

1. This document is created for accessibility and is intended to be a supplemental resource. If you would like to print a hard copy of this document, please follow the general instructions below to print multiple slides on a single page or in black and white.
2. This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar but are subject to change and may not be current at a later date.
3. Copyright: Images used in this course are used in compliance with copyright laws and where required, permission has been secured to use the images in this course. All use of these images outside of this course may be in violation of copyright laws and is strictly prohibited.
4. Social Workers: For additional information regarding standards and indicators for cultural competence, please review the NASW resource: Standards and Indicators for **Cultural Competence in Social Work Practice**
5. Need Help? Select the “Help” option in the member dashboard to access FAQs or contact us.

How to print Handouts

On a Mac

- Open PDF in Preview
- Click File
- Click Print
- Click dropdown menu on the right “preview”
- Click layout
- Choose # of pages per sheet from dropdown menu
- Checkmark Black & White if wanted.

How to print Handouts

On a PC

- Open PDF
- Click Print
- Choose # of pages per sheet from dropdown menu
- Choose Black and White from “Color” dropdown

No part of the materials available through the continued.com site may be copied, photocopied, reproduced, translated or reduced to any electronic medium or machine-readable form, in whole or in part, without prior written consent of continued.com, LLC. Any other reproduction in any form without such written permission is prohibited. All materials contained on this site are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of continued.com, LLC. Users must not access or use for any commercial purposes any part of the site or any services or materials available through the site.

Practical Approaches for Engaging Learners During Simulation Debriefing

Erica Ligon, MEd, CCC-SLP, CHSE

Farzana Vela, MS, CCC-SLP, BSRC, RRT-NPS

This course may not be copied, reproduced, published, displayed, broadcast, reduced to any electronic medium or machine-readable form, or otherwise used or distributed in any form without the prior written consent of continued.com LLC. © 2025 Continued®

Presenter Disclosures

- **Presenter Disclosure:** Financial: Erica Ligon is employed by Continued and Simucase LLC. Non-financial: Erica Ligon has no relevant non-financial relationships to disclose. Financial: Farzana Vela employed by Continued and Simucase LLC. Non-financial: Farzana Vela has no relevant non-financial relationships to disclose.
- **Content Disclosure:** This learning event does not focus exclusively on any specific product or service. This content was created by Continued with AI assistance.
- **Sponsor Disclosure:** There is no external sponsor for this course.

Limitations/Risks

- The applicability and accuracy of the course content may vary by the clinical, geographical, and cultural context; you should evaluate the course accordingly.
- As healthcare is rapidly evolving, new findings may change the validity of the information presented in this course. Providers should always consult the latest research and guidelines from professional associations.
- The interventions discussed in this course may be limited in generalizability, requiring practitioners to consider specific individual and population factors.
- The course may not cover all possible risk factors, diagnostic methods, or treatment options, and complex cases may require additional considerations.
- Healthcare providers should apply cultural competence and sensitivity to ensure effective and respectful care based on their patients' diverse needs.
- Providers should always evaluate the limitations of diagnostic and screening tools, considering their potential for false results as well as any ethical implications.
- It is the responsibility of course participants to critically evaluate the evidence from multiple sources to guide professional practice.

Learning Outcomes

After this course, participants will be able to:

- Identify the central role of debriefing in the simulation learning process.
- Explain the three core principles of effective debriefing as they relate to adult learning theory.
- Identify two debriefing methodologies

When does the most learning occur during a simulation experience?

Most learning occurs after the simulation...

- Debrief is the *engine of learning* in simulation.

