

Supplemental Digital Content 2. Post-simulation debriefing outline

Instruction

1. During simulation, you should evaluate the performances of the student team using the critical action checklist which is included in simulation scenarios for debriefing.
2. You will have only 20 minutes for the post-simulation debriefing. Try to equally share the time for team dynamics and team clinical performance based on the evaluation results of the critical action checklist.
3. We will not use a video clip for debriefing.
4. Follow the instruction for the assigned type of post-simulation debriefing method

For FCF:

1. You directly give feedback to a student team. Provides students with guidance and direction by correcting errors in performance or by reinforcing appropriate performance.
2. Do not use the script below.

For SSD:

1. Address all critical actions as much as possible.
2. The script has 3 phases, and each phase has several sentences.
3. For each critical action, manage the first two phases (Gather-Analyze).
 - Read one of the sentences at phase from the script
 - Encourage students to self-reflect, and engage all students.
 - Avoid dominating the discussion.
4. The last phase: Summarize take-home message at the end of the debriefing.

Structured and Supported Debriefing (SSD) Script

Introduction

- Well, please sit on a chair in a circle to face each other.
- You experienced a cardiac arrest case, just now. I'll spend about 20 minutes talking about the case with you. I'd like you to say what happened, why and how you did, and how you can improve in your clinical practice.
- Now, you must get out from the role that you just took in the simulation. I hope that you freely participate the discussion as you have experienced."

Gather	Analyze	Summarize
Learner observed <ul style="list-style-type: none"> • Can you describe the events from your perspective? • Can you review the events of the scenario? • What did the team do? • How did you think your treatments went? 	Performed well <ul style="list-style-type: none"> • How were you able to? • Why do you think you were able to? • Tell me about how you 	Learner-guided <ul style="list-style-type: none"> • What are the main things you learned? • Can each you tell me only one key point? • What are the main take-home messages?
Instructor observed <ul style="list-style-type: none"> • I noticed that • I heard that • I saw that • It looked to me like the team 	Needs work <ul style="list-style-type: none"> • Why do you think occurred? • What would you want to change and why? • What was you thinking while? • What prevented you from? 	Instructor-guided <ul style="list-style-type: none"> • Let's summarize what we learned... • Here is what I think we learned... • The main take-home messages are...

Figure examples of Structured and Supported Debriefing (SSD)

