



PEARLS Healthcare Debriefing Tool

The PEARLS blended approach to debriefing originated from a review and synthesis of feedback, debriefing, and educational literature (a complete list of citations which informed PEARLS is available in the 2015 *Simulation in Healthcare* paper). It has been used and cited broadly. We attempted to make it more user-friendly by using design principles. Many iterations later, we bring you the PEARLS Healthcare Debriefing Tool in association with *Academic Medicine*. In an effort to disseminate and further improve the Tool, it is available as a free download in English, German (translation by Walter Eppich, Jan Schmutz, and Michaela Kolbe), Spanish (Jose Maria Maestre, Ignacio del Moral, and Demian Szyld), Portuguese (Thomaz Bittencourt Couto, Priscilla Hashimoto Cerullo, Paula Dias de Toledo Rodovalho), Chinese (translation by David Li, Qi Li, Yiqun Lin, Ellen Xiao'e Liu, and John Zhong), Arabic (Aida Darweish, Amani Al Rahman, Yousef Almuhanha, and Fatemah Qasem), Japanese version 1 (Takanari Ikeyama, Ichiro Watanabe, Hiroshi Kurosawa, Takashi Shiga, and Kiyoyuki Miyasaka), Japanese version 2 (Eri Sato, Yuka Eto, Sayaka Oikawa, Sarah Kyuragi, Atsushi Nakahira, Toshiyuki Naka, Gen Ouchi, Jannet Lee-Jayaram, and Benjamin W. Berg), Korean (So Yeon Joyce Kong, Ki Ok Ahn, and Ju Ok Park), and Norwegian (Anne Mette Høegh-Larsen).

The Pearls Healthcare Debriefing Tool				
	Objective	Task	Sample Phrases	
1	Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2	Reactions	Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3	Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4	Analysis	Explore variety of performance domains	See backside of card for more details	Preview Statement (Use to introduce new topic) "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]"
				Mini Summary (Use to summarize discussion of one topic) "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?				
5	Application/ Summary	Identify take-aways	Learner centered Instructor centered	"What are some take-aways from this discussion for our clinical practice?" "The key learning points for the case were [insert learning points here]."

Reproduced with permission from *Academic Medicine*. Originally published as Bajaj K, Megardshan M, Thoma B, Huang S, Eppich W, Cheng A. The PEARLS Healthcare Debriefing Tool. *Acad Med*. 2017. [Peer Author Correction] <http://journals.ama-assn.org/doi/10.1093/acmed/akw018>

Teach to close clear knowledge gaps as they emerge → I noticed [behavior]. Next time you may want to consider [suggested behavior], because [rationale].

Reproduced with permission from *Academic Medicine*. Originally published as Bajaj K, Megardshan M, Thoma B, Huang S, Eppich W, Cheng A. The PEARLS Healthcare Debriefing Tool. *Acad Med*. 2017. [Peer Author Correction] <http://journals.ama-assn.org/doi/10.1093/acmed/akw018>

We have created versions of the tool that can be viewed electronically on your phone, tablet, or computer and printed as a pocket card or poster. We hope that it assists with faculty development and your own debriefing. Feel free to print the pocket card for personal use, hang the posters on the walls of your debriefing rooms, and download the electronic versions to your personal devices. Printing instructions are provided below.

5.8" x 7.2" Pocket Card
(PDF, both sides)

The Pearls Healthcare Debriefing Tool			
	Objective	Task	Sample Phrases
1	Setting the Scene Create a safe context for learning	State the goal of debriefing; articulate the basic assumption	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2	Reactions Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3	Description Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4	Analysis Explore variety of performance domains	See backside of card for more details	Preview Statement (Use to introduce new topic) "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]" Mini Summary (Use to summarize discussion of one topic) "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5	Application/ Summary Identify take-aways	Learner centered Instructor centered	"What are some take-aways from this discussion for our clinical practice?" "The key learning points for the case were [insert learning points here]."

Reproduced with permission from Academic Medicine. Originally published as Bajaj K, Megarajan M, Thoma B, Huang S, Epstein W, Cheng A. The PEARLS Healthcare Debriefing Tool. Acad Med. 2017. [Peer Author Correction] http://journals.ama-assn.org/doi/10.1093/acmed/akw014

Teach to close clear knowledge gaps as they emerge → I noticed [behavior]. Next time you may want to consider [suggested behavior], because [rationale].

