

Table 6.5. Self-debrief Plus Group Debrief (Combined Debriefing): A Process

Process	Rationale
Begin by reviewing the self-debrief process and the facilitated in-person or virtual large group debrief with learners.	Improves flow and learning when learners are clear on purpose and rationale for this approach.
Learners complete their self-debrief individually right after completing the virtual gaming simulation.	A timely self-debrief encourages analysis and reflection while emotions are current.
When providing instructions for the facilitated group debrief, instruct learners to bring their individualized summary report and their completed self-debrief.	Learners who have self-debriefed have thought deeply and independently about the client scenario before starting the group debrief. This will help them recall, and voice, their thoughts.
The questions used in the group debrief should be the same as or similar to the self-debrief questions.	Using the same questions enhances psychological safety and allows for learners to refer to their self-debrief to provide a thoughtful response.
Before concluding, ask learners if there were any questions that came up in the self-debrief that were not addressed in the group debrief and provide an opportunity to discuss them.	The self-debrief allowed for additional time and space to think deeply and identify knowledge gaps. Learners may be frustrated if they cannot explore those reflections before concluding.
While the self-debrief offers an immediate debrief, the group debrief should be offered as soon as possible after the self-debrief, certainly within two weeks.	Offering the group debrief after two weeks have passed decreases learner recall of the virtual gaming simulation experience.