

<p>Phase I: REACTIONS <i>Focus on feelings</i></p> <p>So you just finished... [your shift, your morning assessment, caring for ____, completing ____, etc.]</p> <p>How are your feeling?</p>	<p>SET</p>	<p>PREVIEW: I would like to discuss... Is now a good time for you?</p>
<p>PHASE II: ANALYSIS <i>Focus on understanding/reflecting</i></p> <p>Preview, advocacy, inquiry...</p> <p>Reflective techniques...</p> <p>Deeper dives, unpacking...</p> <p>Discussion, teaching...</p>	<p>A D V O C A C Y</p>	<p>I SAW:</p> <p>Sarah, I noticed that...</p> <p>Mark, at one point in your shift I saw/ heard that...</p> <p>I THINK:</p> <p>...I was thinking that...</p> <p>...my concern is...</p>
	<p>I N Q U I R Y</p>	<p>I WONDER:</p> <p>...how were you seeing it?</p> <p>...what was your take on this?</p> <p>...if you can talk to me a bit about that?</p> <p>...what was going on for you then?</p> <p>...what was on your mind at that time?</p> <p>...what are your thoughts about this?</p>
<p>PHASE III: SUMMARY <i>Focus on application of learning</i></p> <p>Summarize or state at least one take-away from today's conversation that you will incorporate into your practice.</p> <p>Collaboratively develop an action plan for moving forward.</p>	<p>T E A C H</p>	<p>CLOSE GAP:</p> <p>Listen.</p> <p>Coaching tailored to learner's frame.</p> <p><small>REFERENCE: Rudolph, JW; Simon, R; Dufresne, RL; & Raemer, DB. (2006) There's No Such Thing as "Nonjudgmental" Debriefing: A Theory and Method for Debriefing with Good Judgment. <i>Simulation in Healthcare</i>, 1(1)</small></p>