[English Version](#)

[German Version](#)

[Spanish Version](#)

[Portuguese Version](#)

[Chinese Version](#)

[French Version](#)

[Arabic Version](#)

[Japanese Version 1](#)

[Japanese Version 2](#)

[Korean Version](#)

[Norwegian Version](#)

Phone, Tablet & Computer

(PDF, both sides)



[English Version](#)

[German Version](#)

[Spanish Version](#)

[Portuguese Version](#)

[Chinese Version](#)

[French Version](#)

[Arabic Version](#)
[Japanese Version 1](#)
[Japanese Version 2](#)
[Korean Version](#)
[Norwegian Version](#)
8.5" x 11" Small Poster
 (PDF, both sides)

The Pearls Healthcare Debriefing Tool			
	Objective	Task	Sample Phrases
1 Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2 Reactions	Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3 Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4 Analysis	Explore variety of performance domains	See backside of card for more details	Preview Statement <i>(Use to introduce new topic)</i> "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]"
			Mini Summary <i>(Use to summarize discussion of one topic)</i> "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5 Application/ Summary	Identify take-aways	Learner centered	"What are some take-aways from this discussion for our clinical practice?" "The key learning points for the case were [insert learning points here]."
		Instructor centered	

Reproduced with permission from Academic Medicine. Originally published as Bajaj K, Megardshan M, Thoma B, Huang S, Epstein W, Cheng A. The PEARLS Healthcare Debriefing Tool. Acad Med. 2017. [DOI: Author Correction] http://journals.ama-assn.org/doi/10.1093/acmed/amaa010/publishing

Teach to close clear knowledge gaps as they emerge

➔

I noticed [behavior]. Next time you may want to consider [suggested behavior], because [rationale].

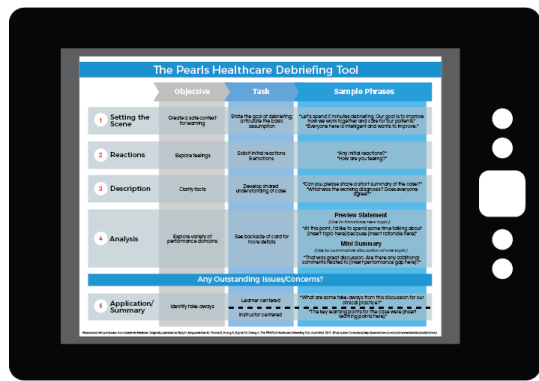
Reproduced with permission from Academic Medicine. Originally published as Bajaj K, Megardshan M, Thoma B, Huang S, Epstein W, Cheng A. The PEARLS Healthcare Debriefing Tool. Acad Med. 2017. [DOI: Author Correction] http://journals.ama-assn.org/doi/10.1093/acmed/amaa010/publishing

- [English Version](#)
[German Version](#)
[Spanish Version](#)
[Portuguese Version](#)
[Chinese Version](#)
[French Version](#)
[Arabic Version](#)
[Japanese Version 1](#)
[Japanese Version 2](#)
[Korean Version](#)
[Norwegian Version](#)

Phone, Tablet & Computer (PNG)

24" x 36" Large Poster (PNG)

Front



- [English Version](#)
- [German Version](#)
- [Spanish Version](#)
- [Portuguese Version](#)
- [Chinese Version](#)
- [French Version](#)
- [Arabic Version](#)
- [Japanese Version 1](#)
- [Japanese Version 2](#)
- [Korean Version](#)
- [Norwegian Version](#)

Back



- [English Version](#)
- [German Version](#)
- [Spanish Version](#)
- [Portuguese Version](#)
- [Chinese Version](#)
- [French Version](#)
- [Arabic Version](#)
- [Japanese Version 1](#)
- [Japanese Version 2](#)
- [Korean Version](#)
- [Norwegian Version](#)

Front

The Pearls Healthcare Debriefing Tool

	Objective	Task	Sample Phrases
1 Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2 Reactions	Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3 Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4 Analysis	Explore variety of performance domains	See backside of card for more details	Preview Statement <i>(Use to introduce new topic)</i> "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]" Mini Summary <i>(Use to summarize discussion of one topic)</i> "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5 Application/ Summary	Identify take-aways	Learner centered Instructor centered	"What are some take-aways from this discussion for our clinical practice?" "The key learning points for the case were [insert learning points here]."

