**DEBRIEFING (Learning discussion)**

**The purpose of the debrief is to help learners:**

* Identify and express their reactions to the simulation.
* Think critically about the experience and evaluate performance.
* Identify knowledge gaps and create a plan for future learning.

**What to ask from learners?**

**DESCRIPTION (5min)**

What happened in the simulator?

*Ask each person in the simulator to tell you briefly in their own words what happened in the scenario; what was their own experience of the situation?*

**FEELINGS (5min)**

What kind of feelings did the simulation evoke? Ask each person individually.

*First feelings right after the situation are the most important.*

**EVALUATION (15min)**

Which aspects were successful -why?

*A good question is: Tell me, where did you succeed?Do not accept, if the person says “ I don’t know”. Everyone has at least one success (For example: "I knew how to be calm in the situation"*

Once the simulator participants have had a chance to share their own experiences, the whole group, including the observers, can join in the discussion. It is important to consider the following questions from both pespectives: the persons who were in the simulator and the observers. This will allow for a varied discussion and constructive feedback as well.

Ask again: Which aspects were successful -why? (discussion among the whole group)

Where could the activity be improved and how would the patient benefit?

What could be possible alternatives to the activity and outcome?

What are the likely consequences of the action?

Were there many options for action?

**ANALYSIS (10 min)**

Were everyone's views similar and what can be learned from them?

**CONCLUSIONS AND ACTION PLAN (10 min)**

What more could have been done?

What can be learned from the simulation for the next similar situation?

*A good question is also: If we were to simulate the same situation again, what would you do differently now?*

How will you use what you have learned?

**Key points to remember for debriefing:**

* Use open-ended questions and prompts to encourage learners to think more deeply or share their decision-making processes.
	+ Feedback should be sufficiently specific, often in the form of questions
* Approach the debriefing with an open, friendly and non-judgemental attitude.
	+ Positive feedback first, then constructive, conversational feedback on challenges.
* Everything discussed on debriefing is confidential and will not be discussed anywhere else!