



**California Simulation Alliance (CSA)
Simulation Scenario Template
Leadership Specialty**

The California Simulation Alliance (CSA) is comprised of simulation users from all disciplines from throughout the state. Several regional collaboratives have formed totaling 7 as of March, 2011: The Rural North Area Simulation Collaborative (RNASC), the Capital Area Simulation Collaborative (CASC), the Bay Area Simulation Collaborative (BASC), the Central Valley Simulation Collaborative (CVSC), the Southern California Simulation Collaborative (SCSC), the Inland Empire Simulation Collaborative (IESC), and the San Diego Simulation Collaborative (SDSC). The CINHC, a non-profit organization focused on workforce development in healthcare provides leadership for the CSA.

The purpose of the California Simulation Alliance (CSA) is to become a cohesive voice for simulation in healthcare education in the state, to provide for inter-organizational research on simulation, to disseminate information to stakeholders, to create a common language for simulation, and to provide simulation educational courses. The goals of the alliance will include providing a home within the CINHC for best practice identification, information sharing, faculty development, equipment/vendor pricing agreements, scenario development, sharing and partnership models. More information can be found on the CSA website at www.californiasimulationalliance.org

All scenarios have been validated by subject matter experts, pilot tested and approved by the CSA before they were published online. All scenarios are the property of the CINHC/CSA. The writers have agreed to release authorship and waive any and all of their individual intellectual property (I.P.) rights surrounding all scenarios. I.P. release forms can be obtained by emailing KT Waxman at kt@cinhc.org)

SECTION I: SCENARIO OVERVIEW

Scenario Title:	Leadership Teamwork
Original Scenario Developer(s):	Christine Delucas
Date - original scenario	August, 2013
Validation:	September 5, 2013 by Dr. KT Waxman
Revision Dates:	
Pilot testing:	September 5, 2013 at the University of San Francisco
Learner Level:	Competent
Estimated Scenario Time: 15 minutes	
Estimated Debriefing time: 30 minutes	
Target group: Frontline managers, middle managers, directors	
Leadership Competencies: Knowledge of team leader responsibilities Understanding and demonstrating knowledge of the phases of team development Adaptability in leadership style and communication techniques	
Brief Summary of Case: The manager has been asked by her/his Vice President to implement the Risk module of the organization's enterprise-wide electronic documentation and personnel system. The system was implemented almost two years ago, staff is fairly comfortable with it and this is the last module before going totally paperless.	



EVIDENCE BASE / REFERENCES (APA Format)

Marosi, I. & Bencsik, A. (2009). Comparison of educational and organizational teamwork. <i>Problems of Education in the 21st Century</i> , 13, 74-89.
Osbiston, M. (2013). Interprofessional collaborative teamwork facilitates patient centered care: A student practitioner's perspective.
Snyder, L. G. (2009). Teaching teams about teamwork: Preparation, practice, and performance review. <i>Business Communication Quarterly</i> . March, 74-79. doi: 10.1177/1080569908330372



SECTION II: CURRICULUM INTEGRATION

A. SCENARIO LEARNING OBJECTIVES	
Learning Outcomes	
1.	Demonstrates effective communication – written and verbal
2.	Demonstrates effective situational techniques – resolving conflict
3.	Utilizes the phases of team development to initiate team engagement
Specific Learning Objectives	
1.	Identify three components of an effective team
2.	Recognize three attributes of effective team leaders and team members.
3.	Describe the process/stages of developing a high performance team.
4.	Discern the difference between a group and a team.
Critical Learner Actions	
1.	Demonstrates effective communication skills
2.	Engages team members in role development
3.	Utilizes leadership skills to initiate the team learning processes
4.	Creates a forum for discussion and team member participation
5.	
6.	
7.	
8.	
9.	

B. PRE-SCENARIO LEARNER ACTIVITIES	
Prerequisite Competencies	
Required prior to participating in the scenario	
Knowledge	Skills/ Attitudes
<input type="checkbox"/> Read assignments prior to participating	<input type="checkbox"/> Understands the role of team leader and team member
<input type="checkbox"/> Know the organization’s policies regarding team chartering	<input type="checkbox"/> Communication styles , written and verbal
<input type="checkbox"/> Knows organizational communication processes	<input type="checkbox"/> Shares openly and understands the need to address and learn from errors
<input type="checkbox"/> Aware of team development and growth processes	<input type="checkbox"/>

Original CSA template modified for Leadership Development 8/13

ALL DATA IN THIS SCENARIO IS FICTICIOUS



SECTION III: SCENARIO SCRIPT

A. Case summary

The manager has been asked by her/his Vice President to implement the Risk module of the organization's enterprise-wide electronic documentation and personnel system.

The system was implemented almost two years ago, staff is fairly comfortable with it and this is the last module before going totally paperless.

The manager, in conjunction with the VP, selects team members to participate and has invited them to their first meeting.

B. Key contextual details

Ms. Garrett has invited 5 department managers to participate; however, only three are able to make the first meeting (Ms. Young, Ms. Simpson, and Mr. Granger). They have not worked as a team before, are from various departments and are not exactly sure why they've been brought together.

Two arrive late. Ms. Brown shows up late after indicating she won't make it.

