TEACHING, COACHING, OR DEBRIEFING WITH GOOD JUDGMENT: A ROADMAP FOR IMPLEMENTING "WITH GOOD JUDGMENT" ACROSS THE SIMZONES

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Aim:

Simulation-based education serves learners across different stages of clinical development, yet a single facilitation style cannot meet every need. Educators frequently struggle to decide when to instruct directly and when to facilitate reflection, and a mismatch between learner needs and facilitation approach can produce ineffective learning and erode the teacher-learner relationship. This work aims to integrate the SimZones curricular framework with the core elements of the "With Good Judgment" approach in order to give educators a practical roadmap for selecting the appropriate facilitation stance at each level of learning.

Methods

The authors distilled the core elements of the "With Good Judgment" approach and mapped them onto the SimZones framework, viewed through the lens of social constructivist learning theory. Three core elements were defined: (1) holding learners to high standards while holding them in high regard; (2) transparent thinking, in which the educator narrates observations, concerns, and

clinical implications; and (3) varying conversational strategies to match the intended learning outcome. These elements were applied across the instructor-present zones — Zone 1 (foundational skills), Zone 2 (skills practiced in realistic context), and Zone 3 (team and system development) — to define, for each zone, the learning leader's stance, the expected learning, learner behaviors, and the optimal conversational strategy.

Results

The integration yields three distinct, developmentally matched approaches sharing a common preview–advocacy structure but diverging in their final move. In Zone 1, Teaching With Good Judgment uses a preview–advocacy–teach strategy: the learning leader acts as an expert holder of knowledge, models skills, and gives direct instruction to novices who need clear direction. In Zone 2, Coaching With Good Judgment uses a preview–advocacy–coach strategy: the learning leader acts as an experienced colleague who provides individualized, athletics-style feedback as learners apply skills under higher cognitive load. In Zone 3, Debriefing With Good Judgment uses a preview–advocacy–inquiry strategy: the learning leader becomes a facilitator of reflection, using inquiry to surface the mental models, assumptions, and biases driving clinical decision-making among competent practitioners. Across all zones, psychological safety and the high-standards/high-regard stance are preserved while the locus of control shifts progressively from instructor to learner.

Conclusion

Combining the SimZones with the "With Good Judgment" approach makes explicit the often-implicit psychological contract between teacher and learner, reducing ambiguity about when to teach, coach, or inquire. By matching facilitation strategy to the learner's developmental stage, educators can provide the right amount of scaffolding early and allow increasing autonomy as expertise develops, supporting competency, productive feedback,

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and a stronger teacher-learner relationship. This roadmap offers a clear and transferable framework for deliberately designing simulation-based curricula, with particular value amid current healthcare workforce shortages.

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