2021 | Fleming College | eCampus Ontario

A person with her hand on her face

Description automatically generated with low confidence

FAcilitation Guide

*Practicing De-escalation and Situational Awareness in a Home Setting*

# Facilitator Welcome

Welcome to the Facilitator Guide for the *Practicing De-escalation and Situational Awareness in a Home Setting.* This guide has been prepared to assist you in the delivery of this simulation-based learning experience. Whether you are new to using simulations, or have facilitated several, this guide outlines detailed steps for how to organize and implement this experience, but most importantly, it will provide you with the tools needed for a successful debrief with your learners.

This project is made possible with funding by the Government of Ontario and the Virtual Learning Strategy.

To learn more about the virtual learning strategy visit <https://vls.ecampusontario.ca/>

Table of Contents

[Facilitator Welcome 1](#_Toc96521777)

[What is Simulation? 3](#_Toc96521778)

[Critical Stages in Simulation-Based Learning 4](#_Toc96521779)

[Before the Simulation: Prework and Prebrief 4](#_Toc96521780)

[After the Simulation: The Debrief 4](#_Toc96521781)

[Simulation Activity Overview 5](#_Toc96521782)

[Learning Outcomes 5](#_Toc96521783)

[Prework and Prebrief 6](#_Toc96521784)

[Simulation Activity 6](#_Toc96521785)

[Resources and Planning 8](#_Toc96521786)

[Debriefing 9](#_Toc96521787)

[PEARLS Debriefing Method 10](#_Toc96521788)

[Plus/Delta 11](#_Toc96521789)

[Extend activity 12](#_Toc96521790)

[1. Documentation 12](#_Toc96521791)

[2. Reflection 12](#_Toc96521792)

[3. Explore Community Resources 12](#_Toc96521793)

[4. Self-Care Plan 12](#_Toc96521794)

[Glossary of Terms 13](#_Toc96521795)

[Acknowledgements 14](#_Toc96521796)

[Further Resources 15](#_Toc96521797)

[References 17](#_Toc96521798)

# What is Simulation?

Simulation-based learning is an intentional teaching technique that replaces real experiences with guided experiential learning opportunities. They are often immersive in nature and replicate some aspects of real-world experiences in safe, interactive, and engaging ways. Simulations have long been used to support educational programs connected to healthcare, as they provide ways for students to practice newly acquired skills without risking patient well-being. Many of the best-practices surrounding using simulation-based learning comes from healthcare, but as a teaching tool, simulations have much wider application. Programs ranging from Early Childhood Education and Social Work through to Policing and Paralegal are now regularly using simulations within their programs.

Simulation-based learning can take many forms. Business students might work with case-studies to develop marketing plans. Paramedics might role-play scenarios with standardized participants who have been trained to play the part of injured or sick community members. Nursing students might practice taking vital signs using a high-fidelity medical manikin. Policing students might complete safety training using virtual reality or immersive 360-degree video. But more and more, we are also seeing the development of virtual simulations or “simulation games,” such as this one, where students are exposed to scenarios and at various points have to answer questions, make decisions, or complete other online tasks.

There are so many reasons that simulation-based learning is an effective tool. Learners exposed to simulations are provided with opportunities for

* repetitive practice of skills
* self-reflection that builds toward formalized feedback
* integrating multiple learning strategies
* individualized experiences
* the freedom to make mistakes in safe environments

To be effective, it is critical that simulations are designed and implemented thoughtfully. To ensure that this simulation does just that, it was designed to align to the criteria laid out in the “INACSL Standards of Best Practice for Simulation.” While these standards may have emerged out of healthcare, they provide a detailed process developing, evaluating, and implementing simulations that every course, faculty team, and program can benefit from, regardless of content stream. Further information about these standards can be found in the resources section of this document.

