

# NSDTA Showcase Series: Increasing Training Effectiveness by Engaging Simulation Lab Observers through Real-time, Structured Feedback and Coaching.

Tuesday, April 25, 2023



# NSDTA Showcase Series Calendar of Events

<p><b>April 2023</b> Theme: <i>Simulation Training</i></p>	<p><b>May 2023</b> Theme: <i>Adapting to Change</i></p>	<p><b>June 2023</b> Theme: <i>Equity, Diversity, and Inclusion</i></p>	<p><b>July 2023</b> Theme: <i>Community of Practice</i></p>
<p><b>September 2023</b> Theme: <i>Wellness</i></p>	<p><b>November 2023</b> Theme: <i>Equity, Diversity, and Inclusion</i></p>		



2023 NSDTA EDUCATION  
CONFERENCE  
PITTSBURGH, PA  
OCTOBER 22ND-25TH



REGISTRATION IS OPEN!  
AWARD SUBMISSIONS  
OPEN EARLY JULY

Increasing Training  
Effectiveness  
by  
Engaging Simulation Lab  
Observers  
through  
Real – Time,  
Structured Feedback and  
Coaching

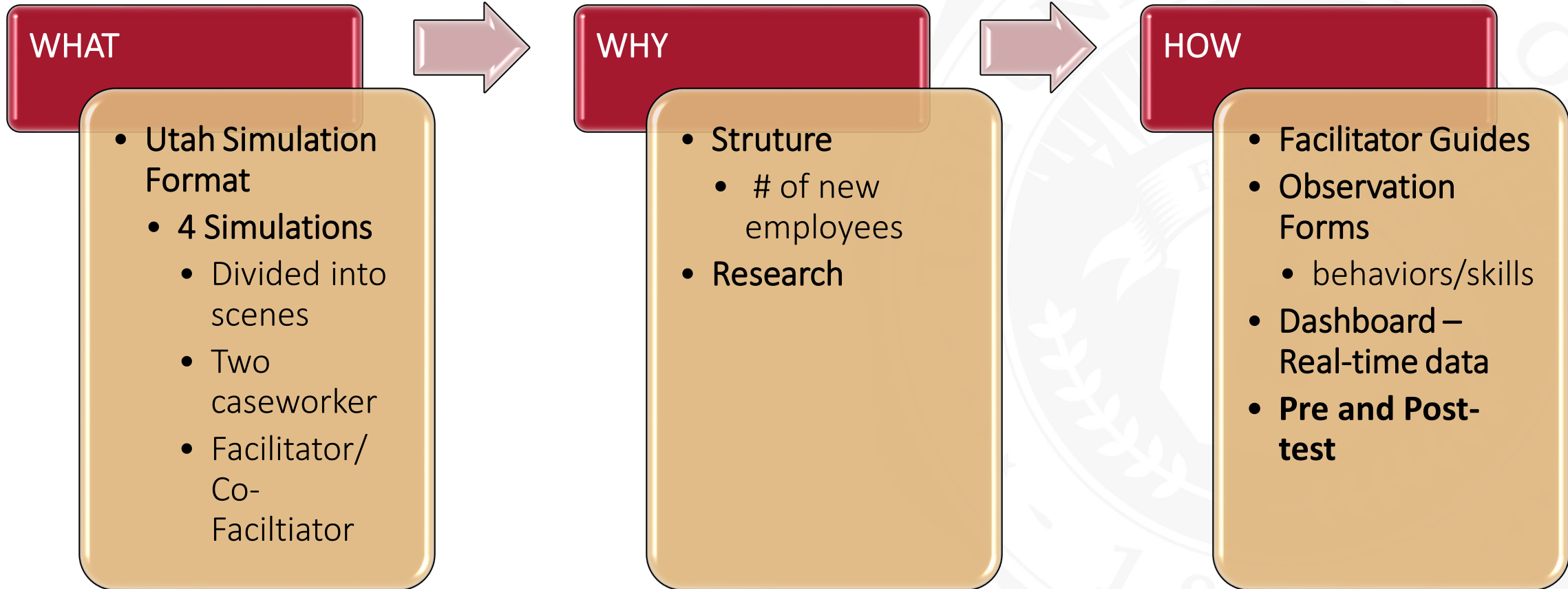


Social Research Institute  
**College of Social Work**  
THE UNIVERSITY OF UTAH

Erika Marks, MSW, LCSW  
Chad McDonald, Ph.D., LCSW  
Cole Benson, M.S., CSW, MSW  
Matt Davis, Ph.D.

