

# Wizard

- o “The man behind the curtain”
- o You are not in the simulation room, or in the room and remain silent
- o Observation only
- o Feedback given in debriefing



# Wizard

## Advantages:

- Can assess student performance

## Disadvantages:

- Not interactive learning
- Students dislike



# Style you do *NOT* Want To Use

- o Wicked Witch
  - o Intimidating for students
  - o No prompts
  - o No teaching time outs or questioning
  - o Hovering



# Wicked Witch

## Advantages:

- Assesses student ability to handle stress



## Disadvantages:

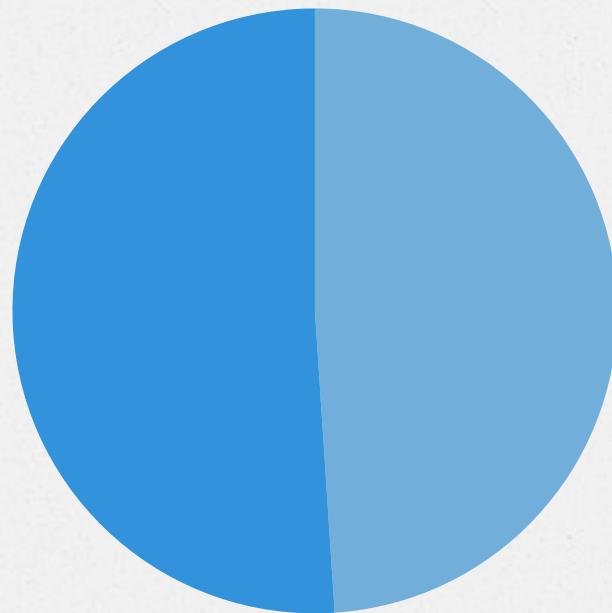
- No interactive learning
- Less learning at bedside
- Fearful students

# Student Survey Question

- o If errors were made during simulation, did the instructor;
  - o A. Say nothing at the time but address in debriefing
  - o B. Stop and correct action at the time
  - o C. Prompt with a question (such as “Are you sure you want to do that?”)

# Facilitation Styles Students Have Experienced

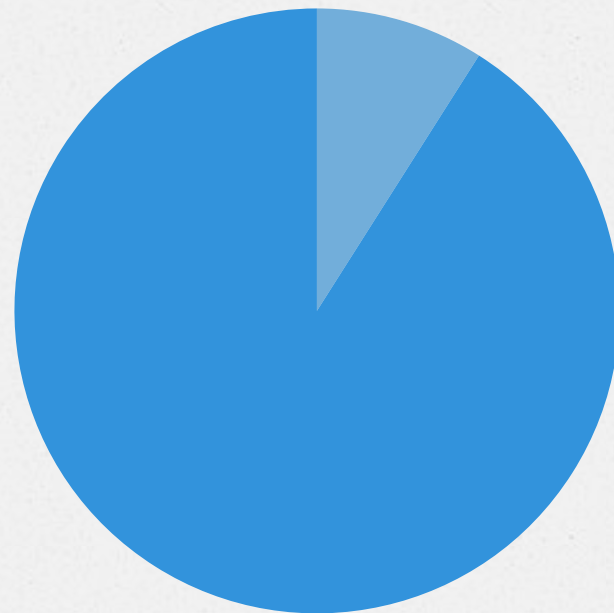
Style



■ Wizard  
■ Glinda

# Facilitation Style Students Preferred

Style



■ Wizard  
■ Glinda

# Positive Student Quotes

- o “I really liked being encouraged to think creatively, putting together all I’ve learned.”
- o “Great addition to the (nursing) program!”
- o “Gives us almost real life practice before we would do it on a real person, so we can see what we are doing wrong and how to improve.”

# Negative Student Quotes

- o “I hate being watched.”
- o “I really don’t like how some instructors wait until the end to tell you what else could have been done.”
- o “I hate how my instructor watches me and I feel like I’m screwing up.”
- o “The deer in the headlights feeling, like I am completely incompetent and have no idea what to do.”

# Video clip





Participation

Let's

Practice

# References

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- o Baillie, L., Curzio, J. Students' and facilitators' perceptions of simulation in practice learning. *Nurse Education in Practice*, 2009, 9, 297-306.

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- o Stafford, F., The significance of de-roling and debriefing in training medical students using simulation to train medical students. Medical Education, 2005, 39, 1083-1085.
- o Brannan, J., White, A., and Bezanson, J., Simulator effects on cognitive skills and confidence. Journal of Nursing Education, 2008, 47, 495-500.



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