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Western States Simulation Alliance BRIDGES Conference

Bridging the Gap: Debriefing Strategies for Equity and Excellence in healthcare Simulation

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Introductions



Learning Objectives

- **Describe** at least two debriefing strategies that promote equity and inclusion in simulation-based healthcare education.
 - *Participants will explore inclusive debriefing techniques that acknowledge and address bias, foster psychological safety, and validate diverse learner perspectives.*
- **Apply** the Healthcare Simulation Standards of Best Practice™ to identify two opportunities for enhancing debriefing practices to improve learner outcomes and achieve simulation excellence.
 - *Participants will analyze current practices and align improvements with evidence-based standards, including structured debriefing methods and facilitator competency.*
- **Reflect** on personal debriefing approaches and identify one actionable change to support both equity and excellence in future simulation sessions.
 - *Participants will engage in self-assessment and commit to a specific strategy for implementation in their simulation practice.*

Excellence in Debriefing

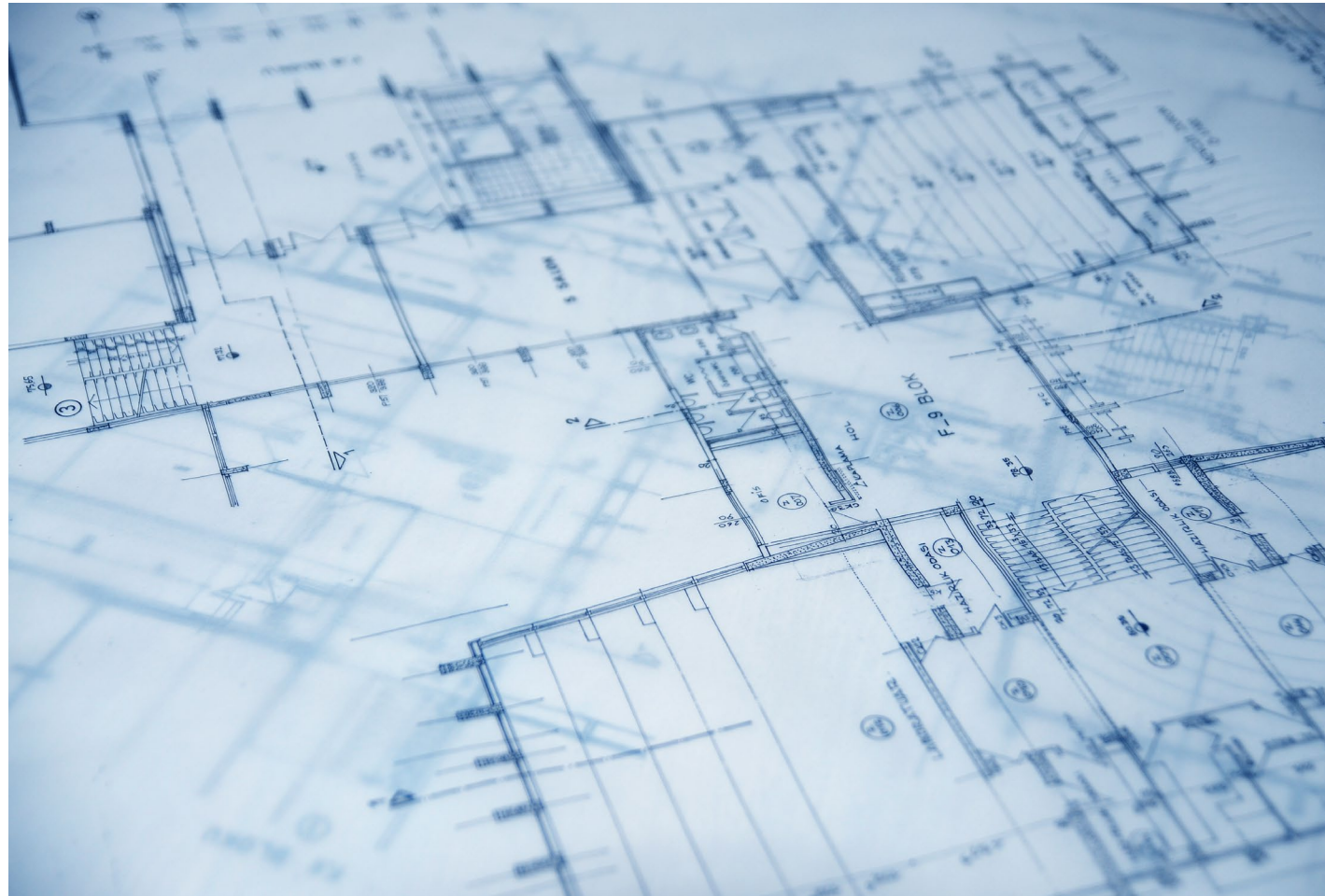
Debriefing Definition:

A conversation among two or more people to review a simulated event or activity. In the debriefing, participants explore and analyze their actions and thought processes, emotional states, and other information to improve performance in real situations.

