

Simulation Debrief Worksheet

(adapted from Eppich and Cheng, 2015)

Global Variables

Time available for debrief	<input type="checkbox"/> Short <input type="checkbox"/> Moderate <input type="checkbox"/> Long
Level of learner insight	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Level of learner clinical/simulation experience	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High

Debrief Planning

Debrief Learning Objectives ¹		Performance Domain	Underlying Rationale Evident?	Educational Strategy ²	Value of Video Review ³
1		<input type="checkbox"/> Cognitive <input type="checkbox"/> Technical <input type="checkbox"/> Behavioural	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Directive feedback <input type="checkbox"/> Learner self-assessment <input type="checkbox"/> Focused facilitation	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
2		<input type="checkbox"/> Cognitive <input type="checkbox"/> Technical <input type="checkbox"/> Behavioural	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Directive feedback <input type="checkbox"/> Learner self-assessment <input type="checkbox"/> Focused facilitation	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
3		<input type="checkbox"/> Cognitive <input type="checkbox"/> Technical <input type="checkbox"/> Behavioural	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Directive feedback <input type="checkbox"/> Learner self-assessment <input type="checkbox"/> Focused facilitation	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
4		<input type="checkbox"/> Cognitive <input type="checkbox"/> Technical <input type="checkbox"/> Behavioural	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Directive feedback <input type="checkbox"/> Learner self-assessment <input type="checkbox"/> Focused facilitation	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low

¹ Can emerge from learners, along with your own objectives.

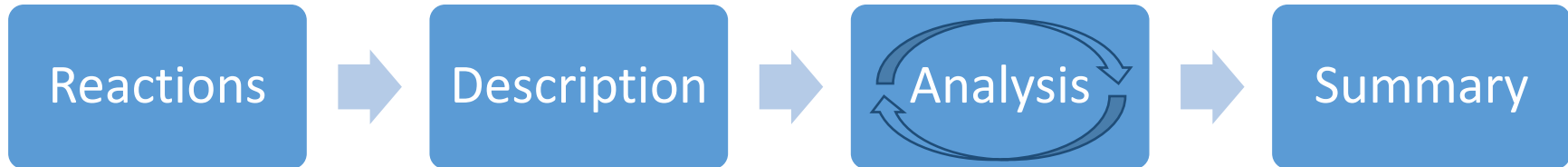
² Consider the global and specific variables: time available, level of learner insight, level of learner clinical/simulation experience, performance domain, and evidence of underlying rationale. See reverse side for usage examples.

³ Consider: a) learner's situational awareness; b) learner's use/awareness of non-verbal communication; c) value of objective reference; and d) time available

Simulation Debrief Worksheet

(adapted from Eppich and Cheng, 2015)

Debrief Structure



Educational Strategies for Analysis

Learner self-assessment (eg, plus-delta)	Directive feedback and teaching	Focused facilitation
<ul style="list-style-type: none"> • “What aspects of the case do you think you managed well and why?” • “What aspects of the case would you want to change and why?” • <i>Close performance gaps selectively using directive feedback and teaching or focused facilitation</i> 	<ul style="list-style-type: none"> • Provide the relevant knowledge or tips to perform the action correctly: • “I noticed you [<i>behaviour</i>]. Next time, you may want to ... [<i>suggested behaviour</i>] ... because [<i>provide rationale</i>].” • Consider incorporating short, focused video clip demonstrating referenced behaviour 	<ul style="list-style-type: none"> • Specifically state what you would like to talk about: • “I would like to spend a few minutes talking about XXX.” • <i>Elicit underlying rationale for actions using open questioning, Advocacy/Inquiry</i>

References:

Eppich, W., & Cheng, A. (2015). Promoting excellence and reflective learning in simulation (PEARLS): Development and rationale for a blended approach to health care simulation debriefing. *Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare*, 10(2), 106–115. <http://doi.org/10.1097/SIH.0000000000000072>