## OBJECTIVES

- During today's presentation we plan to review innovative simulation training methods to ***increase learner engagement and strengthen the coaching and feedback mechanisms.***
- We will describe how Utah has increased the focus on ***consistent simulation experiences*** over time, while ***actively engaging*** all observers of each simulation.



# WHAT

- CPS
- UFACET
- Home Visit
- Child and Family Team Meeting

4  
Simulations

- CPS = 6
- UFACET = 4
- Home Visit = 4
- CFTM = 4
- 2 Caseworker deep
- Facilitator/ Co-Fcilitator
- Stage

Scenes



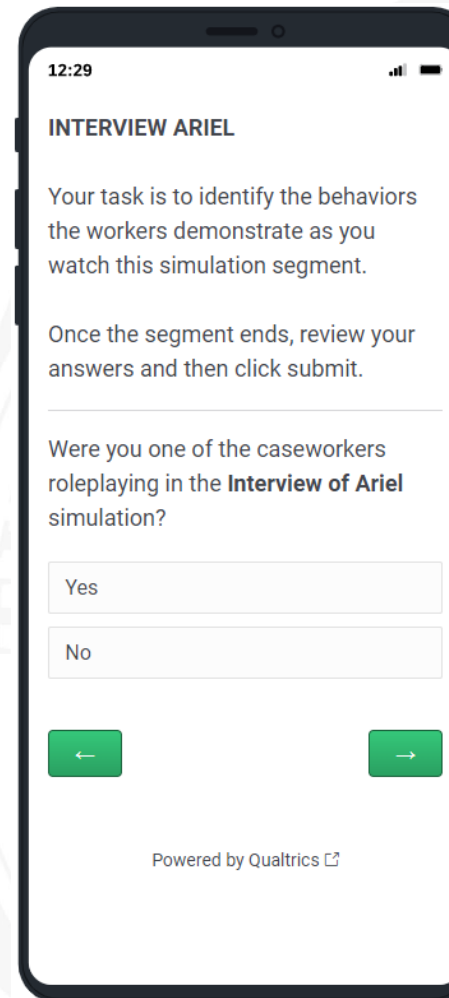
# WHY

## Structure

- Number New Employees
- Observation Forms

## Research

- Active Learning for Observers
- Operationalized learning targets



12:29

**INTERVIEW ARIEL**

Your task is to identify the behaviors the workers demonstrate as you watch this simulation segment.

Once the segment ends, review your answers and then click submit.

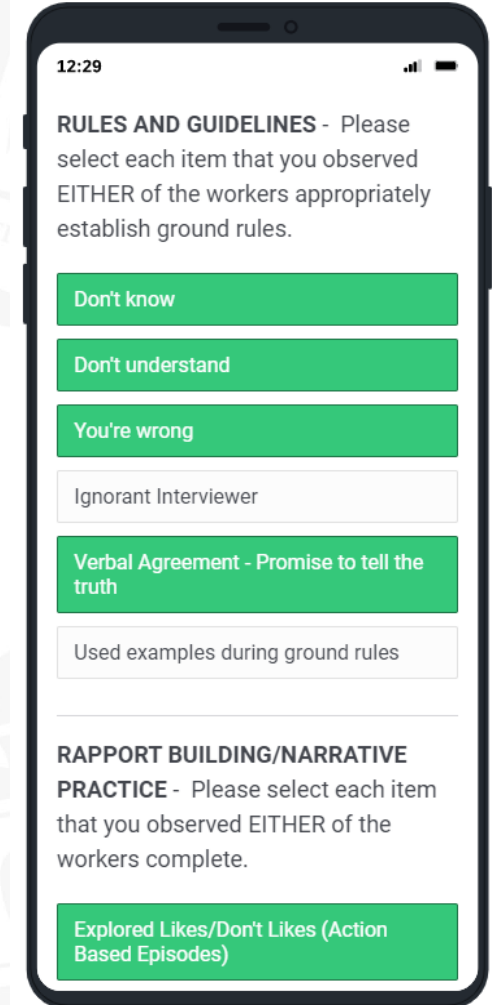
Were you one of the caseworkers roleplaying in the **Interview of Ariel** simulation?

