment and provide preparatory information related to the simulation-based learning experience. Provide a list of key information to be provided to learners prior to the simulation experience, including, but not limited to related didactic content, learning objectives, activity logistics, simulation fiction contract, confidentiality, orientation to the simulation environment and related equipment, and assessment.  An example of a prebrief checklist is located at <https://www.nln.org/docs/default-source/uploadedfiles/professional-development-programs/sirc/pre-briefing-elements.pdf?sfvrsn=726a60d_0>. Please use this section to provide an outline of items necessary to be covered in the prebrief for this scenario.  Attach any presentations or scripts related to the prebrief. | | |
| **Specific Logistical Information for Prebrief** | See attached documents, including:  Prebrief information: | |

**Section IV. Scenario Set Up Materials: Equipment and Supporting Objects**

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| **Section IV.** | **Scenario Set Up Materials: Equipment and Supporting Objects** |
| **What type of manikin(s)/patient(s) is/are needed for this scenario?**  (Select all that apply) | Adult Manikin  Child Manikin  Infant Manikin  Newborn Manikin  Preemie Manikin  Maternal Delivery Adult Manikin  Task Trainer:  Simulated Patient  Other: |
| **Manikin(s)/patient(s) set up considerations:**  (If not relevant to scenario, leave unchecked) | Gender:        Age:        Race:       Voice:  Attire/Clothing:  Moulage:  Position of manikin(s)/patient(s):  Other:  See attachment for set-up images |

***Section IV. A. Inpatient Setting***

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| **Section IV. A** | | | **Inpatient** | | | | | | | |
| Use the code below for each item selected:  I = Initial (should be set up at start of simulation)  R = In room and ready for use  A = Available if needed and asked for (not in room)  P = Attached to patient | | | | | | | | | | |
| **Monitors** | | | | | | | | | | |
| **Code** | Capnograph  (CO2 in the  bloodstream  monitor) | **Code** | | Electrocardiogram  (EKG, ECG)  Telemetry  (# of Leads): | **Code** | Extracorporeal  Membrane  Oxygenation  (ECMO) | **Code** | Hemedex (Blood  Perfusion  Monitor, BPM) | **Code** | Intracranial  Pressure (ICP)  Monitor |
| **Code** | Noninvasive  Blood Pressure  (NIBP) Monitoring | **Code** | | Patient Bedside  Monitor | **Code** | Pulse Oximeter  (Saturation monitor) | **Code** | Ventilator | **Code** | Vital Sign Monitor  (e.g., Dynamap) |
| **Code** | Other: | | | | | | | | | |
| **Lines** | | | | | | | | | | |
| **Code** | Arterial Line | **Code** | | Central Venous  Pressure | **Code** | Intravenous (IV) Pole  Intravenous  Lines (with fluid  bags): | **Code** | Percutaneously  Inserted Central  Catheter (PICC)  Line | **Code** | Other: |
| **Feeding** | | | | | | | | | | |
| **Code** | Nasogastric  (NG) Tube | **Code** | | Percutaneous  Endoscopic  Gastrostomy   (PEG) Tube | **Code** | Other: | | | | |
| **Airway** | | | | | | | | | | |
| **Code** | Continuous Positive  Airway Pressure  (CPAP) | **Code** | | Endotracheal (ET)  Tube | **Code** | Face Mask  Non-Rebreather  Mask  Bag Valve Mask | **Code** | Nasal Canula | **Code** | Suction Catheter  (e.g., Yankauer)  Collection unit |
| **Code** | Supplemental  Oxygen: | **Code** | | Tracheostomy Tube  Cuffed  Uncuffed: | **Code** | Other: | | | | |
| **Other Patient Equipment** | | | | | | | | | | |
| **Code** | Chest Tube with  Collecting Unit | **Code** | | External Ventricular  Drain (EVD) | **Code** | Indwelling Foley  Catheter | **Code** | Sequential  Compression  Devices (SCD) | **Code** | Temporary  Pacemaker |
| **Code** | Wound Vacuum-  Assisted Closure  (VAC) | **Code** | | Other: | | | | | | |
| **Durable Medical Equipment** | | | | | | | | | | |
| **Code** | Assistive devices  Walker  Standard  Rolling  Other:  Crutches  Type:  Cane  Type:  Other: | **Code** | | Bath Chair | **Code** | Bed  Hospital  Special:  Crib  Incubator | **Code** | Bedside Commode | **Code** | Patient Lift  Specify: |
| **Code** | Portable Oxygen: | **Code** | | Wheelchair  Type: | **Code** | Other: | | | | |
| **Additional Room Equipment** | | | | | | | | | | |
| **Code** | Bedside Chair /  Recliner | **Code** | | Code Cart | **Code** | Garbage Receptacle | **Code** | Overbed Table | **Code** | Sharps Dispenser |
|  | Other: | | | | | | | | | |
| **Patient ID Band(s)** | | | | | | | | | | |
| **Code** | Name: | **Code** | | Code Status: | **Code** | DOB: | **Code** | Fall Risk: | **Code** | Allergies: |
| **Code** | Simulated ID  Number: | | **Code** | Other: | | | | | | |
| **Miscellaneous Items** | | | | | | | | | | |
| **Code** | Cervical Collar | **Code** | | Gait Belt | **Code** | Gloves | **Code** | Gowns | **Code** | Manual Blood  Pressure Cuff |
| **Code** | Masks | **Code** | | Ophthalmoscope | **Code** | Otoscope | **Code** | Restraints: | **Code** | Splints: |
| **Code** | Thermometer | **Code** | | Thoracic Lumbar  Sacral Orthotic  (TLSO) | **Code** | Timer/Stopwatch | **Code** | Other: | | |
| Comments: | | | | | | | | | | |

