



Debrief the Debriefer Checklist

Use this form to:

- Complete a “Debrief the Debriefer” session with your instructor mentor, following a co-teaching experience.
- Improve your instructor skills by reflecting on your simulation and debriefing performance.
- Debrief another instructor about his or her performance or to assess your own performance.

Name of scenario/main objective: _____ Date: _____

Name of scenario facilitator and debriefer: _____

Name of instructor mentor: _____ or NRP colleague: _____

Scenario start time: _____ Scenario end time: _____ Length of scenario: _____ min

Debrief start time: _____ Debrief end time: _____ Length of debrief: _____ min

This scenario and the debriefing were filmed to help with the reflection and analysis. _____ Yes _____ No

Component	Yes	Notes About Variance
Scenario Development		
The scenario is based on learning objectives tailored to meet learners’ needs.		
The scenario is plausible.		
Supplies and equipment are present and functional.		
During learner orientation, the instructor		
Allows learners to introduce themselves and describe their roles, if necessary		
Orients learners to the manikin’s capabilities		
Orients learners to location and operation of supplies, if necessary		
Shows learners how manikin physiology is conveyed (breathing, heart rate, muscle tone, oxygen saturation, color, or special circumstances)		
Reviews learner responsibilities (suspend disbelief, think out loud, perform actions instead of pretending, serious demeanor)		
Allows the learners a few minutes to handle and arrange supplies and equipment before beginning		
Tells learners the cue for beginning the scenario and reminds learners that the instructor will end the scenario		
Offers to conduct a short “warm-up” scenario, during which novice learners may ask questions		
During the scenario, the instructor		
Films the scenario for likely use during debriefing		
Does not interrupt, coach, or prompt learners		
Notes cognitive, technical, and behavioral skills		
Ends the scenario without judgment or feedback		

Component	Yes	Notes About Variance
During debriefing, the instructor		
Begins by asking a question to establish a shared mental model		
Helps create a discussion agenda for complex scenarios. Asks each team member what he or she wants to discuss, especially if team seems stressed		
Promotes discussion about what went well and what could be improved, and how		
Promotes discussion about unexpected learning opportunities that occurred during scenario		
Uses more questions than statements		
Uses open-ended questions		
Uses silence to allow learners to think before responding and to elicit responses		
Involves quiet learners by asking for their opinion		
Keeps the discussion positive and constructive		
Keeps the learners focused on learning objectives		
Encourages learners to talk to each other, not to the instructor		
Helps learners link scenario to real-life experience		
Encourages learners to talk about their thought processes as they worked and made decisions		
Asks learners to discuss how they were affected by team members' behaviors		
Shows video segments for purpose of discussion, and pauses video for questions and comments		
Is sincere and approachable, and uses active listening and open body language		
Ends by asking team members to summarize important points and clarify plans for follow-up		

What went well with your scenario facilitation?

What went well with your debriefing?

What will you do differently next time?