Simulation 101: The Art & Science of Debriefing

Gail Johnson & Krista Kipper
HealthPartners Clinical Simulation

Disclosures

Gail Johnson
Gail.L.Johnson@HealthPartners.com
No disclosures

Krista Kipper
Krista.I.Kipper@HealthPartners.com
No disclosures

Objectives

At the end of this workshop, participants will be able to:

- Describe the three phases of debriefing.
- Provide an example of reframing.
- Implement debriefing strategies to maximize learning when staff focus on the “simisms” that made the simulation challenging.
What is debriefing?

Debriefing is a facilitated conversation following a critical event in which participants explore and analyze their actions and thought processes in order to improve future performance.

Walter Eppich, IMSH 2010

- What to debrief?
- How to debrief?
- When to debrief?
- Whom to include in debriefing for the best student learning?

(Dreifuerst, 2009)
What is debriefing?

- **Debriefing**
- **Guided reflection**
  - "The process where a facilitator promote(s) the learner’s development of insight through the use of semi-structured cue questions" (Decker, 2007b, p. 33)
- **Reflective Practice**
  - "A method used to scrutinize one’s own taken-for-granted assumptions and professional work practices." (Rudolph et al., 2006)

Debriefing

- Can occur independently
- Structured
- Learner-centered
- Safe context
- Record of actions

6-E's of Debriefing

- Engage
- Evaluate
- Explore
- Explain
- Elaborate
- Extend
What is debriefing?

Why do we do it?

Why Debrief

- Make meaning of their experience
- Interpret what happened & why
- Adults learning → self discovery

Consider...
- Takes more time than lecture
- Requires faculty education
- Some participants don’t like the scrutiny

What is debriefing?

Why do we do it?

How?
Getting Started

- Setting
  - Comfortable and private
  - Seating
  - In-situ simulations
- Facilitation vs. Instruction
  - Facilitator asks questions vs statements
  - Open-ended questions vs Yes/No
  - Facilitator talks less than participants
  - Ask questions based on observed actions & results
- Include all participants
- Tolerate silence
- Observe body language & group dynamics

Planning

- Objectives
- Timing
- Video
- Structure

Planning: Objectives

Objectives ➔ Course Materials ➔ Simulate ➔ Debrief

Prior to course ➔ During course
**Planning: Timing**

- During vs after
- Length of time
- Depth
  - Simulation objectives
  - Difficulty/complexity of simulation
  - Numbers and types of participants
  - Time available

---

**Planning: Video**

- Video +
- Video -

---

**Planning: Structure**

- Objectives
- Timing
- Video
- Structure
  - Prebrief
  - Beginning
  - Middle
  - Ending
Prebrief

- Sets the stage
  - Clarifies environment, roles, expectations
  - Establishes contract with participants
  - Attends to comfort
  - Safe environment

Basic Assumptions

Participants
- Are intelligent, knowledgeable and competent
- Are well intended and reasonable people
- Will care about doing their best in practice
- Will support and respect others

Debriefing Structure

Beginning
- What happened?
- Participant reactions

Middle
- Analysis of performance

End
- Summarize learning
- Integrate & apply new learning
Simulation 101: The Art & Science of Debriefing

**Beginning**

- Participant reactions
- What happened?

  Actively listen to participants to understand their perspectives on their behaviors.

- Request narrative from team leader
- Request clarifying or supplemental information from team

**Beginning Questions**

- How do you feel that went?
- What were your first impressions when you arrived on scene?
- How was the handoff/report?
- Who/what are other sources of information?
- Who was the leader?
- What was going on?
- How did you know?

**Middle**

- Analysis of performance

  Facilitate student reflection and analysis of their actions.

- Review accurate record of events
- Report observations (correct and incorrect steps)
- Ask probing questions—illumination
- Stimulate reflection and provide redirection

© HealthPartners Clinical Simulation 2014

ANPD 2014
Middle Questions

- What did you see happening?
- What information was being used?
- Did you need anything that wasn’t there?
- What do you think happened?

Middle

- Dealing with perceived realism or simulation issues
- Analyze performance
- Identify performance gaps

Feedback Loop

Debriefing changes later actions

(Rudolph et al 2006)
Feedback Loop

Debriefing leads to a new frame

Frames → Actions → Results

(Rudolph et al. 2006)

Framing

<table>
<thead>
<tr>
<th>Observations</th>
<th>Reasoning</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I noticed...</td>
<td>I was thinking...</td>
<td>I was wondering what your</td>
</tr>
<tr>
<td>I saw that...</td>
<td>I was worried...</td>
<td>thoughts are?</td>
</tr>
<tr>
<td>I heard you say...</td>
<td>I was concerned...</td>
<td>What were you thinking at</td>
</tr>
<tr>
<td></td>
<td></td>
<td>this time?</td>
</tr>
</tbody>
</table>

Don’t assume your observations and interpretations of the situation are what the participant experienced.
What do you think about....

- Don’t you think it is a good idea to call for help early when you are concerned about a respiratory emergency?

- Do you think you would want to consider that problem sooner next time?

- Guess what I’m thinking....

Ending

- Summarize learning
- Integrate & apply new learning

- Verify coverage of all essential teaching/debriefing points
- Summary/wrap up comments

Ending

- What was learned?
- What was done well?
- What will be done differently next time?
- What were the take home messages?
- Review aim of the simulation?
Ending

- Close performance gaps
  - If discussion doesn’t cover all information, facilitator uses short statements to share knowledge based on experience, best practice, policy, or research
- Encourage correct practices and procedures
- Discuss all important objectives of the scenario

Practical Aspects

- Setting
  - Comfortable and private
  - Seating
    - In-situ simulations
- Include all participants
- Tolerate silence
- Observe body language & group dynamics

Structured: Plus Delta

- Plus
  + What went well

- Delta
  △ If we did this again, what would you change/do differently?
Demonstration

- Demo 1
- Demo 2

Detractors

- Lack of initial explanation/orientation
- Lack of purpose/objectives
- Closed questions, excessive criticism or negativism of the participant’s performance
- Autocratic attitude of facilitator
- Lecturing
- Highlighting too many teaching points
- Underestimation of participant emotions
- Allowing discussion to focus on simisms (limitations of simulation)

Practice

- Example 1
- Example 2
- Example 3
Debriefing with a Colleague

- Have a plan.....

Successful Debriefings

- Hold pre-brief
- Confidential and low-stress environment
- Encourage questions supportive of self-reflection while fostering discussion
- Reinforce principles, stress key educational points
- Consider visuals

Successful Debriefings

- Include Expectations
  - Hold pre-brief
- Address Emotions
- Focus on Events
- Provide Empathy
- Provide Explanations
In Conclusion

• The debriefing is a discussion reflecting on action and should be participant focused
• Learning gaps must be identified and strategies need to be developed to close them
• Good practice is also vital to acknowledge
• Use a structure
• Find your own voice for the debriefing process
• Seek feedback from colleagues about your debriefing – continue to push yourself

Bibliography