***Section IV. B. Outpatient Setting***

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| **Section IV. B** | **Outpatient** |
| Use the code below for each item selected:  I = Initial (should be set up at start of simulation)  R = In room and ready for use  A = Available if needed and asked for (not in room)  P = Attached to patient | |

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| **General Physical Therapy Equipment** | | | | | | | | | |
| **Code** | Adjustable Height  Exercise Steps | **Code** | Assistive devices  Walker  Standard  Rolling  Other:  Crutches  Type:  Cane  Type:  Other: | **Code** | Bolsters  Wedges  Supports: | **Code** | Chairs: | **Code** | Floor Mat |
| **Code** | Linens  Gowns:  Towels:  Sheets:  Pillows:  Pillowcases:  Blankets: | **Code** | Mat Table | **Code** | Mirrors: | **Code** | Mobilization Belts  and Devices: | **Code** | Patient Lift  Specify: |
| **Code** | Rolling Stools: | **Code** | Step Stools: | **Code** | Treatment Table  Wooden Plinth  High-Low  Adjustable | **Code** | Other: | | |
| **Devices for Tests and Measures** | | | | | | | | | |
| **Code** | Blood Pressure Cuff | **Code** | Force Plate  Assessment | **Code** | Goniometers | **Code** | Grip Dynamometer | **Code** | Inclinometer |
| **Code** | Isokinetic Testing | **Code** | Manual Muscle  Testing  Dynamometer | **Code** | Monofilament  Sensation Testing | **Code** | Neurological  Testing Instruments | **Code** | Reflex Hammer |
| **Code** | Scoliometer | **Code** | Sit and Reach Test  Box | **Code** | Stethoscope | **Code** | Tape Measurer | **Code** | Thermometer |
| **Code** | Other: | | | | | | | | |
| **Modalities** | | | | | | | | | |
| **Code** | First Aid Kits | **Code** | Hot Packs | **Code** | Ice Packs  Ice Massage Cups | **Code** | Iontophoresis Unit | **Code** | Multiple Mode  Electrical  Stimulator (MMES)  ☐ Electrodes |
| **Code** | Paraffin Bath | **Code** | Soft Tissue  Mobilization Cream | **Code** | Traction Unit  Specify: | **Code** | Ultrasound Device  and Gel | **Code** | Vasopneumatic  Compression  Device |
| **Code** | Wound Care  Supplies: | **Code** | Other: | | | | | | |
| **Educational Materials** | | | | | | | | | |
| **Code** | Anatomical Model: | **Code** | Posters: | **Code** | Other: | | | | |
| **Fitness / Exercise Equipment** | | | | | | | | | |
| **Code** | Adjustable Height  Pulleys | **Code** | Alter-G Anti-  Gravity Treadmill | **Code** | Balance Boards | **Code** | Blood Flow  Restriction Bands | **Code** | Body Weight  Support System |
| **Code** | Child-Sized Bicycle  Training Wheels | **Code** | Cube Chairs | **Code** | Cuff Weights: | **Code** | Dumbbells: | **Code** | Medicine Balls: |
| **Code** | Multi-Purpose,  Multi-Joint,  Adjustable  Resistive Machine | **Code** | Parallel Bars | **Code** | Pilates Reformer | **Code** | Plyometric  Equipment | **Code** | Putty |
| **Code** | Reciprocal Pulley | **Code** | Resistive Tubing/  Bands | **Code** | Scooter (2 and 3-  Wheeled) | **Code** | Scooter Boards with  Handles | **Code** | Supine Shuttle-Style  Leg Press Machine |
| **Code** | Toys: | **Code** | Trampoline | **Code** | Treadmill | **Code** | Tricycle | **Code** | Upper Body  Ergometer |
| **Code** | Upright /Recumbent  Bike | **Code** | Various Sports  Performance  Equipment (e.g.,  rebounder, agility  ladder, specific  ball, etc.): | **Code** | Wall Bars | **Code** | Other: | | |
| **Miscellaneous Items** | | | | | | | | | |
| **Code** | Automated External  Defibrillator (AED) | **Code** | Gait Belt | **Code** | Narcan | **Code** | Orthotics/Splinting  Materials: | **Code** | Taping Supplies |
| **Code** | Timer/Stopwatch | **Code** | Other: | | | | | | |
| Comments: | | | | | | | | | |

