Debriefing Role Play
Welcome to the 2010 Nashville SUN!

Train the Trainer, Debriefing
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Agenda

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

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
The Value of Debriefing

• Debriefing is the most important feature of simulation based education

Thomas Nowicki, MD

The Debriefing

• Teacher/Student
  - Climate
    - Expectations Are Clear
    - Supportive Environment – Trusting & Confidential
    - Open Sharing - Genuine Inquiry/Good Will
      - Encourage active participation
    - Student Centered
      - Students tend to “buy-in” more deeply

The Debriefing

• Process or Approach
  - Structure
    - Although reflection after a learning experience might occur naturally, it is likely to be unsystematic.
      - Fanning et al., The Role of Debriefing in Simulation-Based Learning. Society for Simulation in Healthcare 2007. Pg 117
  - Models/Style
    - Natural order of human processing: experience the event, reflection, discussion, learn/modify behaviors based on experience.
  - Objectives
    - Well defined or emergent/evolve
  - Facilitate
    - Guide and direct rather than lecture
    - You are their resource
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

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

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

Popular Methods/Tools

- "Debriefing Assessment for Simulation in Healthcare" (DASH)
  Copyright Center for Medical Simulation, Cambridge, MA 02139, 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

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. 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 in the aggregate. Please contact us at dash@harvardmedsim.org for questions.
• Directions for Scoring
  - Comprised of the Six Element ratings
    - Defined by dimension descriptions with (+)/(-) behavior examples
    - Rate each element independently
    - The rating is for the element, not dimension - dimensions and behavior examples are only provided to help describe the Element to the rater. For example, Element #1 is only used when the rater can observe the beginning of the simulation session.
  - Each element has Seven-point effectiveness scale
    - 7 Extremely Effective/Outstanding
    - 6 Consistently Effective/Very Good
    - 5 Mostly Effective/Good
    - 4 Somewhat Effective/Average
    - 3 Mostly Ineffective/Poor
    - 2 Consistently Ineffective/Very Poor
    - 1 Extremely Ineffective/Abysmal

  - Must be familiar with the Elements

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Train the Trainer – Role Play

- Standardize processes = consistency
- Consistency can be benchmarked, studied and modified to meet needs
- Regardless of tool for evaluating student or instructor, tools allow organized/consistent processes.
- Let’s Practice
  - Observe Sample Debriefing
  - Participate Sample Debriefing
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 Debriefer utilizing DASH Instrument
- Post Exercise Debriefing: All Group

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
Questions or Comments

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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