<table>
<thead>
<tr>
<th>Month</th>
<th>Theme</th>
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<tr>
<td>April 2023</td>
<td>Simulation Training</td>
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<td>May 2023</td>
<td>Adapting to Change</td>
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<td>June 2023</td>
<td>Equity, Diversity, and Inclusion</td>
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<td>July 2023</td>
<td>Community of Practice</td>
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<td>September 2023</td>
<td>Wellness</td>
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<td>November 2023</td>
<td>Equity, Diversity, and Inclusion</td>
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<td>November 2023</td>
<td>Equity, Diversity, and Inclusion</td>
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- Fall 2023 Theme: Wellness
- June 2023 Theme: Equity, Diversity, and Inclusion
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
• 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
• Utah Simulation Format
  • 4 Simulations
    • Divided into scenes
    • Two caseworker
    • Facilitator/Co-Facilitator

WHY
• Struture
  • # of new employees
  • Research

HOW
• Facilitator Guides
  • Observation Forms
    • behaviors/skills
  • Dashboard – Real-time data
  • Pre and Post-test
WHAT

4 Simulations

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

Scenes

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

Structure
- Number New Employees
- Observation Forms

Research
- Active Learning for Observers
- Operationalized learning targets

WHY

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

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)
Facilitator Guide

Facilitator
- Step by Step Guide
- When to intervene
- 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 1: Interview with Justin

Rules and Guidelines

- Do nothing
- Don’t want anything
- You’re wrong
- Ignore the interview
- Tactful agreement: Tell the truth
- Used examples

Rapport Building/ Narrative Practice

- Enjoyed Like/ Don’t Like (Active Based)
- Used Time Sequencing

- Engagement Techniques
  - Open Comment
  - Name of Person
  - Role/ Function
  - Other Options
  - Open-Ended
  - Open-Ended Child

- Open-Ended Questions
  - Used open ended 10 Prompts
  - Used Recall
  - Used Minimal Encouragers

- Empathy: Openness & Respect
  - Name Acknowledgement
  - Validation
  - Empathy

@USocialWork
## Observation Forms

Each scene has its own form
- Linked together for one simulation

Skills/Behaviors
- Identified from training prior to Sim

Co-Facilitator
- Fills out same form
- Specific language

### 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.
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)
Dashboards

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

Co-Facilitator
• Discrepancies
INTERVIEW WITH JUSTIN

RULES AND GUIDELINES

- Don't know: 100% Worker, 100% Trainer
- Don't understand: 91% Worker, 100% Trainer
- You're wrong: 100% Worker, 100% Trainer
- Ignorant Interviewer: 100% Worker, 91% Trainer
- Verbal Agreement - Promise to tell the truth: 100% Worker, 100% Trainer
- Used examples during ground rules: 100% Worker, 100% Trainer

RAPPORT BUILDING/NARRATIVE PRACTICE

- Explored Likes/Don't Likes (Action Based Episodes): 96% Worker, 100% Trainer
- Used Time Sequencing: 100% Worker, 100% Trainer
- Used ALL Engagement Techniques (Eye Contact, Tone of Voice, Body Posture, Active Listening/Following Questions, Speed of Conversation, Genuineness, Respect, Silence, Making the Conversation about the Child): 74% Worker, 100% Trainer

Used All Engagement

You're Wrong
INTERVIEW WITH ARIEL

RAPPORT BUILDING/NARRATIVE PRACTICE

- 100% 100%
  - Explored Likes/Don't Likes (Action Based Episodes)

- 90%
  - Used Time Sequencing

- 85%
  - Used ALL Engagement Techniques (Eye Contact, Tone of Voice, Body Posture, Active Listening/Following Lines, Speed of Conversation, Genuineness, Respect, Silence, Making the Conversation about the child)

- 0%

Worker □ Trainer □

OPEN-ENDED QUESTIONS

- 100% 100%
  - Cued Recall

- 80%
  - Facilitator Minimal Encourages

- 100% 100%
  - Using open-ended questions/prompts throughout interview

Worker □ Trainer □

Minimal Encouragers

Used All Engagement
## HOW

<table>
<thead>
<tr>
<th>Pre and Post</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Confident</th>
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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

<table>
<thead>
<tr>
<th>Category</th>
<th>Online</th>
<th>In-Person</th>
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<tbody>
<tr>
<td>Very Effective</td>
<td>53.8%</td>
<td>48.4%</td>
</tr>
<tr>
<td>Effective</td>
<td>40.0%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Not fully effective</td>
<td>9.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Not Effective + Changes</td>
<td>2.1%</td>
<td>1.6%</td>
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- Effective Online
- Effective In-Person
Thematic Analysis: In-person vs Online

In-Person

Recommendations for improving the simulation experience: General Themes

- 46% Didn't recommend an improvement
- 22% More simulation and similar practice
- 17% Change structure
- 4% Start doing something
- 11% Better trainee preparation

Online

Recommendations for improving the simulation experience: General Themes

- 55% Didn't recommend an improvement
- 18% More simulation and similar practice
- 18% Change structure
- 9% Start doing something
KEY TAKE AWAYS

• Structure of Training and Facilitation
• Engage Observers
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