

Objectives:

- Answer learner questions
- Sort out and clarify thinking
- Reinforce teaching points
- Link simulated clinical experience (SCE™) to 'real life'
- Release emotional tension (Fritzsche, Leonard, Boscia, Anderson, 2004, p. 337)

Instructor Introduction:

- Establish confidentiality and existence of safe learning environment
- Communicate expectation of active evaluation of own and team performance
- State that instructor's role is of facilitator only
- Review objectives of SCE (Haskvitz & Koop, 2004).

Initial Questions:

- How do you think the SCE went?
- What were some of your successes?
- What were some of your failures?
- How did you perform as a team?
- What were your favorite and least favorite aspects of the SCE?

Additional Questions:

- How familiar were you with the patient's condition, treatments, and complications prior to the SCE?
 - How might you improve this next time?
 - Give specific examples of where not knowing this information might have hindered optimal performance.
- What information did you have about this case at the beginning?
 - Was all available information used?
 - What additional cues to problems, complications, or needs became apparent during the SCE?
 - Were these recognized and acted upon promptly?
 - How might you, both individually and as a team, have recognized these more quickly?
- How well did you anticipate potential patient problems or complications?
 - How well did you institute a plan to manage them?
 - What might you have done differently?
- Give a specific example of information you have received in class or your readings that became clearer to you during the SCE.
 - What did you learn new from this SCE?
 - Were there any connections between things that became clearer to you during the SCE?
- How familiar were you with the environment (supplies, equipment, etc.)?
 - How did this effect how you functioned?
 - How might you improve this next time?
- What role did you play in the SCE?
 - Were you effective in this role?
 - What made you effective?
 - How could you become more effective?
 - Were you comfortable in this role? Why or why not?
 - What were your feelings when playing this role?
 - Was there any unnecessary chaos or confusion due to the way you performed in your role?

- How would you describe the communication among team members?
 - Was important information shared clearly among team members?
 - Were directions clearly stated?
 - How was communication with other healthcare members?
 - How could communication with them been improved?
- How was your communication with the patient and/or his family?
 - Were responses appropriate and therapeutic?
 - How could communication with them have been improved?
- How was the workload distributed?
 - Was anyone overloaded with tasks?
 - Was anyone underutilized?
 - Who were the hands, who were the brains, and who functioned as both?
- Did you allocate your attention wisely?
 - How were you distracted by elements in the environment (problems with equipment, behavior of other team members, or family members)?
 - How did this affect your care or interventions?
 - What might you have done differently?
- Give specific examples of where you prioritized the needs of the patient effectively.
 - Can you see any room for improvement?
 - What problems did you encounter in making decisions?
 - Were new problems created as a result of previous decisions?
- What resources were used?
 - Were there any available resources that were not used?
 - What additional resources would you have liked to have had?
- How would you describe your behavior?
 - What emotions did you experience?
 - Were you consistently professional?
 - How might this affect your patient? Your teamwork?

- Were there any techniques, interventions, or medications you were unfamiliar with?
 - How would you describe your competence at performing the interventions?
 - Did you recognize any technical mistakes?
 - How can you prevent these mistakes from occurring in the future?

Closing:

- In summary, these are the things you identified as going well . . .
- These are the things you told me you need to work on . . .
- The take home points include . . .
- I saw improvement in these areas . . .
- Thank learners for participating in both the SCE and debriefing

Evaluations/Surveys:

- Remind learners that these are important for future SCEs
- Evaluations are taken seriously by faculty

Adapted for Nursing by Dr. Judy Johnson-Russell and Dr. Mindi Anderson with permission from JoDee Anderson, M.D. (original author).

References:

Fritzsche, D. J., Leonard, N. H., Boscia, M. W., Anderson, P. H., (2004). Simulation debriefing procedures. *Developments in Business Simulation and Experiential Learning*, 31, 337-338.

Haskvitz, L.M., Koop, E. C. (2004). Students struggling in clinical? A new role for the patient simulator. *Journal of Nursing Education*, 43(4), 181-184