



Faculty Simulation Guide

Debriefing Guide: Adapted from the GAS model

(Please refer to your Learning Objectives to help guide your discussion)

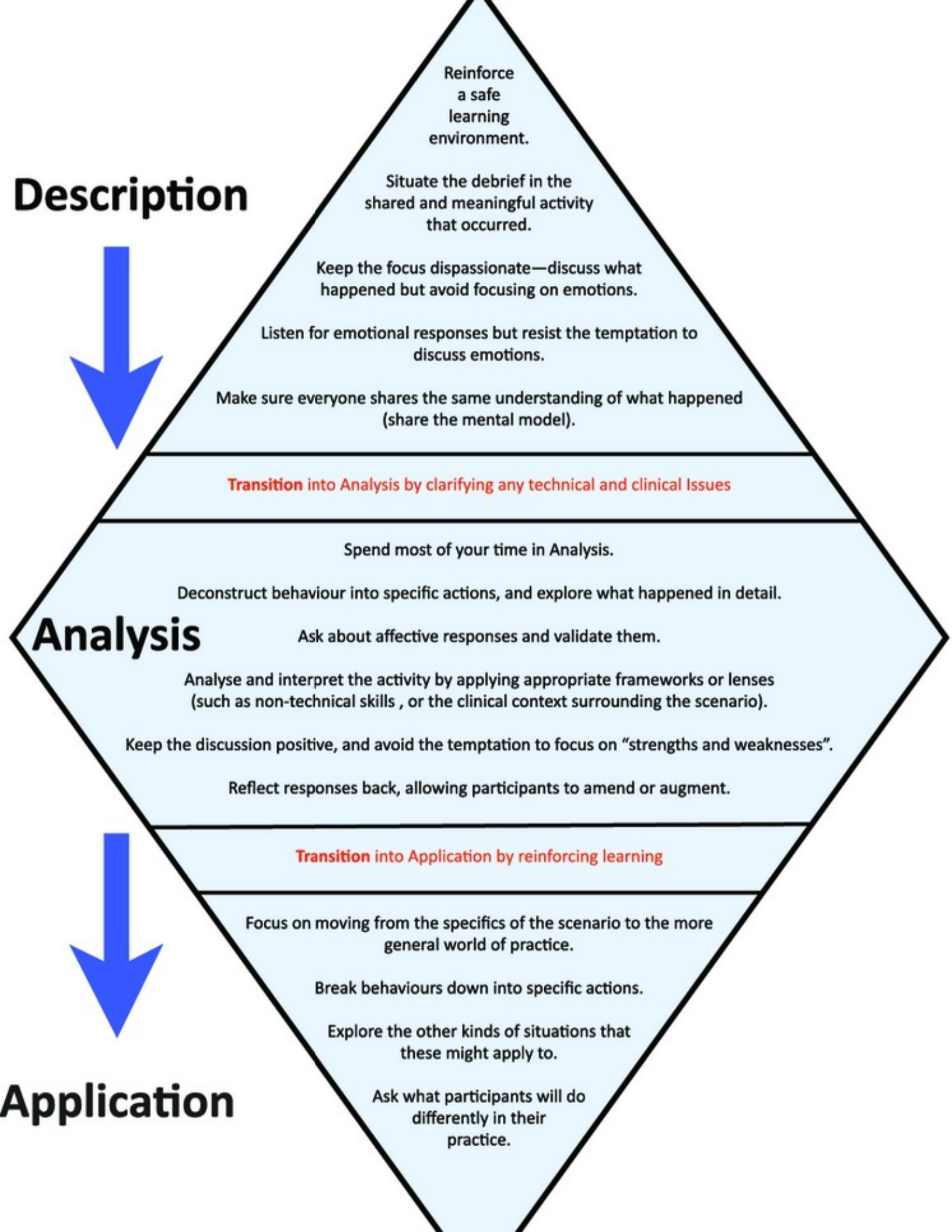
Debriefing Phase	Suggested questions/phrases
Transition into the debriefing:	That was a challenging/stressful/difficult case. Let's talk about what just happened. We moved through that scenario very quickly. Let's talk about how things went.
G ather: Review facts of the case that just occurred.	<ul style="list-style-type: none">• What happened when you first entered the room?• [Bill] did a lot of things very well in this case. What specifics did you notice that [Bill] did well?• After [____], what happened next?• After [____], how did the patient respond?• How did the scenario end?
A nalyze: Ask questions to understand learner thought process.	<ul style="list-style-type: none">• What was your differential during this case?• I noticed you chose to [____], tell us about your thought process at that point.• What part of that case was particularly challenging? Why?• What unanswered questions do you have about this type of patient presentation?
S ummarize: What are the takehome points?	<ul style="list-style-type: none">• What is your take home point?• If you saw this case during your shift tomorrow, what do you want to make sure you remember?• If you did this simulation again, is there anything you would do differently?