Reproduced with permission from *Academic Medicine*. Originally published as Bajaj K, Meguerdichian M, Thoma B, Huang S, Eppich W, Cheng A. The PEARLS Healthcare Debriefing Tool. *Acad Med*. 2017. [Post Author Corrections] <http://journals.lww.com/academicmedicine/tocpublistahed>.

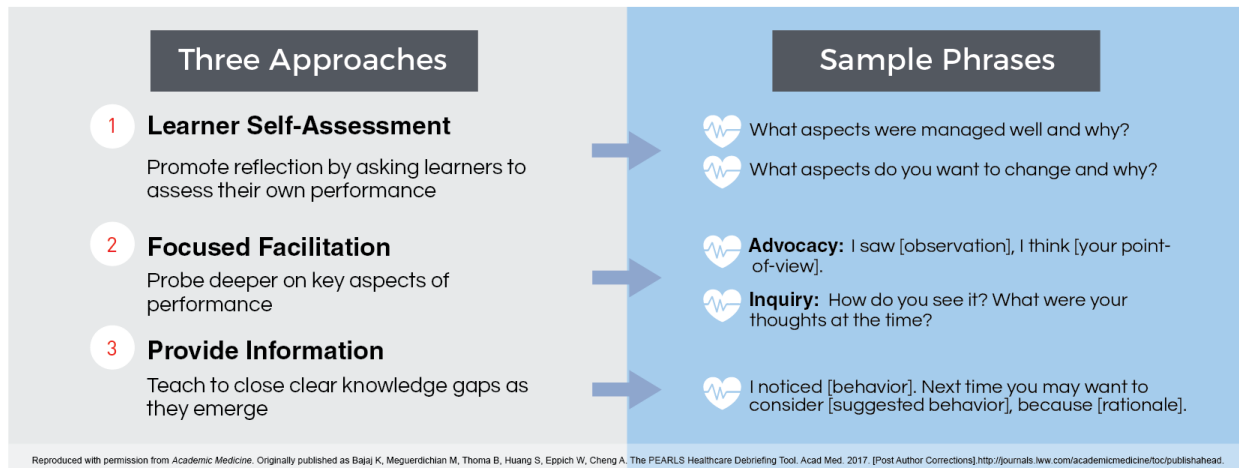
- [English Version](#)
- [German Version](#)
- [Spanish Version](#)
- [Portuguese Version](#)
- [Chinese Version](#)
- [French Version](#)
- [Arabic Version](#)
- [Japanese Version 1](#)
- [Japanese Version 2](#)
- [Korean Version](#)
- [Norwegian Version](#)

Back

The Analysis Phase

Performance Domains

The analysis phase can be used to explore a variety of performance domains:



- [English Version](#)
- [German Version](#)
- [Spanish Version](#)
- [Portuguese Version](#)
- [Chinese Version](#)
- [French Version](#)
- [Arabic Version](#)
- [Japanese Version 1](#)
- [Japanese Version 2](#)
- [Korean Version](#)
- [Norwegian Version](#)

Printing Instructions

The Pocket Card (5.8" x 7.2"), Small Poster (8.5" x 11"), and Large Poster (24" x 36") formats are designed to be printed. For the **Pocket Card**, we recommend printing on both sides of the same sheet of paper then cutting it out and laminating it for durability. The **Small Poster** can be printed as a double-sided handout or a single-sided table/wall poster. The **Large Poster** is intended to be printed on two separate sheets and hung on the wall. If you require a different size please let us know how you plan to use it and we will aim to make it for you.

Referencing the PEARLS Healthcare Debriefing Tool

The PEARLS Healthcare Debriefing Tool has been reproduced with permission from *Academic Medicine*. It was originally published and should be referenced as: **Bajaj K, Meguerdichian M, Thoma B, Huang S, Eppich W, Cheng A. The PEARLS Healthcare Debriefing Tool. Acad Med. 2018, 93(2), 336. [\[Link\]](#)**