# Cr­­­­itical Stages in Simulation-Based Learning

While the simulation activity is often the focus of the design work, and indeed, the part that both students and learners get the most excited about, it is, just one component of a three-stage process. Without the stages that come before and after the simulation activity, it is impossible to deliver a successful simulation-based learning experience.

***Simulation activities cannot stand alone!***

*Success is dependent on equally prioritizing all three components. Be sure to provide meaningful time to the prebrief and debrief!*

## Before the Simulation: Prework and Prebrief

The stage BEFORE the simulation begins is critical for preparation and briefing. This can include prework, such as exposure to key content, a review of previously learned materials, or being provided with background documents or information that is critical to the simulation. Prework can be limited, or it can be extensive, depending on the scenario of the simulation. Prebriefing on the other hand, is the critical information that is provided to learners about the simulation itself. The prebrief ensures that learners are prepared for the educational content and are aware of the ground rules for the simulation-based experience.

## After the Simulation: The Debrief

All simulations designed in alignment with INACSL standards must include a planned formal debriefing process. The stage immediately after the simulation is critical. As students are still processing their experiences, they are in the best possible position to solidify their learning. With virtual simulations, where a learner is often engaging with the simulation individually and on their own time, it is important that they are provided with tools for immediate guided self-reflection as well as an opportunity to participate in a facilitated debrief with fellow learners. There are many effective tools for debriefing, and specific suggestions and alternatives are provided in this guide.

# Simulation Activity Overview

This virtual gaming simulation was developed to provide learners from a variety of professions and disciplines with the opportunity to practice and develop situational awareness as well as practice strategies to de-escalate an individual in crisis. This scenario takes place in a family home setting and allows for a multi-disciplinary response to an adult in crisis. Learners need to utilize simple de-escalation techniques, and situational awareness to maintain a safe environment while assessing and caring for the needs of the adult in crisis.

Learners will be immersed in a first-person view of a non-descripted service provider that is completing a wellness check on a potential service user. Learners will be provided with opportunities to make decisions about how to navigate the scenario safely. Some responses will have a positive outcome, some will have a negative interaction. Learners will also have the opportunity to demonstrate their observation skills with the ability to enter free text in the simulation.

Choosing the incorrect response will provide the learner with an understanding of the potential consequences of negative interactions within a safe virtual learning environment. With the many opportunities to choose a variety of responses it will allow for the simulation to be done several times with new outcomes and new learning opportunities. **It is recommended that learners not be evaluated based on their performance of the simulation.**

## Learning Outcomes

By the end of the simulation activity, learners will have the opportunity to:

1. Apply situational awareness and observational skills in an uncontrolled environment
2. Identify potential threats to the safety of all persons involved
3. Practice establishing and maintaining effective professional boundaries
4. Communicate effectively by responding to verbal, non-verbal and environmental cues
5. Accurately document and report the event according to professional standards

***Facilitator Tip!***

This simulation works best when the facilitator is seen as an active participant. In other words, if you are using this simulation with your students, don’t just assign the work and leave them to it. It is crucial that you also engage in this learning and let students know it is learning you are committed to.

## Prework and Prebrief

This simulation is meant to focus on situational awareness, de-escalation and communication techniques which are essential skills of many professions. Without effective communication at appropriate times, encounters with service users can be greatly affected. In the pre-brief, it is important that participants are reminded that simulation activities are a safe space to explore the consequences of their actions. Participants are encouraged to try the simulation multiple times choosing different responses as a learning opportunity.

Instructors may choose to assign discipline specific pre-readings or other relevant prework to support learners to be successful in the simulation.

Instructors should ensure that they caution students that the nature of the simulation contains a variety of sensitive topics. Instructors need to ensure that they provide a “content warning” to students prior to engaging in the simulation. This may be a good opportunity to discuss the sensitive situations your profession may encounter, along with strategies to help manage sensitive work topics.