Yes

No

← →

Powered by Qualtrics



12:29

**RULES AND GUIDELINES** - Please select each item that you observed EITHER of the workers appropriately establish ground rules.

Don't know

Don't understand

You're wrong

Ignorant Interviewer

Verbal Agreement - Promise to tell the truth

Used examples during ground rules

**RAPPORT BUILDING/NARRATIVE PRACTICE** - Please select each item that you observed EITHER of the workers complete.

Explored Likes/Don't Likes (Action Based Episodes)



# HOW

# Facilitator Guide

- ### Facilitator
- Step by Step Guide
  - When to interview
  - Questions before Scene
  - Questions after Scene
  - Skills/Behaviors

- ### Co-Facilitator
- Guide for before scene
  - Guide for real-time data review

## CPS Facilitation Guide

Two Goals participants want to accomplish:

- 1.
- 2.

### Scene 2 Interview with Justin

#### Rules and Guidelines

<input type="checkbox"/> Don't Know	
<input type="checkbox"/> Don't Understand	
<input type="checkbox"/> You're Wrong	
<input type="checkbox"/> Ignorant Interviewer	
<input type="checkbox"/> Verbal Agreement - Tell the Truth	
<input type="checkbox"/> Used Examples	

#### Rapport Building/ Narrative Practice

<input type="checkbox"/> Explored Like/Don't Like (Action Based)	
<input type="checkbox"/> Used Time Sequencing	
<input type="checkbox"/> Engagement Techniques <ul style="list-style-type: none"> <li><input type="checkbox"/> Eye Contact</li> <li><input type="checkbox"/> Tone of Voice</li> <li><input type="checkbox"/> Body Posture</li> <li><input type="checkbox"/> Active Listening</li> <li><input type="checkbox"/> Speed of Convo</li> <li><input type="checkbox"/> Genuineness</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Silence</li> <li><input type="checkbox"/> Convo about Child</li> </ul>	

#### Open-Ended Questions

<input type="checkbox"/> Used open ended ?/Prompts	
<input type="checkbox"/> Cued Recall	
<input type="checkbox"/> Facilitator Minimal Encouragers	

<input type="checkbox"/> Empathy, Genuineness & Respect <ul style="list-style-type: none"> <li><input type="checkbox"/> Tries to Understand</li> <li><input type="checkbox"/> Sensitive</li> <li><input type="checkbox"/> Direct</li> </ul>	
---	--

# HOW

## Observation Forms

<p>Each scene has its own form</p> <ul style="list-style-type: none"> <li>• Linked together for one simulation</li> </ul>	<p>Skills/Behaviors</p> <ul style="list-style-type: none"> <li>• Identified from training prior to Sim</li> </ul>	<p>Co-Facilitator</p> <ul style="list-style-type: none"> <li>• Fills out same form</li> <li>• Specific language</li> </ul>
---	---	--



### Facilitator - After Scene

1. Remind audience to fill out observation form
  - a. Allow for a min or two
  - b. Instruct them to submit form (Phones down)
2. Review goals from scene
  - a. Ask if they accomplished it?
  - b. Give feedback on if goals were accomplished
  - c. Give your kudos.
    - i. Should align with each section for each scene below
  - d. Key points to remember - 3 max
    - i. Should align with each section for each scene below
3. Ask audience:
  - a. What did you observe?
4. Turn time over to co-facilitator to review dashboard

### Co-Facilitator - After Scene (Review Observation Form)

*Describe the dashboard after referent call*

1. *This is live data that is collected as we go along each scene*
2. *You should have your own data in front of you on your phone and be able to compare your own data to that of the class as well as to mine*
3. *The turquoise line is my line*
4. *The blue line is a collection of all of your data*

Co - Facilitator review observation form - compare class to expert - if there is a discrepancy between expert and class

- a. I observed this skill/ behavior -
  - i. 'It looks like we have discrepancies on this 'skill/behavior'.
    1. This is where I saw it - give example
    2. This is where it was done - give an example
- b. I didn't observe this skill/ behavior
  - i. 'It looks like we have discrepancies on this 'skill/behavior'.
    1. Remember this skill looks like - give an example
    2. If this was observed it would have looked like - give an example.



