



SIMULATION DESIGN AND CONDUCTING – []

DATE : _____

LOCATION : _____

STUDENT NAME : _____

INSTRUCTOR NAME : _____

INSTRUCTION: This SIMULATION DESIGN AND CONDUCTING checklist seeks to guide the trainee trainer to design and conduct simulated learning activities.

PERFORMANCE STEPS	Achieved?		Comments
	Y	N	
Designing the simulation activity			
Synopsis of the situation			
<ul style="list-style-type: none">Information for the facilitator to conduct the activity			
<ul style="list-style-type: none">Objective information to be provided by facilitator			
<ul style="list-style-type: none">Instructions on development events in case of branched simulation			
<ul style="list-style-type: none">Instructions to facilitator on when simulation ends, either reference to time and based on learner actions			
<ul style="list-style-type: none">Instructions to facilitator on events requiring intervention (significant error or unsafe practice)			
<ul style="list-style-type: none">Vignette for the learner			
Equipment list			
<ul style="list-style-type: none">Adequate description of the equipment list			

• Type of simulators to be used (if available)			
• Moulage or other props to increase fidelity			
Simulated patients			
• Appropriately detailed instructions for any actors in the simulation			
• Sufficient clarity around how to develop role if allowed			
A critical actions checklist			
• Score sheet or checklist for informal or formal assessment			
• Differentiation between critical actions and standard actions			
• Clear association between critical actions and learning objectives			
Environment			
• Environment is prepared to allow for safe practice with minimal distraction			
• Differentiation of spaces if necessary			
Timings			
• End points decided in advance			
Conduction of simulation activity			
Facilitator allows activity to flow to the greatest extent			
Major/dangerous mistakes are recognised and corrected			
Provision of subtle prompts when necessary, if the learner has missed something key or not advancing fast enough			
Facilitator keeps a distance from the task to avoid influencing the learner			
No additional / improvised elements.			
Avoidance of traps or confusing elements.			
Enaction of development events resulting from learner actions or omissions			

Interaction with learners			
Communication			
• Checks for learner understanding of activity and manages misunderstanding			
• Management of stress level (raising or lowering according to situation)			
Feedback or Debrief (see separate checklists)			
DEMONSTRATED BASIC PROFICIENCY:	YES / NO		
NOTES:			