Debriefing Guide - Procedural

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Prior to simulation-based learning experience

Facts of the Case – Today we are going to practice using the basic cognitive and psychomotor skillset required to complete xxxxx procedure. This simulation experience builds on the pre-learning you received prior to today's session.

Preview – The purpose of today's session is to reinforce the basic skillset required to safely continue to learn from experts in the clinical environment. You will be expected to simulate performance of the entire procedure. Please do not "pretend." *(Give specific trainer limitations, describe flow of session)*

During this procedural simulation, you will receive coaching in the form of directive feedback to help you understand what is going well and what opportunities you have for improvement. You will have the opportunity to practice with expert coaching as time allows. If needed, your facilitators will help you set up a time for additional deliberate practice. You may have a peer coach. *(Define observer role as needed).*

We strive to create a safe and comfortable learning environment. Please feel free to ask questions during the simulation session. You are not being evaluated or quizzed during a procedural simulation practice session. **(IF SESSION INCLUDES "CHECKOFF" please add** - You will be asked to demonstrate the ability to safely execute the procedure in the simulated setting prior to performing the procedure in the clinical environment. Meeting a minimum safety standard in simulation should not indicate clearance for independent practice. Initial performance of procedures in the clinical environment should be under direct, expert supervision.)

During the simulation-based learning experience

Understanding	+ / **Δ** **–** What is going well? What do you need to do differently? **Advocacy Coach –** I see you doing (name action[s]) and think doing this (name action[s]) will work better because... *Stating what you noticed and giving the learners your expert opinion in a short constructive statement.* **Advocacy Inquiry –** I see you (name action[s]), and I am concerned (state your concern or your opinion) because… Help me understand why you chose that specific technique? *Trying to understand, explore, discuss, and generalize learners' frames. Remember… I saw, I think, I wonder*

After the simulation-based learning experience

Reactions – 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 learners can focus on take aways.

Summary/Wrap up – What are your take aways? What was most meaningful for you today?

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What will you take from this experience and use in your clinical practice? (Choose a phrase that 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

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 Phase[1]

- 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[2]:
  - Plus/Delta - **+ / Δ**
  - Advacacy/Inquiry
  - Advocacy/Coaching

Reactions[1]

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

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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[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.