Supplemental Digital Content 1 – Advantages and Disadvantages of Three Educational Strategies used in Debriefings

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|  | **Educational Strategy** |
| **Learner Self-Assessment***(e.g. Plus-Delta)* | **Focused Facilitation***(e.g. Advocacy-Inquiry; Alternatives and their pros and cons)* | **Provide Information (Directive Feedback and Teaching)** |
| **Advantages** | Generates list of desired and undesired actions, alternative strategiesMultiple issues listed in a short period to time (especially with Plus/Delta)Well-suited for cognitive (knowledge) or psychomotor-based learning objectives; can also be used for behavioral learning objectives with skilled debriefersMay lead to some discussion of actions amongst learnersEasier to master | Uncovers rationale for action related to clinical decision-making, behavioral issues, interprofessional collaboration & teamworking Allow probing of issues raised by participantsPromotes learner self-reflectionCan generate rich discussion if done properlyNew issues are often brought forth by learnersLearners often answer questions through discussion amongst themselves | DirectPractical solution to performance gaps are provided by facilitatorPotentially efficient since cognitive (knowledge) or psychomotor-based performance gaps can be addressed quicklyEasy for learner to comprehend solutionSimilar to just-in-time clinical teaching |
| **Disadvantages** | Trainees may be overly critical and identify many areas of improvement and few areas of strengthDifficult to uncover underlying rationale for actionUncovers issues at a superficial level only and may limit deeper reflection Debriefer needs to recognize the importance of closing performance gaps once they are identifiedInaccurate assumptions made by facilitator may lead to performance gaps that aren’t closed properly | Can be time consumingTrainees’ rationale for action may be difficult to elicit if they are not engaged or lack insightMore difficult to master | Overuse of this approach may lead to the instructor doing all the talkingNot suited to uncover underlying rationale for actionFacilitator may make an incorrect assumption about the underlying rationale for action and provide feedback and/or teaching that does not meet the learners’ needs or improve future performanceDirect feedback may be viewed as harsh if delivered ineffectively or prematurely without sufficient explorationLimits discussionMay de-emphasizes learner involvementDoes not promote self-reflection |