Effective Debriefing Strategies

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Simulation:

What are we discussing today? Debriefing after ***Immersive Patient Care Management (IPCM) Simulation***. There are different meanings of the word "simulation", this is the one we are using today. Patient care management focuses on the overall management of the patient, the clinical judgment/critical thinking/problem solving/behaviors that occur during patient care management. It does not focus on specific skills, which are taught and evaluated elsewhere.

Kolb Experiential Learning Cycle:

- Concrete experience (feeling): Learning from specific experiences and relating to people. Sensitive to other's feelings.
- Reflective observation (watching): Observing before making a judgment by viewing the environment from different perspectives. Looks for the meaning of things.
- Abstract conceptualization (thinking): Logical analysis of ideas and acting on intellectual understanding of a situation.
- Active experimentation (doing): Ability to get things done by influencing people and events through action. Includes risk-taking.

Elements of Debriefing:

- Psychological safety
  - Slice of Vegas: "What happens here stays here"
  - Setting ground rules (see http://ahc.buffalo.edu/simulation/resources.php)
  - Video provides objective review if questions arise
- Scenario
  - Grounded in curriculum and educational objectives
  - **Main Focus / Foci** are goals of the scenario linked to curriculum
  - **Performance Measures** are discrete and measurable indicators of expected behavior
  - Not achieving performance measure indicates performance gap that needs to be closed during debriefing
  - Debriefing based on and linked to these performance measures
- Location
  - Ideally room separate from simulation room.
  - Unlinks emotional attachments

    - Separate room continues neutrality and safety
- Configuration
    - Semi-circle facing screen
    - Comfortable chairs with arms (but not too comfortable)
    - Ability for everyone to see each other
    - Debriefer part of the group but off center
    - Avoid "power position" – center or on either end of semicircle
    - No tables
- Timing
    - Immediately after scenario concludes (*NO BREAKS!*)
    - Capture emotions and events while memory is fresh
- Emotional Release
    - Scenarios often emotionally charged
    - Emotions will impede discussion / learning
    - Capture emotions on walk between rooms
    - Acknowledge emotions & defuse early
- Reflective Learning
    - Processing events and situation
    - Get at the "why's" of the scenario
    - Consider alternate diagnoses/treatments/management strategy
    - Debriefer elicits information from the group
    - Inquiry-Advocacy
        - Asking open-ended questions to determine how learners feel about the situation
        - Identifies thought processes
    - Socratic Method
        - Socrates used directed questioning to identify deficiencies in logic
        - "playing dumb" about facts and ideas asking opponent to explain their thoughts

Levels of Debrefing (learner involvement):

High	Intermediate	Low
o Learners debrief themselves o Techniques: Open ended questions, phrases, don't fear the silence!	o Assistance needed for deeper understanding o Techniques: rewording / rephrasing questions, learners comment on each other, solicit input from all learners	o Intense instructor involvement o Techniques: answering for learners, confirming or agreeing with statements, expanding on statements

Sample Debriefing Session Outline:

When	What	Why
Opening 3 Minutes	"Someone give us a brief summary of what was going on with this patient"	Some participants may not have seen all issues. Ensures all on same page.
Segway 3 Minutes	"What are some things that went well?" Solicit 3 good things before moving on	Re-directs negativity. Helps with safety.
Focus 15 Minutes	Use video clips to prompt group discussion related to: - 1-2 Main Focus - 3-5 Performance Measures	Cannot get thru all measures or issues. Focus on most important. Opportunity for additional focus points when scenario is repeated.
Wrap Up 5 Minutes	"What would we do differently next time?" Solicit 3 things for improvement	Time to clarify technical points and questions. Ensures understandings.
Closing 3 Minutes	"Other concerns or questions?" 30 second review	Confirm technical questions answered. Allows for final Learner concerns to be addressed.

Generating Discussion:

Short Questions	Socratic Method	Pitfalls
4 – 8 words "We" / "Our" Concerns… Thoughts… Options… Resources… Happening… Contributing factors… Next steps…	Open ended questions "What's our thought process at this point?" "Options for dealing with _____?" "Concerns at this point…"	Didactic Leading questions "Guess what I am thinking" game Reactive "Your" / "You" "Me" / "I"

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