**Appendices**

**Appendix I – Pre-program Resident Facilitator Survey**

How prepared do you feel to teach on the wards during rounds?

o Very well prepared

o Well prepared

o Somewhat prepared

o A little prepared

o Not at all prepared

How prepared do you feel to teach OUTSIDE of rounds (i.e. informal medical student and resident teaching during the course of the day)?

o Very well prepared

o Well prepared

o Somewhat prepared

o A little prepared

o Not at all prepared

How prepared do you feel to give feedback to learners?

o Very well prepared

o Well prepared

o Somewhat prepared

o A little prepared

o Not at all prepared

How prepared do you feel to lead simulation debriefings?

o Very well prepared

o Well prepared

o Somewhat prepared

o A little prepared

o Not at all prepared

I expect that participation in the simulation program will improve my teaching skills on the wards.

o Strongly agree

o Agree

o Neutral

o Disagree

o Strongly disagree

I expect that participation in the simulation program will improve my teaching skills in a simulated environment.

o Strongly agree

o Agree

o Neutral

o Disagree

o Strongly disagree

I expect that participation in the simulation program will improve my ability to give feedback to learners.

o Strongly agree

o Agree

o Neutral

o Disagree

o Strongly disagree

I expect that participation in the simulation program will improve my medical knowledge.

o Strongly agree

o Agree

o Neutral

o Disagree

o Strongly disagree

Have you facilitated simulation before?

o Yes

o No

Have you had prior training in simulation?

o Yes

o No

Please rate your level of teaching experience.

o Extensive

o Substantial

o Moderate

o Limited

o None

What is your program year?

o Junior resident

o Senior resident

**Appendix II – Post-program resident facilitator survey**

How many sessions did you facilitate?

* 1-2
* 3-4
* 5-6
* 7 or more

Did you participate in the facilitator training session?

* Yes
* No

Did you receive feedback on your facilitating outside of the facilitator training session? (please choose all that apply)

* Yes, from faculty
* Yes, from Simulation Chief Residents
* No

Please rate the level of comfort you feel MOST FREQUENTLY when performing the following teaching tasks BEFORE and AFTER participating as a facilitator in the simulation program.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | BEFORE participating in simulation program | | | | | AFTER participating in simulation program | | | | |
|  | Very Comfortable | Comfortable | Neutral | Uncomfortable | Very Uncomfortable | Very Comfortable | Comfortable | Neutral | Uncomfortable | Very Uncomfortable |
| Teaching on the wards during rounds |  |  |  |  |  |  |  |  |  |  |
| Teaching on the wards outside of rounds (i.e. informal medical student and resident teaching during the course of the day) |  |  |  |  |  |  |  |  |  |  |
| Leading simulation debriefings |  |  |  |  |  |  |  |  |  |  |
| Giving feedback |  |  |  |  |  |  |  |  |  |  |

When serving as the lead facilitator in the debriefings, how often did you do the following?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very often  (> 75%) | Often  (> 50%) | Sometimes (25-50%) | | Rarely  (less than 25%) | Never |
| Elicit emotional reactions to the case from the learners |  |  |  |  | |  |
| Elicit learning objectives from the learners |  |  |  |  | |  |
| Explore learners’ reasons for making clinical decisions |  |  |  |  | |  |
| Summarize the major learning points at the end of the debriefing |  |  |  |  | |  |

When serving as the lead facilitator in the debriefings, how often did the learners talk 50% of the time or more?

* Very often (>75%)
* Often (>50%)
* Sometimes (25-50%)
* Rarely (< 25%)
* Never

To what extent would you say that participation in the simulation program helped you improve the following?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Not at all | Slightly improved | Moderately improved | Greatly improved | Does not apply [or don't know yet] |
| My teaching skills during rounds |  |  |  |  |  |
| My teaching skills on the wards OUTSIDE of rounds |  |  |  |  |  |
| My teaching skills in a simulated environment |  |  |  |  |  |
| My ability to give feedback to learners |  |  |  |  |  |
| My medical knowledge |  |  |  |  |  |

What did you enjoy most about participating in the simulation program as a facilitator? (free text answer)

What would you improve about the simulation program (including the cases, program structure, facilitator training and etc.)? (free text answer)

**Appendix III – Adapted Debriefing Assessment for Simulation in Healthcare**

**Directions:** Please summarize your impression of the introduction and debriefing in this simulation-based exercise. Use the following scale to rate each of six “Elements.” Each Element comprises specific instructor behaviors, described below. If a listed behavior is impossible to assess (e.g., how the instructor(s) handled upset people if no one got upset), don’t let that influence your evaluation. The instructor(s) may do some things well and some things not so well within each Element. Do your best to rate the ***overall effectiveness* for the whole Element** guided by your observation of the individual behaviors that define it.

