

## Debriefing Assessment for Simulation in Healthcare (DASH)<sup>®</sup> Score Sheet

**Directions:** Rate the quality of the debriefing using the following effectiveness scale on six Elements. Element 1 allows you to rate the introduction to the simulation course and will not be rated if you do not observe the introduction. The Elements encompass Dimensions and Behaviors pertinent to the debriefing as defined in the DASH Rater’s Handbook. Within each Element, the debriefing may range from outstanding to detrimental. Please note that the overall Element score is *not* derived by averaging scores for individual Dimensions or Behaviors. Think holistically and not arithmetically as you consider the cumulative impact of the Dimensions, which may not bear equal weight. You, the rater, weight dimensions as you see fit based on **your holistic view of the Element**. If a Dimension is impossible to assess (e.g., how well an upset participant is handled during a debriefing if no one got upset), skip it and don’t let that influence your evaluation.

### Rating Scale

Rating	1	2	3	4	5	6	7
Descriptor	<b>Extremely Ineffective / Detrimental</b>	Consistently Ineffective / Very Poor	Mostly Ineffective / Poor	Somewhat Effective / Average	Mostly Effective / Good	Consistently Effective / Very Good	<b>Extremely Effective / Outstanding</b>

**Element 1 assesses the introduction at the beginning of a simulation-based exercise.**

*(This element should be skipped if the rater did not observe the introduction to the course.)*

#### Element 1

**Establishes an engaging learning environment.**

**Element 1 Rating:**

- Clarifies course objectives, environment, confidentiality, roles, and expectations.
- Establishes a “fiction contract” with participants.
- Attends to logistical details.
- Conveys a commitment to respecting learners and understanding their perspective.

**Elements 2 through 6 assess a debriefing.**

#### Element 2

**Maintains an engaging learning environment.**

**Element 2 Rating:**

- Clarifies debriefing objectives, roles, and expectations.
- Helps participants engage in a limited-realism context.
- Conveys respect for learners and concern for their psychological safety.

**Element 3**

**Structures the debriefing in an organized way.**

**Element 3 Rating:**

- Encourages trainees to express their reactions and, if needed, orients them to what happened in the simulation, near the beginning.
- Guides analysis of the trainees' performance during the middle of the session.
- Collaborates with participants to summarize learning from the session near the end.

**Element 4**

**Provokes engaging discussion.**

**Element 4 Rating:**

- Uses concrete examples and outcomes as the basis for inquiry and discussion.
- Reveals own reasoning and judgments.
- Facilitates discussion through verbal and non-verbal techniques.
- Uses video, replay, and review devices (if available).
- Recognizes and manages the upset participant.

**Element 5**

**Identifies and explores performance gaps.**

**Element 5 Rating:**

- Provides feedback on performance.
- Explores the source of the performance gap.

**Element 6**

**Helps trainees achieve or sustain good future performance.**

**Element 6 Rating:**

- Helps close the performance gap through discussion and teaching.
- Demonstrates firm grasp of the subject.
- Meets the important objectives of the session.