Debriefing Styles

Style	Where/When best to use this style	Benefits and Challenges	Considerations and Strategies
Facilitated Virtual Synchronous (FVS-D) Debriefing that occurs with all learners attending a virtual facilitated debriefing using a computer-based platform (Gordon, 2017; Verkuyl, 2019; Verkuyl & Lapum et al., 2018)	Facilitated Virtual synchronous can be used following virtual simulation Facilitated with use of virtual/video conferencing platforms Scheduled immediately or soon after the virtual simulation is completed to facilitate recall of events and decisions. Click here to watch a video on FVS-D by Dr. Sandra Goldsworthy Ph.D., MSc, RN, CNCC(C), CMSN(C), CCSNE	Benefits • FVS-D offers flexible debriefing schedules for learners • Self-debrief followed by FVS-D promotes reflection and learning • Because learners need to be synchronously present online there may be increased reflection and debrief completion Challenges • Chat function may draw attention away from the virtual debrief • Inconsistent Internet access (consider teleconferencing as a backup) • Having the video on for some learners may be a deterrent to engagement • Holding an immediate FVS-D debrief, may not give the learner enough time to adequately reflect on simulation decisions and performance or to review their analytics	• Use after a self-debrief to achieve the benefits of a combined debriefing • Set ground rules for chat function (if used) to encourage engagement and limit distraction • May opt to have the video off and use chat to support the debrief • Learners should have good lighting, remove all distractions, and ensure a private environment • Recording the virtual debrief is not recommended because it can impact psychological safety • Limit groups to no more than 10 learners

Style	Where/When best to use this style	Benefits and Challenges	Considerations and Strategies
Facilitated Virtual Asynchronous (FVA-D) A form of virtual debriefing where learners, at separate times, respond to a series of discussion questions using an online platform (i.e., forums within a learning management software).	Following virtual simulation Can be facilitated through a learning management system or an online forum Click here to watch a video about Asynchronous Debriefing by Dr. Stephanie Atthill, RN, PhD.	Benefits • Engagement in the debriefing process requires participation by all learners • May happen earlier following a VSG or VRS experience compared to FVS-D or an in- person debrief • May offer more time to reflect or consult relevant resources to enhance learning • May be completed at learners' convenience Challenges • Challenging if learners are unfamiliar with the software/technology • Greater time commitment for both learner and debriefer • Learners not receiving a grade may potentially put less effort into the FVA-D than learners receiving a grade • Less accountability to complete the FVA-D	• Learners need to understand the purpose of the FVA-D. They need clear timelines as to when their debrief work should be posted, and clear direction on answers i.e., length of post, how many posts, inclusion of evidence-based resources, particularly if the debrief will be graded or if credit will be given for participation • To promote psychological safety in FVA-D learners should be informed about who will read their debrief work (i.e., educator and possibly peers if they are to comment on each other's posts) • FVA-D questions should be appropriate for the level of the learner and align with learning objectives • FVA-D should be structured to align with a debriefing model or framework with questions developed by a skilled facilitator • Learners may require prompting and reminders to complete the FVA-D

Debriefing Styles

Style	Where/When best to use this style	Benefits and Challenges	Considerations and Strategies
Co-debriefing (Co-D) A facilitated debriefing session by two or more experienced facilitators	Use following virtual simulation	**Benefits** • Allows for a larger pool of expertise and viewpoints • Facilitators complement each other's styles and help cross-monitor and collectively manage learner expectations and needs • Able to introduce valid issues more intensely with multiple facilitators • Co-facilitators may model effective teamwork, communication, and negotiation skills to enhance the learning outcomes from the simulation • Offers the opportunity for enhanced faculty development through direct observation and peer feedback **Challenges** • Co-facilitators may lack discipline-specific knowledge of other professions • Facilitators with differing agendas • One facilitator dominates the facilitation- hijacks the discussion: open disagreement between facilitators • One facilitator may focus only on the learners from one profession/group	• Facilitators should prebrief together to clarify their expectations before the debriefing session • Facilitators should collaborate to focus on all learners • Both facilitators need to pay attention to non-verbal communication, listen, observe, and reflect • Facilitators should debrief with each other after the session to evaluate effectiveness • Facilitators should openly negotiate roles etc. and do a 'pulse check' of the group