***Content Warning:***

The content in this simulation includes potentially sensitive topics that may be disturbing, or even traumatizing to some learners. Topics that are covered include, drug addiction, mental illness, child neglect and potential self-harm. This content may illicit a strong emotional response.

Participants should use caution before proceeding if this content may trigger a significant emotional response. All participants should be made aware of triggers present before proceeding. It is recommended that a debrief be included by each faculty that is relevant to their student population. The debrief should build on references to Self- Care that are present in the module to provide supports necessary to students.

## Simulation Activity

This simulation game has been designed to apply to multiple disciplines who work in community settings.  This would be applicable for several programs of study or professional development including health and wellness, social services, and justice studies.  Due to the wide range of users, the simulation will be using the terms “service provider” and “service user” for the main characters. Remember, this is not about specific treatments or skills each of your profession poses but about communication techniques, situational awareness and how to de-escalate a situation that could be encountered in the field. Safety is paramount and must be considered. Each profession will bring a unique view and approach to the scenario, ideally contributing to everyone’s learning.

Information presented and decision points have been designed to simulate what a service provider may feel in a real scenario.  During participation learners may find that they experience a feeling of stress, anxiety, or increased emotions.  The simulation is designed to expose such feelings in a safe and supported environment to allow learners to be better prepared for the field. As well, the students may not always agree with the decision points, which is why the debrief time is paramount to ensure students understand effective communication techniques.

To further simulate challenges encountered in community-based settings, limited background information is provided about the scene.

***Facilitator Tip!***

One way to encourage higher levels of engagement is to ask students to bring copies of their learner summary to debrief. This can support the group being able to move quickly into meaningful debriefing.

## Resources and Planning

#### Time commitments

* Completing the prework and simulation activity should take approximately 1.5-2.5 hours.
* A half hour time commitment for a pre-brief is encouraged. It is recommended that the pre-brief be facilitated by instructors to ensure that students are made aware of the potential emotional response that the simulation may elicit. Learners need to have a clear understanding of potential triggers they may experience when completing the simulation activity.
* Schedule a debrief that is at least one full hour or two if time allows.
* Students can be assigned any discipline specific prework and simulation on their own time (asynchronously) over a period of a week or two then brought together for a group debrief (synchronously).

#### Technology requirements

* This simulation is housed in an interactive online module that can be provide to students as a standalone link or fully integrated into a Learning Management System (LMS).
* Learners only require access to a computer or smart device and the internet.
* Placeholder for any information that needs to reference eCampus products specifically.

# Debriefing

From the INACSL standard on debriefing:

*Learning is dependent on the integration of experience and reflection. The evidence is clear that essential learning occurs in the debriefing phase of the simulation-based experience. Reflection is the conscious consideration of the meaning and implication of an action, which includes the assimilation of knowledge, skills, and attitudes with pre-existing knowledge. Reflection can lead to new interpretations by the participants; cognitive reframing is essential to learning*.

First, to debrief the student experience and learning, we recommend an approach based on PEARLS, Promoting Excellence and Reflective Learning in Simulation. Then, to debrief the effectiveness of the simulation, we suggest making time for a “plus/delta.” Explanations for both approaches follow.

The INACSL standard indicates the self-debriefing may enhance group debriefing and, for this reason, instructors may choose to assign learners the version of the simulation activity with or without the self-debrief.

# PEARLS Debriefing Method

PEARLS (Promoting Excellence and Reflective Learning in Simulation) is a blended method of debriefing which allows the educator to support learners in meeting the planned learning objectives as well as respond to the learning needs that arise during the simulated learning experience. The four phases of the PEARLS method have been tailored for this simulation below, but it can be modified for use in almost any context where a debrief is required.

1. Reactions Phase: Making Room for Emotional Responses

**Goal:** Provide learners with the time and space to share their emotional reactions related to the simulation. The facilitator can decrease the emotional stress by acknowledging the reactions and creating an environment where learners can explore and the triggers for these emotions.