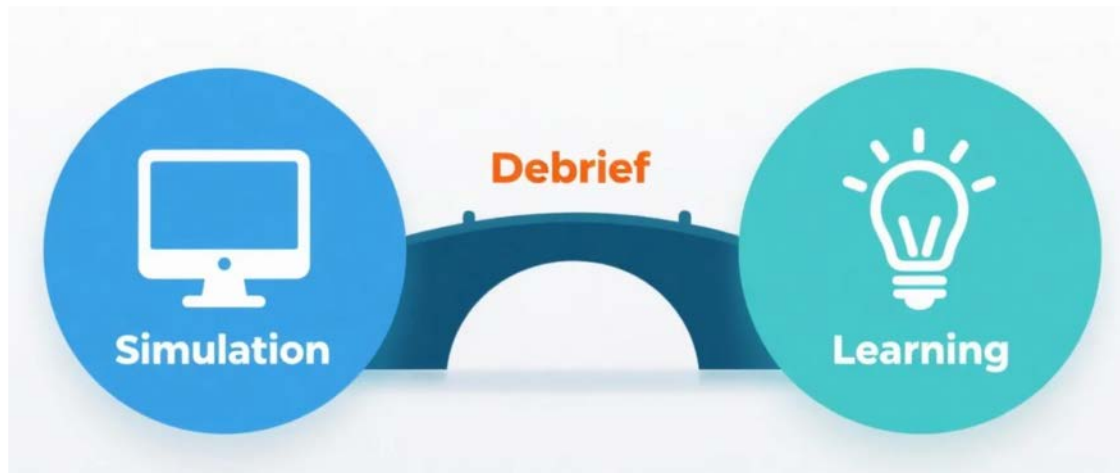
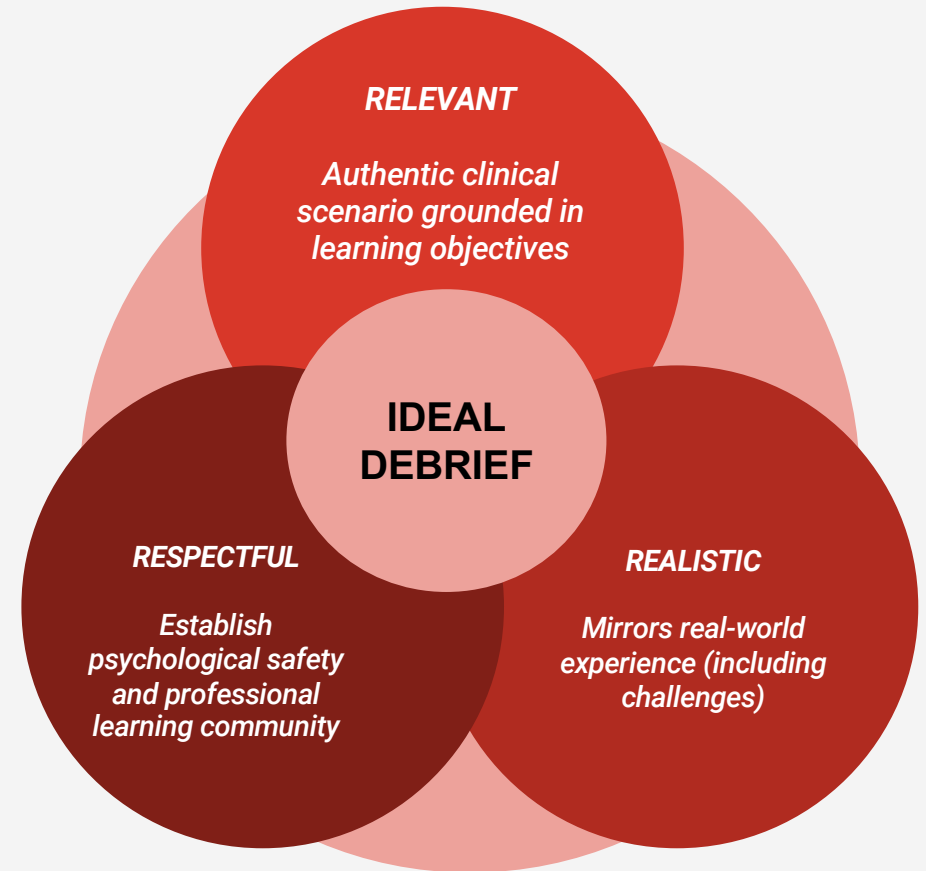


Image: Continued with AI assistance

? Quiz Hint

Adult Learning Theory in Debrief

Q2



Debriefing Toolbox

- “Just right” prebrief
- Language to establish psychological safety
- Pick a debrief method
- Anchor in objectives
- End with transfer

Goldilocks Principle of Prebriefing

- “Just right” amount of support for learners before their experience
- Factors to consider:
 - Academic experiences
 - Clinical experiences
 - Background knowledge
 - Other simulation experiences

✓ When does most learning occur?

Same Case, Very Different Prebriefs...



Electronic Documentation- School Setting Part-Task Trainer

Electronic documentation allows providers to gather and record information in a digital format. You are the provider in a school setting assigned to complete a case review for one child by viewing electronic school records and reporting your findings.

Recommended time for completion is 30 minutes.

[Download Prebrief Material and Curriculum Guide](#)

✓ **When does most learning occur?**

Aspect	Beginning Learners	Advanced Practice
Target Audience	First-time chart reviewers, new to IEPs/educational records	Students with externship experience, competent in basics
Learning Goals	Learn basics of IEP navigation and school policies	Hone analytical and problem-solving skills
Tone & Approach	Supportive, encouraging, “safe space to practice”	Challenging, high-level, analytical expectations
Chart Review Focus	Identify clear alerts/flags (pronouns, custody, services)	Synthesize complex connections, identify subtle red flags
Key Skills Emphasized	Active reading, ethical awareness, building confidence	Clinical reasoning, critical analysis, gap identification
Debrief Questions	What was confusing? Most important info? How does chart connect to services?	Biggest clinical challenges? Key questions for team? Actionable recommendations?
Expected Outcome	Build foundational skills and confidence	Refine clinical judgment and apply advanced knowledge

Establishing Psychological Safety

- **Fosters Open Communication:** Creates a safe space for participants to share honest feedback, admit mistakes, and ask questions without fear of judgment or reprisal.
- **Enables Deeper Learning:** Moves the focus from blame to understanding, allowing the team to identify root causes, learn from errors, and improve for future events.
- **Encourages Trust and Cohesion:** Builds stronger team bonds as members see vulnerability as a strength and learn to rely on each other.
- **Unlocks Problem-Solving:** Promotes candid discussion and diverse perspectives, leading to more effective solutions and innovation.
- **Supports Well-being:** Allows individuals to process and manage emotions related to stressful or high-stakes events in a supportive environment.

