SimUAB™ Debriefing Guide

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

Preview
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.

Objective 1
Choose one, or a combination, of the methods below 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
What worked well, take aways, what will you change for next time? (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.