<table>
<thead>
<tr>
<th>Debriefing Model/Author</th>
<th>Structure</th>
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</thead>
</table>
| **Plus-Delta**<br>(Cheng et al., 2021) | • What went well?  
• What the learner would like to change?  
• How to change? |
| **Lederman**<br>(1992) | • Systemic reflection and analysis  
• Intensification and personalization  
• Generalization and application |
| **GREAT**<br>(Owen and Follows, 2006) | • Guidelines  
• Recommendations  
• Events  
• Analysis  
• Transfer |
| **Fanning & Gaba**<br>(2007) | • Description  
• Analogy/analysis  
• Application |
| **5-E Debriefing Model**<br>(Dreifuerst, 2010) | • Engage  
• Explain  
• Elaborate  
• Evaluate  
• Extend |
| **3D Model of Debriefing**<br>(Zigmont et al., 2011) | • Defusing  
• Discovering  
• Deepening  
• The Environment |
| **SHARP**<br>(Edgecombe et al., 2013) | • Set learning goals  
• Review experience  
• Address concerns  
• Review learning points  
• Plan ahead for future practice |
| **Promoting Excellence and Reflective Learning in Simulation (PEARLS)**<br>(Eppich & Cheng, 2015) | • Reaction  
• Description  
• Analysis  
• Summary |
| **Trauma-informed Psychologically Safe (TiPS) debriefing framework**<br>(Harder et al., 2021) | • Orientation  
• Review  
• Catharsis  
• Psychoeducation  
• Recover |

**NOTE:** this debriefing framework attends to the emotional aspects of simulation-based experiences; particularly those that knowingly elicit emotional stress.