

Clinical Simulation Center: Prebriefing

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Objectives

- Review the Clinical Simulation Center's Prebriefing Checklist.
- Identify the key topics addressed within each section of the checklist.
- Explain the purpose and significance of the Basic Assumption statement.
- Describe the methods used to evaluate simulation experiences.
- Learn how to orient learners to their simulated environment.

Prebriefing Checklist

- Simulation Prebriefing Checklist
 - Welcome and Introduction
 - Psychological Safety and Confidentiality
 - Review Objectives, Prework, and Evaluation Methods
 - Orientation to Environment

Welcome and Introduction	
	☐ Welcome participants and ensure the environment is conducive to learning. <i>For example: learners and facilitators introduce themselves</i> (Criterion 6a, 6b) ☐ Provide information about food and drink policy, restrooms and drinking fountains, length of scenarios, breaks, agenda (Criterion 4b)
Psychological Safety and Confidentiality	
	☐ Discuss psychological safety, the goal is to have an environment where learners feel comfortable expressing their thoughts without fearing negative consequences (Criterion 6a) ☐ The Basic Assumption™: <i>We believe that everyone participating in activities at the Kinney College of Nursing and Health Professions Clinical Simulation Center is intelligent, capable, cares about doing their best, and wants to improve</i> ® (Center for Medical Simulation) (Criterion 6c) ☐ Create mutual respect between all involved parties (participants, facilitators, simulated patients, and/or volunteers) (Criterion 6b, 6e) ☐ Provide information related to the use of any recording equipment (Criterion 5b) ☐ Ensure all participants agree to the confidentiality requirements <i>For example, not sharing details of the case or other learner's actions after the activity</i> (Criterion 4e)
Review Objectives, Prework, and Evaluation Methods	
	☐ Review learning objectives – Provide information about the simulation's purpose without disclosing specific actions (Criterion 5e) ☐ Review assigned prework with learners (Criterion 2b) ☐ Review the evaluation methods (<i>formative or summative</i>) being used for this experience and notify learners when they can expect to receive the measurement tools (Criterion 5c) ☐ Inform participants about the evaluation process (Criterion 5c)
Orientation to Environment	
CSC Staff	☐ Discuss the necessity of a mutual fiction contract and suspension of disbelief. <i>"Despite attempts to create a realistic environment, not all aspects of a simulated experience may be totally realistic, and we are asking you to buy into the scenario"</i> (Criterion 4e, 4f) ☐ Discuss physical safety in the environment. <i>Example, cords, defibrillator, needles, etc.</i> (Criterion 5d) ☐ Orient to environment which may include, manikins, monitors, equipment, trainers, software, whiteboard or virtual environments. <i>Consider a demonstration of a key skill</i> (Criterion 5d, 5f) ☐ Discuss collaboration of embedded simulated participants (Criterion 5d) ☐ Inform learners of plan if there are technical failures (Criterion 5g) ☐ Orient learners to roles and expectations (Criterion 5a) ☐ Ask learners if there are any questions, be accessible and approachable (Criterion 6d, 6e)

Center for Medical Simulation
 Society for Simulation in Healthcare
 International Nursing Association for Clinical Simulation and Learning (INACSL)

www.harvardmedsim.org
www.ssih.org
www.nursingsimulation.org

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Welcome and Introduction

- Learning Environment
- No Food or Drink Policy
- Restroom and Drinking Fountain Locations
- Timeline of Scenarios

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Psychological Safety and Confidentiality

Psychological Safety and Confidentiality

- ☐ Discuss psychological safety, the goal is to have an environment where learners feel comfortable expressing their thoughts without fearing negative consequences (Criterion 6a)
- ☐ The Basic Assumption™: *We believe that everyone participating in activities at the Kinney College of Nursing and Health Professions Clinical Simulation Center is intelligent, capable, cares about doing their best, and wants to improve*© (Center for Medical Simulation) (Criterion 6c)
- ☐ Create mutual respect between all involved parties (participants, facilitators, simulated patients, and/or volunteers) (Criterion 6b, 6e)
- ☐ Provide information related to the use of any recording equipment (Criterion 5b)
- ☐ Ensure all participants agree to the confidentiality requirements *For example, not sharing details of the case or other learner's actions after the activity* (Criterion 4e)

- Psychological Safety
- Basic Assumption
- Mutual Respect
- Recording Equipment
- Confidentiality Requirements

Objectives, Prework, and Evaluation

- Review Objectives
- Review Prework
- Discuss Evaluation Methods
 - Formative
 - Summative
- Discuss Evaluation Process

Review Objectives, Prework, and Evaluation Methods	
	☐ Review learning objectives – Provide information about the simulation’s purpose without disclosing specific actions (Criterion 5e) ☐ Review assigned prework with learners (Criterion 2b) ☐ Review the evaluation methods (<i>formative</i> or <i>summative</i>) being used for this experience and notify learners when they can expect to receive the measurement tools (Criterion 5c) ☐ Inform participants about the evaluation process (Criterion 5c)

Orientation to Environment

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CSC Staff	☐ Discuss the necessity of a mutual fiction contract and suspension of disbelief. <i>"Despite attempts to create a realistic environment, not all aspects of a simulated experience may be totally realistic, and we are asking you to buy into the scenario"</i> (Criterion 4e, 4f) ☐ Discuss physical safety in the environment. <i>Example, cords, defibrillator, needles, etc.</i> (Criterion 5d) ☐ Orient to environment which may include, manikins, monitors, equipment, trainers, software, whiteboard or virtual environments. <i>Consider a demonstration of a key skill</i> (Criterion 5d, 5f) ☐ Discuss collaboration of embedded simulated participants (Criterion 5d) ☐ Inform learners of plan if there are technical failures (Criterion 5g) ☐ Orient learners to roles and expectations (Criterion 5a) ☐ Ask learners if there are any questions, be accessible and approachable (Criterion 6d, 6e)

- Discuss Fiction Contract/Suspension of Disbelief
- Discuss Physical Safety
- Orient to Environment
- Discuss Embedded Simulated Participants
- Discuss Technical Failures
- Orient to Roles
- Discuss Any Questions

References

Andrews, C., (2026). *Prebriefing checklist*. University of Southern Indiana.

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