Establish Safety and Revisit Norms Often!

Principle	Example Language
Normalizing mistakes	“Everyone makes errors in simulation, that’s how we learn.”
Establishing confidentiality norms	“What happens in debrief, stays in debrief.”
Invite participation	“All voices matter, quiet or loud, novice or expert.” “Stand up and step back.”
Reinforce respect	“Assume positive intent, give each other grace.”

What are your non-negotiables in debrief?

- Cameras on, transcript/record form in hand
- Bring three questions or reflections to discuss with the group
- Participate in debrief from a professional learning space
- Require active participation
- Raise emoji hand to participate: 🙋

Common Debriefing Methodologies

Plus Delta Debriefing

Plus (+): What went well?

- **Celebrate successes:** Identify what was effective, positive, or valuable.
- **Reinforce good practices:** Understand what should be maintained and repeated in the future.
- *“I did really well collecting the case history for Hadley. When I came across her genetic diagnosis, I did extra research to really understand how it impacts her speech. I feel like I had a good grasp on the family’s concerns.”*

Delta (Δ): What needs to change?

- **Focus on improvement:** Identify areas where things didn't go as planned or could be done differently.
- **Develop actionable steps:** Frame changes as concrete, achievable actions for the future.
- *“I ran into trouble when I tried to score Hadley’s GFTA-3. I had the incorrect raw score, which in turn caused me to arrive at the incorrect standard score. Next time, I will slow down and double-check my IPA transcriptions when I administer this assessment.”*

Gather - Analyze - Summarize (GAS) Approach

GATHER

- **Recap the event:** Allow participants to decompress and review the facts of what happened. Collect the story from the learner's perspective.
- **Open-ended questions:** Use questions to encourage participants to share their initial reactions and observations.

"Walk me through what happened during the scenario."

"What stood out most to you?"

ANALYZE

- **Explore and discuss:** Dive into a deeper analysis of the event. Discuss actions, thought processes, and decisions.
- **Identify key learning objectives:** Connect the simulation or event to specific learning goals.

"Why did you choose this particular assessment?"

"What options did you consider when collecting this client's case history?"

SUMMARIZE

- **Review key takeaways:** Revisit the most important lessons learned.
- **Create an action plan:** Discuss how the new knowledge and insights will be applied to future situations.

"What are your 2 main takeaways from this case?"

"How will this influence what you do in the clinical/educational setting tomorrow?"

Advocacy – Inquiry Method

Advocacy

“I noticed that many of you struggled to differentially diagnosis Hadley’s speech sound disorder. Many students selected both a disorder of articulation and phonology.”

- **Clearly** and **objectively** describe what you saw or experienced.
- Share your interpretation or concern using **“I” statements**.

Inquiry

“I wonder what your thought process was in deciding between those two diagnoses. Help me understand which evidence in her case swayed you one way or another”

- Seek to understand the learner’s **reasoning** and **assumptions**.
- Use **curious, nonjudgmental** questions.

How do I keep everyone engaged on Zoom?

- **Foster a Participatory Environment:** Begin with an icebreaker to build comfort. Use features like **polls** for quick input, **breakout rooms** for small-group discussions, and the **chat** to give everyone a voice.
- **Engage with Variety:** Use **open-ended questions** to spark deeper conversation. Practice **active listening** by summarizing points. Strategically **share your screen** for visuals, but don't overdo it. Incorporate activities that appeal to **multiple learning styles**. Use collaborative documents and small breakout groups as needed.
- **Maintain Focus and Flow:** For longer sessions, schedule **breaks** to help maintain energy. Regularly **summarize key points** to reinforce learning and ensure everyone is aligned.

Tips from The Simucase Supervision Services Team



Tips

Recommendations from the Simucase Supervision Team

- Provide anecdotal, real life experiences to expand the cases.
- Don't be afraid to role-play delivering results to families as part of a debrief session.
- Tangential topics can derail a debrief. Quickly identify when conversations go off the rails and refocus the discussion.
- "There is magic in the silence."
- Make sure you also work through the case. It's nearly impossible to debrief a case that you don't know.



Tips

Favorite Debrief Questions from the Simucase Supervision Team

1. If you could go back in time and offer yourself any advice before completing this case, what would it be?
2. How might this experience change the way you approach a similar patient in the future?
3. How did the information you gathered in the case history section influence your assessment and treatment plan?
4. What surprised you or caught you off guard when you were working on this case?



Congratulations!

- You've completed the course and can move on to the exam!
- From your account:
 - Go to pending Courses
 - Choose take exam