

EDUCATING VACCINATION COMPETENCE

Simulation Practice

Teacher's guide



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1. INTRODUCTION TO THE COURSE

Partnering Higher Education Institutions (HEIs) value that teachers and students are able to participate in international collaboration and knowledge exchange. HEIs benefit from networking, cultural exchange, teacher/ student mobility.

In relation to Vaccination Competencies, students need to become competent in counselling and vaccinating people, and they need to obtain the skills to deliver health care services to meet the needs of people with various cultural backgrounds in national and international contexts. In addition, they need to have evidence-based knowledge. Future health care professionals need to develop multicultural sensitivity and understanding, as they will also benefit from the inter-cultural experience and improve their English language skill.

The simulation cases have been developed in EDUVAC – Project (Erasmus + project), aiming to develop vaccination education for health care students. The participant institutions developing this guide are: University of West Attica (UNIWA) from Greece, Metropolia University of Applied Sciences from Finland, University of Trnava from Slovakia, University of Vic-Central University of Catalonia (UVic-UCC), and University of Modena and Reggio Emilia (UNIMORE) from Italy.

2. EDUCATING VACCINATION COMPETENCE - EDUVAC PROJECT

Vaccinating is globally one of the most cost-effective preventive health care innovations (WHO Europe, 2013). High rates of vaccination not only protect

individuals' health, but it also translates into widespread protection in the community. However, there are still 19.4 million unvaccinated and under-vaccinated children in the world (WHO Europe, 2017). In addition, there is an increasing number of people moving from place to place, like refugees and migrants, that impacts the community's health. Moreover, there is evidence of a growing anti-vaccine movement in many countries (Larson et al., 2011; Shetty, 2010). Therefore, the WHO (WHO Europe, 2015) stresses that the immunization gap should be closed.

Vaccination requires special education, and the health professionals in charge of administering vaccines should be competent and qualified to provide with high-quality care. Furthermore, vaccination should be safe and cost-effective (Nikula et al., 2009; Rowlands, 2014). **EDUVAC** project fosters an internationalization strategy of higher education institutions that mobilises staff and students and, enhances the quality and relevance of the vaccination learning program. This project strengthens the knowledge, skills and attitudes of students from five European partner universities about how to vaccinate the people.

The overall objective of the EDUVAC–Project is to promote the population's health from the partners countries by increasing the vaccination rate and by also promoting vaccination worldwide. **The specific objectives** are, first, to develop a course on vaccination care that will enhance the quality and relevance to learn about vaccinations and, second, to strengthen the knowledge, skills and attitudes of students in the five

EU strategic partner universities about to vaccinating and counselling the people. Moreover, this project will enhance the internationalisation strategy of the partners' institutions by promoting their staff and students' mobility

3.EDUVAC: SIMULATION APPROACH

The Simulation Practice will include health sciences students of different health disciplines. This programme is part of an international project developed in the context of the global concern for vaccination. This approach will consider the international and multicultural perspective.

3.1 Simulation as a pedagogical approach

Simulations for educational purposes have been described as a learning method, in which the purpose is to simulate real life situations (Barjis, 2011). The benefit of simulation-based education in health care education is to provide with a safe and realistic environment that allows repeated practice with the aim to acquire the suitable skills by practicing and teaching different scenarios and, by integrating theory into practice. Simulation-based education promotes active and experiential learning, which leads to enhance patient safety (Keskitalo, 2015).

The basic principles in simulation-based education are: having previous learning, autonomous action, decision-making and debriefing as an integral part of simulation (Keskitalo, 2015). During the debriefing, students reflect on their actions, they learn and they found out their areas they need to work on.

Simulation-based education has been the focus of many research studies. The main advantages are promoting critical thinking, developing problem-solving skills, improving their communication, team working and clinical skills as they learn how to be health care professionals (Salakari, 2010). Students have experienced simulation as a realistic and effective educational method that stimulates real feelings connected to working life situations. Simulation practice provides students with preparation for real professional work (Akselbo et al., 2019). Furthermore, a simulation may significantly increase students' knowledge and confidence in using the motivational interviewing method (Chang et al., 2019).

Students in health care professions need skills to provide with efficient vaccination counselling. In this project, simulation-based education may be used in an innovative way for teaching and learning. Students may perform different roles such as: a patient, a health care professional or a family member. In these different roles, students would learn different aspects regarding the same teaching topic, from different perspectives. Therefore, students must develop their professional abilities systematically in different roles.

