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 strategies  Multiple 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 debriefers  May lead to some discussion of actions amongst learners  Easier to master | Uncovers rationale for action related to clinical decision-making, behavioral issues, interprofessional collaboration & teamworking  Allow probing of issues raised by participants  Promotes learner self-reflection  Can generate rich discussion if done properly  New issues are often brought forth by learners  Learners often answer questions through discussion amongst themselves | Direct  Practical solution to performance gaps are provided by facilitator  Potentially efficient since cognitive (knowledge) or psychomotor-based performance gaps can be addressed quickly  Easy for learner to comprehend solution  Similar to just-in-time clinical teaching |
| **Disadvantages** | Trainees may be overly critical and identify many areas of improvement and few areas of strength  Difficult to uncover underlying rationale for action  Uncovers issues at a superficial level only and may limit deeper reflection  Debriefer needs to recognize the importance of closing performance gaps once they are identified  Inaccurate assumptions made by facilitator may lead to performance gaps that aren’t closed properly | Can be time consuming  Trainees’ rationale for action may be difficult to elicit if they are not engaged or lack insight  More difficult to master | Overuse of this approach may lead to the instructor doing all the talking  Not suited to uncover underlying rationale for action  Facilitator 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 performance  Direct feedback may be viewed as harsh if delivered ineffectively or prematurely without sufficient exploration  Limits discussion  May de-emphasizes learner involvement  Does not promote self-reflection |