Simon R, Raemer DB, Rudolph JW.

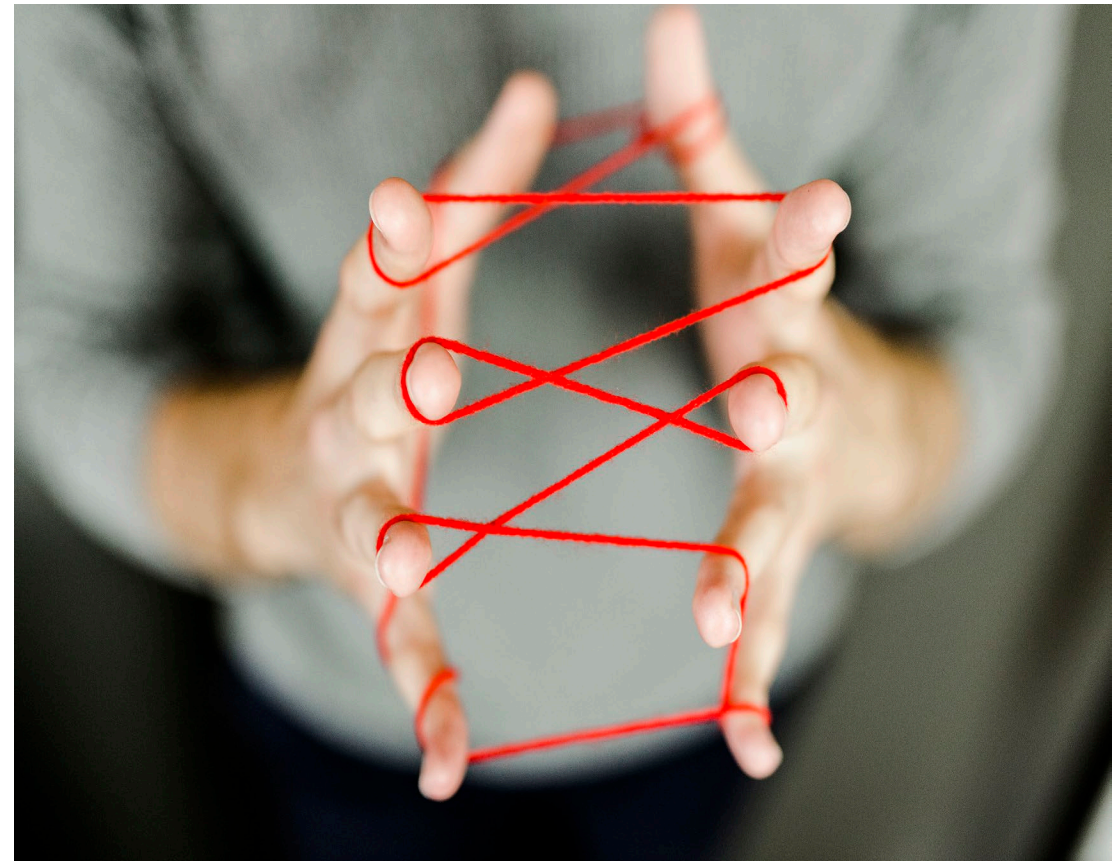
Healthcare Simulation SOBP: Debriefing

- Planned
- Structured



Healthcare Simulation SOBP Debriefing:

- Aligned with
 - Learning objectives
 - Simulation design
 - Learner education and experience level
 - Scenario complexity
 - Assessment strategy



Healthcare Simulation SOBP: Debriefing

- Incorporate
 - Feedback
 - debriefing
 - Guided reflection



Healthcare Simulation SOBP: Debriefing



- Debriefing must be structured using validated frameworks:
 - Pearls
 - GAS
 - 3D Model (Defusing, Discovering, Deepening)
 - Debriefing with Good Judgment
 - Plus Delta

