Table 6.4. Facilitated Virtual Synchronous Debrief: A Process

Process	Rationale
1. Ensure that the debrief is led by an experienced debriefing facilitator.	Debriefing requires skill.
2. Determine who will lead the debrief when co-debriefing is taking place.	Supports organization and flow. Offers an opportunity to monitor learners' reactions.
3. Ensure the facilitator understands both the content and the possible decision options available to learners in the virtual simulation.	Supports content expertise and an understanding of the learner perspective.
4. Open the web-conferencing system prior to launching the session. Check that the camera provides a clear picture and that there is adequate lighting. Check audio.	Supports organization and social presence. Promotes learner satisfaction when the experience is 'glitch free'.
5. Welcome all learners when they arrive.	Promotes social presence and a sense of inclusion.
6. Provide technology guidelines: advise learners if the session will be recorded; appropriate use of video, microphone, chat, quiet space.	Enhances psychological safety. Promotes learner satisfaction when the experience is 'glitch free'.
7. Establish ground rules: Confidentiality statement; Use of hand raising to minimize interruptions. Let learners know they will be called on and asked to share initial reactions to the simulation so they will be prepared.	Enhances psychological safety.
8. Review Flow: Describe what will happen in the debrief (i.e. initial reactions, what went well, what did not go as well, take home messages, final thoughts).	Enhances psychological safety.
9. Re-introduce the patient and the simulation learning objectives; with virtual simulation learner time elapsed since playing the simulation will vary. This gets everyone back on the "same page" to start.	Supports organization.
10. Ask learners to access and review analytics or summary report of their virtual simulation experience during debrief (if used).	Encourages reflection and analytical skills.
11. Ask the group questions but also post each question in the chat box so that learners can reread the question at any time.	Supports inclusion and organization.
12. Start with initial reactions (In a few words, how did that simulation feel?).**	Encourages reflection.

13. Continue the discussion by asking learners to describe what went well in the scenario? (What did they feel comfortable with, what exactly would they do the next time?).**	Encourages reflection and analytical skills.
14. Discuss 'What didn't go so well' in the scenario and/or 'what would you change for next time?'**	Encourages reflection and analytical skills.
15. Discuss 'At what point did you feel something was wrong? What did you do?'**	Encourages reflection and analytical skills.
16. Review key takeaway messages/key points (use white board or powerpoint slides to promote discussion).	Supports application to practice.
17. Invite final thoughts and one key take-home message that learners will use in their practice. Invite each learner to comment.	Supports inclusion and practice application.
18. In closing, thank everyone for participating.	Supports social presence.
19. Offer to be available for further discussion or questions.	Supports learning, inclusion.
20. Evaluate the learner and the faculty experience.	Encourages faculty development.
21. Refine strategy for next time.	Encourages faculty development.

** These items may vary depending on the debriefing framework used.