

Debriefing Process Meeting the National Standard

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Objectives

1. Recognize key elements of the national standard for debriefing
2. Describe the role of facilitator for debriefing learners
3. Differentiate among theoretically based debriefing models
4. Describe the structural elements of the debriefing process
5. Recognize pitfalls that derail debriefing
6. Value the contribution of reflection to successful debriefing



INACSL Standard (2016)

- All simulation-based experiences include a planned debriefing session aimed at improving future performance.



INACSL Criteria for Debrief

- **competent** in the process of debriefing
- **environment** that is conducive to learning...
- **concentrated attention** during simulation...
- based on a **theoretical framework** for debriefing that is **structured in a purposeful way**.
- congruent with the **objectives and outcomes**...

Debriefing: What is it?

“Where the Learning Happens”

- Enhance & extend learning
 - Cognition
 - Reflection
 - Emotion
- Improve or sustain performance

Facilitator Dependent

- Requires a complex bundle of knowledge, skills and attitudes
 - Reflective practice
 - Experiential learning
 - Facilitation skills

Preparation

- **Objectives**—focus on **how learners demonstrate** skills and behaviors
- Planning—case, progression of case, equipment
 - Right activity
 - Objectives at right level
 - Expectations—learner & educator
 - Adequate time—twice the length of simulation

Theory in Education

- Theoretical approaches to education
 - Constructivism
 - Behaviorism
 - Experiential
 - Cognitive Load
 - Deliberative Practice
 - Many more....

Theoretically-based Debriefing

- DGJ: Debriefing with Good Judgment
- Plus Delta
- GAS
- 3D Model
- DML: Debriefing for Meaningful Learning
- Blended approaches

DGJ: Rudolph et al.

- Influenced by Schön
 - Reflective Practice
- Sharing judgment of the clinical expert
- Safe
 - Psychologically safe manner

DGJ cont.

3 Elements

1. Frame-Action-Result
2. Curiosity, Respect, & Judgment
3. Advocacy-Inquiry Strategy

Goals:

- identify a problem
- guide learners to reframe
- propose an alternative approach

+Δ Plus Delta

- Student-centric
- What went well (plus)
- What could have been done differently? (Delta or change)
- Resulting list guides the discussion

Critique: focuses on tasks
 Not a substitute for reflective debriefing
 Easy to use

Gather-Analyze-Summarize

- Gather data: actions, behaviors, conclusions, outcomes
 - Written or verbal
 - Can be participant-led
 - Evoke a reaction to simulation
- Analyze
 - According to simulation objectives
 - Reflection on and analysis
- Summarize experience → emphasize learning

3D

- Diffuse, discover, deepen
- Prebriefing is important—establish ground rules for debrief
- Based on adult learning theory and Kolb's experiential learning cycle
- Draws heavily from DGJ
- Ends with summary of lessons learned

DML: Debriefing for Meaningful Learning

- Blends reflection and nursing process
- Designed to facilitate clinical reasoning
- 6 elements

Engage	Explain
Evaluate	Elaborate
Explore	Extend

DML

- Socratic questioning
- Iterative process
- Adaptable for other health professions
- Relies on facilitator having clinical knowledge
- Thinking-Beyond-Action

Blended Approaches

- TeamGAINS: Kolbe et al.
- PEARLS: Cheng et al.

TeamGAINS

- Guided team self-correction
 - Pre-specified model with relevant skills
 - Participants describe positive and negative elements of performance
 - Instructor is nonjudgmental and neutral
- Advocacy Inquiry
 - Feedback and reflective practice
 - Instructor-led
- Systemic-constructivist techniques
 - Family systems theory & constructivism
 - Used in therapy but new to debriefing
 - Circular questions

PEARLS: Cheng et al.

- Blending allows educator to tailor the discussion to learner needs
- Requires understanding of common pitfalls, consequences
- Checklist developed as a guide
 - <https://www.slideshare.net/Debrief2Learn/promoting-excellence-and-reflective-learning-in-simulation-pearls>

Common Pitfalls & Consequences

Reaction Phase

- Purpose: Sets the tone and context
- Glossing over these initial reactions
 - Risk unresolved negative emotions among learners
- Diving into analysis before all learners share initial reactions
 - Truncates the reaction phase
- Result is disengagement

Challenging Learners

- Disengaged
 - Review ground rules
- Disbeliever
 - Connect to real-life situation
- Storyteller
 - Refocus to purpose of debrief

Description & Understanding Phase

- Purpose: Shared **understanding**
- Skipping → different working diagnoses
 - Failure to confirm with all
- Goal:
- learners confirm shared understanding before more in-depth analysis begins

Element of Description Phase

1. Exploring
 - Advocacy-inquiry strategy is useful
2. Discussion & Teaching
 - Focused discussion about key areas
3. Generalizing/Applying



Description Phase: Exploration

- Learner Self-Assessment and analysis Problem:
 - Extensive listing of performance gaps without discussion of positive behaviors
- Avoid:
- Inadequate time
 - Failure to close performance gaps
 - Too much of instructor's pearls of wisdom



Description Phase: Inadequate Time

- Solution: two part debrief
- directive feedback when time is short
 - further exploration & discussion when time is sufficient
- Goal
- Fully complete self-assessment exercise before diving into more detailed instruction



Summary Phase

- Brief—state that session is ending
- Purpose: Ensure key lessons
- Problem: Failure to leave enough time
- Strategy: Ask each learner to provide 1 or 2 key take-aways
- Facilitator: summarize key lessons

Summary of Approaches

- Promote learner self-assessment
- Facilitate focused discussion to promote reflective learning
- Provide information in the form of directive feedback or focused teaching

Debriefing for Metacognition

- Identify what they already know
- Articulate what they learned
- Communicate knowledge, skills, and abilities
- Set goals and monitor progress
- Evaluate and revise own work
- Identify and implement effective learning strategies
- Transfer learning from one context to another

Essentials

- Prebrief: establish ground rules, set expectations
- Location: removed from simulator/patient
 - seating arrangement to facilitate discussion
- Timing: immediately following

Essentials

- Greatest cognitive gains occur after debriefing
- Length of debrief dependent on circumstances
- Objectives: be aware of objectives (review in prebrief and revisit during debrief)
- Active participation of all learners
- Reflection strategies

Key Elements

- Supportive Learning Environment
- Trained Debriefers using a structured approach
- Focus on a few critical issues

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