**Debriefing Worksheet (includes clinical)**

|  |  |
| --- | --- |
|  |  **Three Phases of the Debrief** |
| *Once the learners complete the task bring them back together with welcoming language*  It is time to move to the debrief, which is one of the most important parts of the simulation and will allow you to reinforce learning, ask questions and continue to build.  *Reiterate that* ***self-reflection and emotions are critical to the learning process****.*   During the debrief, we will address 3 phases (reaction, understanding and summary).*Review or otherwise reinforce our core belief:*  **Everyone engaging with iCELS deserves respect, brings valuable experience, welcomes diversity and is invested in improving outcomes**.    We use the **advocacy-inquiry model** to debrief simulation ***Advocacy****: Comment on what you observed/advocate for your position --* I noticed \_\_\_\_ or I heard you say \_\_\_\_\_\_.   I’m concerned about that because \_\_\_\_\_\_\_ or To me it seemed like you were \_\_\_\_\_\_\_\_ ***Inquiry****:  Explore the students’ thinking/their drivers or frame of reference –* What do you think was happening then?  I can see what you did but not why, can you please share what you were thinking?  or  I’m curious, now that the timer is off how might you approach that?   |
| **Phase** | **Goals** | **Sample Statements** |
| **Reaction** (Learners often will start to describe the events instead of their reactions. Try to encourage them to discuss their feelings) | Clear the air, set the stage, and gather facts and feelings. “Emotions before Cognition”  | Please take a few minutes to self-reflect on the escape room experience. How are you feeling?  What reactions did you have?  Did anyone experience anything unexpected or surprising?  *Follow up to learn more* I heard you say “---------“, can you tell us more about that?  |
| **Understanding** (Summarize the case as a way to move from the reactions phase to understanding).  | Understands at a deeper level what happened. Most of what you want to discuss may be brought up by the students.Lead discussions about new perspectives, concepts, understandings, skills  | Thank you for sharing your reactions to the \_\_\_\_ experience. We’re going to take \_\_ minutes to talk about the experience – I can see what you did and said, but I don’t know what you were thinking. I’d like to start with your questions about the case and exercise. *(Let the students identify their questions and answer them or note that they will be discussed as you review the problem in each room of the exercise).* Since we have \_\_\_ minutes I may need to prioritize the topics and we may not be able to cover them all. Use the Advocacy-Inquiry model described above and in the faculty development video.Let’s discuss some of the objectives that have not come up yet: List objectives: |
| **Summary**  | Distill Lessons Learned, +/ Delta, summary, major takeaways  | We are coming to the end of our session together. Do you have any final questions? (If the questions are complex, provide a reference for some independent learning). Ask each student to identify one takeaway and have them share that takeaway with the group.Thank you for being part of our simulation today – please scan the QR code to provide feedback so we can continue to improve. |