

Simulation/Debriefing Self-Assessment

DASH Rating Overview

Please summarize your briefing, facilitation, and debriefing of the simulation-based event. Use the scale below to rate each of the 8 "Elements." Each Element comprises specific behaviors described on the back of this sheet.

If a listed behavior is impossible to assess (e.g., how you handled upset people if no one got upset), don't let that influence your evaluation. You may do some things well and some things not so well within each Element. Do your best to rate your overall effectiveness for the whole Element guided by your honest view of the individual behaviors that define it.

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

Event Ratings

Instructions: Rate your facilitation and debriefing of this event using these elements and the specific behaviors on the back of this sheet. Provide a comment for each element rating.

	Element	Rating	Explain your ratings
A	I set the stage for an engaging learning experience		
B	I used the simulation environment and debriefing to fully engage participants and facilitate their learning		
C	I ensured that an engaging learning environment was maintained		
D	I structured debriefing and discussion in an organized and constructive way		
E	I provoked in-depth discussions that led learners to reflect on their performance		
F	I identified what was done well or poorly - and why		
G	I helped learners see how to improve or sustain superior performance		
T	I established leadership, communication, and teamwork skills		
OVERALL AVERAGE RATING		<i>(to be completed by CEAL DASH Rater)</i>	

Instructor/Examiner: _____

EVENT: _____

NOTE: Facilitator/Debriefers must CONSISTENTLY EXHIBIT the listed behaviors for an element to score a 6 or above.

Element A – The instructor/examiner set the stage for an engaging learning experience

- Introduces him/herself or themselves, describes the simulation environment, what would be expected during the sim, goes over the agenda and learning objectives
- Explains the strengths and weaknesses of simulation as a learning tool and how to get the most out of simulated clinical experiences
- Reviews the key teamwork and communication points such as TeamSTEPPS and SBAR (as appropriate)
- Encourages learners to share thoughts and questions about the upcoming simulation and debriefing, and reassures them that they won't be called out or humiliated in the process

Element B – The instructor/examiner used the simulation environment to fully engage participants and facilitate their learning

- States the purpose of each simulation activity/exercise
- Explains and/or demonstrates new techniques before expecting participants to perform the same techniques
- Encourages participants to refer to clinical checklists, job aids, or references during the simulation exercises (as appropriate)
- Encourages participants to share their thoughts and ask questions about the simulation activities

Element C – The instructor/examiner ensured that an engaging learning environment was maintained

- Clarifies the purpose of the debriefing, what was expected, and his/her role in the debriefing
- Acknowledges concerns about realism and helps participants learn even though the cases are simulated
- Shows respect for participants, other facilitators (as appropriate) and simulation staff
- Ensures the focus is on learning and not on making participants feel bad about any mistakes they made
- Empowers learners to share their thoughts and emotions without fear of being shamed or humiliated

Element D – The instructor/examiner structured debriefing and discussion in an organized and constructive way

- Guides the conversation such that it progresses logically rather than jumping around from point to point
- Encourages participants to share their genuine reactions to the simulated scenario(s)/case(s) and takes their remarks seriously
- Helps learners analyze their actions and thought processes as they review the scenario(s)/case(s)
- Ties together observations and relates the scenario(s)/case(s) to ways they all might improve their future clinical practice

Element E – The instructor/examiner provoked in-depth discussions that led learners to reflect on their performance

- Uses concrete examples—not just abstract or generalized comments—to get participants to think about their performance
- Makes his/her point(s) of view clear; not expecting or forcing learners to guess what he/she is thinking
- Is respectful and constructive in trying to help upset or confused learners deal with their emotions (if/as appropriate)

Element F – The instructor/examiner identified what was done well or poorly – and why

- Provides concrete feedback to participants on performance or on that of the team, based on accurate statements of fact and an honest point of view
- Helps explore what participants were thinking or trying to accomplish at key moments during the simulation

Element G – The instructor/examiner helped learners see how to improve or sustain superior performance

- Helps participants learn how to improve weak areas/techniques or how to repeat superior performance without being condescending
- Uses his/her knowledge to help participants see how to perform well in the future
- Makes sure learners covered the most important topics based on the goals and objectives of the simulation

Teamwork Element – The instructor/examiner established leadership, communication, and teamwork skills

- Promotes effective communication and models the skills involved in leadership, situational awareness, and mutual support necessary in the clinical environment
- Recognizes the unique value, experience, and knowledge of his/her co-facilitator (if appropriate) as well as the Sim/CEAL staff, allowing everyone equal/appropriate involvement in the debriefing discussion
- Defers to others on topics/techniques that are more in line with another's area of expertise