3.2. Learning from simulation

Students carry out an independent study using theoretical content material provided by the teacher. At the beginning of a simulation situation, the teacher presents the description of the scenario. After this, students will agree on their roles with the teachers' guidance. Then, students with active roles together with students with observational roles (observers), get more precise instructions. Once the simulation

case finishes, teachers and students start the debriefing discussion. Debriefing is the final phase of simulation-based education, and it is often indicated that it is the most important phase of simulation-based education (Wang et al., 2011). This phase is where students can review and reflect on their learning process. This phase allows trainees to explain, analyse, and summarise information and emotional states that will allow them to improve their performance in similar situations in the future. The process to achieve these goals usually follows a series of steps, such as processing reactions, analysing the situation, generalising to everyday experiences, and shaping future actions by lessons learnt (Rudolph et al., 2007).

3.3 Expected learning outcomes of the Simulations

After performing the simulations cases, students will be expected:

1. To achieve knowledge on vaccines and immunisation.
2. To acquire basic knowledge of evidence-based practice on vaccination.
3. To be aware of the different vaccination schedules and to provide counselling according to these schedules.
4. To communicate and provide counselling to different populations by applying all the theoretical background knowledge gained such as motivational interviewing and counselling different age groups.
5. To be able to participate in counselling discussions including ethical and cultural issues.

3.4 General pedagogical aspects and simulation scenarios

Students should know vaccination basics, vaccination procedures and, they should be able to counsel people from different age groups and cultural background. The needed materials can be found in the project's website <http://www.eduvac.eu/>:

1. Vaccination Basics
 - Why is vaccination important?
 - What is immunization?
 - Who is a vaccinator?
 - Vaccination programs in different countries.
 - Vaccination coverage in different countries.
2. Vaccination procedure
 - How to administer vaccines in practice.
 - Vaccination step by step.
 - Contraindications for vaccination.
 - Adverse events after vaccination.
3. Counselling people from different age groups and cultural backgrounds
 - What is counselling?
 - Elements of good counselling.
 - Individualising communication for each individual and age group.

The simulation scenarios include the following topics (in Appendix 1):

1. Motivational interview as a method of counselling.
2. Children who are afraid of having vaccines.

3. Counselling people with an immigrant background, a challenge with the language.
4. Parents who are hesitant to vaccinate their children.
5. Health care professional, who does not get vaccinations, even though he / she works with immunocompromised people.

Students will have different roles within the simulation cases: actors (health professional, service user or relative) or observers (the others who will evaluate and discuss the action). These roles will be agreed between teachers and students before each simulation.

The teacher with the simulation information (see cases in Appendix 1) gives general information to students. Then, the teacher proceeds to assign roles to all the students. A small number of students will be actors (the concrete number of students required depends on each simulation case). The rest of students, eight to ten (small group), will take the role observers role. Then, the educator will proceed to give specific instructions to each student with a performing role.

At the beginning of each case, it is important to explain to students that anything that takes place in simulation is confidential. This confidentiality is a key element to have a comfortable environment during all simulations. It will allow students who are performing not to feel anxious. Furthermore, it is very important to convey the message that if anybody makes a mistake, it is fine as it is a simulation case and all participating students may learn from the errors.

In the simulation scenarios, the students in the performing role will be the active actors while the rest of the small group will be observers and will be placed in a small room (a room near the simulation room). Each actor, depending on their role, will have to follow the detailed instructions of the simulations' scenarios (in Appendix 1).

The observers (from the small room) will have to fill the observational plan (detailed in Appendix 1 after each case). The observational plan consists of two tables in which students should write down comments and aspects about the simulation. In the debriefing phase all students will participate in the discussion.

From a pedagogical point of view, the debriefing discussion is the most important element. Therefore, it should be carried out according to the expected learning outcomes. During the debriefing discussion, teachers should highlight the main learning aspects by stimulating the discussion and questions or by teaching more theoretical topics, if needed. The simulation debriefing model has been described in three phases: Reaction, Analysis, and Summary / Generalization (Gardner, 2013).

Table 1. The theoretical framework of the debriefing phases (Gardner, 2013).

