



DEBRIEF FACILITATION – []

DATE : _____

LOCATION : _____

STUDENT NAME : _____

INSTRUCTOR NAME : _____

INSTRUCTION: This DEBRIEF checklist seeks to guide the trainee trainer to facilitate debrief to a group of learners during a simulation exercise

Performance Steps	Achieved?		Comments
	Y	N	
Setting the Scene: Create a safe context for learning			
State the goal and structure of debriefing			
• Articulate the basic assumptions (improve clinical care, improve team performance)			
• Defines any explicit learning objectives and guidelines or checklists			
Create psychosocial security, ensure comfort and ease. Ensure all learners are ready and comfortable to commence			
Ground rules:			
• all contributions welcome			
• respect for all learners			
• questions at any point			
• non-binary judgement about success or failure			

<ul style="list-style-type: none"> process of collective and individual development 			
General approach			
Develops a positive and interested approach to the debrief			
<ul style="list-style-type: none"> Avoids excessive generalised, non-specific comments / judgements ('<i>you all did well</i>') 			
<ul style="list-style-type: none"> Respects and acknowledges individual contributions and feelings 			
<ul style="list-style-type: none"> Attempts sensitively to encourage contributions from all learners 			
<ul style="list-style-type: none"> Manages disagreement between learners respectfully and neutrally 			
<ul style="list-style-type: none"> Seeks consensus and compromise, but prepared to openly acknowledge non-consensus and progress regardless 			
<ul style="list-style-type: none"> Poses open ended questions and avoid leading questions or judgements 			
Facilitator maintains control of the debrief, ensuring adequate pace and timing			
Reactions: Explore feelings			
<u>Open questions</u> to solicit feelings and reactions			
<ul style="list-style-type: none"> Respect for feelings without judgement / praise / criticism 			
<ul style="list-style-type: none"> Avoidance of prolonged discussion of feelings 			
<ul style="list-style-type: none"> Respects positive and negative reactions equally 			
Identification of themes / issues from initial reactions: (<i>So you were concerned that...?</i>)			
Description: Clarify facts (shared mental model)			
Facts of the exercise are clearly established (what happened, what was the result or outcome)			
<ul style="list-style-type: none"> Manages differences in perspective and subjective judgements 			
<ul style="list-style-type: none"> Minimal judgement or conclusions 			
Analysis: Explore variety of performance domains			

Identify a theme for discussion (principally non-technical skills such as decision making, leadership, teamwork or communication etc.)			
<ul style="list-style-type: none"> Facilitator acknowledges analysis from learners and allows it to develop naturally 			
<ul style="list-style-type: none"> Appropriate amount of teaching if weaknesses in knowledge are identified 			
<ul style="list-style-type: none"> Link between performance and learning objectives 			
<ul style="list-style-type: none"> Appropriate balance between focused, specific feedback of technical skills and open discussion of non-technical skills, with reference to learner experience and confidence 			
Appropriate drawing of conclusions to discussion by facilitator			
Application/Summary: Identify take-aways			
Opportunity for learner centred approach to conclusions			
Facilitator guided approach to conclusions			
Concise summary of session, with key messages clarified, ideally in writing			
DEMONSTRATED BASIC PROFICIENCY:	YES / NO		
NOTES:			