**Rating Scale**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Rating | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| Descriptor | Extremely Ineffective / Detrimental | Consistently Ineffective / Very Poor | Mostly Ineffective / Poor | Somewhat Effective / Average | Mostly Effective / Good | Consistently Effective / Very Good | Extremely Effective / Outstanding |

**Element 1 - The instructor maintained an engaging context for learning.**

**Rating Element 1**

• The instructor clarified the purpose of the debriefing, what was expected of me, and the instructor’s role in the debriefing.

• The instructor acknowledged concerns about realism and helped me learn even though the case(s) were simulated.

• I felt that the instructor respected participants.

• The focus was on learning and not on making people feel bad about making mistakes.

• Participants could share thoughts and emotions without fear of being shamed or humiliated.

**Element 2 - The instructor structured the debriefing in an organized way.**

**Rating Element 2**

• The conversation progressed logically rather than jumping around from point to point.

• Near the beginning of the debriefing, I was encouraged to share my genuine reactions to the case(s) and the instructor seemed to take my remarks seriously.

• In the middle, the instructor helped me analyze actions and thought processes as we reviewed the case(s).

**Rating Element 3**

**Element 3 - The instructor provoked in-depth discussions that led me to reflect on my performance.**

• The instructor used concrete examples—not just abstract or generalized comments—to get me to think about my performance.

• The instructor’s point of view was clear; I didn’t have to guess what the instructor was thinking.

• The instructor listened and made people feel heard by trying to include everyone, paraphrasing, and using non verbal actions like eye contact and nodding, etc.

• If someone got upset during the debriefing, the instructor was respectful and constructive in trying to help them deal with it.

• At the end of the debriefing, there was a summary phase where the instructor helped tie observations together and relate the case(s) to ways I can improve my future clinical practice.

**Element 4**

**Rating Element 4**

**The instructor identified what I did well or poorly – and why.**

• I received concrete feedback on my performance or that of my team based on the instructor’s honest and accurate view.

• The instructor helped explore what I was thinking or trying to accomplish at key moments.

**Element 5**

**The instructor helped me see how to improve or how to sustain good performance.**

**Rating Element 5**

• The instructor helped me learn how to improve weak areas or how to repeat good performance.

• The instructor was knowledgeable and used that knowledge to help me see how to perform well in the future.

• The instructor made sure we covered important topics.

**Element 6**

**Overall effectiveness of the simulation session.**

**Rating Element 6**

**Appendix IV – Post-program intern-learner survey**

Please rate the overall simulation experience.

* Excellent
* Good
* Average
* Fair
* Poor

The skills I learned during the simulation sessions improved my ability to manage acute clinical scenarios on the wards.

* Strongly agree
* Agree
* Neither Agree nor Disagree
* Disagree
* Strongly Disagree

The debriefing sessions contributed effectively to my learning.

* Strongly agree
* Agree
* Neither Agree nor Disagree
* Disagree
* Strongly Disagree

The simulation cases were realistic representations of clinical scenarios encountered on the wards.

* Strongly agree
* Agree
* Neither Agree nor Disagree
* Disagree
* Strongly Disagree

At the beginning of the debriefing sessions, the facilitator elicited my emotional reactions to the case.

* Very often (>75%)
* Often (>50%)
* Sometimes (25-50%)
* Rarely (<25%)
* Never

The facilitator asked me what I struggled with in the case or what I wanted to discuss during the debriefing session

* Very often (>75%)
* Often (>50%)
* Sometimes (25-50%)
* Rarely (<25%)
* Never

The facilitator asked me about my reasoning behind the decisions I made during the simulation.

* Very often (>75%)
* Often (>50%)
* Sometimes (25-50%)
* Rarely (<25%)
* Never

At the end of the debriefing session, the facilitator either summarized the major learning points or asked me to share a take-away point.

* Very often (>75%)
* Often (>50%)
* Sometimes (25-50%)
* Rarely (<25%)
* Never

Please estimate the percentage of sessions during which the learners talked 50% of the time or more.

* >75%
* 50-75%
* 25-50%
* Rarely (<25%)
* Never

**Appendix V – Intern DASH ratings of resident facilitators**

|  |  |  |  |
| --- | --- | --- | --- |
| Category (n=166) | Average | Range | Standard deviation |
| The instructor maintained an engaging context for learning | 6.73 | 5-7 | 0.50 |
| The instructor structured the debriefing in an organized way | 6.54 | 4-7 | 0.67 |
| The instructor provoked in-depth discussions that led me to reflect on my performance | 6.66 | 5-7 | 0.55 |
| The instructor identified what I did well or poorly - and why | 6.49 | 4-7 | 0.65 |
| The instructor helped me see how to improve or how to sustain good performance | 6.72 | 5-7 | 0.54 |
| Overall effectiveness of the simulation session | 6.73 | 5-7 | 0.49 |