

## Debriefing Assessment for Simulation in Healthcare (DASH)<sup>®</sup> Score Sheet

**Directions:** Rate the quality of the debriefing using the following effectiveness scale on six Elements. Element 1 allows you to rate the introduction to the simulation course and will not be rated if you do not observe the introduction. The Elements encompass Dimensions and Behaviors pertinent to the debriefing as defined in the DASH Rater’s Handbook. Within each Element, the debriefing may range from outstanding to detrimental. Please note that the overall Element score is *not* derived by averaging scores for individual Dimensions or Behaviors. Think holistically and not arithmetically as you consider the cumulative impact of the Dimensions, which may not bear equal weight. You, the rater, weight dimensions as you see fit based on **your holistic view of the Element**. If a Dimension is impossible to assess (e.g., how well an upset participant is handled during a debriefing if no one got upset), skip it and don’t let that influence your evaluation.

### Rating Scale

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

**Element 1 assesses the introduction at the beginning of a simulation-based exercise.**

*(This element should be skipped if the rater did not observe the introduction to the course.)*

Element 1 Establishes an engaging learning environment.	Element 1 Comment or Score
<b>Behavior</b>	
A. The debriefer introduced him/herself, described the simulation environment, what would be expected during the activity, introduced the learning objectives and discussed confidentiality and roles.	
B. The debriefer explained the strengths and weaknesses of the simulation and what participants could do to get the most out of simulated clinical experiences.	
C. The debriefer attended to logistical details as necessary such as toilet location, food availability, and schedule.	
D. The debriefer conveyed a commitment to respecting participants by welcoming them 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.	
<b>Notes</b>	

Elements 2 through 6 assess a debriefing.

<b>Element 2</b> <b>Maintains an engaging learning environment.</b>	<b>Element 2</b> Comment or Score
<b>Behavior</b>	
A. The debriefer clarified the purpose of the debriefing, what was expected of participants, and the debriefer's role in the debriefing.	
B. The debriefer acknowledged concerns about realism and helped participants learn even though the case(s) were simulated.	
C. Debriefing conveyed respect for participants.	
D. The focus was on learning and not on making people feel bad about making mistakes.	
E. Participants could share thoughts and emotions without fear of being shamed or humiliated.	
<b>Notes</b>	

<b>Element 3</b> <b>Structures the debriefing in an organized way.</b>	<b>Element 3</b> Comment or Score
<b>Behavior</b>	
A. The conversation progressed logically rather than jumping around from point to point.	
B. Near the beginning of the debriefing, participants were encouraged to share their genuine reactions to the case(s) and the debriefer seemed to take the remarks seriously.	
C. In the middle, the debriefer helped participants analyze actions and thought processes as they reviewed the case(s).	
D. At the end of the debriefing, there was a summary phase where the debriefer helped tie observations together and relate the case(s) to ways participants could improve their future clinical practice.	
<b>Notes</b>	

<b>Element 4</b> <b>Provokes engaging discussion.</b>	<b>Element 4</b> Comment or Score
<b>Behavior</b>	
A. The debriefer used concrete examples—not just abstract or generalized comments—to get participants to think about their performance.	
B. The debriefer’s point of view was clear; participants didn’t have to guess what the debriefer was thinking.	
C. The debriefer listened and made people feel heard by trying to include everyone, paraphrasing, and using non-verbal actions like eye contact and nodding, etc.	
D. The debriefer used video or recorded data to support analysis and learning.	
E. If someone got upset during the debriefing, the debriefer was respectful and constructive in trying to help them deal with it.	
<b>Notes</b>	

<b>Element 5</b> <b>Identifies and explores performance gaps.</b>	<b>Element 5</b> Comment or Score
<b>Behavior</b>	
A. Participants received concrete feedback on their individual performance or that of their team based on the debriefer’s honest and accurate view.	
B. The debriefer helped explore what participants were thinking or trying to accomplish at key moments.	
<b>Notes</b>	

<b>Element 6</b> <b>Helps trainees achieve or sustain good future performance.</b>	<b>Element 6</b> Comment or Score
<b>Behavior</b>	
A. The debriefer helped participants learn how to improve weak areas or how to repeat good performance.	
B. The debriefer was knowledgeable and used that knowledge to help participants see how to perform well in the future.	
C. The debriefer made sure the discussion covered important topics.	
<b>Notes</b>	

**General Notes and Comments**