

Sample script for novice debriefers

Phase	Script	Rationale
Reaction Defusing	<p>“what was it like for you in that situation?”</p> <p>“how did that go?”</p> <p>“how did it feel caring for <u> (name) </u> in that situation”</p> <p>“what were your first impressions of how that went.”</p>	Simulation is a highly charged experience. For learning to take place, the emotions need to be expressed and the human factors recognized. Using simulated patient’s name assists in realism.
Transition : “Can one of the team summarize what the case was about?”		
Analysis Discovering	<p>“ _____, take us through the case so we can analyze it for learning.” “Let’s examine what went on during that scenario.”</p> <p>“I noticed that you (the team) <u> (identify performance “gap”) </u>. I’m curious about the steps you took to reach that decision.”</p> <p>“I noticed that you (the team) <u> (identify performance “match”) </u>. Share with us the factors you considered when choosing that intervention.”</p> <p><i>Example</i> “I didn’t see that you <u> (performance gap) double checked the dose of that “high alert” medication with another nurse”</u>.</p>	This phase is the bulk of the debriefing time. The facilitator’s role in this phase is to ask questions or make comments that are designed to make the learners thinking visible. It is important to highlight not only performance “gaps”, but also reinforce performance “matches” (areas where learners performed competently and met objectives).
	Debriefing Strategies for analysis/discovering	
	<p>Learner Self Assessment (Plus/Delta +/Δ)</p> <ol style="list-style-type: none"> 1. What parts of the case were managed well? 2. What did the team do well? 3. What parts of the case would you like to change? 4. If you could do it over, what would the team do differently? 	<p>Focused Facilitation (Advocacy/Inquiry)</p> <p>Elicit underlying rationale for actions</p> <p>(See next page)</p>
Summary Deepening Application	<ol style="list-style-type: none"> 1. Are there any outstanding or confusing issues we haven’t yet addressed? 2. What will you take away from this experience and apply to your practice? 3. How will this experience change your practice? What is your plan of action? 	Simulation is a powerful agent for change. Debriefing should summarize important points and focus on the gamma portion of the “plus +/delta Δ/gamma Γ” model.

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Advocacy-Inquiry: pairing your point of view with a question to get learner's perspective			
	Observation about performance gap	Express point of view about gap	Ask about learner's perspective
Step 1 Explore Performance Gaps	"I observed ..." "I noticed that" "I heard you say" "It looked to me that it was a little unclear who the leader was in that scenario".	Appreciation "I liked that" Appreciation or concern "I was thinking" "I wonder" Concern "I felt uncomfortable..." "I was worried or concerned ..."	"How do you see it?" "I'm curious about your thoughts that drove your actions at that time." "What was going through your mind at that time?" "What impact might the lack of clarity in the leader role have had on the team's performance?"
	Clarify understanding of learner's rationale for action	Explore rationale and close performance gap	Help learners generalize to form new mental models and action plans
Step 2 Understand rationale & close performance gaps	"So what I'm getting, (hearing, understand) is that <u>(insert performance gap)</u> was related to <u>(insert mental model here)</u> ..."	Identify existing frame or mental model. Teach to close performance gap when the learning need is clear. (or ask for input from learners) Identify and explore new or expanded mental model through discussion.	"What strategies do you see going forward that would be helpful here?" "How will this impact your performance next time?"