



PEARLS Debriefing Method

Debriefing Best Practice

There are many different evidence-based debriefing methods for simulation. The one recommended by the MUSC Healthcare Simulation Center is –

Promoting Excellence and Reflective Learning in Simulation

PEARLS

Developed by Walter Eppich, MD and Adam Cheng, MD

Eppich, W. & Cheng, A. (2015). Promoting excellence and reflective learning in simulation (PEARLS). *Simulation in Healthcare*, 10(2), 106-115.



Three Phases of PEARLS Framework

Phase I – Reflection

Phase II – Description

Phase III - Analysis



Phase I – Reaction Script

Find out how the learners feel about the simulation activity.

Questions to ask:

“How are you feeling? How did it go?”

Tip: Don't spend too long in this phase. Its purpose to gauge the emotional responses and identify areas that are important to the learner. Encourage responses for all learners.



Phase II – Description Script

Summarize the simulation case to ensure learners have a shared understanding of what occurred

Questions to ask:

“What happened? Can you describe the situation? Will someone summarize what just happened?”

Tip: This phase may be shortened if learners have a shared understanding of the simulation.



Phase III – Analysis Script

Use one or more techniques, depending on the objectives of the simulation activity, to encourage learner self-assessment and close performance gaps.

Global statement to introduce this phase:

“Let’s explore those aspects managed effectively and those that seemed more challenging.”



Phase III – Analysis: Learner Self-Assessment Script

Questions to ask:

“What aspects do you think you managed or performed well?”

“What aspects would you want to change? Why?”

“Why do you think ----?”



Phase III – Analysis: Closing Performance Gaps Script

For Directive Feedback (Provide Specific Information)

Statements include three components:

“I noticed [behavior] ----. Next time you may want to [suggested behavior] ---- because [rationale] ----.



Phase III – Analysis: Closing Performance Gaps Script

For Focused Facilitation (Guide learners to self-correction)

Questions to ask:

“I would like us to talk about ----.”

“How do you all see it?”

“I'm concerned about ---; can you tell me what you were thinking at the time?”

“I wonder what your thoughts were at the time.”

“What were your priorities at the time?”

“Help me understand how you decided to----”

“How would the patient view----?”

“What would the legal consequences be----?”

“How would this affect the patient outcome----?”



Debriefing Aid

Cards are located throughout the MUSC Healthcare Simulation Center containing PEARLS scripted prompts. A downloadable version is included in this topic.

PEARLS Debriefing Phases		
Phase I – Reaction – “How are you feeling?” “How did it go?”		
Phase II – Description – “What happened?” “Describe the situation.” “Summarize what just happened.”		
Phase III – Analysis – “Let’s explore those aspects managed effectively and those that seemed more challenging.” <i>Use some or all of the following techniques during analysis</i>		
Learner Self-Assessment	Closing Performance Gaps <i>May use pre-programmed scenario logs as a guide</i>	
“What aspects do you think you managed or performed well?”	Directive Feedback <i>Provide specific information</i>	Focused Facilitation <i>Guide learners to self-correction</i>
“What aspects would you want to change? Why?” “Why do you think ----?”	“I noticed [behavior] ----. Next time you may want to [suggested behavior] ---- because [rationale] ----.	“I would like us to talk about ----.” “How do you all see it?” “I’m concerned about ---; can you tell me what you were thinking at the time?” “I wonder what your thoughts were at the time.” “What were your priorities at the time?” “Help me understand how you decided to----” “How would the patient view----?” “What would the legal consequences be----?” “How would this affect the patient outcome----?”

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