Summary Table

Framework	What it is:	Phases:	Benefits:	Drawbacks:
PEARLS	Mix of self-assessment, guided discussion, and feedback	Reaction-->Description-->Analysis-->Summary	Flexible, supports reflection Cognitive aid	Can be complex for beginners
GAS	Simple 3-step conversation	Gather-->Analyze-->Summarize	Easy, fast, good for new facilitators	May not go deep enough
3D Model	Step-by-step for deep reflection (emotions, actions, future)	Defusing → Discovering → Deepening	Deep reflection, covers emotions	Takes time, needs skilled facilitator
Debriefing with Good Judgment	Mix of feedback and curiosity about learner's thinking	Advocacy → Inquiry → Reflection	Balances feedback & safety	Needs high facilitator skill
Plus Delta	Simple self-check: what went well, what to change	Plus (good) → Delta (change) → (Optional) Action Plan	Very easy, positive culture	Can be superficial

Pearls tool

The Pearls Healthcare Debriefing Tool			
	Objective	Task	Sample Phrases
1 Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2 Reactions	Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3 Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4 Analysis	Explore variety of performance domains	See backside of card for more details	Preview Statement (Use to introduce new topic) "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]" Mini Summary (Use to summarize discussion of one topic) "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5 Application/Summary	Identify take-aways	Learner centered Instructor centered	"What are some take-aways from this discussion for our clinical practice?" "The key learning points for the case were [insert learning points here]."

Pearls tool

The Analysis Phase

Performance Domains

The analysis phase can be used to explore a variety of performance domains:



Three Approaches

- 1 Learner Self-Assessment**
Promote reflection by asking learners to assess their own performance
- 2 Focused Facilitation**
Probe deeper on key aspects of performance
- 3 Provide Information**
Teach to close clear knowledge gaps as they emerge and provide directive feedback as needed

Sample Phrases

- What aspects were managed well and why?
- What aspects do you want to change and why?
- Advocacy:** I saw [observation], I think [your point-of-view].
- Inquiry:** How do you see it? What were your thoughts at the time?
- I noticed [behavior]. Next time you may want to consider [suggested behavior], because [rationale].

Debriefing with Good Judgment: Advocacy inquiry

I saw

I think

I'm curious

Healthcare Simulation SOBP: Debriefing

- Facilitator Competence
 - Debriefing is facilitated by a person (s) competent in providing appropriate feedback, debriefing, and/or guided reflection

