



# Debriefing Role Play






Welcome to the  
 2010 Nashville SUN!  
**Train the Trainer, Debriefing**  
**Sarah Eisenbacher, RN, CGRN**

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**Agenda**

- Debriefing Overview
- Observe Sample Debriefing
- Participate in Debriefing Exercise
- Debrief our Session

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**Learning Objectives**

Upon completion of this session, you will be able to:

- Discuss popular tools/methods of debriefing.
- Practice skills of debriefing using hand-out materials

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## The Debriefing

- **Content**
  - Facilitating the discussions to relationship of experience
    - The students analyze and evaluate
    - Turn intangibles into tangibles
    - Guide to achieve objectives
      - ensure critical topics covered
    - Promote transfer of learning to practice

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## Popular Methods/Tools

- “Debriefing with Good Judgement” Jenny W. Rudolph et al. 2006

- Analyze performances within a context of both participant and instructor “frameworks.”
- ...”people make sense of external stimuli through internal cognitive “frames,” internal images of external stimuli.”
- These frames then shape Actions people take
- Considerations:
  - Good will
  - Culture

FIGURE 1. Frames are invisible, but inferable; they are in the mind of trainees and of instructors. Actions (including speech) are observable. Most results (e.g., vital signs, orders/chaos) are also observable.

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## Popular Methods/Tools

- “Debriefing and Guided Reflection” Mindi Anderson, et al. [WWW.SIRC.NLN.ORG](http://WWW.SIRC.NLN.ORG) 2008

- Distinguishes between debriefing, guided reflection, and reflective practice.
- Goals of debriefing.
- Elements of debriefing
- Role of the faculty
- Approaches
- Process

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**Popular Methods/Tools**

- "Structured and Supported Debriefing" American Heart Association <http://www.onlineaha.org/index.cfm?fuseaction=info.trainingeducation>
  - Structured and Evidence Supported Method
    - G.A.S. Tool (Gather - Analyze - Summarize)
  - Learner Focused



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**Popular Methods/Tools**

- "Debriefing Assessment for Simulation in Healthcare" (DASH) Simon R, Rudolph JW, Raemer DB. Debriefing Assessment for Simulation in Healthcare. Cambridge, MA Center for Medical Simulation, 2009.  
 Copyright Center for Medical Simulation, Cambridge, MA 02139, [www.harvardmedsim.org](http://www.harvardmedsim.org).
  - DASH is an assessment instrument intended to rate the quality of healthcare simulation debriefings regardless of what style or forum or learner or instructor.
    - Improvement to not just suboptimal performance, but also excellence in performance
    - Implicit comparison - desired vs. actual levels of performance revealing Gaps



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**DASH Assessment Tool**

- Evaluates the strategies and techniques used to conduct debriefings by examining concrete behaviors.
- Based on evidence and theory about how people learn and change in experiential contexts.
- "Effective DASH raters will be people who have had some formal debriefing training and will have led debriefings 100 or more times. Trained and experienced debriefers can avail themselves of DASH rater training so they can use the DASH to provide reliable ratings of debriefings."  
 - Robert Simon, Ed.D, CHFP

Copyright Center for Medical Simulation, Cambridge, MA 02139, [www.harvardmedsim.org](http://www.harvardmedsim.org). Permission is granted for you to use the Debriefing for Simulation in Healthcare (DASH) instrument in your simulation program during the validation research. If you use the DASH, you agree to provide data you collect with it to the Center for Medical Simulation (CMS) which will be used to validate the instrument. Data will be used only in the aggregate. Please contact us at [info@simulation.laerdal.com](mailto:info@simulation.laerdal.com) for questions. <http://simulation.laerdal.com>

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## Role Play

Video Clip and Table Break-outs  
 Each Table Assigned Students/Instructor/Evaluator(s)  
 Explore skills – no right/wrong

- Student Role Players: Observe your video assignment
  - tone/body language/activities
- Instructor Role Player: Facilitate and Debrief the students utilizing experience and new learnings from today
- Evaluator Role Player: Assess the Debriefing utilizing DASH Instrument

• Post Exercise Debriefing: All Group

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Student 3 Assisting

Student 1 Compressions

Student 2 AMBU

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## Role Play Instructions

- Table Assignments
  - Student 1
  - Student 2
  - Student 3
  - Instructor
  - Remaining Evaluators
- Use Assignment Documents/Tools
- Watch Video focusing on Assignment
- Practice Role Play
- Debriefing on Role Play as large group

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## Questions or Comments



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## Next Steps

- Practice....
- Set realistic goals/time lines
- Develop an action plan
- Faculty enrichment/Continuing Education/Staff Development
- Budget for formal training
  - Time: Hands-on time with Simulation
  - Financially: Custom training with Simulation Experts
- Networking

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## What Else Does Laerdal Have to Offer..

<b>Introductory Courses</b> 	<b>Teaching Scenarios</b> 	<b>Custom Education</b> 
<b>Courseware</b> 		

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Please give us feedback...

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