

Modified Debriefing Assessment in Real Time (DART) Tool

Instructor Name(s) _____ Scenario: _____ Date: _____

- Before scenario: - Reviews learning objectives/outcomes and anticipated actions.
- During scenario: - Observes performance of relevant cognitive, technical, and behavioural skills.
- After scenario: - Consider a co-debriefing checklist. Considers approach, agenda and important topics
- In Debriefing: - Facilitates, does not dominate (Guide on the side; not a sage on the stage)

Scenario Start Time: _____	Debriefing Start Time: _____
Scenario End Time: _____	Debriefing End Time: _____
Scenario Length: _____	Debriefing Length: _____

Time between end of scenario and start of debriefing: _____ min

Estimated portion of scenario events (or VIDEO content) covered in debriefing: _____ %

Number/Percentage of learning objectives covered during debriefing: _____ N/%

Length of Debriefing versus Length of scenario (ratio) _____ / _____ min

*OPTIONAL "Chess Clock" - Debriefing Talking vs Participants Talking (ratio) _____ / _____ min

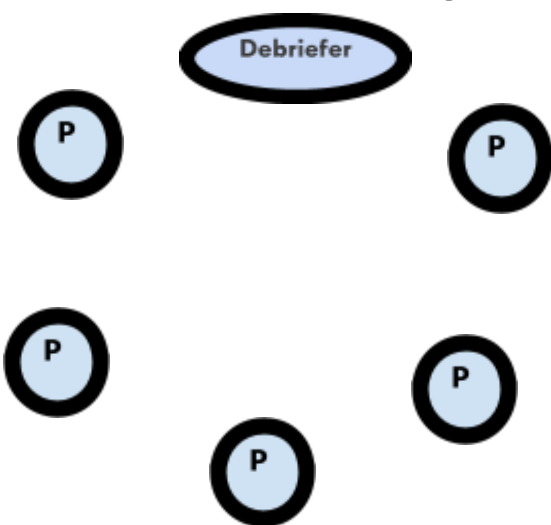
*IF VIDEO USED: Time when video is first used during debriefing: _____ min

*IF VIDEO USED: Number of times video paused during debriefing: _____ min

*IF VIDEO USED: Length of video segments played: _____ min

Lead Debriefing Questions (Cumulative tally: rows of 10)	Lead Debriefing Statements (one concept/idea is one tick)	Participant Statements (one concept/idea is one tick)
1) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	1) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	1) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
2) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	2) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	2) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
3) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	3) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	3) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
4) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	4) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	4) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
5) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	5) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	5) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
6) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	6) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	6) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
7) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	7) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	7) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
8) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	8) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	8) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
9) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	9) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	9) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
10) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	10) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	10) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
11) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	11) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	11) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
12) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	12) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	12) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
13) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	13) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	13) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
14) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	14) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	14) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
15) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	15) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	15) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Observations/Notes: _____	Observations/Notes: _____	Observations/Notes: _____

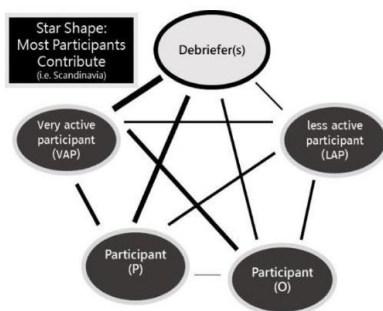
Conversational Diagram**



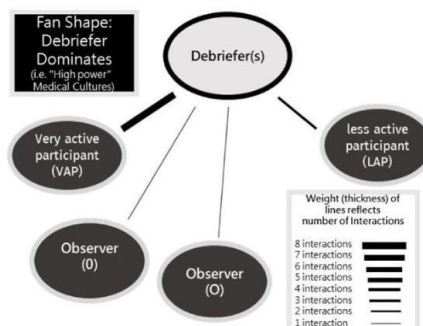
****Draw connecting lines for each strong interaction**
Add further or remove shapes as required (samples below)

Peer Feedback Notes:

Interaction Pattern 1 - Star Shape (inclusive or Low Power culture)



Interaction Pattern 2 - Fan Shape (debriefers led or High Power culture)



Interaction Pattern 3 - Triangle Shape (only a few people talk in the debrief)

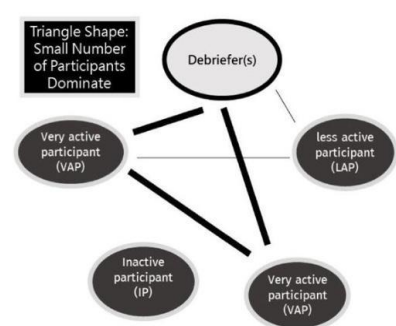


Fig. 1 Conversational diagrams. Interaction and strength coding (adapted from Dieckmann et al. and Ulmer et al.). Interaction pattern 1—star shape (inclusive or low power culture). Interaction pattern 2—fan shape (debriefers led or high power culture). Interaction pattern 3—triangle shape (only a few people talk in the debrief)

References and Links

- **Instructions for use and Resources** - www.emergencypedia.com/CAPE
- Arul N, Ahmad I, Hamilton J, Sey R, Tillson P, Hutson S, et al. Lessons learned from a collaborative to develop a sustainable simulation-based training program in neonatal resuscitation: simulating success. *Children*. 2021;8(1):39.
- Baliga K, Coggins A, Warburton S, Mathias D, Yamada NK, Fuerch JH, Halamek LP. Pilot study of the DART tool - an objective healthcare simulation debriefing assessment instrument. *BMC Med Educ*. 2022 Aug 22;22(1):636.
- Baliga K, Halamek LP, Warburton S, Mathias D, Yamada NK, Fuerch JH, Coggins A. The Debriefing Assessment in Real Time (DART) tool for simulation-based medical education. *Adv Simul (Lond)*. 2023 Mar 14;8(1):9.
- Coggins A, Hong SS, Baliga K, Halamek LP. Immediate faculty feedback using debriefing timing data and conversational diagrams. *Adv Simul (Lond)*. 2022 Mar 7;7(1):7.
- Data informed debriefing <https://icenet.blog/2022/07/05/data-informed-simulation-debriefing>
- Raney J.H, Medvedev M M, Cohen SR. et al. Training and evaluating simulation debriefers in low-resource settings: lessons learned from Bihar, India. *BMC Med Educ* 20, 9 (2020).
- Cheng A, Grant V, Huffman J, Burgess G, Szyld D, Robinson T, Eppich W. Coaching the Debriefers: Peer Coaching to Improve Debriefing Quality in Simulation Programs. *Simul Healthc*. 2017 Oct;12(5):319-325.