

Debriefing Assessment for Simulation in Healthcare (DASH) Student Version[©]

Directions: Please summarize your impression of the introduction and debriefing in this simulation-based exercise. Use the following scale to rate the “Behaviors” and the six “Elements.” If a listed behavior is impossible to assess (e.g., how the instructor handled upset people if no one got upset), leave it blank and don’t let that influence your evaluation. The instructor may do some things well and some things not so well within each Element. Do your best to rate the **overall effectiveness for the whole Element** guided by your observation of the Behaviors that define it. The overall Element rating is not an average of the Behavior Scores; it’s your overall impression of how well the Element was executed by the instructor.



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

Element 1 assesses the introduction at the beginning of a simulation-based exercise.

Skip this element if you did not participate in the introduction.

If there was no introduction and you felt one was needed to orient you, your rating should reflect this.

Element 1 The instructor set the stage for an engaging learning experience.	Rating Element 1 _____	
Behavior	Behavior Score	
A. The instructor introduced him/herself, described the simulation environment, what would be expected during the activity, and introduced the learning objectives.		
B. The instructor explained the strengths and weaknesses of the simulation and what I could do to get the most out of simulated clinical experiences.		
C. The instructor attended to logistical details as necessary such as toilet location, food availability, and schedule.		
D. The instructor made me feel stimulated to share my thoughts and questions about the upcoming simulation and debriefing and reassured me that I wouldn’t be shamed or humiliated in the process..		

Elements 2 through 6 assess a debriefing.

Element 2 The instructor maintained an engaging context for learning.	Rating Element 2 _____	
Behavior	Behavior Score	
A. The instructor clarified the purpose of the debriefing, what was expected of me, and the instructor’s role in the debriefing.		
B. The instructor acknowledged concerns about realism and helped me learn even though the case(s) were simulated.		
C. I felt that the instructor respected participants.		
D. The focus was on learning and not on making people feel bad about making mistakes.		
E. Participants could share thoughts and emotions without fear of being shamed or humiliated.		

Element 3		Rating Element 3
The instructor structured the debriefing in an organized way.		_____
Behavior	Behavior Score	
A. The conversation progressed logically rather than jumping around from point to point.		
B. Near the beginning of the debriefing, I was encouraged to share my genuine reactions to the case(s) and the instructor seemed to take my remarks seriously.		
C. In the middle, the instructor helped me analyze actions and thought processes as we reviewed the case(s).		
D. At the end of the debriefing, there was a summary phase where the instructor helped tie observations together and relate the case(s) to ways I can improve my future clinical practice.		

Element 4 The instructor provoked in-depth discussions that led me to reflect on my performance.		Rating Element 4

Behavior	Behavior Score	
A. The instructor used concrete examples—not just abstract or generalized comments—to get me to think about my performance.		
B. The instructor’s point of view was clear; I didn’t have to guess what the instructor was thinking.		
C. The instructor listened and made people feel heard by trying to include everyone, paraphrasing, and using non verbal actions like eye contact and nodding, etc.		
D. The instructor used video or recorded data to support analysis and learning.		
E. If someone got upset during the debriefing, the instructor was respectful and constructive in trying to help them deal with it.		

Element 5 The instructor identified what I did well or poorly—and why.		Rating Element 5

Behavior	Behavior Score	
A. I received concrete feedback on my performance or that of my team based on the instructor’s honest and accurate view.		
B. The instructor helped explore what I was thinking or trying to accomplish at key moments.		

Element 6 The instructor helped me see how to improve or how to sustain good performance		Rating Element 6

Behavior	Behavior Score	
A. The instructor helped me learn how to improve weak areas or how to repeat good performance.		
B. The instructor was knowledgeable and used that knowledge to help me see how to perform well in the future.		
C. The instructor made sure we covered important topics.		