

## 2009 SUN



**SUN** SIMULATION  
**user**™  
NETWORK

Helping improve patient outcomes.



### Capturing Simulations for Better Debriefing

# Debriefing Tools and Techniques

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## Why?

“Debriefing (feedback) is the most important  
feature of simulation based education”

Nowicki TH, McLaughlin WC, Parsons DS, et al. Features and uses of  
high-fidelity medical simulation: how best to effectively leverage a  
SCUM system? *Simul Technol* 2005;27:10-18.

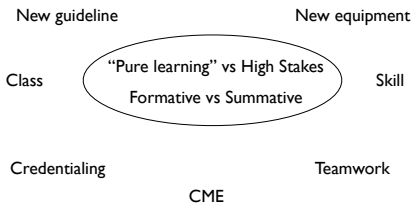
## Military

- Review the mission
- Strategize for future missions
- Relieve psychologic stress

## Elements

- Goals
- Environment
- Instructor
- Student

# Goals



# Environment

- Comfortable “safe” place
  - Supportive
  - Helping each other learn
- Do this through an orientation “pre-briefing”

# Environment

- Create buy-in
  - Orientation to the simulator
  - Case, moulage, equipment, team
- Discuss the plan
- Don't accept excuses

# Building Heat

- Observers
- Inability to prepare
- Case difficulty
- Allow “bad” outcomes
- Active vs Passive role

## Not Fire

- “This isn’t graded”
- Sense the student
- Hold back

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## Comfort vs Terror

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## Instructor Selection

- Content expert
- Creative
- Acting skills
- Calming
- Body language
- Energetic
- Enthusiastic
- Flexible
- Simulator skills
- Teaching skills
- Debriefing skills
- Patient

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## Debrief ≠ Lecture

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## Instructor

Sets the tone

Determines success vs failure of the session

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## Instructor

- Guide the session
  - Open ended yet leading questions
  - Allow students to “self-discover” your point
- Maintain attention
- When to attack, lay low

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## Instructor Challenges

- Knowing “everything”
  - Allow any question
- *Allowing a complete thought process*
- Knowing when to deviate
  - Defibrillator example

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## The P's of feedback

Perfect in Private, Praise in Public

Positive and Negative  
reinforcement

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## Sandwich

- Gee you look nice today
- Although those are some ugly shoes
- I like what you've done with your hair

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## Instructor Style

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## Adult learning

- Previous experience
- Practical, relevant
- Goal oriented
- Create own solution
- Immediately useful

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## Stages of Learning

- Unconsciously Incompetent
- Consciously Incompetent
- Consciously Competent
- Unconsciously Competent

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## Student Considerations

- “It’s not real”
- Takes courage to speak up
- Developing “thick skin”

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## Student Considerations

- The hammer and the nail
  - Make the case fit what they know
- Explore different perspectives

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## How do you do it?

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## Debriefing Sources

- Instructor
  - Pre-planned “critical actions”
  - Identified during the case
- Raised by the observers
- Raised by the participants

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## Order

- Participant "Autodebriefing"
- Observer (audience/colleague)
- Instructor

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## Get it started...

- Can you summarize the case for me?
- "What did you do well, what could you have done better"
- "What did the rest of you observe?"

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## Explore

- Get the student to explain *why* they did what they did
  - What info did they collect?
  - How did they interpret it?
  - What did they decide to do?
  - What would have happened if they chose something else?

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## Summarizing

- Pay attention to the debriefing
- Choose a few key points
- Highlight the positives

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Time

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How Long?

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Video

- Students *see and hear* their behavior
- Time stamp "lets go to the video"
- Procedural skill assessment
- Communication and teamwork

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Video

- Permission from students
- Explain how it will be used
  - grading vs teaching
  - permanent vs temporary

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## Debriefing Debriefings

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## Teachable moments

- "Time out"
- "Do-over"
- "Hold that thought"

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## Keep them wanting more...

- Make it fun
- Make them feel good
- Build a little heat
- Let them figure out their own mistakes
- End on a positive note

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## Questions and Comments

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