

PEARLS Scripted Debriefing Tool – Quickstart Guide

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**PEARLS Debriefing Framework**

**REACTION**

- “How did that feel?”

**DESCRIPTION**

- “Can someone summarize what the case was about from a medical point of view? What were the main issues you had to deal with?”

**ANALYSIS**

Pick one of the three methods below

<b>Learner Self-Assessment (e.g. Plus-Delta)</b>	<b>Directive feedback and teaching</b>	<b>Focused Facilitation (e.g. Advocacy-Inquiry)</b>
“What aspects of the case do you think you managed well?” “What aspects of the case would want to change?”	I noticed you <i>[insert performance gap here]</i> . Next time, you may want to ... <i>[close gap]</i> ...because <i>[provide rationale]</i>	<i>Elicit underlying rationale for actions: see page 2 for approach</i>

Are there any outstanding issues we haven't discussed yet before we start to close?

**APPLICATION/SUMMARIZING**

- Learner Driven: “I like to close the debriefing by having each of you state one or two take-away points that will help you in the future”.

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## Advocacy-inquiry: pairing your point of view with a question to get trainees' perspective

ADVOCACY - INQUIRY			
	Observation about a performance gap	Express your point of view about the observed performance gap	Ask about the perspective
STEP 1: EXPLORE PERFORMANCE GAPS	<p>I noticed that...</p> <p>I saw that...</p> <p><i>I heard you say ... *</i></p>	<p><b>Appreciation</b></p> <p>I liked that....</p> <p>I thought that was interesting / fascinating</p> <p><b>Appreciation or concern</b></p> <p>I was thinking...</p> <p>That makes me think that...</p> <p>I had the impression that...</p> <p>It seemed to me that...</p> <p><b>Concern</b></p> <p>I was wishing that</p> <p>I felt uncomfortable because...</p> <p>I was worried / concerned...</p>	<ul style="list-style-type: none"> <li>How do you all see it?</li> <li>I wonder what your thoughts were at the time?</li> <li>What was going through your mind?</li> <li>What were your priorities at the time?</li> <li>How did the team get organized?</li> <li>Help me understand how the team / you decided that...</li> </ul>
STEP 2: UNDERSTAND FRAMES AND CLOSE PERFORMANCE GAPS	<p><b>Clarify understanding of the trainee's rationale for action</b></p> <ul style="list-style-type: none"> <li>So what I'm hearing is that <i>[insert performance gap]</i> was related to <i>[insert frame here]....</i></li> <li>If I understand correctly, you are saying that <i>[insert performance gap]</i> was due to <i>[insert frame here]...</i></li> </ul>	<p><b>Exploring the rationale and close the performance gap</b></p> <p><b>Positive Performance Gap</b></p> <ul style="list-style-type: none"> <li>Identify and reinforce existing frame through discussion</li> <li>Discuss / teach to highlight positive performance</li> </ul> <p><b>Negative Performance Gap</b></p> <ul style="list-style-type: none"> <li>Identify and explore new frame through discussion</li> <li>Teach to close performance gap when learning need is clear</li> </ul>	<p><b>Help learners generalize</b></p> <p>What strategies do you see going forward that would be helpful here?</p> <p>How will this impact your performance next time?</p> <p>How would you manage that situation differently next time?</p> <p>How will your train of thought change the next time you encounter a similar situation?</p>

## REACTIONS

### Reactions Phase

*Learners may reveal key areas that are important to them*

## DESCRIPTION

### Description Phase

*Educator may shorten if learners appear to have a shared understanding of case*

## ANALYSIS

Select Learning Objective

Select Strategy

CONSIDER:

1. How much time is available?
2. Is the rationale evident?
3. What is the content area?

*Less Time  
+/- Rationale  
Content: Undefined*

**Learner  
Self-Assessment**

**Learner Generates  
Objectives  
(+/-Δ)**

*More Time  
- Rationale  
Content: Cognitive/  
Behavioral*

**Focused Facilitation**

*(e.g. Advocacy-Inquiry,  
Guided Team Self-Correction)*

**Analyze  
Performance related  
to Objective**

*Shorter Time  
+ Rationale  
Content: Technical/  
Cognitive*

**Provide Information**  
(Directive Feedback and Teaching)

*More Time; Good Learner Insight*  
**Learner Guided: Discussion**

**Discussion and  
Teaching**

*Less Time; Poor Learner Insight*  
**Educator Guided: Teaching**

**Were All Learning Objectives Covered?**

NO

YES

## SUMMARY

**Application / Summary**

**Learner Guided**

**Educator Guided**

Revisit Learning Objectives