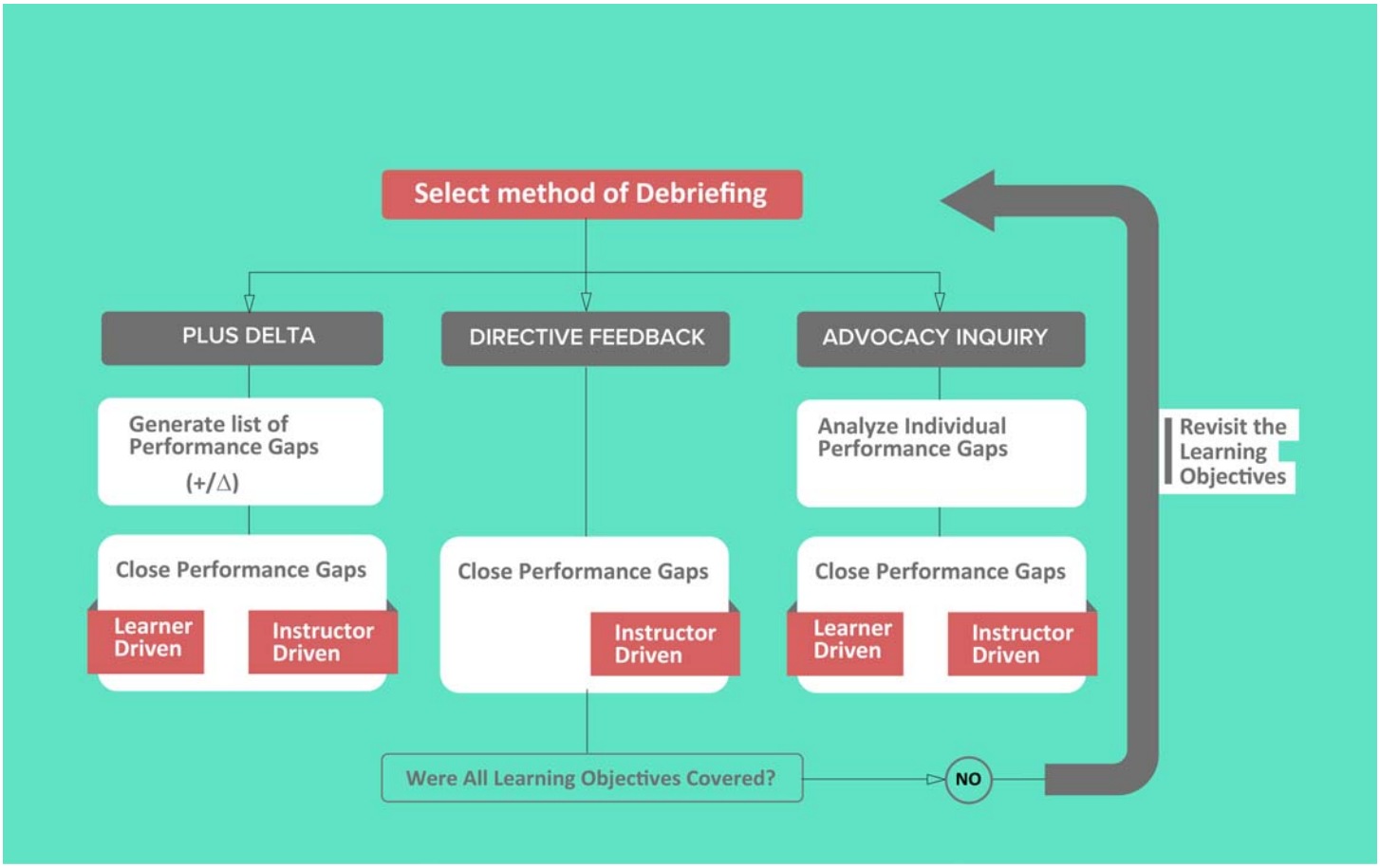
SIMULATION
FACILITATION PATHWAYS

Focus on Analysis

Analysis - the "heart" of the debriefing. It's where the group will spend the most time during the debrief, and where your skills as a debriefer really shine through. Throughout this video, remember to keep in mind that the analysis portion of the debrief comes after the "gather" and/or "describe" phases, and before the "summarize" or closing portion. To get a better sense of what options are available in the "analysis" phase, we'll now turn to the PEARLS blended debriefing model. This is the analysis phase within the PEARLS blended debriefing model.



You'll notice there are three streams. Most debriefs use two, if not all three, methods. The first branch is **Plus/Delta**. It's a method where we review the positives of what just occurred, and what should be changed for next time.

Debriefing questions to explore positives include:

- What were the positives?
- What went well?
- What was successful?

Debriefing questions to explore what could be changed for the next time include:

- What could be improved next time?
- What made things challenging?
- What can we do differently if this case were to happen again?

Benefits of the Plus Delta method of analysis include:

- It's easy to use
- It's non-threatening
- It's useful for focusing on specific behaviours

Both learners and facilitators have the chance to speak to any performance gaps which occurred.

Option two: **Directive Feedback**. Directive Feedback is the same as lecturing. No questions or interaction from the participants – the facilitator tells the group what they need to know in order to meet the learning objectives of the sim. This is the least learner-centred way of debriefing, but sometimes it's the most appropriate way to go. It takes much less time than the other forms of analysis. Also, depending on the group, sometimes they don't have the knowledge to close their own performance gap and there's no other way to tell them. This happens most often with newer learners, or medical students.

The final arm is **Advocacy Inquiry**. This is more of an advanced technique of debriefing, which we'll be practicing and exploring more in-depth in the face-to-face workshop. Advocacy Inquiry – or "AI" for short - gets at the "why" of a behaviour. It seeks to uncover what the underlying cause was behind a certain act. When used properly, it reveals a people's frames. Here's an example of an AI statement: "I would like to talk about the time to defibrillation. I noticed that seven minutes had passed between when a shockable rhythm was first identified and when defibrillation occurred. I am concerned because we know that minimizing time to defibrillation leads to increased survival. What was happening for you during that time?"

Let's break that down. First, I introduced the subject – time to defibrillation. This allows people to know where we're headed in the discussion. Next, I stated what I observed. Using the first person here is important – you're making an observation from your point of view. Also, notice that I used something objective and specific: "I noticed seven minutes had gone by…". The best way to keep track of these things is to take notes during the sim and you can refer to them in the debrief.

After that, I expressed my concerns and why I am concerned about that. We know that time to defibrillation is the most important predictor for survival in a shockable rhythm. When I say this, the learners immediately understand why I'm asking the question. Learners don't have to guess why I'm mentioning all of this.

I end the statement with an open-ended question which allows for participants to help fill my own knowledge gap – and likely others' in the room as well. It also prompts participants to reflect back on what was happening for them during that time. Maybe the defibrillator was malfunctioning and they had to find an outlet before they could shock. Maybe they didn't even realize that seven minutes had gone by. The point is to open it up so that everyone has a chance to think about what happened, *why* it happened, and what needs to change to make it happen better the next time.

Throughout simulation – not just in the analysis phase of debriefing – it's important to be genuinely curious, and to not hold any assumptions about the reason behind people's behaviours. Remember that in one debrief session, a facilitator might use all three of these methods, or maybe just one. It all depends on the learning objectives, what happened in the sim, and the group of learners.