

Difficult Debriefing

DENISE FOY, MSN, RN-BC, CHSE

Objectives

- Identify debriefing situations that are personally challenging
- Discuss techniques to address that debriefing challenge
- Select at least one technique to practice in the next month

Purpose of Debrief

- Review of actions and mental models for the purpose of improving future performance



Role of Facilitator in Debriefing

- Plan for debriefing
- Create psychological safety and trust
- Guide the discussion to achieve the objectives
- Promote reflective learning
- Make observations explicit
- Provide instruction as needed
- Maintain own reflective practice

Poll Question

- What is most challenging for you during debriefing

Tools

- Pre-briefing
- Safe environment
- Body language
- Eye contact
- Directed questions
- Silence



Tools for Challenging Debriefs

- Previewing
- Naming the dynamic
- Validation
- Normalization
- Generalization
- Paraphrasing
- Broadening
- Learner follow-up



Previewing

- What is it ... Stating the topic to be discussed
- What does it sound like ... I would like to have some discussion about the communication in this scenario.



Naming the Dynamic

- What is it ... Giving a name to what is happening in the debrief.



- What does it sound like ... You sound frustrated.

Validation

- What is it ... recognition and acceptance of a learners response
- What does it sound like ... It is frustrating when it seems like no one is listening.



Normalization

- What is it ... Relating behaviors to other similar situations, showing that the individual is not alone in their response in the situation.
- What does it sound like ... You seemed to struggle with communicating the information to others. I think most of us have difficulty with that in a chaotic situation.



Generalization

- What is it ... having learners think of the situation in a context outside the specific simulated event.
- What does it sound like ...I imagine that you have all been in a situation when communication was difficult. What techniques have you observed in practice that work well.



Paraphrasing

- What is it ... restating the conversation using the facilitators own words, with the intent of clarity for the group.
- What does it sound like ... It sounds like the barriers to interdisciplinary communication are concerns about hierarchy, lack of practice with SBAR and distractions.

Broadening

- What is it ... Bringing others into the conversation.
- What does it sound like ... For those that were observing, what communication techniques did you see being used in this scenario.



Learner follow-up

- What is it ... When an individual concern is not able to be addressed in the group debrief, follow-up after may be needed.
- What does it sound like ... Let's move on for now. I will follow-up with you later to continue this conversation.



Using the tools: Challenge #1

- Learner says ... That just happened because this is simulation. If this was on the unit, it would have been fine.
- Potential response:

It is frustrating when things don't work like you expect them to (**name the dynamic, validation**). That is a normal response the first time someone participates in simulation (**normalization**). It wasn't my intent to make this difficult. I wonder, though, if anyone has ever had difficulty hearing a patient heart sounds in clinicals (**broadening, generalization**)? What steps did you take to ensure an accurate assessment?

Using the tools: Challenge #2

- Learner says ... (silence)
- Potential response:

I would like to have some discussion about the compressions during this scenario (**preview**). Could someone walk me through the first things the team did when entering the room (**eye contact, silence**)? After someone answers.... Sally, how long do you think it was before compressions were started (**directed question**)?



Using the tools: Challenge #3

- Learner says..... This is very common on our unit and I know the correct medication is amiodarone. The action of this drug is... (continues on with the lecture about how the drug works).....
- Potential response

Sally, thank you for sharing (**validation**). If we have time, we can get back to the conversation about amiodarone, or if not, perhaps we can continue that conversation after class (**learner follow-up**). The objective of today's scenario was the teamwork and communication. I would like to focus on the communication for a few minutes (**preview**). Fred, can you tell me what you were told about the patient as you entered the room (**directed question**)?

Using the tools: Challenge #4

- Learner says (as you are walking to the debrief room) ... I'm a horrible nurse. I will never get this right.

- Potential response



How did that scenario feel?

It can be a very difficult scenario for students with your experience (**normalization**). I understand that when things don't go well it can be upsetting (**validating**). That is why we do this in simulation, where it is safe to make mistakes and we can learn from them (**safe environment**). If everyone was able to manage this type of patient, we wouldn't need to be here. Let's use the guideline to review the steps in response to a patient who is deteriorating (**previewing, broadening**).

Using the tools: Challenge #5

- Learner says ...

- Pat: Sam really dropped the ball on the communication. That information should have been shared right away.
- Sam: I would have shared that information if Pat hadn't been so pushy.

- Potential response

Emotions tend to run high in a situation like this (**normalization, validation**). It can be frustrating when you feel someone is not listening or not sharing important information (**name the dynamic**). Let's look at the communication handout from earlier and discuss how we did or didn't utilize each one (**preview, broadening**).



Other Challenges?

Summary

- Be prepared
- Keep calm
- Use your tools
- Be kind to yourself

Poll Question

- What is one technique that you can commit to practicing in the next month?

Poll Question

- How can those involved in MNSHEP help mentor each other in debriefing skills?

References

- Grant, V. J., Robinson, T., Catena, H., Eppich, W. & Cheng, A. (2018). Difficult debriefing situations: a toolbox for simulation educators. *Medical Teacher*, 40 (7), 703-712.



Title: Difficult Debriefings
Presenter: Denise Foy

To receive a Continuing Education Certificate of Attendance please complete the online survey.

Survey Link:
[Click here to go directly to survey link](#)

Or cut and paste into a URL:
https://winona.a2i.qualtrics.com/lf/form/SV_6i1WmVsgoZtAe1
