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# UPDATES TO THE INACSL SIMULATION DEBRIEFING STANDARD OF BEST PRACTICE

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# DISCLOSURE

- The Authors declare that there is no conflict of interest.
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# BACKGROUND



Debriefing is a key component of simulation-based educational activities



Multiple approaches and models of debriefing have been developed and implemented

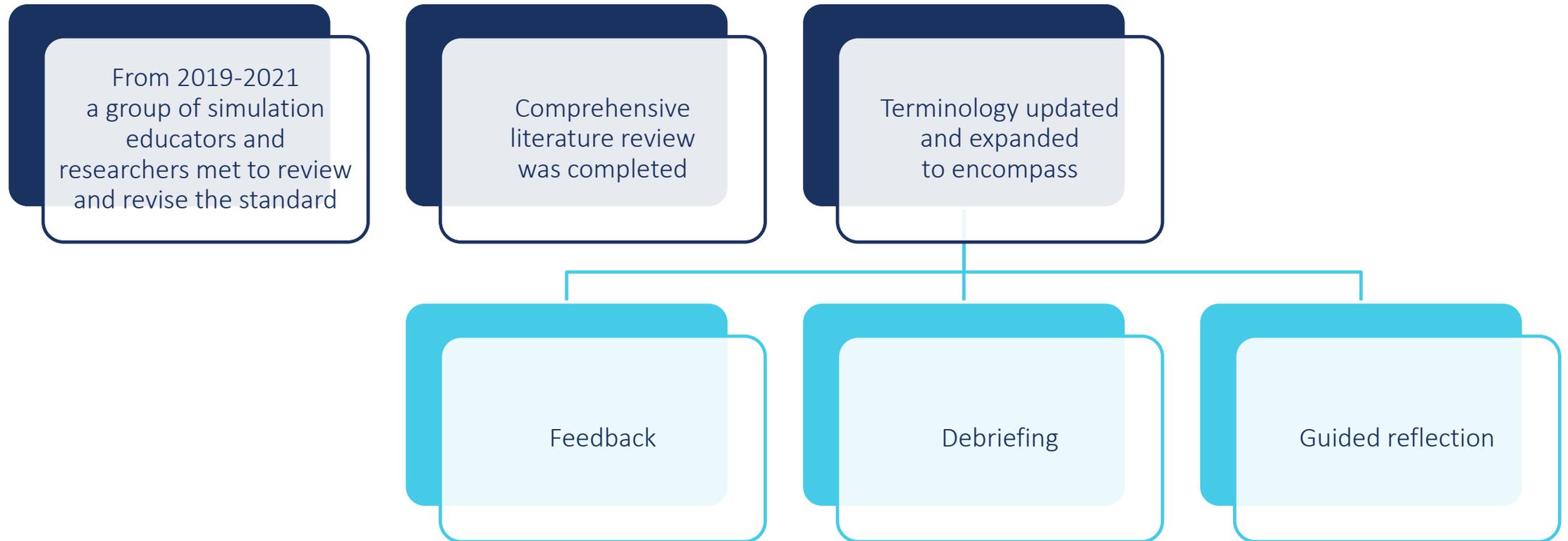


Revisions to the Simulation Standards of Best Practice occur every few years to expand on topics and reflect current research

# AIM

- Present the changes in the Simulation Debriefing Standard compared to previously published in 2016

# METHODS



## IMPLICATIONS FOR PRACTICE

A guide to help educators in all the key aspects of providing debriefing, providing feedback and facilitating guided reflection conversations

Provide updated references with additional information

# RESULTS

INACSL Simulation Debriefing Standard	2016	2021
Criterion 1	The debrief is facilitated by a person(s) competent in the process of debriefing.	The debriefing process is planned and incorporated into the simulation-based experience in an appropriate manner in order to guide the learner(s) in achieving the desired learning outcomes.

# RESULTS

INACSL Simulation Debriefing Standard	2016	2021
Criterion 2	The debrief is conducted in an environment that is conducive to learning and supports confidentiality, trust, open communication, self-analysis, feedback and reflection.	The debriefing process is constructed, designed and/or facilitated by a person(s) or technology-enhanced system capable and/or competent in providing appropriate feedback, debriefing and/or guided reflection.

# RESULTS

INACSL Simulation Debriefing Standard	2016	2021
Criterion 3	The debrief is facilitated by a person(s) who can devote enough concentrated attention during the simulation to effectively debrief the simulation-based experience.	The debriefing process is conducted in a manner that promotes self, team and/or systems analysis. This process should encourage reflection, exploration of knowledge and resolution of performance/system gaps while maintaining psychological safety and confidentiality.

# RESULTS

INACSL Simulation Debriefing Standard	2016	2021
Criterion 4	The debrief is based on a theoretical framework for debriefing that is structured in a purposeful way.	The debriefing process is planned and structured in a purposeful way based on theoretical frameworks and/or evidenced-based concepts.

# RESULTS

INACSL Simulation Debriefing Standard	2016	2021
Criterion 5	The debrief is congruent with the objectives and outcomes of the simulation-based experience.	**Incorporated with elements of Criterion 2**

## SUMMARY

- The INACSL Standards of Best Practice: The Debriefing Process are foundational to standardizing language, behaviors and curricular design for facilitators and learners
- All simulation-based educational (SBE) activities must include a planned debriefing process, grounded in theory and conducted in a manner that promotes self, team and/or systems analysis
- The debriefing process aims to identify and resolve gaps in knowledge, skills, attitudes and communication related to the individual, team and/or system
- The debriefing process should be structured as well as adaptable depending on the complexity of the scenario, contexts, learner(s), time available and the learning objectives
- The debriefing process will continue to evolve as the science of simulation advances

## REFERENCES

- INACSL Standards Committee, Decker, S., Alinier, G., Crawford, S.B., Gordon, R.M., Jenkins, D., & Wilson, C. (2021, September). Healthcare simulation standards of best practice the debriefing process. *Clinical Simulation in Nursing*, 58, 27-32. <https://doi.org/10.1016/j.ecns.2021.08.011>.
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