

Cultural Prototypes and Differences in Simulation Debriefing

The purpose of this interview is to identify the significance of certain cultural elements on simulation debriefing. The interview will take about 15 minutes to complete and will be recorded.

The authors constitute an international group of researchers, studying the effect of culture on simulation debriefing. Interviewees will remain anonymous and results will be kept confidential and de-identified.

Are there any questions before we start the interview?

I. Demographic information

1. How old are you?
2. Where did you grow up (nation)?
3. What is your profession? (e.g. physician, nurse, midwife, educator)
4. In which country/countries are you currently practicing simulation? (If practiced in more than one country, define the country/setting being described in the examples, you imagine.
5. Which cultural background (nation) do you identify with? E.g. the one you were raised in or the one in which you currently practice simulation?
6. Linguistics / Society:
 - a. What language(s) do you debrief in?
 - b. Is it a native language of the country you are debriefing in?
 - c. Are you usually on a first name basis with the participants during a debriefing? Can you quantify the percentage of time you are referred to by your first name versus your last?
 - d. Do you fulfill any clinical responsibilities alongside your simulation participants as members of the same team?

- e. What professional relationship do you have to your participants?
7. How much exposure have you had to simulation as a debriefer:
- a. For how many years have you been debriefing as a simulation instructor?
 - b. How many debriefings per month do you lead on average?
 < 5 5 - 15 > 15
 - c. About how many debriefings have you led since becoming an instructor:
 < 50 50 - 100 > 100
8. Are the simulation teams you debrief made up of interprofessional participants (doctors, nurses, allied health professionals)?
9. Are the simulation teams you debrief mostly made up of male participants? Females? Equal? Can you quantify gender distribution in %?
10. Does the ratio of males/females in your debriefing setting vary with the level of expertise of your participants? Please elaborate.

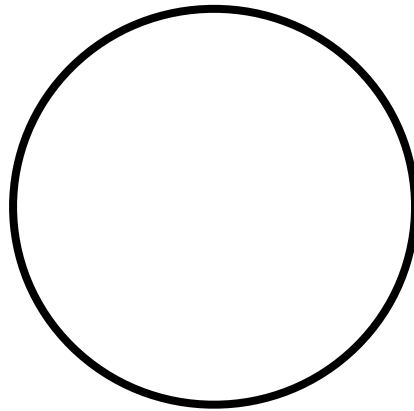
II. Quantitative debriefing characteristics

For the sake of the interview, we would like you to picture a "typical" setting in which you debrief. Picture yourself working with an interprofessional postgraduate group of simulation participants. All participants are comfortable speaking the same language.

Can you briefly describe the setting you are visualizing?

(This question intends to ensure that the interviewee is explicitly picturing a debriefing setting that he or she can reference or reflect upon when answering the subsequent questions)

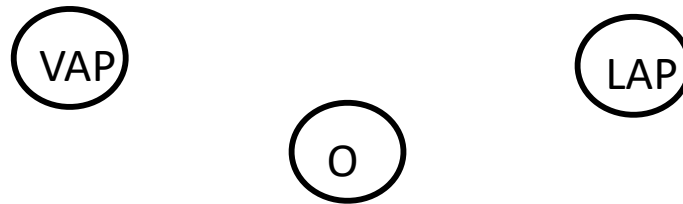
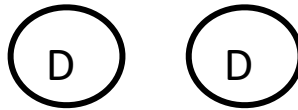
11. Talking time: During a simulation debriefing, the debriefers will commonly try to facilitate discussion among participants. Describe the talking time ratio between debriefer(s) and participant(s) drawing a pie chart (*ask debriefer to draw two slices*).