***Section IV. C. Other Settings***

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| **Section IV. C** | **Other Settings** |
| Use the code below for each item selected:  I = Initial (should be set up at start of simulation)  R = In room and ready for use  A = Available if needed and asked for (not in room)  P = Attached to patient | |

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| **Code** | **Home Setting** | **Code** | **School-Based Setting** | **Code** | **Sports Setting** | **Code** | **Other Setting** |
|  | Room/Furniture Setup: |  | Describe Area / Room Setup: |  | Specify: |  | Describe Setup: |
| Bathroom |
| Cafeteria |
|  | Entrance: | Classroom | **Code** | Automated External  Defibrillator (AED) |
| Outdoor Field |
|  | Stairs: | Physical Education | **Code** | Narcan |
| **Code** | Other: | Playground | **Code** | Sport Specific  Equipment: |
| Other School  Environment (e.g.,  transportation/bus ramp): | **Code** | Other: |
| Comments: | | | | | | | |

**Section V. Clinical Context**

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| **Section V.** | **Clinical Context** |
| **Case Summary** (for facilitators): Brief summary of case progression and major events |  |
| **Case Stem** (for learners): To be provided to learners immediately prior to entering the simulation room |  |
| **Patient Information** | * Name: * Age/DOB: * Gender: * Height: * Weight: * Chief Complaint: * History of Present Illness/Symptoms: * Primary Medical Diagnosis: * Status/Attentiveness: * Patient Affect/Behavior: * Past Medical History: * Family Medical History: * Social History: * Home Environment: * Prior Level of Function: * Review of Systems: * Medications (Medicine, Dosage, Reason for Medication): * Allergies: * Other: |

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| **Baseline Presentation** | | | | | | | | | | | |
| **Vitals** | | | | | | | | | | | |
| N/A: | | | | | | | | | | | |
| Baseline vitals displayed at start: | Yes  No | HR |  | BP |  | RR |  | Temp. |  | SpO2 |  |

