

Debriefing/Guided Reflection Worksheet
Judy Johnson-Russell, EdD, RN

Objectives:

1. "To answer student questions.
2. To sort out and clarify student thinking.
3. To reinforce specific teaching points.
4. To link the simulation to "real life."
5. To release emotional tension that has built during the scenario" (Fritzsche, Leonard, Boscia, Anderson, 2004, p. 337)

Suggestions for instructor introductions to the debriefing session:

1. Discuss confidentiality and the session as a safe learning environment.
2. Communicate expectations of students to be active and vocal in the evaluation of their own performance and their performance as a team.
3. State the instructor's role as that of a facilitator rather than an evaluator.
4. Review objectives of the simulation (Haskvitz & Koop, 2004).

Suggestions for beginning questions:

1. How do you think the simulation went?
2. What were your favorite and least favorite aspects of the simulation?
3. What were some of your successes? Your failures?
4. How did you perform as a team?

Suggestions for additional questions:

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

8. 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 health care members? How could communication with them have been improved?
9. How was your communication with the patient and/or his family? Were responses appropriate and therapeutic? How could communication with them have been improved?
10. How was the workload distributed? Was anyone overloaded with tasks? Underutilized? Who were the hands, who were the brains, and who functioned as both?
11. 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?
12. Give me 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?
13. What resources were used? Can you think of any that may have been available that were not used?
14. How would you describe your behavior? What emotions did you experience? Were you consistently professional? How might this affect your patient? Your teamwork?
15. Were there any techniques/interventions/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 from occurring in the future?

Suggestions for closing statements:

In summary, these are the things you identified as going well.....

And these are the things you told me you need to work on.....

The take home points include.....

I saw vast improvement in these areas.....

Thank you all for participating in both the simulation and debriefing/guided reflection.

If Evaluations/Surveys are handed out: Remind students that these are important for future simulations and that they are taken seriously by faculty.

--Adapted for Nursing by Judy Johnson-Russell, Ed.D., RN and Mindi Anderson, MSN, RN, CPNP 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