

## DEBRIEFING USING THE ADVOCACY-INQUIRY METHOD

Phase	Purpose	Process	Example Script
Prebrief	<ul style="list-style-type: none"> <li>Prepare students for simulation</li> <li>Set the tone</li> </ul>	<ul style="list-style-type: none"> <li>Provide info on format</li> <li>Provide observation guide</li> <li>Review preceptor report</li> </ul>	<ul style="list-style-type: none"> <li>"Today, you will invite the standardized patient into the conference room at 6:00. You will have 15 minutes to complete..."</li> </ul>
Debrief: React	<ul style="list-style-type: none"> <li>Encourage participation/build rapport</li> <li>Allow learners to clear the air and save face</li> </ul>	<ul style="list-style-type: none"> <li>Use Delta-Plus process with 2 questions to examine what worked and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>"What went well?"</li> <li>"What would you do differently?"</li> </ul>
Debrief: Understand	<ul style="list-style-type: none"> <li>Uncover the ideas, thought processes and other factors that lead to a behaviour (student 'frames'*)</li> <li>Help the learner find ways to improve performance</li> </ul>	<p><b>Advocacy-Inquiry</b></p> <ol style="list-style-type: none"> <li><b>Observe</b> an event or result</li> <li><b>Comment</b> on the <b>Observation Advocate</b> for your position</li> <li><b>Explore</b> the <b>Drivers</b> behind students' thinking (their 'frames'*) and actions that they think lead to the observed event or result</li> <li><b>Discover</b>, with the students ways to attend to issues that arose and ways to replicate positive results</li> </ol>	<ol style="list-style-type: none"> <li>You notice that the patient seemed to disengage when the team started listing their recommendations</li> <li>"I noticed that Mr. Moorhouse crossed his arms and didn't respond to a lot of the recommendations you suggested. To me, he seemed disengaged"</li> <li>"What do you think was happening for him?"  "Do you think he disengaged?"  "What was happening that contributed to this result?"</li> <li>"I agree that it's important to be clear about what the team recommends. I wonder how your team could approach recommendations to engage Mr. Moorhouse and to ensure clarity?"</li> </ol>
Wrap-Up	<ul style="list-style-type: none"> <li>Invite reflection on the experiences as a whole - solidify learning</li> </ul>	<ul style="list-style-type: none"> <li>Inquire about how students feel about the simulation as a whole and what learning they will take away</li> </ul>	<ul style="list-style-type: none"> <li>"How are you feeling about the scenario now?"</li> <li>"What's the biggest thing that you'll take away from the simulation?"</li> </ul>

\*Frames are in the mind of the student and facilitator. They include: assumptions, feelings, goals, knowledge base, situational awareness, and context.

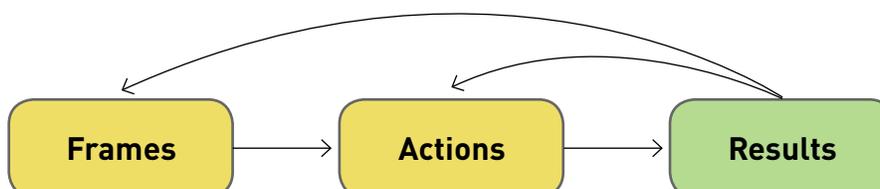


Figure 1. Frames, Actions, and Results