12:29

**RULES AND GUIDELINES** - Please select each item that you observed EITHER of the workers appropriately establish ground rules.

- Don't know
- Don't understand
- You're wrong
- Ignorant Interviewer
- Verbal Agreement - Promise to tell the truth
- Used examples during ground rules

**RAPPORT BUILDING/NARRATIVE PRACTICE** - Please select each item that you observed EITHER of the workers complete.

- Explored Likes/Don't Likes (Action Based Episodes)

# HOW

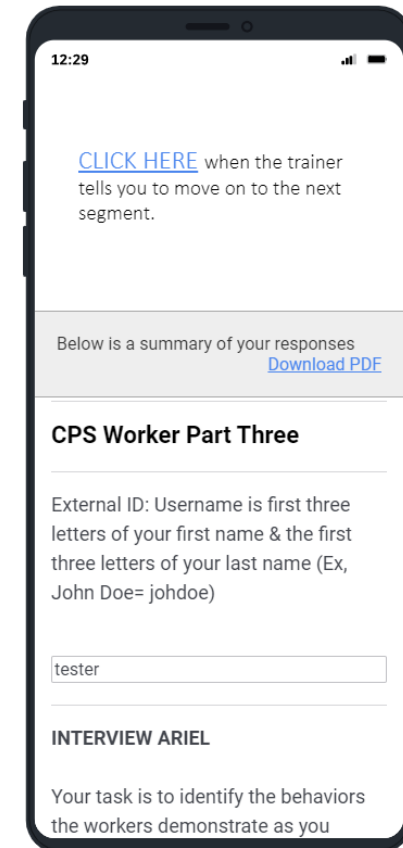
## Dashboards

### Audience

- Personal Data
- Compare to group
- Compare to Co-Facilitator

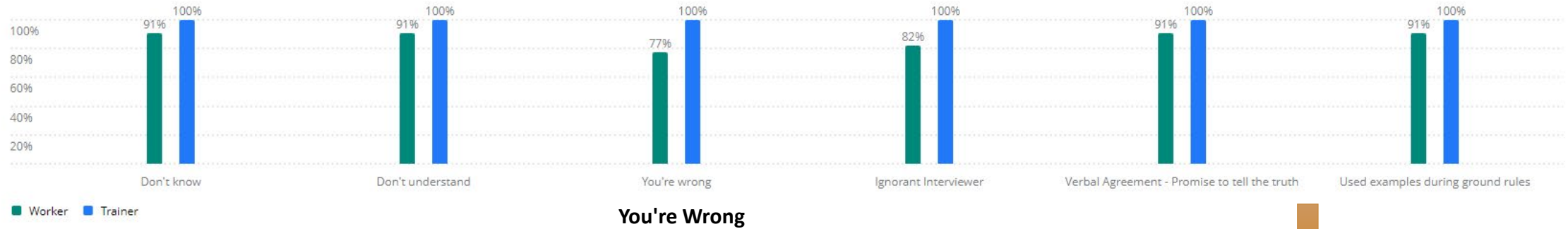
### Co-Facilitator

- Discrepancies

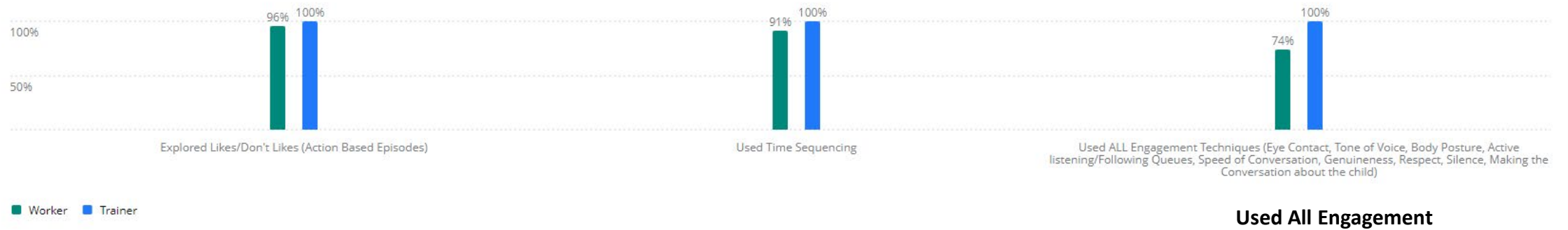


## INTERVIEW WITH JUSTIN

### RULES AND GUIDELINES 23 ⓘ

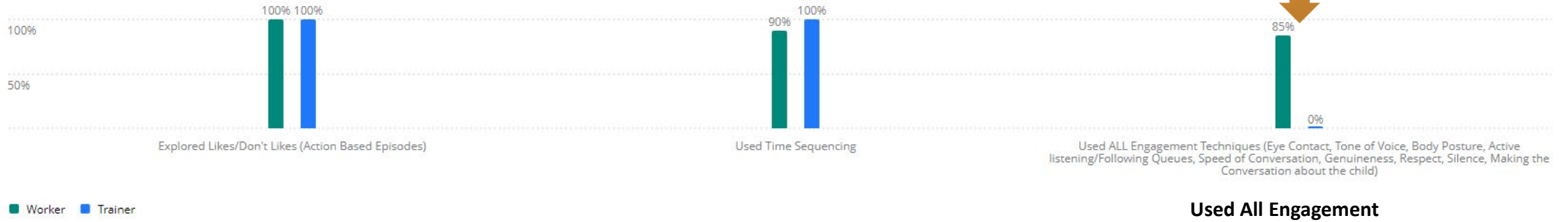