*Possible question prompts: “How are you feeling about the simulation?” “What emotions emerged for you during the simulation?” “Were you surprised by any of your emotional responses?”*

2. Description Phase: Creating Shared Understandings

**Goal:** Co-create a shared understanding of the key learning that emerged from the simulation.

*Possible question prompts: “What was your understanding of what happened in the scenario(s)?” “What was/were the key issue(s) in the scenario?”*

3. Analysis Phase: Exploring Individual Responses and the Internal Processes that Guided Them

**Goal:** Leverage the self-reflection work learners engaged in during or immediately after the simulation to facilitate discussions around the decisions made, actions suggested, and lessons learned.

This phase is the most intensive and often requires the most time. Learners should be encouraged, where comfortable, to share their self-identified successes and learnings from the simulation. As the analysis progresses, the facilitator may wish to move toward “focused facilitation,” where the facilitator specifies an area for conversation emerging out of the simulation scenarios and seeks insight on the topic, providing content to support learner development where required.

4. Summary Phase: Planning for Future Action

**Goal:** Key learnings are identified by the learners and the educator and there is a dedicated time for learners to articulate their own personal plans for future actions.

*Possible question prompts:* *What is the most significant takeaway for you from this simulation? How will you incorporate this learning into your life?*

# Plus/Delta

The Plus/Delta method of debriefing is simplistic in format and can be incorporated into other methods of debriefing—here, it is used specifically to evaluate the effectiveness of the simulation.

1. **Plus Phase**

**Goal**: The learner self-identifies what they liked about the simulation.

*Question prompts: Tell me what you liked about this simulation activity and why.*

1. **Delta Phase**

**Goal:** The learners identify parts of the simulation they did not like and suggest opportunities for improvement.

*Question prompts: Tell me what you didn’t like about the simulation. What could change the way you feel about this?*

# Extend activity

If this simulation activity is being used for evaluation, we recommend an *Extend Activity* which allows learners to apply their knowledge and reflection to real life scenarios, opposed to evaluating their performance in the simulation.

### Documentation

Complete a profession specific Incident Report describing the event and outcome of the event.

### Reflection

Complete a 1–2-page reflection using one of the following prompts:

* Knowledge: While completing the simulation, what gaps do you feel were present in your knowledge? How can you personally and as a class address those gaps?
* Situational Awareness: How were your observation skills? Did you notice hazards in the home that can cause harm to you or others? Did you feel unsafe at any time? What steps can you take to ensure your safety and assess risk in the community setting?
* Decision Making*:* Several times in the scenario, you had the option to call for help. Not all were appropriate. Thinking about your professional role, when would you call for help? What factors need to be considered? How do you balance personal safety versus the safety of a service user? Where you comfortable managing the well-being of the child? Do you feel educated on your professional role on how to decide when to report to CAS or if it is needed?
* Professional Boundaries:When working with service users, our personal boundaries will be challenged. In this simulation Annie attempted to hug you, the service provider. What was your initial reaction? What do think will be the challenges you face when in the field to establish professional boundaries?

### Explore Community Resources

Annie presented and articulated several challenges she is experiencing in her life. From the scope of your profession, research three community supports or services that could be recommended for Annie moving forward. Explain why you believe such supports would be beneficial for Annie and how Annie could access the services.

### Self-Care Plan

This simulation purposely tries to evoke an emotional response. In practice we experience stress and emotions in our role. Have you thought about how you will manage stress? Develop a sustainable self-care plan using three (3) SMART goals (Specific, Measurable, Attainable, Relevant, Timely).

Questions to consider: What will you include in this plan? Why is it important to have such a plan?