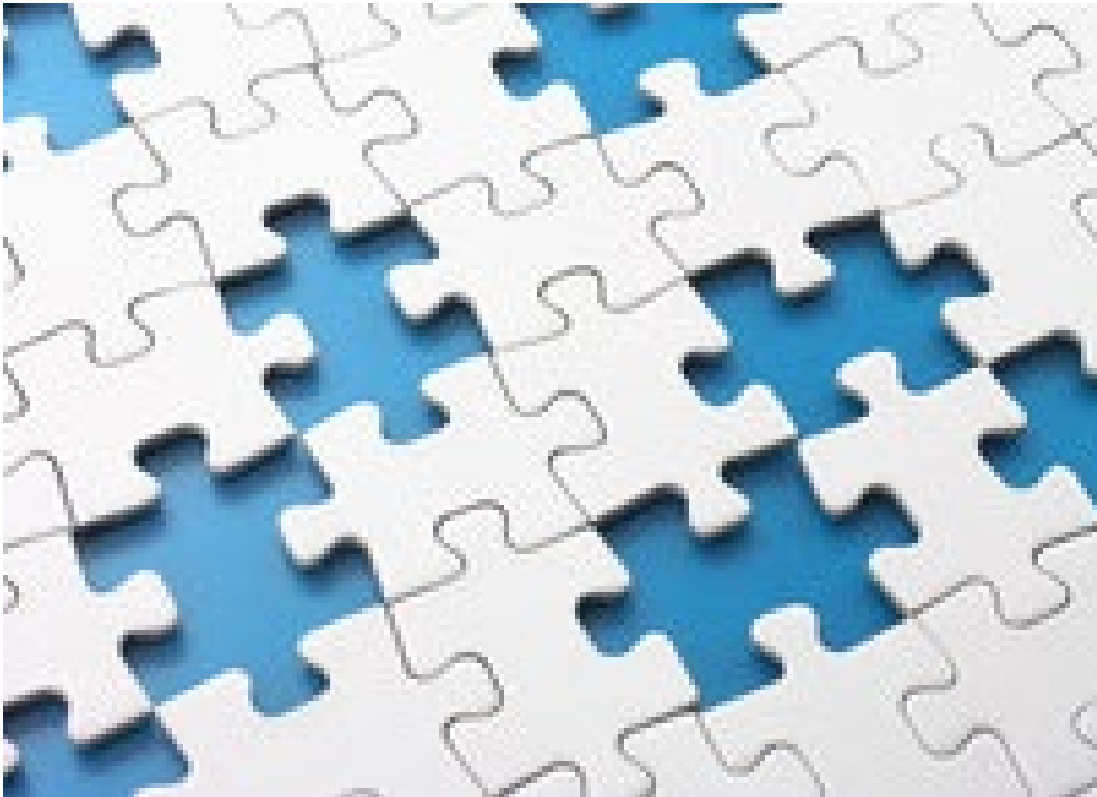


Healthcare Simulation SOBP: Debriefing



- Continuous improvement and evaluation
 - Practice
 - Evaluation tools
 - Peer observation and feedback

Why HSSOBP® Debriefing is important



- Current practice gaps in debriefing:
 - Lacks alignment with scenario objectives
 - Unstructured
 - Overly facilitator driven
 - Facilitator skills vary widely

Closing practice gaps

- Staying aligned with objectives
 - Be prepared
 - Review objectives before debriefing
 - Use structured debriefing frameworks
 - Prepare objective based questions
 - Reference objectives throughout debriefing
 - Summarize key takeaways linked to objectives



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Closing practice gaps

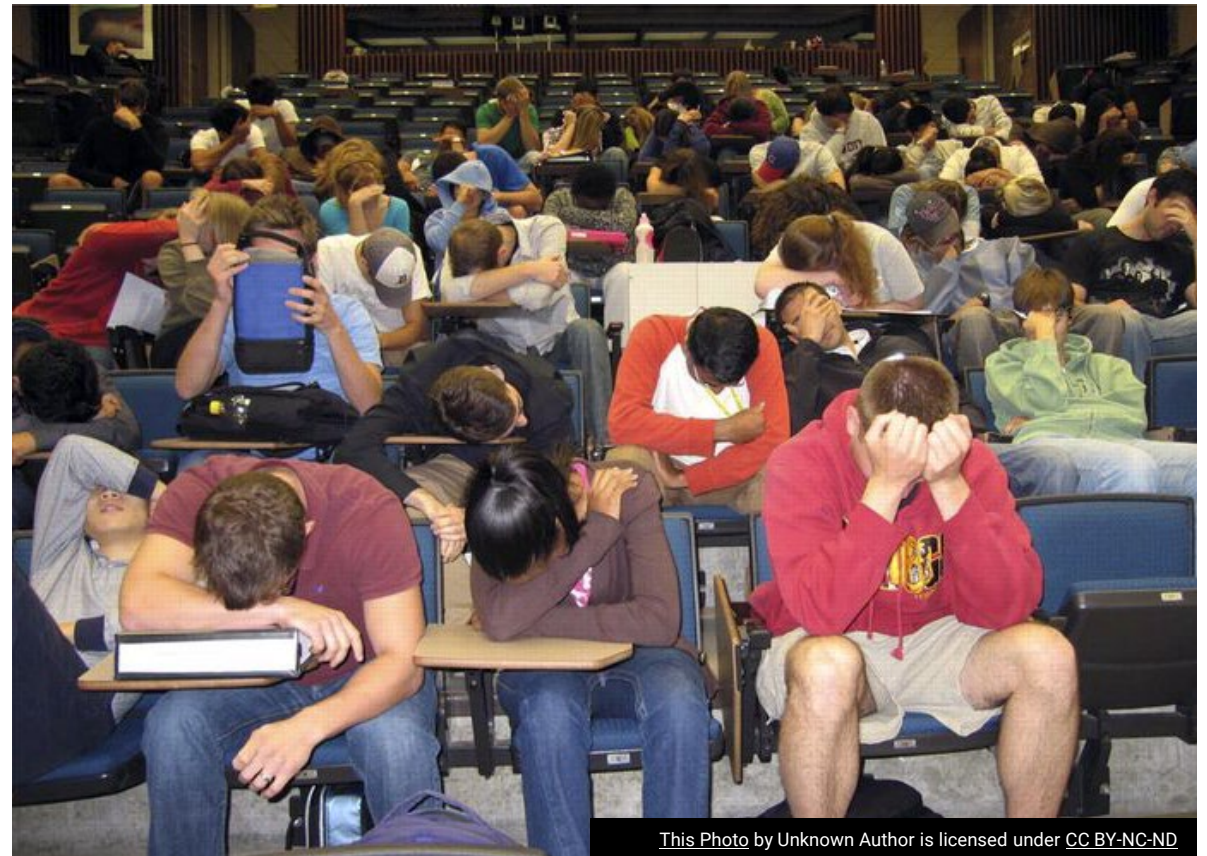


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- Unstructured
 - Use structured framework
 - Plan key discussion points
 - Follow a consistent format
 - Allocate time for each phase

