The Role of Debriefing

Objectives

- Compare the strategies and models of debriefing and guided reflection

- Explore the integration of debriefing and guided reflection during clinical simulation

Debriefing

- Interactive discussions or conversations after events to explore actions and thought processes, promote reflective learning, and identify strategies to improve future performance

When?

- Last 5-15 minutes
- Routine
- Many events in clinical simulation are amenable to debriefing, even those with successful or less emotionally charged outcomes
- Debriefing critical incidents, particularly highly stressful and emotional ones is recommended

By Whom?

- Trainer simulation educator/instructor

- Courses/faculty development on debriefing strategy, how to guide discussion, how to facilitate and coach learners

Sequence of the learning activity in Clinical Simulation

BRIEFING

- Information
- Expectation
- Demonstration (on site or pre-recorded)

SCENARIO

- Complexity
- "Brains trust"
- Outside perspective

- Learning objectives
- Clinical case information
- Scenario participants
- Scenario context (clinical decision making, assessment, emergency response, etc.)
- SP roles and behavior overview (patient case background, narrative, roles)
- Scenario events and expected actions
- Manikin settings (HR, RR, BP, lung and heart sounds, etc.)
- Supplies and equipment needed

Different types of learning in clinical simulation require different assessment

PERFORMANCE DOMAINS	ASSESSMENT
Cognitive	Knowledge related Clinical decision making
Technical or Psychomotor Skills	Performing procedures Manual maneuvers
Behavioral	Team skills Communication Collaboration
Affective	Attitudes

Promoting Reflective Thinking

Experience alone does not guarantee learning
Integration of reflection is needed

(*Boud, Keogh, & Walker, 1985*)

Simulation = Patient Care Experience **+** Debriefing
and/or
Guided Reflection

DEBRIEF

- Clinical reasoning
- Emotions
- Situational awareness

- Focused and targeted
- Immediate
- Contextual
- Balanced
- Avoids judgmental phrasing/language

FEEDBACK

- "Brains trust" observations
- Educator final thoughts
- Explanations/Examples

- Were the learning objectives met?
- What went well?
- What didn't go so well?
- How did you feel about the experience?
- What did you learn about yourself?

REFLECTION

- Critical thinking
- Challenges
- Future situations (action plan)

■ The process that allows practitioners to uncover and expose thoughts, feelings and behaviors

■ A form of self-assessment/analysis that forces practitioners to face incongruity and uncomfortable facts

Reflection on action
Reflection in action

Reflection

__Schön__ (1987)

Learning promoted through the use of a "reflective practicum" in realistic learning environment / faculty acting as coach

Reflection-on-action

- After the event
- Think back – gain understanding

Reflection-in-action

- During
- Prompted by unexpected event

Knowing-in-action (Thoughtful Thinking)

- Unconscious, initiative knowing

Reflective Thinking

- Enhances learning from experience
- Helps expand clinical knowledge
- Promotes reflective practice
- Improves clinical judgment

Glaze, J. E. (2001)
Paget, T. (2001)
Murphy, J. I. (2004)

Barriers & Outcomes of Reflective Thinking

Barriers

- Previous learning
- Fixations
- Socialization
- Organizational culture

Outcomes

- Heightened self-confidence
- Understanding
- Better patient care
- Improved clinical reasoning
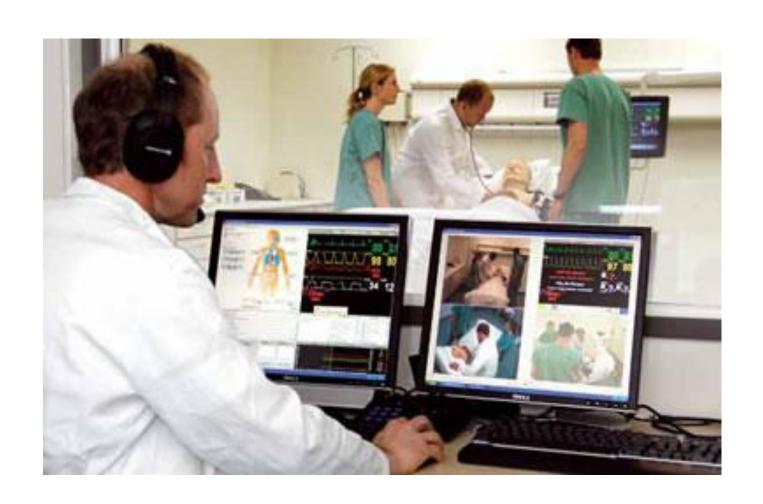
Environment

- Safe – non-threatening, trustful
- Confidential
- Time equal to or longer then the scenario

Setting the Ground Rules

- Confidential
(what happens in simulation, stays in simulation)

- Review objectives and expectations

- Professional courtesy
  - No interruptions
  - Respect

- Supportive and not judgmental
  - Don't talk about anyone not present
  - Positive before negative

- Active listening

Audio-Visual Integration

Audio-Visual Integration

Audio-Visual Integration

- Be proficient with the equipment
- Do not show a segment unless it is to be discussed
- Show only 3 to 4 critical segments
- Index critical segments
  - Introduce each segment ("This segment occurred ... discuss what you were thinking as you...")
  - Show the segment
  - Pause – all the learner to self-critique

Discussion

- Do you include audio-visual segment during each simulation?

- When would they be appropriate?

- Things to think about:
  - Confidentiality forms
  - Archiving of materials