

## **Citation List**

- 1) Arafeh, J. M., Hansen, S. S., & Nichols, A. (2010). Debriefing in Simulated-Based Learning. *The Journal of Perinatal & Neonatal Nursing*, 24(4), 302-309.
- 2) Archer, J. C. (2010). State of the science in health professional education: Effective feedback. *Medical Education*, 44(1), 101-108.
- 3) Barrett, L. F., & Russell, J. A. (1999). The Structure of Current Affect: Controversies and Emerging Consensus. *Current Directions in Psychological Science Current Directions in Psychol Sci*, 8(1), 10-14.
- 4) Cantrell, M. A. (2008). The Importance of Debriefing in Clinical Simulations. *Clinical Simulation in Nursing*, 4(2).
- 5) Cheng, A., Rodgers, D. L., Jagt, É V., Eppich, W., & O'Donnell, J. (2012). Evolution of the Pediatric Advanced Life Support course. *Pediatric Critical Care Medicine*, 13(5), 589-595.
- 6) Cheng, A., Palaganas, J., Eppich, W., Rudolph, J., Robinson, T., & Grant, V. (2015). Co-debriefing for Simulation-based Education. *Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare*, 10(2), 69-75.
- 7) Dieckmann, P., Friis, S. M., Lippert, A., & Østergaard, D. (2009). The art and science of debriefing in simulation: Ideal and practice. *Medical Teacher*, 31(7).
- 8) Dreifuerst, K. T. (2009). The Essentials of Debriefing in Simulation Learning: A Concept Analysis. *Nursing Education Perspectives*, 30(2), 109-114.
- 9) Eppich, W., & Cheng, A. (2015). Promoting Excellence and Reflective Learning in Simulation (PEARLS). *Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare*, 10(2), 106-115.
- 10) Jhean-Larose, S., Leveau, N., & Denhière, G. (2014). Influence of emotional valence and arousal on the spread of activation in memory. *Cogn Process Cognitive Processing*, 15(4), 515-522.
- 11) Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). The adult learner: The definitive classic in adult education and human resource development. Abingdon: Routledge. P.43-47
- 12) Meyer, M. N., Connors, H., Hou, Q., & Gajewski, B. (2011). The Effect of Simulation on Clinical Performance. *Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare*, 6(5), 269-277.

## SUNPATH: Debriefing Videos Citations and Recommended Readings List

- 13) Parsh, B. (2010). Characteristics of Effective Simulated Clinical Experience Instructors: Interviews with Undergraduate Nursing Students. *Journal of Nursing Education J Nurs Educ*, 49(10), 569-572
- 14) Paul, R., & Elder, L. (2006). *The thinker's guide to the art of Socratic questioning*. Retrieved June 25, 2016, from [https://www.criticalthinking.org/TGS\\_files/SocraticQuestioning2006.pdf](https://www.criticalthinking.org/TGS_files/SocraticQuestioning2006.pdf)
- 15) Raemer, D., Anderson, M., Cheng, A., Fanning, R., Nadkarni, V., & Savoldelli, G. (2011). Research Regarding Debriefing as Part of the Learning Process. *Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare*, 6.
- 16) Rudolph, J. W., Simon, R., Dufresne, R. L., & Raemer, D. B. (2006). There's No Such Thing as "Nonjudgmental" Debriefing: A Theory and Method for Debriefing with Good Judgment. *Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare*, 1(1), 49-55.
- 17) Rudolph, J. W., Simon, R., Raemer, D. B., & Eppich, W. J. (2008). Debriefing as Formative Assessment: Closing Performance Gaps in Medical Education. *Academic Emergency Medicine*, 15(11), 1010-1016.
- 18) Rudolph, J. W., Raemer, D. B., & Simon, R. (2014). Establishing a Safe Container for Learning in Simulation. *Simulation in Healthcare: Journal of the Society for Simulation in Healthcare*, 9(6), 339-349.
- 19) Salas, E., Klein, C., King, H., Salisbury, M., Augenstein, J., Birnbach, D., . . . Upshaw, C. (2008). Debriefing Medical Teams: 12 Evidence-Based Best Practices and Tips. *The Joint Commission Journal on Quality and Patient Safety*, 34(9), 518-527.
- 20) Sutton, R., Douglas, K., & Hornsey, M. J. (2012). *Feedback: The communication of praise, criticism, and advice*. New York: Peter Lang. P.335-339
- 21) Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking Students' Emotions and Academic Achievement: When and Why Emotions Matter. *Child Development Perspectives*, 6(2), 129-135.
- 22) Zigmont, J. J., Kappus, L. J., & Sudikoff, S. N. (2011). The 3D Model of Debriefing: Defusing, Discovering, and Deepening. *Seminars in Perinatology*, 35(2), 52-58.

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

Except where otherwise noted, this work by SUN PATH Consortium is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, click on the following link: [Creative Commons License 4.0](https://creativecommons.org/licenses/by/4.0/).



The New Mexico SUN PATH TAACCCT project provides equal opportunities (EO) to all applicants without regard to race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state and local regulations.