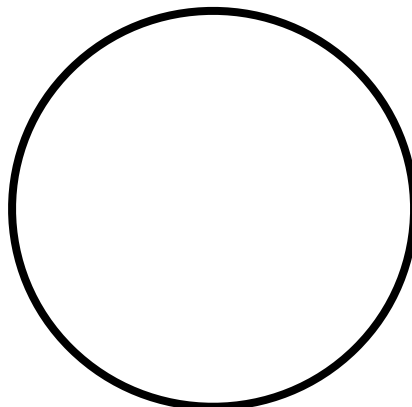
12. Interaction pattern: Describe/ depict the **degree of interaction during a debriefing** between the following 5 people: Debriefers (D) – co-debriefer (D) – very active participant during the scenario (VAP) – less active participant during the scenario (LAP) – observer (O). (*An observer is defined as a scenario non-participant, who witnesses the debriefing and who may or may not participate*).

Depict this by connecting (drawing) the 5 people with lines. The lines you draw represent interaction between people during a debriefing. No line means no interaction. If co-debriefer (D) and or observer (O) are not typically present, cross them out.

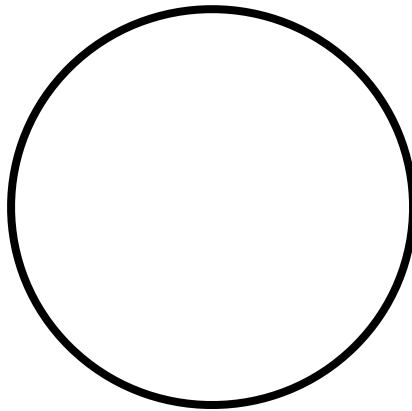
Grade the degree of interaction from 1 - 9 with 1 being minimal interaction and 9 being maximal interaction. The degree of interactions (e.g. 5) can be used more than once to describe an equal degree of interaction between different participants.



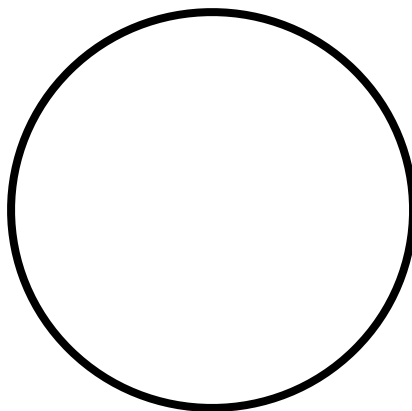
13. Interaction styles: What type of questions trigger discussion during a debriefing? Is discussion typically initiated through leading questions from the debriefer or do open-ended questions coming from the debriefer or by participants more commonly lead to discussion? (*You may want to give your interviewee an example of a leading question and an open-ended question*) Describe the ratio between leading questions versus open-ended questions by drawing a pie chart (*ask debriefer to draw two slices*).



14. Initiation of discussion: How are interactions invoked during debriefing? Does the debriefer initiate discussion or are discussions initiated by both debriefer and participants? Describe the ratio between a debriefer's initiative and participants' initiative by drawing a pie chart (*ask debriefer to draw two slices*).



15. Describe your debriefing content: Estimate the time ratio spent discussing non-technical skills (i.e. CRM, team training, human factors) versus technical skills (medical knowledge, practical or cognitive skills) during a debriefing. Partition the pie chart (*ask them to draw slices representing the ratio*). If a portion of the debriefing is spent discussing technical (namely medical knowledge) and non-technical skills in an interlinked fashion, the debriefer may choose to draw three slices.



16. In your simulation setting, how easy is it to discuss the following during debriefing

1 = very easy, 2= easy, 3 = neutral, 4 = difficult, 5 = very difficult

- Speaking up
- closed loop communication
- systems processes and challenges related to your institution
- situational awareness / pausing and sharing mental model
- importance of volunteering lack of knowledge and / or or uncertainty
- the correct / incorrect diagnosis of the case
- the technical / medical aspects of the treatment in this case

III. Qualitative debriefing characteristics

17. If the answers to question 16 included either a 4 (= difficult) or a 5 (= very difficult), why would you consider the respective issues to be difficult to discuss:

- Simulation participants are unfamiliar with CRM
- Raising such issues is viewed as culturally insensitive
- Other reasons: _____

18. Are there any relevant cultural aspects during a simulation debriefing that we have not yet touched upon? (*Open-ended question*)

Would you kindly share your name, email address and phone number/ skype name with us? May we contact you should we have further questions?