### RAPPORT BUILDING/NARRATIVE PRACTICE 24 ⓘ

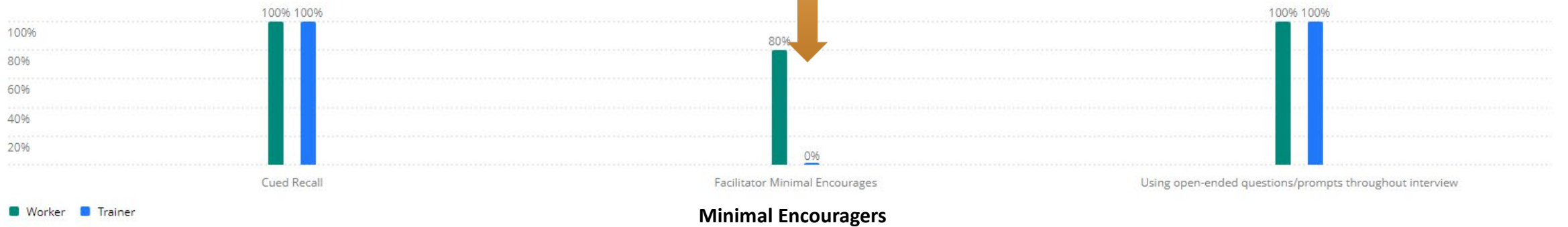


## INTERVIEW WITH ARIEL

### RAPPORT BUILDING/NARRATIVE PRACTICE 21 ⓘ



### OPEN-ENDED QUESTIONS 21 ⓘ



# HOW

## Pre and Post

Knowledge

Skills

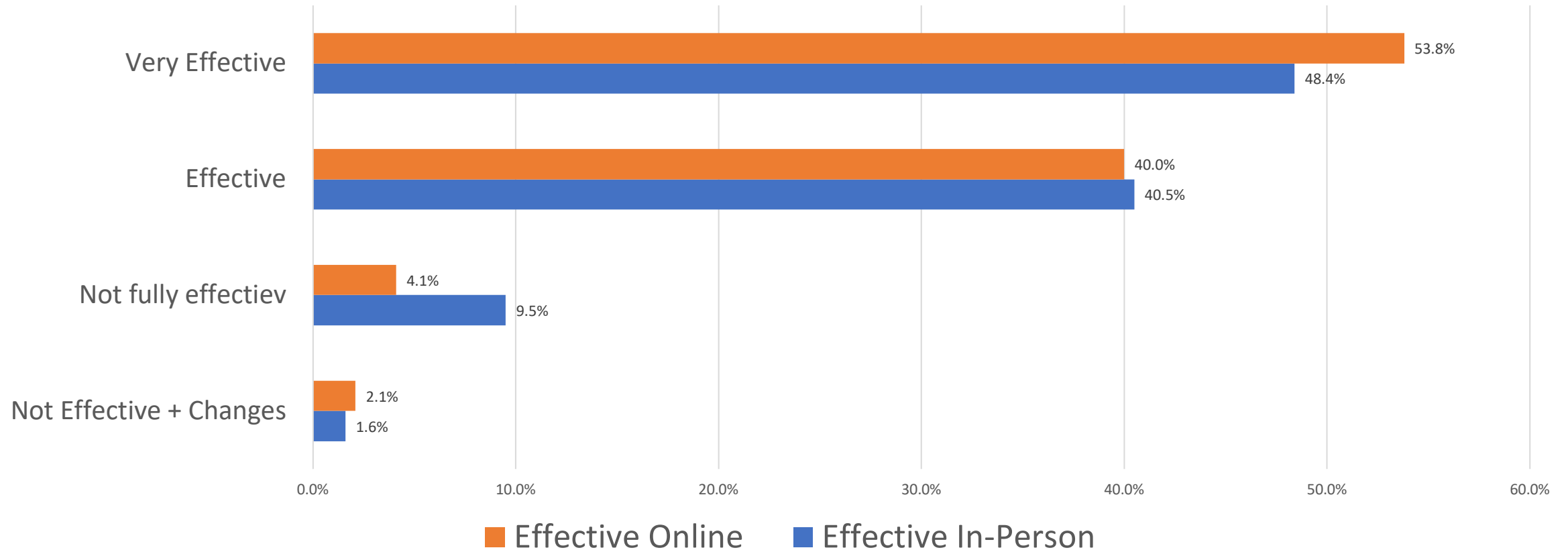
Confident

# In-Person Simulation vs Online since Covid-19

- 793 participant responses for both pre and post-simulation evaluations.
- Between February 2017 and December 2021
- *Knowledge, Skill, Confidence*
- **Preliminary analysis showed that the CHANGE from pre to post is statistically significant for BOTH in-person and online, and the small difference between in-person and online is NOT significant.**



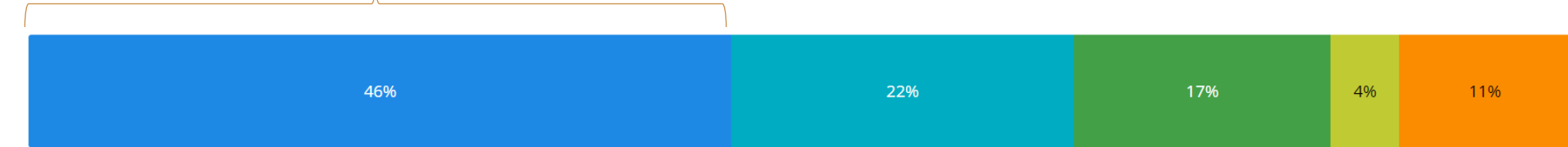
## Net Effectiveness of the Simulation Experience



# Thematic Analysis: In-person vs Online

## In-Person

Recommendations for improving the simulation experience: General Themes



■ Didn't recommend an improvement ■ More simulation and similar practice ■ Change structure ■ Start doing something ■ Better trainee preparation

## Online

Recommendations for improving the simulation experience: General Themes



■ Didn't recommend an improvement ■ More simulation and similar practice ■ Change structure ■ Start doing something

## KEY TAKE AWAYS

- Structure of Training and Facilitation
- Engage Observers





Social Research Institute  
**College of Social Work**  
THE UNIVERSITY OF UTAH

Erika Marks, MSW, LCSW  
Chad McDonald, Ph.D., LCSW  
Cole Benson, M.S., CSW, MSW  
Matt Davis, Ph.D.





**Share Your Experience!**

**<https://www.surveymonkey.com/r/W95CR8G>**