Closing practice gaps

- Overly facilitator driven
 - Use open-ended questions
 - Practice active listening
 - Encourage peer-to peer reflection
- Use structured models of debriefing
- Throw questions back to learners/redirecting
- Use a cognitive aid



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Closing practice gaps



- Facilitator skills vary widely
 - Provide formal training in debriefing techniques
 - Use structured debriefing frameworks
 - Engage in peer observation and feedback
 - Use debriefing scripts and cognitive aids
 - Encourage ongoing professional development

Closing practice gaps:

- Asking effective questions
 - Open ended questions
 - Probing questions
 - Advocacy inquiry
 - Self-assessment questions
 - Direct observation



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Jose Martinez

- Recently arrived to the medical floor from PACU
 - Primary recognized patient was unresponsive, called for help
 - O2 sat low – tried NC and face mask
 - O2 sat remained low, RR 6
 - Phone call to MD
 - MD has just given orders as the video starts
-
- Participants are novice nurses

Jose



Miss Arlette

Miss Arlette is on a MS/T unit admitted for unstable angina. She has history of HTN and DM.

Primary RN arrives in patient room.

Patient begins to complain of CP.

*Participants are novice nurses

Miss Arlette



Healthcare Simulation SOBP: Debriefing

- Identify two opportunities that you can use to enhancing debriefing practices to improve learner outcomes and achieve simulation excellence.





Equity

- Fairness or justice in the way people are treated.
- **Describe** at least two debriefing strategies that promote equity and inclusion in simulation-based healthcare education.
 - *Participants will explore inclusive debriefing techniques that acknowledge and address bias, foster psychological safety, and validate diverse learner perspectives.*

Healthcare Simulationist Code of Ethics

Mutual Respect

- Honor the knowledge, skills, values, and vulnerability of learners and colleagues.
- Listen to others' points of view, seeking to understand them.
- Exhibit humane behavior, honor diversity, and foster inclusion, avoiding prejudicial treatment.
- Maximize safety and minimize physical and psychological risk.

Healthcare Simulation Standards of Best Practice®: Professional Integrity

- Practice honesty and mindfulness and demonstrate sensitivity toward cultural differences which includes ethical concerns associated with the SBE.
- Acknowledge any social determinants of health relevant for the populations involved in each SBE.
- Be cognizant of diverse perspectives and individual differences that exist between all participants in the SBE—learners and facilitators.
- Foster respect for the diverse opinions, values, and expertise of the faculty represented in the SBE.



Considerations for creating an equitable learning space

- Diverse perspectives and individual differences of participants
- Heirarchy
- Group norms
- Opinions, values, and expertise of the facilitator