# Glossary of Terms

|  |  |
| --- | --- |
| Defensive | To be anxious to challenge or avoid criticism |
| Demeaning | Causing someone to lose their dignity and the respect of others |
| Disclosure | The act or an instance of disclosing; exposure; revelation |
| Disengage | To separate or release from something to which you are attached or connected |
| Empathy | The psychological identification with or vicarious experiencing of the feelings, thoughts or attitudes of another |
| Escalated | To increase in intensity and magnitude |
| Proactive | To prepare for, intervene in or control an expected occurrence or situation, especially a negative or difficult one |
| Situational Awareness | The conscious knowledge of the immediate environment and the events that are occurring in it. |
| Validate | To give confirmation or approval to |

# Acknowledgements

**Team members**

Development Team:

* Sarah Mackie
* Alana Callan
* Natasha Annett Lawrence
* Sandra Giles
* Lisa Fenn
* Melissa Sherrer

**Filming and Production**

JJ Wyllie

**Actors**

Morgan – Brenna Goldie

Annie – Tristine Haines

Landlord – Nate Axcell

Braxton – James Lawrence

**Consultants**

Thank you to our numerous internal consultants from Fleming College’s School of Health and Community Services.

**With Thanks**

Thank you to Wendy Morgan for championing the completion of this project.

# Further Resources

**De-escalation Resources:**

“De-escalation in Mental Health Care:  A review of non-physical conflict Management techniques” by D. Richter

Richter, D. De-escalation in mental health care: a review of non-physical conflict management techniques. *BMC Psychiatry* **7,**S146 (2007). <https://doi.org/10.1186/1471-244X-7-S1-S146>

“De-escalation is a trained skill and a team effort” by Dr. B Poynter

Poynter, D. B. (2017, October 23). *De-escalation is a trained skill and a team effort*. thestar.com. Retrieved February 19, 2022, from <https://www.thestar.com/life/health_wellness/2017/10/23/de-escalation-is-a-trained-skill-and-a-team-effort.html>

Quick Safety:  De-escalation in the Health Care

Joint Commision. (n.d.). *De-escalation in health care - joint commission*. JointCommision.org. Retrieved February 19, 2022, from <https://www.jointcommission.org/-/media/tjc/documents/resources/workplace-violence/qs_deescalation_1_28_18_final.pdf?db=web&hash=DD556FD4E3E4FA13B64E9A4BF4B5458A>

De-escalation Tips by Jerilyn Dufrene

Dufresne, J. (2011, June 1). *De-escalation tips: Crisis Prevention Institute (CPI)*. Crisis Prevention Institute. Retrieved February 19, 2022, from https://www.crisisprevention.com/en-CA/Blog/De-escalation-Tips

**Duty to Report Resource:**

Reporting Child Abuse and Neglect:  It’s Your Duty (Ontario)

Government of Ontario. (n.d.). *Reporting Child Abuse and Neglect: It’s Your Duty*. Queen’s Printer for Ontario . Retrieved from [http://www.children.gov.on.ca/htdocs/English/documents/childrensaid/reportingchildabuseandneglect\_EN.pdf#:~:text=The%20duty%20to%20report%20applies%20to%20any%20child,the%20age%20of%20protection%20from%2016%20to%2018.](#:~:text=The%20duty%20to%20report%20applies%20to%20any%20child,the%20age%20of%20protection%20from%2016%20to%2018.)

**Mental Health**

Canadian Mental Health Association (CMHA) - National

<https://cmha.ca/>

Center for Addiction and Mental Health (CAMH)

<https://cmha.ca/>

Mental Health Commission of Canada

<https://mentalhealthcommission.ca/>

**Parenting**

Caring for Kids – Canadian Pediatric Society

<https://caringforkids.cps.ca/>

**Self-Care**

Self Care – CAMH

CAMH. (n.d.). *Self-care*. CAMH. Retrieved February 19, 2022, from https://www.camh.ca/en/health-info/mental-health-and-covid-19/information-for-professionals/self-care

Building a Self Care Toolkit by Homewood Health

Homewood Health. (n.d.). *Building a Self Care Plan*. Retrieved from https://www.undp.org/content/dam/unct/yemen/docs/unct-ye-dss-doc-building-self-care-toolkit-en.pdf