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| **Patient Presentation** | | |
| Use this section to document how the SP should present physically in response to screening/tests and measures. | | |
| **Body System/Skill** | **Involved** | **Details** |
| Neurological | Yes  No |  |
| Respiratory | Yes  No |  |
| Integumentary | Yes  No |  |
| Cardiovascular | Yes  No |  |
| Musculoskeletal | Yes  No |  |
| Affect/Behavior/Cognition | Yes  No |  |
| Communication | Yes  No |  |
| Functional Ability | Yes  No |  |

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| **Patient Electronic Medical Record (EMR) Data** | | | | | | | | | | | | |
| **Labs** | | | | | | | | | | | | |
| N/A: | | | | | | | | | | | | |
| **Complete Blood Count (CBC)** | | | | | | | | | | | | |
| WBC | |  | Platelets | |  | | Hgb |  | | | Hct |  |
| **Basic Metabolic Panel (BMP)** | | | | | | | | | | | | |
| Glucose | |  | Ca | |  | | Na |  | | | K |  |
| Bicarb | |  | Cl | |  | | BUN |  | | | Cr |  |
| PO4 | | . | Mg | |  | | T3 |  | | | T4 |  |
| TSH | |  |  | | | | | | | | | |
| **Liver Function/Hepatic Panel** | | | | | | | | | | | | |
| Serum Albumin | |  | Serum Prealbumin | |  | | Serum Bilirubin |  | | | Ammonia (NH3) |  |
| **Lipid Panel** | | | | | | | | | | | | |
| HDL | |  | LDL | |  | | Triglycerides |  | | | Total Cholesterol |  |
| **Bleeding Ratio/Viscosity** | | | | | | | | | | | | |
| INR | |  | APTT | |  | | Prothrombin Time |  | | |  | |
| **Cardiovascular-Specific Labs** | | | | | | | | | | | | |
| BNP | | . | CK | |  | | Troponin |  | | |  | |
| **Tests/Reports Included in EMR** | | | | | | | | | | | | |
| EKG | Yes  No | | | EEG | | Yes  No | | | X-Rays | Yes  No | | |
| EMG | Yes  No | | | CT | | Yes  No | | | MRI | Yes  No | | |
| Other |  | | | | | | | | | | | |

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| **Patient/Standardized Patient (SP) Scripting and Cues** |

**Brief Case Summary for Patient:**

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**Opening Line:**

(What do you want the patient to say at the beginning of the experience?)

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**Challenge Question(s):**

(Question patient is to ask the learner during the experience + answer to the question)

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**Other:**

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| **Patient/SP Scripting and Cues** | |
| Identify questions the learner may ask during the experience that require a specific answer and provide the answer to the question. For all other questions, the patient can “use their own” information. | |
| **Prompts** | **Scripted Questions and Corresponding Responses** |
| Patient responses to anticipated interview questions or other triggers: |  |
| Questions the patient MUST ask: |  |
| Questions the patient will ask if given the opportunity: |  |
| Information that should be shared or withheld by the patient: |  |
| Patient goals: |  |

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| **Embedded Participant Script(s)** | | |
| One row for each embedded participant: | | |
| **Role** | **Name** | **Script/Notes** (consider when and how they will participate in the scenario) |
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**Section VI. Scenario Facilitation**

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| **Section VI.** | **Scenario Facilitation** |

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| **Scenario States, Trigger Points, and Critical Actions** |

***Critical actions*** are the actions to be taken by learners to meet the learning objectives of the scenario. These are the skills you would like the learners to perform during the simulation experience to meet the learning objectives. These skills may range from performing a comprehensive patient history to complex medical procedures. Based on the complexity of skill to be performed, there may be multiple ***observed behaviors or performance measures*** associated with the skill. These behaviors should be directly observable or measurable during the experience and may include reflection during the debriefing or following the experience (post-experience surveys or reflections). Performance measures should be evidence-based.

***Patient cues or triggers*** should be linked to critical actions and performance measures. They are used to direct learners towards the intended objectives. Cues can be conveyed to learners verbally (responses provided by the patient, provider, or embedded participant), visually (changes in vital signs displayed on a monitor), or through additional data (new lab or imaging results).

