

Briefing Checklist



To ensure consistency and the application of evidence-based practice across all simulation-based experiences (SBEs), this checklist is designed for faculty to use in planning, implementing, and assessing SBEs in academia, clinical practice, and research. SBE are grounded in best practices for 2020-2025 and aligned with the INACSL: Healthcare Simulation Standards of Best Practice® (HSSOBP). The checklist serves as a standardized tool to help foster psychological safety, orient learners, clarify expectations, and effectively prepare participants for SBEs. High quality, equitable learning or evaluation outcomes for all participants are promoted when this tool is implemented uniformly.

Topics to Address	Faculty
Establish a Safe Learning Environment (Psychological Safety)	☐ Introduce yourself and simulation team, explaining roles (e.g., operators, observers). ☐ State session timing (e.g., prebrief: 10 min, sim: 20 min, debrief: 30 min). ☐ Emphasize confidentiality and a no-blame, learning-focused culture. ☐ Introduce the Basic Assumption: <i>everyone is capable and here to learn.</i>
Clarify Objectives and Expectations	☐ Review clinical and teamwork objectives. ☐ Define roles for participants and observers. ☐ Explain “think out loud” expectation to verbalize clinical reasoning when strategy is being included in the experience. ☐ Describe how cues will be delivered (e.g., speaker system). ☐ Introduce start and end cues: “You may begin” and “The simulation has ended.” ☐ Explain the use of “PAUSE” for safety and emotional needs when strategy is being included in the experience. ☐ Encourage team strategies like “HUDDLE” for in-scenario communication and role clarification.
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Orient to Environment and Equipment	☐ Tour simulation space and introduce the manikin or standardized patient. ☐ Identify realistic vs. simulated equipment functions. ☐ Review use of critical equipment (monitors, IV pumps, oxygen, defibrillator, EHR, etc.). ☐ Point out crash cart, PPE, and emergency protocols. ☐ Ensure simulation team explains layout and responds to learner questions.
Present Scenario Context and Patient Background	☐ Deliver SBAR or brief handoff report. ☐ Identify the unit, time of shift, and patient status. ☐ Offer time for learners to ask clarifying questions. ☐ Confirm learner understanding before starting.
Emphasize Communication and Teamwork Strategies	☐ Reinforce use of SBAR, closed-loop communication, and check-backs. ☐ Encourage mutual support and situational awareness. ☐ Promote TeamSTEPPS tools: call-outs, two-challenge rule, HUDDLEs. ☐ Remind students that teamwork impacts patient outcomes and is a key evaluation criterion.
Confirm Readiness and Begin Simulation	☐ Ensure all questions are answered and objectives clarified. ☐ Allow teams to briefly strategize before beginning. ☐ Clearly announce the simulation start with a cue (e.g., “The scenario begins now.”)