The PEARLS Healthcare Debriefing Tool

	Objective	Task	Sample Phrases
1 Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption*	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2 Reactions	Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3 Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4 Analysis	Explore variety of performance domains	See backside of card for more details	Preview Statement (Use to introduce new topic) "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]" Mini Summary (Use to summarize discussion of one topic) "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5 Application/Summary	Identify take-aways	Learner centered Instructor centered	"What are some take-aways from this discussion for our clinical practice?" "The key learning points for the case were [insert learning points here]."

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Description



**"So what happened?
... and then
what happened next?"**

*Continue asking until confident
that the details of the scenario have
been raised by the candidates*

**"Let's not judge our performance now, let's just
focus on what happened"**

Transition

"This scenario was designed to show..."
"Let's address technical & clinical questions. What is the protocol for ...?"
"How do we normally deal with this clinical situation?"
"Everyone ok with that?"

"How did that make you feel?" To participants then group
"Why?" Then use silence

"How did you / they do that exactly?"
"Why did you respond in that way?" or "Why did you take that action?"
"It feels like ... was an issue. Did it feel like that to you?"
"What I am hearing from you is ... is that correct?"

"This is part of ..." (identify the non-technical skill / human factor)
"We refer to that as a human factor or non-technical skill, which means ..."

Transition

"So, what we've talked about in this scenario is ..."
"What have we agreed we could do?"

**"What other kinds of situations might you face that might be
similar? How are they similar?"**

**"How might these skills we discussed play out in
those situations?"**

**"What are you going to do differently
in your practice tomorrow?"**

Application





Debriefing References:

1. Cantrell MA. The Importance of Debriefing in Clinical Simulations. *Clinical Simulation in Nursing Clinical Simulation in Nursing*. 2008;4(2):e19-e23.
2. Dreifuerst KT. The essentials of debriefing in simulation learning: a concept analysis. *Nurs Educ Perspect*. 2009;30(2):109-114.
3. **Eppich W, Cheng A. Promoting Excellence and Reflective Learning in Simulation (PEARLS): development and rationale for a blended approach to health care simulation debriefing. *Simul Healthc*. 2015;10(2):106-115.**
4. **Jaye P, Thomas L, Reedy G. 'The Diamond': a structure for simulation debrief. *Clin Teach*. 2015;12(3):171-175.**
5. Levine AI. *The comprehensive textbook of healthcare simulation*. New York: Springer; 2014, pg 73-93.
6. Motola I, Devine LA, Chung HS, Sullivan JE, Issenberg SB. Simulation in healthcare education: a best evidence practical guide. AMEE Guide No. 82. *Med Teach*. 2013;35(10):e1511-1530.
7. Rudolph JW, Simon R, Dufresne RL, Raemer DB. There's no such thing as "nonjudgmental" debriefing: a theory and method for debriefing with good judgment. *Simul Healthc*. 2006;1(1):49-55.
8. Sawyer T, Eppich W, Brett-Fleegler M, Grant V, Cheng A. More Than One Way to Debrief: A Critical Review of Healthcare Simulation Debriefing Methods. *Simul Healthc*. 2016;11(3):209-217.

****BOLD indicated high yield articles****