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### The 3 stages of debriefing skills development: the faculty development journey

Current simulation-based faculty development literature has a narrow focus, primarily on foundational skills such as debrief frameworks and conversational techniques<sup>[1]</sup>. It often neglects the journey debriefers undertake as they move from being novice debriefers to experts in the field.

Cheng et al<sup>[1]</sup> have modified Dreyfus & Dreyfus's<sup>[2]</sup> model of skills development for debriefing skills in simulation-based education (SBE). They describe 3 stages:

1. The *discovery* stage: debriefers gain the basic, declarative knowledge of fundamental debriefing concepts such as evidence-base, frameworks, educational strategies, conversational methods and psychological safety.
2. The *growth* stage: debriefers work towards acquiring a growing toolbox of strategies to manage more complex debriefing interactions, including co-debriefing, tools to manage difficult discussions, balancing learner-centred debriefing with curriculum-driven intended learning outcomes, considerations about cultural influences and potentially using objective data during debriefing to assist with authenticity and standardized elements for discussion<sup>[3]</sup>.
3. The *maturity* stage: debriefers learn to adapt to a variety of different debriefing contexts utilizing their comprehensive knowledge and deep understanding, solving problems intuitively and dynamically and problem-solving with innovative solutions.

**Figure 2: Faculty Advancement in Simulation Training (FAST) mapped to Cheng et al's framework<sup>[1]</sup>**



**Figure 3: Simulation in action (permission granted by individuals within photo)**



### Declarations

#### Authors' contributions

All authors contributed to the conception, design and writing of this article. All authors reviewed and approved the final manuscript. All authors give consent for this manuscript to be published.

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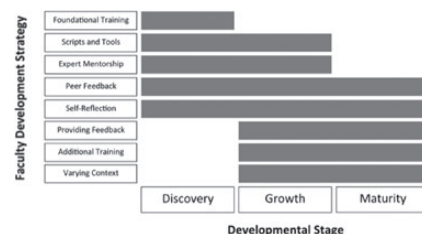
#### Competing interests

No conflicts of interest declared.

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**Figure 1: Faculty development strategies across 3 stages of debriefing expertise as described by Cheng et al<sup>[1]</sup>**



### The Faculty Advancement in Simulation Training (FAST) programme

Cheng et al's conceptual framework<sup>[1]</sup> is analogous to the Scottish Clinical Skills Managed Education Network tier structure, which frames the journey of educator development from tier 1 (novice) to tier 3 (expert)<sup>[4]</sup>. This structure reflects the FAST programme – an introductory face-to-face practical session, an online modular programme<sup>[4]</sup>, face-to-face workshops and formalised peer-coaching and assessment<sup>[5-7]</sup>. There is flexibility in which order these activities are undertaken, as developing faculty will have differing learning needs, dependent upon where they are in their individual development journey.

#### Continuing the FAST journey: mastering the meta-debrief

- Developing simulation-based educators capable of developing, coaching and supporting novice debriefers is a vital component for sustainable SBE<sup>[8]</sup>.
- 'Meta-debriefers' need to be able to perform and model high-quality feedback conversations and self-regulate reflective practice<sup>[8]</sup>.
- Currently, the progression from 'debriefers' to 'meta-debriefer' is loosely constructed from opinion and personal experience only, rather than evidence-based practices.
- Research is required to address this gap in the literature so we may better answer the question of 'how do we master the meta-debrief?'

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