

DEBRIEFING

The simulation library video on debriefing is a recording made with participants and a facilitator to illustrate a debriefing session. There are various formats for debriefing, but using a theory-based debriefing is a required best practice (INACSL, 2013). The framework used in the video is Debriefing for Meaningful Learning© (Dreifeurst, 2015). You will note that the facilitator includes the following components in the debriefing session:

- Maintains a safe learning environment
- Follows reaction, analysis and summary phases of debriefing
- Helps students discover their thinking behind their doing
- Body language and speech encourage discussion
- Engages all scenario participants
- Explores participants' thinking to connect actions to reasoning

The viewer is encouraged to refer to resources that provide in-depth information on debriefing guidelines and frameworks.

REFERENCES

Dreifuerst K. (2015). Getting started with Debriefing for Meaningful Learning©. *Clinical_Simulation in Nursing*, 11 (5) 268-75.

Fey, M. & Jenkins, L. (2015). Debriefing practices in nursing education programs: Results from a national study. *Nursing Education Perspectives*, 36, 361-366.

International Nursing Association for Clinical Simulation and Learning. (2013). Standards of best practice: SimulationSM. *Clinical Simulation in Nursing* 9, S26-29.

Jeffries P. (2016). *The NLN Jeffries Simulation Theory*. Philadelphia: Wolters-Kluwer.

National League of Nursing/International Nursing Association for Clinical Simulation and Learning. (2015). Debriefing across the curriculum. Retrieved from <http://www.nln.org/docs/default-source/about/nln-vision-series-%28position-statements%29/nln-vision-debriefing-across-the-curriculum.pdf?sfvrsn=0>