In Group Bias



Horn and Halo Effect



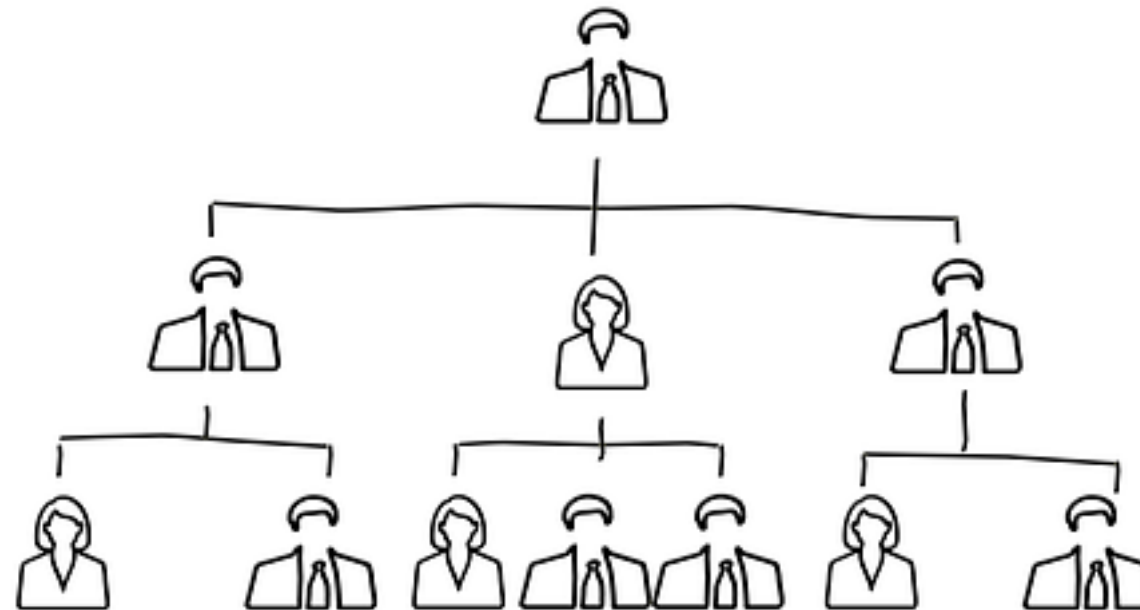
Anchoring Bias



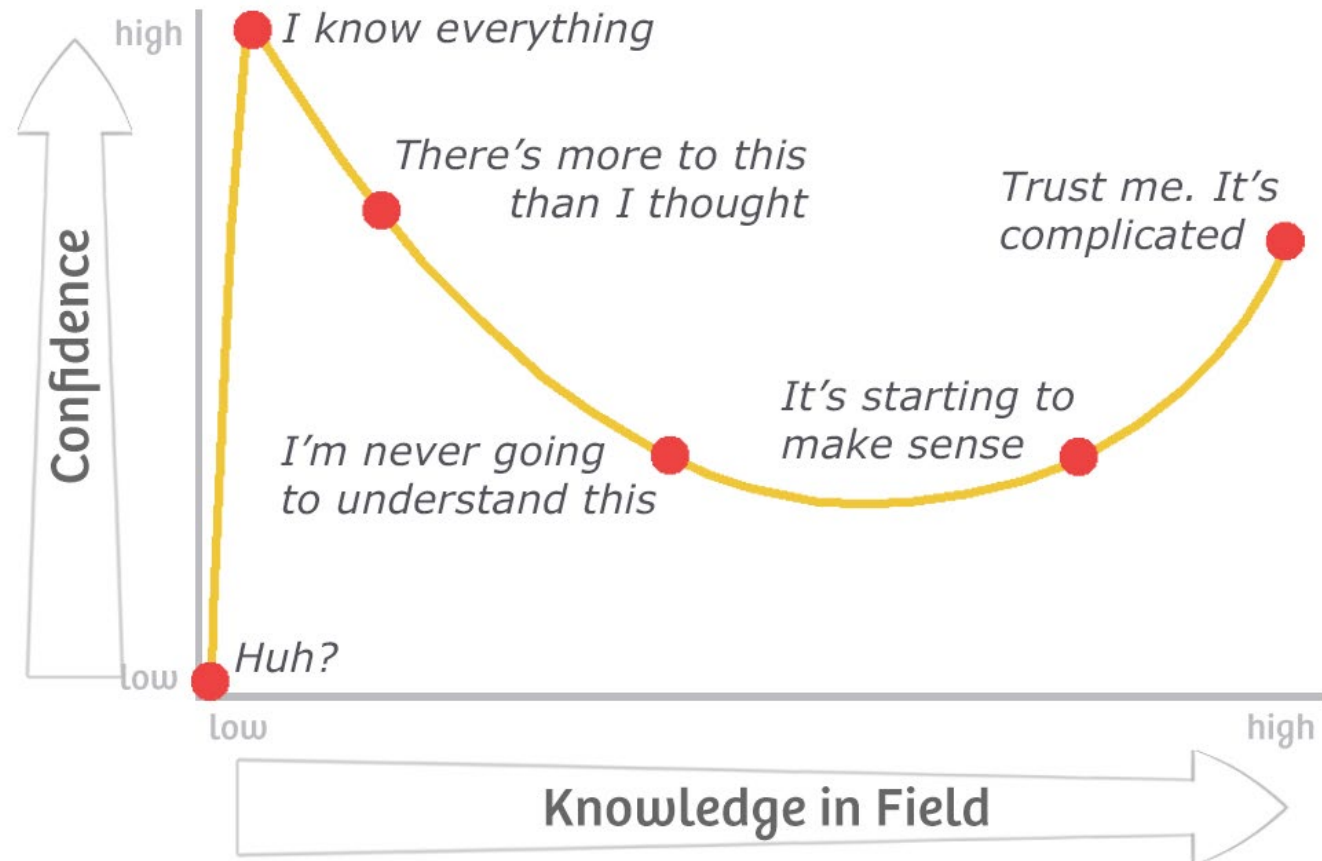
CONFIRMATION BIAS



Hierarchical Power Structure



Dunning-Kruger Effect



Status Quo Bias

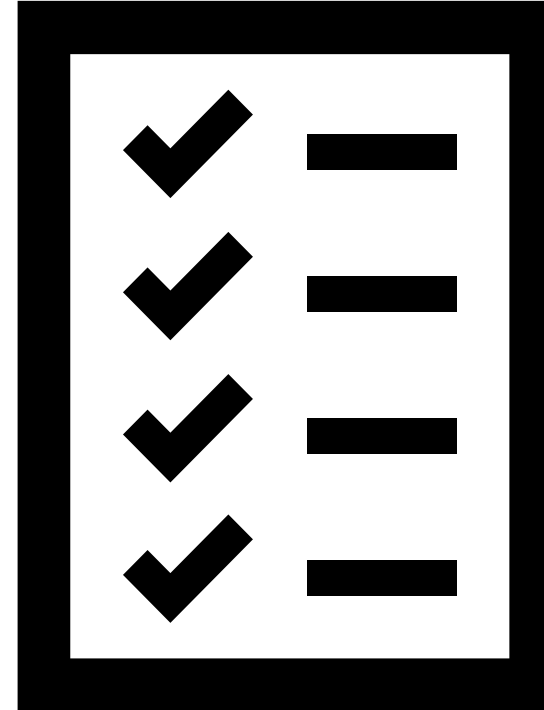


Seek Diverse Perspectives



Use Structured Frameworks

- Objective data
- Checklists
- Policies and procedures
- Structured prebrief
 - Basic assumption





Regular Self Reflection



