

Debrief

Debriefing tool

This tool was created for you to use during the scenario to take notes and help guide your debriefing session. This tool is based on the PEARLS Debriefing Framework.

GOAL of debriefing is uncovering the learner's frame where performance gaps exist and then help redefine the appropriate frame.

Quick pointers for debriefers:

- Maintain a safe environment and curious approach
- Maintain an engaging context for learning where everyone is participating and re-direct conversation when needed
- Speak as little as possible, allowing learners to arrive at their own thoughts and uncover their frameworks that led to performance gaps

Introduction

"Welcome, we understand you are busy and want to respect your time. During the debriefing, we will focus on _____."

Please note that we will continue to uphold the "Vegas rule", basic assumption, and safe environment protocols as we move into our debriefing session. This includes:

- ***What happens in sim stays in sim***
- ***We want you to feel secure in expressing your thoughts***
- ***The basic assumption that "we believe that everyone participating in activities here is intelligent, capable, cares about doing their best and wants to improve". (4)***

We will use the discussion structure of "What went well? / What could be improved upon?" for our debriefing structure today.

Goal is to get emotions, not how the case went.

Reactions Phase

Try: *"To start, I would like to begin by asking the group, how did that feel?"*

Or: *"I'd like to go around and have everyone tell me one word to describe how that simulation felt."*

Description Phase

"To reflect and ensure we are all on the same page about the scenario, would someone mind sharing a brief synopsis of the scenario today?"

"Does anyone have anything to add to that synopsis?"

Analysis Phase

Simulation Objectives:

1. *Debrief with affected individuals and bystanders following a microaggression.*
2. *Demonstrate empathic response towards patient and family, centering and believing patient/family experience.*
3. *Develop an action plan with patient/family for addressing harm done to patient/family that was not directly witnessed.*

Debrief topics (REFORMAT):

- What feelings came up in this scenario?
 - What did you like? What might you change for next time?
- What are other possible strategies?
- How would you circle back with the gastroenterologist?
 - Would you?
 - What would make this easier or more difficult?
- Does your perception of the situation change based on the race of your patient's family?
- Does the explicit statement of the child's "ideal" exercise and eating habits change your feelings about the interaction?



Analysis Phase

Phrases to ask another learner's input:

- ***"What do you think, (member's name)?"***
- ***"Does anyone else have comments about (topic being discussed)?"***

Phrases if you want to bring up something concerning:

- ***"Let's think back to the case. I notice that you _____. I am concerned because _____. Can you help me better understand your thought process?"***

Summary Phase

At the end of the session:

"In the essence of time, we need to move into our final phase of the debrief. Today we discussed _____ (summarize what has been discussed thus far in the debrief session).

Say: ***"We would like to close the session with asking each of you to share a take-away-point you will use in your future.***

Or: ***"What strategies utilized our discussed here today, do you think will be helpful in your future?"***

References:

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