Debriefing in Simulation

The Art and Science of Debriefing

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Good morning!
Who’s in the room?

- How many use debriefing?
- How many have never done debriefings?
- Why?
Debriefing...

- to carefully review upon completion.
  Merriam-Webster dictionary

- a process of questioning to gain information from an individual
  Wikipedia
Debriefing….

- “facilitated or guided reflection in the cycle of experiential learning.”
  

- “a process involving the active participation of learners, guided by a facilitator or instructor whose primary goal is to identify and close gaps in knowledge and skills.”
  
Learning Objectives:

- Identify the goals of debriefing
- Discuss the elements of debriefing that improve outcomes
- Identify various approaches to debriefing
- Discuss the process of debriefing
St. David’s School of Nursing

- Opened August 2010 – BSN program
- 240 students
- 2 FTE/1 part-time temp worker position (during Fall semester)
  - Coordinator of Simulation Laboratories
  - Simulation Laboratories Information Specialist
- 18 full time faculty/9 adjunct faculty
- MSN FNP program: first class started Fall 2013
St. David’s School of Nursing

- Building: 77,740 gross sq ft
- Simulation space: 25,000 sq. ft.
- 29 beds over 6 rooms
- 12 exam rooms/stations
- 1 Home Care lab
- 1 AV control Room
- 3 storage rooms (Prep room, Supplies, Equipment storage)
- Cameras/Microphones at every bedside/exam room
- 15 AVS systems
Why should we debrief?
To Learn ....

- Identify areas of weakness
- Understand our own limitations
- Clear up misconceptions
- Deal with feelings of inadequacy
- Review the situation and determine how to apply that to other instances

~ Feedback is the breakfast of champions
   Kenneth Blanchard
All effective and engaging learning experiences provide frequent and meaningful feedback. Without feedback on whether or not one is getting closer to a goal, progress is unlikely.  

*Unknown*
Models of Debriefing
DASH® (Debriefing Assessment for Simulation in Healthcare)

- “designed to assist in evaluating and developing debriefing skills”

- Center for Medical Simulation, Boston, MA 02129, [www.harvardmedsim.org](http://www.harvardmedsim.org)
Structured & supported debriefing (SSD)

- Developed in collaboration with American Heart Association
- Definition of ‘structured and supported’
  - **Structured** elements include three specific debriefing phases with related goals, actions, and time estimates.
  - **Supported** elements include both interpersonal support as well as use of protocols, algorithms, and best evidence to inform debriefing statements/questions
- Other considerations
  - Simple, can be learned rapidly, scalable, validated by practice

G.A.S. Tool

Gather
- Listen to participants

Analyze
- Reflect & Analysis Actions

Summarize
- Identify & Review lessons learned
Plus-Delta

A student-centric approach to simulation debriefing using a 2 X 2 matrix. Designed to rapidly gain participant feedback on both instructor and participant performance.

<table>
<thead>
<tr>
<th>What worked well?</th>
<th>What would you change?</th>
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Plus-Delta

- Easy to use
- Non-threatening, particularly with resistant participants
- Superficial - not substitute for reflective debriefing
Others?
How it’s done at Texas State
Debriefing-Tx State Style

- Use Laerdal Debrief Viewer (sometimes)

**Debriefing**

**Date:** 01.04.2013  **Time:** 09:28:31

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<th>BP</th>
<th>SpO2</th>
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</table>
Debriefing-Tx State Style

- Take “time outs” in the middle of the scenario to debrief
- Sit around table in the lab (clinical group of 10)
- Go to a conference room out of the sim lab
- One on one debriefing
Tips & Tricks
Pre-Scenario

- Before scenario, inform the participants and observers that you will be debriefing at the end.

- Let them know if they are going to be video taped.
Environment

- Establish a safe environment
  - Create a collegial environment with both facilitator and participants
- Allow participants to speak first and then observers
- Use video if available to identify specific events.
Contain the embarrassment…. 

- Students will notice things about themselves that no one else would

- Limit the amount of unconstructive and not relevant conversations.
I can’t believe I did that! I am so stupid!

Don’t let students leave feeling this way.
Styles of questions

- Use open ended questions.
- Keep quiet.
  - Allow participants to answer before you do
- Monopolize the “ah-ha” moments
- “How do you feel?”
- “Tell me more about…”
- “What were you thinking when…”
- “Give me specific examples of where you worked as a team..”
Styles of questions

- “How do you feel?”
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Actively Listen

- Focus on the speaker
- Harness your own feelings
- Use **non-verbal** communication:
  - Make eye contact, nod, smile
- Use **verbal** communication:
  - Acknowledge with “I see”, “go on”, “ok”. Will show you are following along and encourage them to continue
  - Reiterate what the person said and ask others to respond
  - Expand on what was said
“Sir, I’ve been debriefed, deprogrammed, and debugged. May I go home now?”
Questions