



General IPE Debriefing Guidelines for Facilitators

Step 1: Elicit emotions

- Example question: “How did that feel for everyone?”
- Let group decompress - laugh and allow group to relax
- They will often start to spontaneously debrief themselves at this point
- Feel free to discuss “realism” and the difficulty they may have with ‘suspending belief’ - acknowledge challenges of simulation at this point so you can move forward

Step 2: Help participants to understand the interprofessional context of the scenario/event

- Example question: “Do you believe there was any specific IP learning objectives to this scenario?”
- Review the facts of the scenario: “Describe for us what happened”
- Uncover assumptions and mental health models where possible:
 - “Is there something specific you are referring to?”
 - “What do you think was happening for the rest of the team at this point?”
 - “Is there any connection to what you are saying and what the nurse/physio/OT said a minute ago?”
 - “Take me a little further into what you are thinking”
 - “What might be an unspoken assumption you had that led to your decision?”
- Follow up with what participants are saying:
 - Can you help us understand your decision making?
 - I am curious about your decision to...

Step 3: Advocacy/Inquiry Strategy

- Put your thoughts/observations into an **ADVOCACY** statement and then follow with a probing **INQUIRY**:
 - **ADVOCACY:**
 - “I noticed...” “I saw...” “I observed...”
 - “I was really concerned when...”
 - “It is hard to be a team leader...”
 - “You had a really difficult role here...”
 - **INQUIRY:**
 - “Can you walk me through your thinking when you made that decision?”
 - “Can you tell me what you were thinking when you...?”
 - “I wonder...”

- Using advocacy/inquiry together:
 - “It is hard to challenge a colleague even when they are wrong. What do you think stopped you from correcting them?”
 - “It seemed pretty chaotic when the patient’s condition started to decline. Did anyone know who was in charge?”
 - “That was a challenging scenario - why do you think things played out the way they did?”
- Intersperse your questions with positive comments throughout the debrief: “It was really good to see you communicating with the other health care professionals - can you tell us the outcome of that?”

Step 4: Make link to clinical practice/real life:

- “Has anyone encountered a similar event in practice?”
- “What would be the best/worst case scenario if this was to happen in clinical practice?”
- “What does the literature/research say about this issue?”

Step 5: So what, now what?

- “When you reflect on _____ during the scenario, is there anything you would change or do differently next time?”
- “Are there two key points that stand out in your mind as defining points about this experience?”
- “What do you understand more clearly as a result of the scenario?”
- “Is there anything about this experience that has changed how you will practice in the future?”
- “What assumptions about how we work together need to be changed?”

Tips:

- It is very tempting to tell them what you want them to learn but it is important they come to these conclusions themselves (with some help and direction from explorative questioning)
- You do have to correct errors or misguided thinking but often this can start with a comment from the group themselves. “Does everyone agree with that comment?” or “Does someone else have a different idea about that?”
- As the facilitator you are there to help participants reflect on the experience and learn from it, **not** to place blame on individuals. Referring to participants by role (i.e. “what do you think the *nurse* was thinking at this point...”) and not by their name is less confrontational
- Try to encourage the whole group to participate, not just the participants who had an active role. The observers often have a unique and very valuable perspective and can help you debrief the scenario

Adapted from Instructor Development: Simulation-Based Education Design and Debriefing Workshop Notes (Mayo Clinic, March 2009)

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