

DEBRIEFING IN SIMULATION: SETTING THE STANDARD

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Objectives:

- ▶ Describe the criteria from INACSL Simulation Standard VI: The Debriefing Process
- ▶ Discuss two methods of debriefing
- ▶ State three signs of effective debriefing

Debriefing:

An activity that follows a simulation experience and is led by a facilitator. Participants' reflective thinking is encouraged, and feedback is provided regarding the participants' performance while various aspects of the completed simulation are discussed. Participants are encouraged to explore emotions and question, reflect, and provide feedback to one another. The purpose of debriefing is to move toward assimilation and accommodation to transfer learning to future situations.

INACSL Standard I: Terminology

Debriefing:

Who

What

When

Where

Why

How

Before Debriefing:

Transition from end of action to debriefing

Take a breath

Allow students to put away supplies

“Now let’s debrief.”

INACSL Simulation Standard VI: The Debriefing Process

Criterion 1: Facilitated by a Person(s) Competent in the Process of Debriefing

Criterion 2: Conducted in an Environment That Supports Confidentiality, Trust, Open Communication, Self-Analysis, and Reflection

Criterion 3: Facilitated by a Person(s) Who Observes the Simulation Experience

Criterion 4: Based on a Structured Framework for Debriefing

Criterion 5: Congruent with the Participants' Objectives and Outcomes of the Simulation-Based Learning Experience

Methods of Debriefing:

Advocacy-Inquiry

Plus Delta (+/Δ)

Debriefing for Meaningful Learning

Gather-Analyze-Summarize (GAS)

Guided Reflection

PLUS +

Positive actions and
decisions

Delta Δ

Things that could
have been done
better or differently

PLUS DELTA DEBRIEFING

DEBRIEFING FOR MEANINGFUL LEARNING

Socratic questioning-facilitator doesn't give information or answers questions directly. Instead asks questions so participants can uncover the answers themselves.

Reflection on action

Reflection in action

Reflection beyond action

Dreifuerst, Kristina Thomas. (2015). Getting Started With Debriefing for Meaningful Learning. *Clinical Simulation In Nursing*, 11 (5), e268 – 275. doi.org/10.1016/j.ecns.2015.01.005

DEBRIEFING FOR MEANINGFUL LEARNING

Uses six phases:

Engaging-unload

Exploring-map care of patient

Explaining-uncover the thinking behind the action

Elaborating-greater depth

Evaluating-what didn't go well

Extending-the next time

GATHER-ANALYZE-SUMMARIZE (GAS)

Gather: recount experience

Analyze: what happened and why

Summary: reinforce learning. "So the next time..."

EFFECTIVE DEBRIEFING

- Participants talk more than facilitator
- Wait time
- Facilitator asks questions or uses statements to draw out thinking from participants
- There is adequate time for a full debrief
- To maintain effectiveness go back to the standards.

INEFFECTIVE DEBRIEFING

Facilitator: "This is what I saw," without allowing students to say anything.

Lecturing

No transition time. "Are we done with the sim?"

Facilitator talks more than participants.

CONCLUSION

- Debriefing is an important part of simulation. Allow adequate time.
- Don't be afraid to use participant observers to aid in debriefing.
- Follow a structured approach. Be sure areas needed to be covered are covered.
- Evaluate your debriefing by taping yourself or having a peer evaluation

REFERENCES

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