Discussion points – Debriefing

#### References:

#### **Healthcare Simulation Standards of Best PracticeTM The Debriefing Process.**

#### Decker, Sharon et al.

#### Clinical Simulation In Nursing, Volume 58, 27 - 32

#### **Healthcare Simulation Standards of Best PracticeTM Facilitation**

Persico, Lori et al.

Clinical Simulation In Nursing, Volume 58, 22 - 26

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| ***Success* Debriefing script & teaching points** |
|  | **Dialogue** | **Notes**  |
| Greeting and Reactions phase | Welcomes learners & gives a brief overview of what will happen next (e.g. we’ll take X minutes to debrief)Touches back on Basic AssumptionAsks about learners’ feelings and validates their feelings Reviews topics and asks “Is there anything else you want to talk about?”  | Psychological safety must be maintined throughout the debriefing discussion. Reminding learners about the process for debriefing, validating their feelings and touching on the Basic Assumption again can support continued psychological safety. Learner-centered debriefing ensures that the topics that are most urgent to the learners will be incorporated into the debriefing.  |
| Debriefing topics/questions | With each question, asks the learners to share their thinking by asking questions like:*“Can you walk me through your thinking?”**“What were your priorities?”**“What was your strategy”*  | These types of questions go beyond discussing the observable actions from the simulation, and deepen the conversation by asking learners to self-reflect on their thought processes. The discussion involving the “6 things” also goes beyond the learners memorizing a list and asks them to discuss how they applied the concepts.  |
| End of debriefing | Asks if learners have remaining questionsAsks for take-away points | Remains learner-centered by giving them the opportunity to ask questions.Allows the learners to articulate future practice changes, which helps the learners connect learning in simulation with their clinical practice.   |

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| ***Opportunity* Debriefing script & teaching points** |
| Greeting and Reactions phase | Greets learners by asking them to sit down. Does not provide an overview of what the debriefing will be like. Focuses on what the learners forgotThe facilitator asks the learners if they want to discuss any other topics.Asks about feelings | Does not seem very accessible or approachable.May discourage participation in the subsequent discussions, as learners may fear being shamed for their mistakes.This does demonstrate learner centeredness. Does not validate or acknowledge their emotions |
| Debriefing topics/questions | Asks the question: **“**How did you watch out for each other?” The facilitator mentions that they had the opportunity to apply nursing actions, and follows with the question: “How did that feel?” -  | The facilitator’s focus is only on the actions, not the thinking behind them. The learners describe what they did. There is no observation about their practice or feedback from the facilitator; there is no exploration of thought processes. “How did that feel” is a question about emotions.  |
| End of debriefing | Focus in on the “list of 6 things” & their need to memorize and come back next week ready to recite them.There was not a question about “take-aways”  | It is unclear what, if anything, the learners are taking away from this simulation experience. The facilitator is focused on memorization, not on application or competency.  |