

## SIMULATION DEBRIEFING GUIDE

# The Alfred ICU “FAST-PAGE” Approach to Debriefing

## **F**EEELINGS AND FACTS

- Feelings - “How do you feel?”
- Facts - “Let’s recap what happened in this case...”

## **A**NALYSIS OF ISSUES

‘PAGE’ each issue (decide on issues before the debrief):

**P**review learning objective (and/or PLUS/DELTA)

**A**dvocacy-inquiry (i.e. explore frames with genuine curiosity)

“I observed...”

“I think...”

“What was going through your mind at the time?”

**G**eneralise (start with a specific example, show wider application)

**E**xplain and Educate

## **S**UMMARY

- Summarise the issues discussed after allowing questions

## **T**AKE HOMES

- 3 learning points from the group

## ROLES

- Lead - responsible for overall structure and flow
- Assistant - provides additional thoughts and insight +/- debrief the debriefer

## CREATE A GOOD LEARNING ENVIRONMENT

- assume competence and good intentions
- mistakes in the sim room are simply puzzles for us to solve
- debriefers share observations, opinions and judgements
- and show respect, mutuality and curiosity

## GOALS

- identify knowledge gaps, discover the learner's frames and match teaching points (frames drive actions, focus on frames not actions)
- facilitate discussion and facilitate self-reflection

## PHASES

- REACTIONS PHASE: "That was a difficult case, how do you feel about it?"
- QUICK RECAP: Get everyone on same page re: medical decision making
- DISCUSS OBJECTIVES: Understanding phase — advocacy/ enquiry to find out what they did and why; application to wider context; give tips on how to improve
- SUMMARY: Summarise discussion; take home points generated by the learners

## TECHNIQUES

- observation: "I noticed...."
- advocacy/ inquiry: "I noticed that... and I am concerned that... I'm interested in knowing what your thoughts were at the time?" (use advocacy-inquiry for debriefing cognitive/ behavioural topics when time allows)
- normalise: "this is difficult.." "most people find this hard..." "I've been in the same situation and found it difficult..."
- plus/ delta: "what went well?"... "what could have gone better?" (use plus/delta if time-limited, suitable for any topics)
- directive feedback "I saw that you did..., in this situation it is better to do ..., because..." (observation - advice - rationale) (use directive feedback for debriefing technical topics if time-limited)
- the greater the time available the more the debrief can be learner generated rather than facilitator guided
- get everyone to participate and encourage self-evaluation; use silence to make people talk! (max 7 seconds)
- think aloud strategy: "What was going through your mind when..."
- Have short 1-3min snippets of clinical content you want to teach