There may be multiple ***management pathways*** for learners to meet the learning objectives associated with the provision of patient care during the simulation scenario. These pathways may vary based on the critical reasoning and performance of the learner. This section allows for “if…, then…” scenario drivers to be added within this column to direct the facilitator to specific phrases within the scenario flow. Also, the complexity of the patient presentation may allow for more than one examination and treatment option that would benefit the patient. The scenario should be developed to accommodate these acceptable variations in practice while maintaining consistency and standardization to increase the scenario repeatability.

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| **Scenario Flow (Approximate Timing)** | **Patient Status** | **Action(s):**  **Cue(s), Trigger(s), Response(s)** | **Expected Critical Action(s)/Intervention(s)/Response(s)** | **Observed Behavior(s) / Performance Measure(s)** | **Management Pathway(s)** | **Objective Number** |
|  |  | Role member providing cue:  Cue: | Learners are expected to: |  |  |  |
|  |  | Role member providing cue:  Cue: | Learners are expected to: |  |  |  |
|  |  | Role member providing cue:  Cue: | Learners are expected to: |  |  |  |
|  |  | Role member providing cue:  Cue: | Learners are expected to: |  |  |  |
|  |  | Role member providing cue:  Cue: | Learners are expected to: |  |  | . |

**Section VII. Debriefing/Assessments/References/Attachments**

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| **Section VII.** | **Debriefing** |

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| **Debriefing Objectives:** Review summary of experience, summarize the case, what were the main issues dealt with?  *“The purpose of this debrief is* *to* \_\_\_\_\_\_\_. *Everyone’s participation is welcome and encouraged.”*  Overall reaction to experience: *“How did that feel?”*  Share learning objectives with the learners.  Debriefing is a critical part of the simulation learning process; however, it is not standardized how the debrief is to be delivered based on several variables, including but not limited to the debriefer’s(s’) style, level and experience of the learners, and the debriefing strategy. Below are several resources that share best practices on a variety of debriefing models.  Resources for Debriefing:   * Healthcare Simulation Standards of Best Practice: The Debriefing Process   + <https://www.nursingsimulation.org/article/S1876-1399(21)00098-0/fulltext> * Cheng, A., Eppich, W., Epps, C., Kolbe, M., Meguerdchian, M., & Grant, V. (2021). Embracing informed learner self-assessment during debriefing: the art of plus-delta. Advance in Simulation, 6 (1):1-9. * Dreifuerst, K.T. (2015, May). Getting started with debriefing for meaningful learning. Clinical Simulation in Nursing, 11(5), 268-275. http://dx.doi.org/10.1016/j.ecns.2015.01.005. * Eppich, W. & Cheng, A. (2015). Promoting excellence and reflective learning in simulation (PEARLS): Development and rationale for a blended approach to health care simulation debriefing. Simulation in Healthcare, 10: 106-115. * Phrampus, P.E., & O’Donnell, J.M. (2013). Debriefing using a structured and supported approach. In *The comprehensive textbook of healthcare simulation* (pp. 73-84). Springer, New York, NY. * Rudolph, J.W., Simon R., Rivard P., Dufresne, R.L., & Raemer, D.B. (2007). Debriefing with good judgment: Combining rigorous feedback with genuine inquiry. Anesthesiology Clinics, 25: 361-376. * Sawyer, T., Eppich, W., Brett-Fleegler, M., Grant, V., & Cheng, A. (2016). More than one way to debrief: a critical review of healthcare simulation debriefing methods. *Simulation in Healthcare,* * Zigmont, J.J., Kappus, L.J. & Sudikoff, S.N. (2011). The 3D model of debriefing: Defusing, discovering, and deepening. Seminars in Perinatology, 35: 52-58.   Attach any presentations or scripts related to the debrief. |

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| **Other Debriefing Scripting** (e.g., case talking points, target questions to ask, etc.) |
| See attached documents, including:  Suggested time frame:       Suggested debriefing style:  Suggested talking points: |

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| **Assessment/Outcome Measure** |
| N/A  See attachment for assessment/outcome measure  Name of Assessment(s)/Outcome Measure(s): |

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| **Case References** |
| Include references, guidelines, best practices and/or content experts utilized in developing this scenario. References should be listed in AMA format. |
|  |