Debriefing Guide - Immersive

Debriefing Guide

Reactions[1]

How do you feel? What is the first word off the top of your head? If you had to describe that experience in one word what would it be? (Choose a phrase that works for you.)

The purpose of this section is to clear the air so a learning conversation can occur. Try to tie reactions to learning objectives you plan to cover. Try to frame in emotions. Aim for how the learners are feeling not how they performed.

Facts of the Case[1]

Give basic facts of case so learners don't spend debriefing time debating or wondering what was going on with patient. Advanced learners can give report. This should be no more than 3 sentences, brief facts of the case.

Preview

(One or two sentences)

Give learners a preview of the 2 or 3 main topics you will cover in debriefing. These can be broad such as communication, patient safety, or clinical management or they can be specific such as recognizing signs and symptoms of x condition and understanding resources related to new diagnosis of x disease. The purpose of the preview is to let learners know what you plan to cover for the remainder of the debriefing.

Understanding[1]	**Objective 1** *Choose one, or a combination, of the methods below*[2] *based on the following: amount of time available for debriefing, experience level of the debriefer, level of expertise of the learners, reactions the learners shared in the reactions phase.* **+ / Δ** - What went well? What would you like to do differently next time? (or what are areas for improvement?) **Advocacy / Coach** - Stating what you noticed and giving the learners your expert opinion in a short constructive statement **Advocacy / Inquiry (AI)** - Trying to understand, explore, discuss, and generalize learners' frames. Remember… I saw, I thought, I wonder **Objective 2** *Be sure to preview and let learners know when you are shifting from one objective to the next.* *Try to stick to 2 or 3 objectives. You may be able to have 4 objectives if you have **at least 40 minutes** for debriefing.*

Summary / Wrap Up[1]

What are your take aways? What was most meaningful for you today? What will you take from this experience and use in your clinical practice? (Choose a phrase that

[1] Rudolph JW, Simon R, Raemer DB, Eppich WJ. Debriefing as formative assessment: closing performance gaps in medical education. Acad Emerg Med. 2008;15(11):1010-6.
[2] Eppich W, Cheng A. Promoting Excellence and Reflective Learning in Simulation (PEARLS): development and rationale for a blended approach to health care simulation debriefing. Simul Healthc. 2015;10(2):106-15.

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works for you.) *Be explicit and let learners know you want them to take something away that they can use in clinical practice.*

Sim & Patient Safety Reminder – Please check your pockets before leaving. It is important that supplies from the simulation center stay in the simulation center and do not end up in patient care areas.

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SimUAB® Debriefing Elements

Reactions[3]

- Clear the air and set the stage for discussion
- Aim for how the learners are feeling and not how they performed

Facts of the Case[1]

- Give basic facts of the case or the procedure
- No more than 3 sentences long

Preview

- An overview of the objectives/skills/topics to be covered
- Inform the learners of what will be discussed
- May include time frame

Understanding Phase1

- Exploring learner's perspective on events
- Investigate learner's frame or reason for decisions made followed by offering new strategies and skills for future performance
- Discover and implement lessons learned to actual settings
- Utilize one or more of the three techniques[4]:
  - Plus/Delta - **+ / Δ**
  - Advacacy/Inquiry
  - Advocacy/Coaching

Summary/Wrap Up[1]

- Summarize learning points
- Provide suggestions for continued learning
- "Take aways"

Sim & Patient Safety Reminder

- Remind learners to check their pockets before leaving the session in order to prevent supplies from being taken into patient care areas

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[3] Rudolph JW, Simon R, Raemer DB, Eppich WJ. Debriefing as formative assessment: closing performance gaps in medical education. Acad Emerg Med. 2008;15(11):1010-6.
[4] Eppich W, Cheng A. Promoting Excellence and Reflective Learning in Simulation (PEARLS): development and rationale for a blended approach to health care simulation debriefing. Simul Healthc. 2015;10(2):106-15.