Debriefing Notes and Key Phrases
(www.emergencypedia.com)

**Reset Scene & Set Tone (Safety)** “This Simulation is over @@... Let’s spend X minutes having a conversation about what happened. Our aim now is to learn how to improve how we work together for real-life situations”

- **Re-state basic assumption if required**

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
</table>

**Reactions (Emotions)** “how is everyone feeling?” “any initial reactions?”

Goal = identify upset participant(s), get everyone talking...

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
</table>

**Facts (Clarify case main 'issues')**

“Can someone please summarise the key issues you faced” OR “To summarise, this case was a case of VF secondary to AMI, the patients backgrounds was___ the main issues were___ does anyone want to add anything?”

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
</table>

**Analysis (Sustain Excellence OR Identify Performance Gaps + Underlying Causes)**

(Various Approaches = (1) Learner Self-Assessment, (2) Focused facilitation, (3) Provide Information)

“Let’s talk about _____ because _______” “What went well and why?” “What would you change?”

“I noticed _____ I think ______ What were your thoughts?” (Advocacy/enquiry)

“Bill can you comment on Mandy’s approach to team leading” (circular question)

“I noticed ___ Next time I suggest ____ because ___. Here’s a handout on ___ this summarises the key points”

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
</table>

**Summary (Take Homes)**

“What are some of your take-away points?” OR “So, to wrap up the key take homes were...”

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
</table>
Debriefing Notes and Key Phrases
(www.emergencypedia.com)

When things go wrong with your sim – what could be the underlying cause?

- Build Trust
- Make students welcome

- Not Mandatory but often preferable
- Will increase comfort but decrease 'suprise'

Provide Personal Comfort

Orientation to the Simulation Environment

Set the "ground rules"

Agree of "Fiction" contract

- Confidentiality
- 'Contract'

- Find a way to help participants suspend disbelief

What level should the content be pitched at?

Bloom's Taxonomy (Anderson et al 2001)

- Creating
- Evaluating
- Analysing

Applying - this is where simulation is

- Understanding
- Remembering

SiLECT
Simulated Learning Environment for Clinical Training
<table>
<thead>
<tr>
<th>Setting the Scene</th>
<th>Reactions</th>
<th>Description</th>
<th>Analysis</th>
<th>Any Outstanding Issues/Concerns?</th>
<th>MI Summary</th>
<th>What are some takeaways from this discussion for our instruction materials?</th>
<th>Why aren’t some takeaways from this discussion for our learning materials?</th>
<th>What are some takeaways from this discussion for our clinical practice?</th>
<th>What are some takeaways from this discussion for our learning points here?</th>
<th>Learning points here?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Debriefing Notes and Key Phrases**

The PEARLS HealthCare Debriefing Tool

Samples of phrases:

- **Objective:**
  - Create a safe context for receiving feedback.
  - Solicit initial reactions.
  - Explore feelings.
  - Develop shared understanding of case.

- **Task:**
  - Share the goal of debriefing.
  - Let’s spend X minutes debriefing our goal to improve.
  - Everyone here is intelligent and wants to improve.

- **Scenario:**
  - Everyone here is intelligent and wants to improve.
  - Let’s spend X minutes debriefing our goal to improve.

- **Climax:**
  - Create a safe context for receiving feedback.
  - Solicit initial reactions.
  - Explore feelings.

- **Resolution:**
  - Develop shared understanding of case.
  - Explore feelings.
  - Let’s spend X minutes debriefing our goal to improve.

- **Epilogue:**
  - Create a safe context for receiving feedback.
  - Solicit initial reactions.
  - Explore feelings.

**References:**

[www.emergencypedia.com](http://www.emergencypedia.com)
Debriefing Notes and Key Phrases

1. Learner Self-Assessment
   - What aspects were managed well and why?
   - What aspects do you want to change and why?

2. Focused Facilitation
   - Assess their own performance
   - Promote reflection by asking learners to
   - Probe deeper on key aspects of performance

3. Provide Information
   - Teach to close knowledge gaps
   - They emerge and provide directive feedback

Sample Phrases

- Consider suggested behavior because [describe].
- I noticed [behavior]. Next time you may want to
- Inquiry: How do you see [description]? What were your
- Advocacy: I saw [observation]; I think [your point].
- What aspects were managed well and why?
- What aspects do you want to change and why?

Performance Domains

The analysis phase can be used to explore a variety of performance domains:

- Decision Making
- Technical Skills
- Communication
- Leadership
- Resource Utilization
- Situational Awareness
- Teamwork
Debriefing Notes and Key Phrases
(www.emergencypedia.com)

Should I consider post “Event” debriefing?
– this is considered controversial...

Psychological debriefing for preventing post traumatic stress disorder (PTSD)

This review concerns the efficacy of single session psychological “debriefing” in reducing psychological distress and preventing the development of post traumatic stress disorder (PTSD) after traumatic events. Psychological debriefing is either equivalent to, or worse than, control or educational interventions in preventing or reducing the severity of PTSD, depression, anxiety and general psychological morbidity. There is some suggestion that it may increase the risk of PTSD and depression. The routine use of single session debriefing given to non selected trauma victims is not supported. No evidence has been found that this procedure is effective.

Authors’ conclusions:

There is no evidence that single session individual psychological debriefing is a useful treatment for the prevention of post traumatic stress disorder after traumatic incidents. Compulsory debriefing of victims of trauma should cease. A more appropriate response could involve a ‘screen and treat’ model (NICE 2004).

... but it probably makes sense in our environment (both a “hot” debrief, and follow up as required)

Being practical, this type of debrief should be quick, essentially just the reactions phase and providing support to the team (they will now have to go back to work!)
Overview of Phases for Simulation or Educational Event Debriefing

Set Scene & Tone (Safety)

Reactions (Emotions) “how is everyone?”

Facts (Clarify case main ‘issues’)

Analysis (Various Approaches)

Summary (Take Homes)

Frames Concept

Frames
Feelings, Goals, Rules, Knowledge, Situation AWARENESS, Influence of Context

Actions

Results