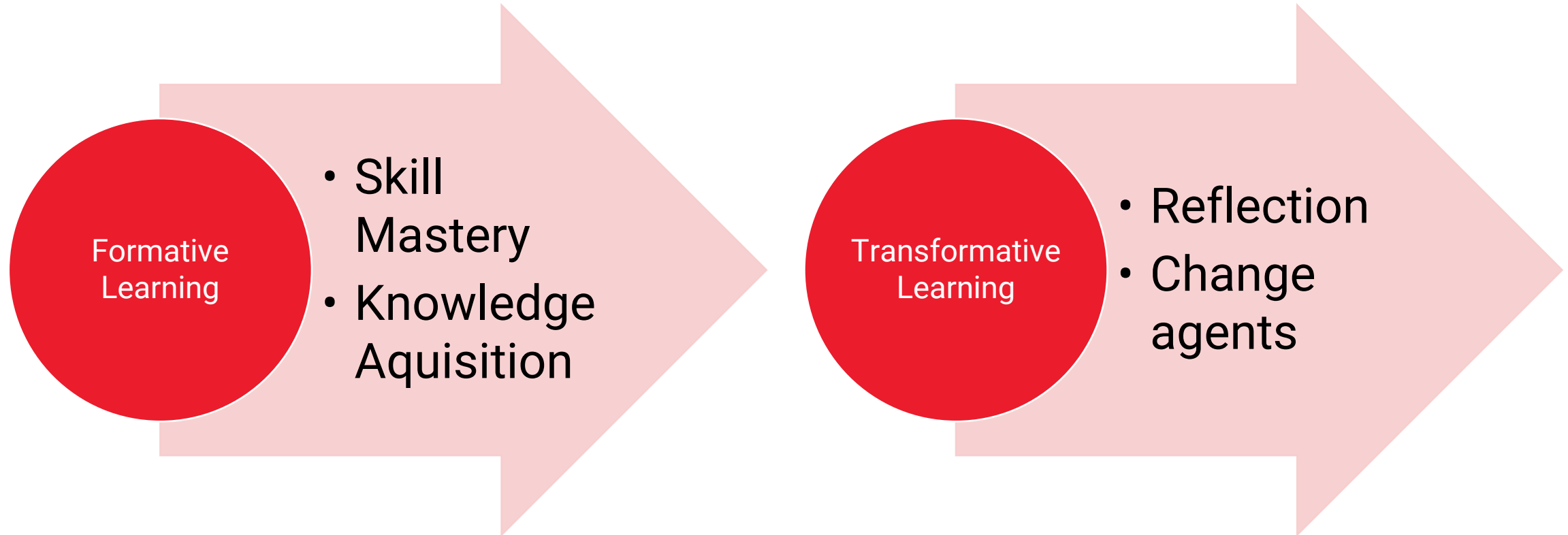
Debriefing to promote an equitable learning environment

- Identify one debriefing strategy that you can implement to promote an equitable learning environment









Using SBE to Promote Health Equity

- Design SBE with inclusion in mind
- Prepare caregivers to provide care for diverse populations in diverse settings
- Acknowledge any social determinants of health relevant for the populations involved in each SBE.