DEBRIEFING PHASES
1. Reactions
- Express emotions
- Review the facts
- Establish the scenario to address the learning objectives
2. Understanding
- Explore what happened
- Discover the mental models that have led them to act in a certain way
- Apply good judgment to understand what has happened and acquire new knowledge and skills
- Transfer what has been learned to real situations
3. Summary
- Revise what has been learned
- Discuss what they take with them and what they have learned to apply to future situations

For further information about debriefing: Fanning, R. M., & Gaba, D. M. (2007). The role of debriefing in simulation-based learning. *Simulation in Healthcare*, 2(2), 115–125. <https://doi.org/10.1097/SIH.0b013e3180315539>

3.5 Assessment and evaluation

To reach an appropriate assessment of each student, teachers will support students during the whole process. Students should actively take part in the simulation practice taking an active role in the scenarios and during the debriefing discussion. Through all this process students will be able to show that the learning outcomes are achieved. Each university decides on the grading and ECTS according to their criteria.

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APPENDIX 1: SIMULATION SCENARIOS

Case 1 Motivational interview as a method of counselling

Learning objectives

- Students recognise the basic technique of Motivational interviewing- method.
- Students use the Motivational interview technique on the vaccination counselling situation.

Description of the situation

20-year-old John /Johanna, who has recently been diagnosed with diabetes, comes to visit the health care professional at a health centre. It is November, the seasonal influenza vaccination campaign time. The health care professional is responsible to give information about the influenza vaccination and is prepared to administer the vaccine during the visit.

Equipment

Influenza vaccine and injection equipment.

Instructions for the students in roles (cut with scissors):

Instruction for the health care professional

You work as a health care professional in a health centre. 20-year-old John /Johanna who has recently been diagnosed with diabetes had an appointment with you. The purpose of the visit is to discuss the self-care of diabetes and evaluate e.g. blood sugar levels according to the self-monitoring indications. In addition to this, you are prepared to tell him/her about seasonal influenza vaccination because it is the influenza vaccination campaign time. You are also ready to administer the vaccine during the visit; in case the user decides to take it. You have already discussed the diabetes and now it is time to bring up the influenza vaccination into the discussion.

Instruction for the user (John /Johanna)

You are 20-year-old John /Johanna who has lately caught diabetes. You are visiting a health care professional at a health centre. The purpose of the visit is to discuss diabetes self-care and evaluate e.g. blood sugar balance according to your self-monitoring notes. During the visit, the health care professional suggests you to taking

the seasonal influenza vaccination as it is the influenza vaccination campaign time. You are hesitant about taking the vaccine. You have heard some people saying that they have become ill (with the flu) after having the vaccine last year. Furthermore, you read on the Internet that it does not prevent you from having the flu. In addition, you would not like to be sick as you have been told that it may affect your blood sugar levels. Finally, you never had influenza and you never have seen anyone suffering from influenza.

Debriefing: observational plan

Objectives and what to observe in a simulation situation	Comments
Principles of motivational interview:	
Resist correcting reflex (of professional) for example “avoid arguing or adjust to user’s resistance”	
Understand the user’s motivation	
Listen with empathy	
Empower the user	

Techniques / methods of motivational interview:	
Open-ended questions	
Affirmations (I hear, I understand...)	
Reflective listening	
Summarise	

GROUP:

MEMBERS:

OBSERVER/S:

STRONG POINTS	ASPECTS TO BE IMPROVED

Case 2 Children who are afraid of having vaccines

Learning objectives

- Students recognise the strategies to avoid children / young people's fear.
- Students use the Motivational interview technique in the vaccination counselling situation.

Description of the situation

12-year-old Lisa, was referred for “HPV vaccination” at the health professional medical office. She is coming to the medical office with her father/mother. The health care professional is responsible for giving information about the HPV vaccination and is prepared to administer the vaccine during the visit.

Instructions for the students in roles (cut with scissors):

Instruction for the health care professional

You work as a health care professional in a health centre. 12-year-old Lisa has an appointment with you. She comes to the health centre with her father/mother. The purpose of the visit is to administer “HPV vaccination”. In addition to this, you should bring up “HPV vaccination” into the discussion with them (father/mother and Lisa). You are also prepared to administer the vaccine during the visit in case the user (father/mother) decides to take it. You should explain Lisa and her parents the vaccine procedure of administration, as well as to ask for permission to administer the vaccine.