**Situational Awareness Safety:**

Teaching Situational Awareness, De-escalation Techniques

*Teaching situational awareness, de-escalation techniques*. Relias Media - Continuing Medical Education Publishing. (2018, February 1). Retrieved February 19, 2022, from [https://www.reliasmedia.com/articles/142027-teaching-situational-awareness-de-escalation-techniques#:~:text=Teaching%20Situational%20Awareness%2C%20De-escalation%20Techniques%20Healthcare%20workers%20must,and%20research%20can%20point%20a%20path%20to%20pre](#:~:text=Teaching%20Situational%20Awareness%2C%20De-escalation%20Techniques%20Healthcare%20workers%20must,and%20research%20can%20point%20a%20path%20to%20prevention.)

What’s in the Fridge?  Unique Competencies of Community-Based Occupational Therapists by S.R. Winstead

Winstead, S. R. (2016). What's in the Fridge? Unique Competencies of Community-Based Occupational Therapists. *The Open Journal of Occupational Therapy, 4*(4). [https://doi.org/10.15453/2168-6408.1236](https://doi.org/10.15453/2168-6408.1236%22%20/t%20%22_blank)

**Substance Use Disorders and Alcohol Misuse**

Canadian Center for Substance Use and Addictions

<https://www.ccsa.ca/>

Center for Addiction and Mental Health (CAMH)

<https://cmha.ca/>

**Effectively Debriefing Simulations with Students**

MacKenzie, D. E., Kiepek, N., Picketts, L., Zubriski, S., Landry, K., & Harris, J. (2021). Exploring simulation design for mental health practice preparation: a pilot study with learners and preceptors. The Open Journal of Occupational Therapy, 9(4), 1-17. <https://doi.org/10.15453/2168-6408.1799>

**Value of Virtual Simulations**

Ozelie, R., Both, C., Fricke, E., & Maddock, C. (2016). High-Fidelity Simulation in Occupational Therapy Curriculum: Impact on Level II Fieldwork Performance. The Open Journal of Occupational Therapy, 4(4). <https://doi.org/10.15453/2168-6408.1242>

# References

INACSL Standards Committee, McDermott, D., Ludlow, J., Horsley, E., & Meakim, C. (2021).  Healthcare Simulation Standards of Best PracticeTM Prebriefing: Preparation and Briefing.  *Clinical Simulation in Nursing,*[*https://doi.org/10.1016/j.ecns.2021.08.008*](https://doi.org/10.1016/j.ecns.2021.08.008).

INACSL Standards Committee, Watts, P.I, McDermott, D.S., Alinier, G., Charnetski, M., Ludlow, J., Horsley, E., Meakim, C., & Nawathe, P. (2021). Healthcare Simulation Standards of Best PracticeTM Simulation Design. *Clinical Simulation in Nursing,*[*https://doi.org/10.1016/j.ecns.2021.08.009*](https://doi.org/10.1016/j.ecns.2021.08.009)*.*

INACSL Standards Committee, Persico, L., Belle, A., DiGregorio, H., Wilson-Keates, B., & Shelton, C.  (2021).  Healthcare Simulation Standards of Best PracticeTM Facilitation.  *Clinical Simulation in Nursing,*[*https://doi.org/10.1016/j.ecns.2021.08.010*](https://doi.org/10.1016/j.ecns.2021.08.010).

INACSL Standards Committee, Decker, S., Alinier, G., Crawford, S. B., Gordon, R. M., Jenkins, D., & Wilson, C. (2021). Healthcare Simulation Standards of Best PracticeTM The Debriefing Process.  *Clinical Simulation in Nursing,*[*https://doi.org/10.1016/j.ecns.2021.08.011*](https://doi.org/10.1016/j.ecns.2021.08.011).