



Debriefing Assessment for Simulation in Healthcare (DASH) Instructor Version[©]

Directions: Please provide a self-assessment of your performance for the introduction and debriefing in this simulation-based exercise. Use the following rating scale to give a score to each of the six “Elements.” For each Element, component Behaviors are given that would indicate positive performance in that Element. Do your best to rate your **overall effectiveness for the whole Element** guided by the Behaviors that define it. If a listed Behavior is not applicable (e.g. how you handled upset people if no one got upset), just ignore it and don’t let that influence your evaluation. You may have done some things well and some things not so well within each Element. The Element rating is your **overall** impression of how well you executed that particular Element.

Element 1 assesses the introduction at the beginning of the simulation-based exercise. Elements 2 through 6 assess the debriefing.

Rating Scale

Rating	1	2	3	4	5	6	7
Descriptor	Extremely Ineffective / Detrimental	Consistently Ineffective / Very Poor	Mostly Ineffective / Poor	Somewhat Effective / Average	Mostly Effective / Good	Consistently Effective / Very Good	Extremely Effective / Outstanding

Skip this element if you did not conduct an introduction.

Element 1

Rating Element 1

I set the stage for an engaging learning experience

- I introduced myself, described the simulation environment, what would be expected during the activity, and introduced the learning objectives, and clarified issues of confidentiality
- I explained the strengths and weaknesses of the simulation and what the participants could do to get the most out of simulated clinical experiences
- I attended to logistical details as necessary such as toilet location, food availability and schedule
- I stimulated the participants to share their thoughts and questions about the upcoming simulation and debriefing and reassured them that they wouldn’t be shamed or humiliated in the process

Element 2

Rating Element 2

I maintained an engaging context for learning

- I clarified the purpose of the debriefing, what was expected of the participants, and my role (as the instructor) in the debriefing
- I acknowledged concerns about realism and helped the participants learn even though the case(s) were simulated
- I showed respect towards the participants
- I ensured the focus was on learning and not on making people feel bad about making mistakes
- I empowered participants to share thoughts and emotions without fear of being shamed or humiliated

Element 3**Rating Element 3****I structured the debriefing in an organized way**

- I guided the conversation such that it progressed logically rather than jumping around from point to point
- Near the beginning of the debriefing, I encouraged participants to share their genuine reactions to the case(s) and I took their remarks seriously
- In the middle, I helped the participants analyze actions and thought processes as we reviewed the case(s)
- At the end of the debriefing, there was a summary phase where I helped tie observations together and relate the case(s) to ways the participants could improve their future clinical practice

Element 4**Rating Element 4****I provoked in-depth discussions that led them to reflect on their performance**

- I used concrete examples—not just abstract or generalized comments—to get participants to think about their performance
- My point of view was clear; I didn't force participants to guess what I was thinking
- I listened and made people feel heard by trying to include everyone, paraphrasing, and using non-verbal actions like eye contact and nodding etc
- I used video or recorded data to support analysis and learning
- If someone got upset during the debriefing, I was respectful and constructive in trying to help them deal with it

Element 5**Rating Element 5****I identified what they did well or poorly – and why**

- I provided concrete feedback to participants on their performance or that of the team based on accurate statements of fact and my honest point of view
- I helped explore what participants were thinking or trying to accomplish at key moments

Element 6**Rating Element 6****I helped them see how to improve or how to sustain good performance**

- I helped participants learn how to improve weak areas or how to repeat good performance
- I was knowledgeable and used that knowledge to help participants see how to perform well in the future
- I made sure we covered the most important topics