Instruction for the user (Lisa)

You are 12-year-old Lisa. You are visiting a health care professional at the health centre with your father/mother. The purpose of the visit is to get the “HPV vaccination”. You should ask the health professional if it will hurt you and whether the vaccine could be administered without puncture. You feel a little bit scared and you should show the health professional that you do not want to have the injection. In the end, if the health professional will provide you with suitable information and support to try to calm you down, you will accept the vaccination.

Instruction for father/mother

You are the father/mother of a 12-year-old girl called Lisa. You are visiting a health care professional at the health centre with your daughter. The purpose of the visit is to administrate the “HPV vaccination”. You should ask the health professional:

- About possible contraindications.
- If this vaccine protects against other sexually transmitted diseases too.

When the health professional asks your permission to vaccinate your daughter, after solving your questions, you will accept.

If your daughter refuses the vaccine, you should advise and help her to understand that it is the best option for her. Then, you are required to confirm the importance of the vaccine as it was explained by the health professional.

Debriefing: observational plan

Objectives and what to observe in a simulation situation	Comments
Principles of adolescents counselling	
Talk as an adult	
Promote autonomy and collaboration	
Include her in the decision-making process	

Give information to the girl and the mother/father	
Give clear information to the girl and the parents	
Avoid confrontations and value their judgement	

GROUP:

MEMBERS:

OBSERVER/S:

STRONG POINTS	ASPECTS TO BE IMPROVED

Case 3 Counselling people with immigrant background, a challenge with the language

Learning objectives

- Students recognise the basic technique of motivational interviewing-method.
- Students use motivational interview technique in the vaccination counselling situation.
- Students identify strategies in situations with language difficulties.

Description of the situation

25-year-old Nyaring/Aziz, who has just arrived from South Sudan, visits a health care professional in a health centre. He/she is visiting the health centre to plan his/her vaccinations.

Equipment

Tetanus vaccine and injection equipment.

Vaccination card for the user.

Instructions for the students in roles (cut with scissors):

Instruction for the health care professional

You work as a health care professional in a health centre. 25-year-old Nyaring/Aziz, who has just arrived from South Sudan, comes to visit you in a health centre. She/he attends the health centre to plan his/her vaccination plan. You are working with a student doing her/his internship and you ask him/her to help you. Nyaring/Aziz has a lot of difficulties to understanding your language.

You should gather about his/her diseases and vaccines.

You should provide him/her with suitable information about all the vaccines he/she needs.

You have to use non-verbal communication skills.

You should not use English to communicate and thus you have to find other ways to communicate.

You are also prepared to administer the vaccine during this visit in case the user decides to take it and, if it is needed, you may require the student to administer the vaccine.

In addition, you may ask Nyaring/Aziz if she/he needs assessment with other health issues which you can help with.

Instruction for a student in an internship

You are a student doing your internship with a health care professional in a health centre. 25-year-old Nyaring/Aziz, who has newly arrived from South Sudan, comes to visit the health care professional at the health centre. She/ he attends the health centre to plan their vaccinations. You should collaborate with the health care professional in anything requested. You may intervene and help the health care professional with everything she/he is doing.

Instruction for the user (Nyaring/Aziz)

You are 25-year-old Nyaring/Aziz newly arrived from South Sudan. You visit the health care professional in the health centre. You are attending the health centre because you lost your appetite and to plan your vaccinations. You have a great difficulty in understanding the language.

You should tell the health care professional that you have lost your appetite since you arrived from Sudan. In addition, you have lost some weight, even though you do not know how many kilos.

You do not have any documentation about your vaccination. You lost it in Sudan. You only remember that your last vaccination was when you were 16 years old.

If you are required to be vaccinated, first, you should ask about which vaccine is suitable and if it is really important.

After all the explanations, you will accept the vaccinations.

Debriefing: observation plan

Objectives and what to observe in a simulation situation	Comments
Strategies in situations of language difficulties	
Use suitable language and non-verbal communication to ensure the person understands about the vaccine	
Take alternative and non-verbal measures to verbal language	
Listen patiently	
Use devices to facilitate communication	

GROUP:

MEMBERS:

OBSERVER/S:

STRONG POINTS	ASPECTS TO BE IMPROVED

Case 4 – Parents who are hesitant to vaccinate their children

Learning objectives

- Students recognise the basic technique of the motivational interviewing - method.
- Students identify the basic technique of active listening.
- Students distinguish the basic technique on how to respond to hesitation.