Style	Where/When best to use this style	Benefits and Challenges	Considerations and Strategies
Self-debrief (SD) A form of debriefing that individual learners use. It may be done on its own or used in conjunction with another form of debrief (McKenna, 2021; Verkuyl et al., 2021)	Use following any virtual simulation, for those times when educator-led debriefs are not practical, fiscally feasible or possible. SD is recommended when learner access to virtual simulation is limited and asynchronous Click here to watch a video about Self Debrief by Margaret Verkuyl MN, NP:PHC	Benefits • Debrief is immediate, there is no loss of information or recall bias • Allows learners to reflect on their strengths and challenges with the simulation so they can plan future learning needs • Learners have the opportunity to collect their thoughts without peer influence • The length of time and the debrief environment is chosen by the learner • SD may supplement the group debrief or be used as an initial stage in the debriefing process that also includes a group debrief. Challenges • The opportunity to learn from others is missed	• Educators planning to use SD should consult the Healthcare Simulation Standards of Best Practice™ (inacsl.org) • Self-debrief questions should be developed by a competent facilitator, be based on a theoretical framework and link directly to the learning objectives. • Written responses to debriefing questions promotes engagement that leads to increased reflection • Instructions should include who will review the self-debrief and if it will be graded • Need to specify the time it should take to complete debrief questions and how many questions need to be completed

Debriefing Styles

Style	Where/When best to use this style	Benefits and Challenges	Considerations and Strategies
Peer debriefing An approach that uses peer support and feedback	Used post virtual simulation, according to learning outcomes	**Benefits** • Learners get to experience their peer's role • May decrease performance stress and anxiety, enhance learning and confidence levels. • Increased learner engagement **Challenges** • One learner may dominate the peer debrief. • Learners may not have fully explored the virtual simulation and lack knowledge to debrief their peer	• Used for curriculum that uses a peer-to-peer assisted learning pedagogy • Can be used to evaluate and give feedback on other learners' performance • May allow for a deeper level of reflection on the simulation
Small Group (SG-D) Debriefing with a group of 2-10 learners (Boet et al., 2011; Sukalich et al., 2014; Verkuyl et al., 2018; Welke et al., 2009)	Used following virtual simulation	**Benefits:** • Considered by many educators as the ideal approach. • May promote knowledge gains, improve performance, and increase self-efficacy **Challenges** • Vocal learners may overshadow shy learners • Resource-demanding in that it requires more faculty and more time	• Groups should be limited to 10 learners • Encourage learners to make links to the learning objectives and the summary report

Debriefing Styles

Style	Where/When best to use this style	Benefits and Challenges	Considerations and Strategies
Large Group Debriefing with a group of 10 to 30 learners (Gordon, 2017)	Used after virtual simulation	Benefits • Much less resource demanding than running several small group debriefs Challenges • Considered as a less than ideal approach for debriefing: more challenging to facilitate, less opportunity for learners to contribute • Very large groups (greater than 30) are challenging to facilitate and can reduce opportunity for learning	• Encourage multiple learners to participate in a large group setting, knowing that not all will be able to verbally participate • Provide a debriefing template that shy/reserved learners can use to follow along • May implement a self-debrief prior to the large group debriefing for a complementary approach; this allows learners to prepare to articulate thoughts prior to the large group debriefing
Debriefing the Debriefer Two or more educators, using observation and feedback, voluntarily work together to improve skills	Used after virtual simulation on a voluntary basis for facilitator- engaged learning and orientation	Benefits • Increases facilitator competency, professional development and augments pool of skilled personnel • Contributes to evaluating the efficacy of course learning and simulation objectives • Assists with simulation pedagogy advancement Challenges • The person being debriefed needs to be open to feedback	• Provides an opportunity to assess and provide feedback to the debriefer. • Can be used as a means of training a debriefer or enhancing debriefing skills

Style	Where/When best to use this style	Benefits and Challenges	Considerations and Strategies
Combined Debrief A self-debrief followed by a synchronous or asynchronous group debrief which may be held virtually or in-person. (Verkuyl et al., 2020)	Used post simulation, where learners self-debrief immediately after the simulation then participate in a group debrief at a later time. Click here to watch a video about Combined Debrief by Margaret Verkuyl MN, NP:PHC	Benefits • Furthers an understanding of the simulation experience and enhances learning • Encourages self-reflection without peer influence (see Self-debrief) • Encourages peer learning from the simulation Challenges • May be more resource intensive • Students may prefer to only debrief once	• Encourage learners to bring their simulation summary report (analytics) if available to the group debrief • Consider using the self-debrief questions a second time in the group debrief to enhance psychological safety and deepen learning. • Consider conducting the group debrief as soon as possible after the self- debrief and not later than two weeks post simulation