C. Scenario Cast

Leaders/others	<input checked="" type="checkbox"/> High fidelity simulator	
	<input type="checkbox"/> Mid-level simulator	
	<input type="checkbox"/> Hybrid (Blended simulator)	
	<input checked="" type="checkbox"/> Standardized patient/person	
Role	Brief Descriptor (Optional)	Actor/Confederate (A/C) or Learner (L)
Ms. Garrett	Manager	L
Ms. Young	Dept. Manager/Team member	A
Mr. Granger	Dept. Manager/Team member	A
Ms. Simpson	Dept. Manager/Team member	A
Ms. Brown	Dept. Manager/Team Member	A/C



Mr. Reyes	Dept. Manager/Team Member	A/C
Ms. Jacobs	Dept. Manager	C

Environment, Equipment, Essential props Recommend standardized set ups for each commonly simulated environment
1. Scenario setting: (example: office, board room, patient room)
Conference room

2. Equipment, supplies, monitors (In simulation action room or available in adjacent core storage rooms)						
X	Table/chairs		Calculator			
X	Computer monitor	X	Chart			
	Binders	X	Projector			
	Books					
X	Paper and pencils					

CASE FLOW / TRIGGERS/ SCENARIO DEVELOPMENT STATES			
Initiation of Scenario: The meeting is to start at 2 PM and Ms. Garrett has arrived early to be sure the room is unlocked. Mr. Granger and Ms. Simpson arrive on time. After waiting a few minutes, Ms. Garrett starts the meeting. Part way into the introductions, Ms. Young arrives late. After introductions conclude and discussion begins, Ms. Brown arrives late.			
PARTICIPANT STATUS	DESIRED LEARNER ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
1. Role or position Ms. Garrett	Triggers:	Learner Actions Begins the meeting. Starts introductions	Debriefing Points:
PARTICIPANT STATUS	DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
2.	Triggers:	Learner Actions: Ms. Garrett welcomes	Debriefing Points: Leader maintains



Ms. Young rushes in, apologetic	Late arrival before introductions are complete.	Ms. Young, continues introduction. Ascertains team members' understanding of the team's purpose. Establishes ground rules.	composure.
PARTICIPANT STATUS	DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
3. The three team members look perplexed and indicate they have no idea why they're there.	Triggers:	Learner Actions: Ms. Garrett inquires to learn why they are unaware of the team's charter. In so doing, she re-groups and starts at the beginning and addresses her error in not communicating in such a way as they were informed.	Debriefing Points: Seeks clarification from team members as to why they were unaware. Discusses issues around appropriate notification of team charter, goals and objectives. Discusses team leader and member roles and responsibilities
PARTICIPANT STATUS	DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
4. Ms. Brown wanders in cell phone in hand.	Triggers: Ms. Brown arrives after introductions are complete and discussion is in process.	Learner Actions: Welcomes Ms. Brown, then continues explaining the process of team selection, etc. and the charter. She reviews team process and obtains agreement to set	Debriefing Points Ms. Garrett and team members maintain composure. Ms. Garrett addresses the process of developing and becoming a team. Answers and encourages questions.



		ground rules.	Ends with establishing ground rules and setting next meeting date.
<p>Scenario End Point: Ends with initial ground rules established and agreement for time of next meeting.</p>			
<p>Suggestions to <u>decrease</u> complexity: All arrive on time.</p> <p>Suggestions to <u>increase</u> complexity:</p> <p>After discussion of the team’s charter, two feel un-qualified to participate even though they were “hand-picked” with the VP’s agreement.</p> <p>Ms. Jacobs barges into the meeting, complaining about being left out and demanding to be included as a team member.</p>			



APPENDIX A: Optional digital images of scenario milieu/set-up

<p>Insert digital photo here</p>	<p>Insert digital photo here</p>
<p>Insert digital photo here</p>	<p>Insert digital photo here</p>



APPENDIX B: DEBRIEFING GUIDE

General Debriefing Plan			
X <input type="checkbox"/> Individual	<input type="checkbox"/> Group	<input type="checkbox"/> With Video	X <input type="checkbox"/> Without Video
Debriefing Materials			
X <input type="checkbox"/> Debriefing Guide	X <input type="checkbox"/> Objectives	X <input type="checkbox"/> Debriefing Points	
Core Leadership Competencies to Consider for Debriefing Scenarios			
X <input type="checkbox"/> Leadership	X <input type="checkbox"/> Teamwork/Collaboration	<input type="checkbox"/> Evidence-based leadership	
X <input type="checkbox"/> Communication	<input type="checkbox"/> Human factors	<input type="checkbox"/> Systems thinking	
Sample Questions for Debriefing			
<ol style="list-style-type: none"> 1. How did the experience of (identify the human factor) in leadership feel for you? 2. Did you have the knowledge and skills to meet the learning objectives of the scenario? 3. What GAPS did you identify in your own knowledge base and/or preparation for the simulation experience? 4. What RELEVANT information was missing from the scenario that impacted your performance? How did you attempt to fill in the GAP? 5. How would you handle the scenario differently if you could? 6. In what ways did you feel the need to check the ACCURACY of the data you were given? 7. In what ways did you perform well? 8. What communication strategies did you use to validate the ACCURACY of your information or decisions you and/or you and your team members made/considered? 9. What three factors were most SIGNIFICANT that you will transfer to your leadership/management setting? 10. At what points in the scenario were your leadership actions specifically directed toward PREVENTION of a negative outcome? 11. Discuss how roles and responsibilities might vary under different circumstances. 12. Discuss how current nursing practice continues to evolve in light of new evidence. 13. Consider potential managerial, leadership and organizational risks and how to avoid them. 14. Consider potential patient and personnel risks and how to avoid them. <p>Discuss the leader’s role in design, implementation, and evaluation of information technologies to support management and leadership development.</p>			



Notes for future sessions: