

Simulation Debriefing Guide

The Alfred ICU "FAST-PAGE" Approach to Debriefing

Feelings and Facts

- Feelings – "How do you feel?"
- Facts – "Let's recap what happened in this case..."

Analysis of issues

- 'PAGE' each issue (decide on issues before the debrief):
- Preview learning objective (and/or PLUS/DELTA)
- Advocacy-inquiry (i.e. explore frames with genuine curiosity)
 - "I observed..."
 - "I think..."
 - "What was going through your mind at the time?"
- Generalise (start with a specific example, show wider application)
- Explain and Educate.

Summary

- Summarise the issues discussed after allowing questions.

Take homes

- 3 learning points from the group.

Roles

- Lead – responsible for overall structure and flow
- Assistant – provides additional thoughts and insight +/- debrief the debriefer.

Create a good learning environment

- Assume competence and good intentions
- Mistakes in the sim room are simply puzzles for us to solve
- Debriefers share observations, opinions and judgements
- and show respect, mutuality and curiosity.

Goals

- Identify knowledge gaps, discover the learner's frames and match teaching points (frames drive actions, focus on frames not actions)
- Facilitate discussion and facilitate self-reflection.

Phases

- **Reactions Phase:** "That was a difficult case, how do you feel about it?"

- **Quick Recap:** Get everyone on same page re: medical decision making
- **Discuss Objectives:** Understanding phase – advocacy/ enquiry to find out what they did and why; application to wider context; give tips on how to improve
- **Summary:** Summarise discussion; take home points generated by the learners

Techniques

- Observation: "I noticed..."
- Advocacy/ inquiry: "I noticed that... and I am concerned that... I'm interested in knowing what your thoughts were at the time?" (use advocacy-inquiry for debriefing cognitive/ behavioural topics when time allows)
- Normalise: "this is difficult.." "most people find this hard..." "I've been in the same situation and found it difficult..."
- Plus/ delta: "what went well?"... "what could have gone better?" (use plus/delta if time-limited, suitable for any topics)
- Directive feedback "I saw that you did..., in this situation it is better to do ..., because..." (observation - advice - rationale) (use directive feedback for debriefing technical topics if time-limited)
- The greater the time available the more the debrief can be learner generated rather than facilitator guided
- Get everyone to participate and encourage self-evaluation; use silence to make people talk! (max 7 seconds)
- Think aloud strategy: "What was going through your mind when..."
- Have short 1-3min snippets of clinical content you want to teach.