

# MCG Simulation Facilitator Debriefing Guide

Phase	Goal	Statements and Sample Questions (read quotations)	Time
Assure	Reinforce the <b><u>purpose</u></b> of debriefing to establish <b><u>psychological safety</u></b>	<ol style="list-style-type: none"> <li>1) <b>“The purpose of this debriefing is to ensure that you get the most value possible from your simulation experience.”</b></li> <li>2) <b>“There will be no grade or assessment of your performance today on your academic record. Everything you say in our debriefing is confidential.”</b></li> <li>3) <b>“Today’s experience was for you to try on the role of a practicing physician in a safe space, with no risks.”</b></li> </ol>	5%
Gather	<b><u>Listen</u></b> to understand <i>what</i> participants think and <i>how</i> they feel	<ol style="list-style-type: none"> <li>1) <b>“How do you feel?”</b> <ul style="list-style-type: none"> <li>• Can you expand on that?</li> </ul> </li> </ol> <p><i>If a student seems upset, inquire about it; don’t ignore it. Suggested approaches:</i></p> <ul style="list-style-type: none"> <li>• That seems to be bothering you. Can you tell me more about it?</li> <li>• You seem frustrated/upset/nervous. Can you tell me what you are feeling right now?</li> </ul> <div style="border: 1px solid black; background-color: #FFF9C4; padding: 5px; text-align: center; margin-top: 10px;"> <b><i>Student Reactions with Clarifying Questions</i></b> </div>	15%
Analyze	Facilitate participants <b><u>reflection</u></b> on and analysis of their actions	<ol style="list-style-type: none"> <li>1) <b>Ask for their perspective:</b> <ul style="list-style-type: none"> <li>• How do you think the case went overall?</li> <li>• What do you think you did well during the case?</li> <li>• What would you have done differently?</li> </ul> </li> <li>2) <b>Share observations:</b> <ul style="list-style-type: none"> <li>• I noticed _____.</li> <li>• Tell me what you were thinking when that happened.</li> </ul> </li> <li>3) <b>Bring it back to session objectives:</b> <ul style="list-style-type: none"> <li>• How do you think you did <u>evaluating</u> the patient?</li> <li>• How do you think you did <u>managing</u> the patient’s condition?</li> <li>• How do you think you did <u>presenting</u> the case to their physician?</li> </ul> <p style="text-align: center;"><b>Transition</b> after each subject (e.g., “I’d like to switch gears and talk about _____.”).</p> </li> </ol> <div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; text-align: center; margin-top: 10px;"> <b><i>Facilitator Guided Reflection on Action</i></b> </div>	70%
Summarize	Facilitate identification and <b><u>review</u></b> of lessons learned	<ol style="list-style-type: none"> <li>1) <b>“Can you summarize 2-3 things that you learned from this case?”</b></li> <li>2) <b>“Thank you for being open to discussing the case; that’s where the real learning happens! I think you had some valuable insights. I hope this was a good learning experience for you.”</b></li> <li>3) <b>“Do you have any other questions for me before we end?”</b></li> </ol> <p style="text-align: center;"><b>End the debriefing clearly</b> (e.g., “We’re done.”).</p> <div style="border: 1px solid black; background-color: #C8E6C9; padding: 5px; text-align: center; margin-top: 10px;"> <b><i>Student Summary of Learning Points</i></b> </div>	10%

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## Summary: Guide, Reflect, Support, Teach, Improve

What is debriefing?

Debriefing is a facilitator led, learner-centered reflective conversation that occurs typically after a simulation event. The goal is to improve performance, guide meaning for the learner and to promote reflective thinking by the learner. It is considered the most important feature of simulation-based medical education.

**Tip: The debriefing is all about the learner. Listen more than you talk.**

What is the basis for debriefing?

Debriefing is grounded in adult learning theory. The basis for debriefing is that adults learn through experiences from which they assimilate their lessons learned which shapes their world view. The more relevant the experience, the more meaningful the learning. Adults need to reflect on their experience to help shape their views; this is called “reflective practice”, which is essentially what we want our learners to do.

**Tip: You are guiding the learner through a reflection on how they performed. Allow them time to reflect.**

Why do we debrief?

The goal of debriefing is to close a performance gap which is the difference between a desired performance and actual performance. It is the debriefer’s job is to help the learner identify the performance gap and then close it through reflection and discussion. This isn’t a punitive measure, but a formative one in which the learner can grow from the experience.

**Tip: Debriefing isn’t a critique or pimping session. The debriefer helps the learner identify what they did well and what could be improved.**

Why go after the WHY?

The debriefer is working to reveal a learner’s “frames”, which are the reasons a learner did what they did. These are often rooted in their prior experiences, knowledge, assumptions and feelings. Therefore, it is important to ask them what they were thinking or why they did something a certain way, rather than tell them what they did wrong.

**Tip: Allow time for reflection at the beginning and during a debriefing. The debriefer’s goal is to learn WHY students did what they did**

Debriefing or lecturing?

The debriefer should encourage the learner to be reflective, be supportive, allow them time to think and answer questions, and to explore their perspectives and understanding instead of lecturing to them. Giving them a lecture after a simulation can be counterproductive to the whole purpose of the simulation, unless it is done after a period of reflection and to teach specific points related to the objectives of the activity.

**Tip: Debriefing isn’t a lecture. The learner should drive the discussion – it’s FLIPPED!**