

Checklist for creating psychologically safer Sim-IPE debriefs for health discipline students

These are the ideal conditions however we acknowledge that constraints occur with resource availability and access across different contexts. This is a working document and will continue to be developed over time.

Design phase

Item	Description	Yes	No	N/A
Learning outcomes	Backwards designed and focused upon interprofessional education and patient-centered care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Purpose and expectations stated in promotion, registration and event reminders to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timing	Allocated time for debriefs is equal to that of scenario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modality	Face-to-face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voluntary participation	Attendance is optional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	This been clearly communicated to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical environment	Calming lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Circular seating with nobody at a designated 'head'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Non-clinical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Adequate spacing between tables/groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group design	6–8 students per group with 1-2 facilitators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mix of disciplines in each group e.g., 1 x nurse, 1 x occupational therapist, 1 x social worker, 1 x physiotherapist, 1x medical student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inform students prior that groups will be mixed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitator prep	Pre-briefing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Facilitator guide provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representation	Diversity of disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Diversity of year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Facilitation phase

Item	Description	Yes	No	N/A
Registration	Student guide provided at arrival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Name and discipline labels worn (incl. facilitator)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting the scene	Acknowledgement of country and introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Describe the purpose of interprofessional collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Warm-in (i.e. icebreaker)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitator behaviours	Introductions amongst group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Acknowledge and respect each student's discipline-specific knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Encourage equal contributions and vulnerability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Normalise uncertainty and mistakes as part of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Framing all contributions as valid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Encourage student-led discussion and exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use of verbal and non-verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Intentional questioning, open questions, and prompts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrap-up	Whole group reflection to end day, with discussion on how learnings can impact their future clinical practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation phase

Item	Description	Yes	No	N/A
Feedback	Collect student feedback at end-of day via online or written evaluation form centered on learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email students	Email sent to all students as thank you for attending, reminder of evaluation, and encouraging to continue reflecting on content and impact for their practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
De-brief facilitators	All facilitators meet for a group de-brief within a week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>