Risks of using simulation to promote health equity

- Perpetuating inequalities
- Harm to participants
- Lack of faculty training



PEARLS Debriefing for Social Justice and Equity

Soilis et al. *Advances in Simulation* (2024) 9:47
<https://doi.org/10.1186/s41077-024-00320-4>

Advances in Simulation

INNOVATION

Open Access

PEARLS debriefing for social justice and equity: integrating health advocacy in simulation-based education



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Abstract

Addressing health inequities in health professions education is essential for preparing healthcare workers to meet the demands of diverse communities. While simulation has become a widely recognized and effective method for providing safe and authentic clinical learning experiences, there has been limited attention towards the power of simulation in preparing health practitioners to work with groups who experience health disparities due to systems of inequality. Balancing technical proficiency with educational approaches that foster critical reflection and inform action oriented towards social accountability is essential. Transformational learning promotes the development of critical consciousness through critical reflection. Debriefing plays a crucial role in fostering learning in this direction by providing a structured opportunity to critically reflect on taken for granted assumptions, examine power and privilege embedded within systems and structures, and empower learners to take action toward changing those conditions. Building on the Promoting Excellence and Reflective Learning in Simulation (PEARLS) Healthcare Debriefing Tool, we propose a PEARLS Debriefing for Social Justice and Equity (DSJE) Tool that specifically directs attention to systems of inequality that contribute to health disparities for vulnerable groups across a range of simulation scenarios. This approach has two aims: (a) to transform debriefings into a critically reflective space by engaging learners in dialogue about social and structural determinants of health that may create or perpetuate inequities and (b) to foster critical reflection on what actions can be taken to improve the health and well-being of identified at risk and vulner-

	Objective	Task	Sample Phrases
1. Setting the scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve"
2. Reactions	Explore feelings	Solicit initial reactions and emotions	"Any initial reactions?" "How are you feeling?"
3. Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis or diagnoses? Does everyone agree?"
4. Analysis	Explore variety of performance domains	Three Approaches ◆ Learner Self-Assessment ◆ Focused Facilitation ◆ Provide Information	Preview Statement (Use to introduce new topic) "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]" Mini Summary (Use to summarize discussion of one topic) "That was a great discussion. Are there any additional comments related to [insert performance gap there]?"
5. Activism	Use your power to take action in the community through referral to local support resources	Identify systems of inequality impacting the person/group and map out support resources	"How might this patient's social context impact their management and follow-up needs?" "Are there disadvantaged or marginalized patient groups who are more susceptible to the presenting health problem?" "What systems of inequality (racism, classism, etc) are in place that could be disadvantaging this patient, and where can you interrupt them (e.g. reduce barriers to access, create a more welcoming space, etc.)?" "What type of referral resources can help patients connect to supports? What action can you take with the power you currently have?"
6. Application / Summary	Identify take-aways	Learner centered —————→ Instructor centered —————→ Community centered —————→ Scenario Wrap-up —————→	"What are some take-aways from this discussion for our clinical practice?" "The key learning points for the case were [insert learning points here]" "To advocate for more supportive environments for health, we can ____." <i>(Community action can range from identifying local partners and referring patients to community-based supports, reorganizing health systems to provide more inclusive care, and even joining coalitions to take action on broader structural and societal factors).</i> "In simulation, we always try to improve what we do. That goes for us as instructors as well as for participants. Was there anything in this scenario that could be improved for future participants? Was there anything within the scenario that may have triggered a response from you, or anything we could do to make it safer?"

5. Activism

- Objective
 - Use your power to take action in the community through referral to local support resources
- Task
 - Identify systems of inequality impacting the persons/group and map out support resources
- Sample Phrases
 - Social context
 - Systems of inequality
 - Referral resources

6. Application/Summary

- Objective
 - Identify takeaways
- Task
 - Learner, Instructor, community centered
 - Wrap up
- Sample Phrases
 - To advocate for more supportive environments for health we can....

Debriefing to promote health equity

- Identify one way that you can promote health equity through debriefing



Questions



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Conference survey for BRN CEs will be e-mailed to participants.

For more information, please contact us at: westernsim@healthimpact.org