Description of the situation

A family with a 3-months-old baby, comes to visit a health care professional in a health centre. The purpose of the visit is to plan the baby's vaccinations.

Equipment

Vaccine and injection equipment.
Infant training /skills manikin.

Instructions for the students in roles (cut with scissors):

Instruction for the health care professional

You work as a health care professional in a health centre. A family with a 3-months-old baby comes to visit you in the health centre. The purpose of the visit is to plan the baby's vaccinations.

- Ask for information about the process of breastfeeding.
- Ask for information about how they care for the baby and the process of changing nappies.

You should inform the parents about all the vaccines that the baby would need. In case they do not agree, explain the advantages of vaccinations and give them suitable information to understand the message.

You are also prepared to administer the vaccine during the visit, if the parents agree.

Respond to all the questions the parents may have about the baby's care. In case there were any issues for which you do not have the knowledge, refer them to a health professional who could help them.

Instruction for the mother/father

You are the mother/father of a 3-month-old baby. You visit a healthcare professional at a health centre. The purpose of the visit is to plan your baby's vaccinations.

- If you are asked whether the baby eats properly, you should explain that the baby has tummy aches, she/he snaps tightly to the chest and sucks hard when breastfeeding.
- If you are asked about the way you take care of the baby, you should explain that you bath the baby daily and that you change her/his diaper before breastfeeding.

When the health professional explains to you the vaccination plan that the baby needs, you should show hesitation and ask him/her questions. You are not comfortable with the idea that your baby receives multiple injections. Then, you should ask for more information about the need of these vaccines.

After having all the information, you will give permission for the vaccination.

Debriefing: observation plan

Objectives and what to observe in a simulation situation	Comments
Principals of motivational interview:	
Resist correcting reflex (of professional) for example “avoid arguing or adjust to user’s resistance”	
Understand the user’s motivation	
Give an empathetic answer	
Avoid confrontations and value judgments	
The information about the vaccines is correct and adapted to the user	

GROUP:

MEMBERS:

OBSERVER/S:

STRONG POINTS	ASPECTS TO BE IMPROVED

Case 5 Health care professional, who does not take vaccinations, even though he/she works with immunocompromised people

Learning objectives

- Students recognise the basic technique of motivational interviewing -method.
- Students identify the basic technique of active listening.
- Students use motivational interview technique in the vaccination counselling situation.

Description of the situation

Christian/Christina has been recently employed by the hospital to work at the haemato-oncology ward. He/she goes to visit a health care professional from the health care service at the hospital. It is November, a seasonal influenza vaccination campaign time. The health care professional is responsible to give information about the influenza vaccine and is prepared to administer the vaccine during the visit.

In this case the influenza vaccine could be changed by coronavirus vaccine.

Equipment



Influenza vaccine and injection equipment.

Instructions for the students in roles (cut with scissors):

Instructions for new nurse

Christian/Christina, you have been recently employed by the hospital to work at the haemato-oncology ward. You have an appointment with a health care professional at a health care service at hospital. The purpose of the visit is to check your health and to review your vaccination schedule. You are required to be vaccinated with seasonal influenza vaccination because it is influenza vaccination campaign time, you should explain that you have never been vaccinated for influenza and you should hesitate about being vaccinated now.

After having all the information, you should discuss the reason why you do not want to be vaccinated.

If you think that the health professional has given you enough information and he /she convince you, then you will accept the vaccine.

Instruction for the health care professional

You work as a health care professional in a health care service. Christian/Christina has recently been employed by the hospital to work at the haemato-oncology ward. She/he comes today to your medical office. The purpose of the visit is to check his/her health and review his/her vaccination schedule. In addition to this, you are prepared to suggest the seasonal influenza vaccination, as it is influenza vaccination campaign time. You should provide him/her with information about the importance of being vaccinated, specially, in cases when the health professional works with immunocompromised people.

You are also prepared to administer the vaccine during the visit if the user decides to take it.

Debriefing: observational plan

Objectives and what to observe in a simulation situation	Comments
Principals of motivational interview:	
Understand the user's motivation	
Give an empathetic answer	
Avoid confrontations and value judgments	
End the visit with offering writing information and considering to make a new appointment (if there is no vaccination)	
Information about the vaccine it is correct and adapted to the user	

GROUP:

MEMBERS:

OBSERVER/S:

STRONG POINTS	ASPECTS TO BE IMPROVED