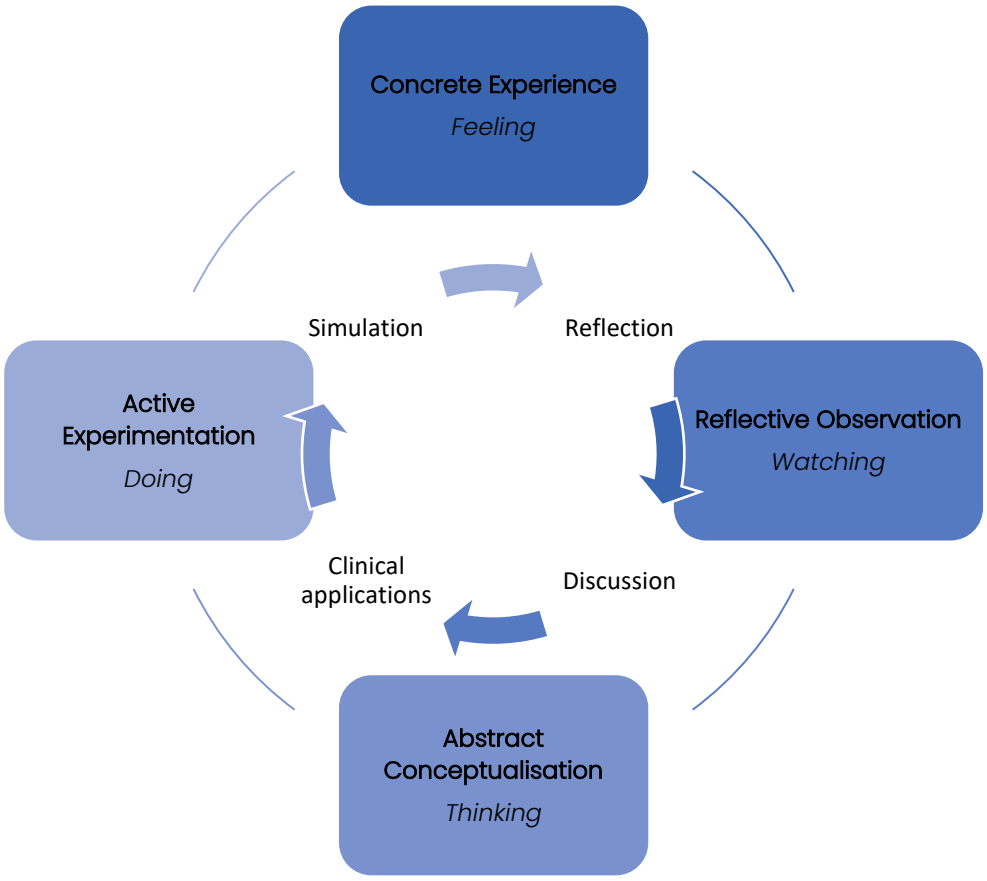
Debriefing

"Individuals learn far better as active participants responsible for their own learning process, rather than as passive recipients of wisdom imparted from instructors."[1]
Dismukes K, Smith G. Facilitation and debriefing in aviation training and operations. Aldershot, UK: Ashgate, 2000.

Learning cycle

Kolb's experiential learning cycle models the learning processes followed during simulations[2].



Purposes of the debrief

Engagement and learning from a debrief requires a safe context in which the learners can examine the experience of the simulation, analyse their thought processes, discuss successes or mistakes frankly and create future action plans.

Teaching vs facilitation

Teaching	Facilitation
Teacher-centred learning One-directional Teacher acts as expert Strategic, planned and systematic	Student-centred learning Facilitator acts largely as moderator of discussions Concentrates on group dynamics

Structured framework for debriefing[3-4]

Example model:

1. **D**escription
2. **A**nalysis
3. **A**pplication

This is often best achieved with two faculty to co-debrief and allows focus on human factors in clinical scenarios.

Description

Focus on facts	Establish a linear order of events Ensure all participants shares the same Understanding of what happened Reinforce important of not passing judgements
Key phrases	'What happened?' 'What did you/they do next?' 'And then what happened?'
Transition	Clarify any technical/clinical questions before moving onto analysis Acknowledge any emotional responses but keep focus on facts

Analysis

Deconstruct behaviours	Majority of time should be spent here Deconstruct specific actions to explore thought processes Discuss effective responses Allow learners to interpret their activities
Key phrases	'Why did you/they respond in that way?' 'Why?' - don't be afraid of silences! 'I'm hearing...from you, is that correct?' 'This felt like it was an issues, did it feel that way to
Reflection	Reflection of responses allows learners to elaborate Try to avoid discussion of strengths vs weaknesses Keep discussions positive

Application

Reinforce learning	Can generalise into real-life clinical applications Explore other possible applications
Key phrases	'What we've talked about today is this…' 'What could/will you change in your own practice?'
Action plans	Discuss future applications by turning behaviours displayed into actions

References

1. Dismukes K, Smith G. Facilitation and debriefing in aviation training and operations. Aldershot, UK: Ashgate, 2000.
2. *Adapted from*: Morris TH. Experiential learning – a systematic review and revision of Kolb's model. *Interactive Learning Environments*. 2020;28(8):1064-77.
3. Jaye P, Thomas L, Reedy G. 'The Diamond': a structure for simulation debrief. *Clin Teach*. 2015;12(3):171-175.
4. Dieckmann P, Molin S, Lippert A, Østergaard D. The art and science of debriefing in simulation: Ideal and practice. *Medical Teacher*. 2009;31(7):e287-94.

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