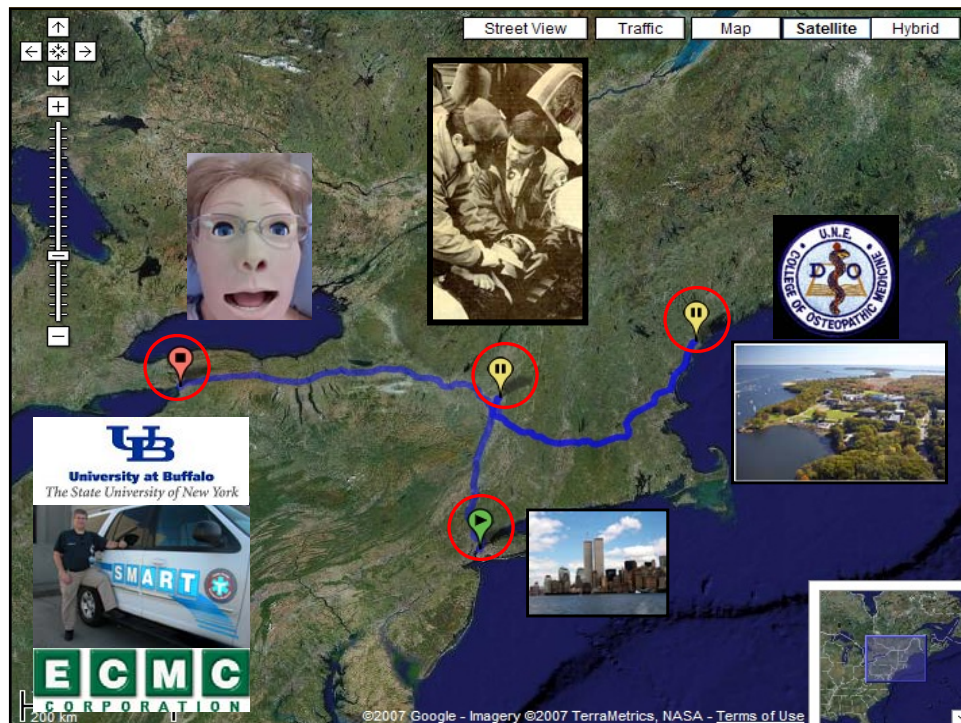


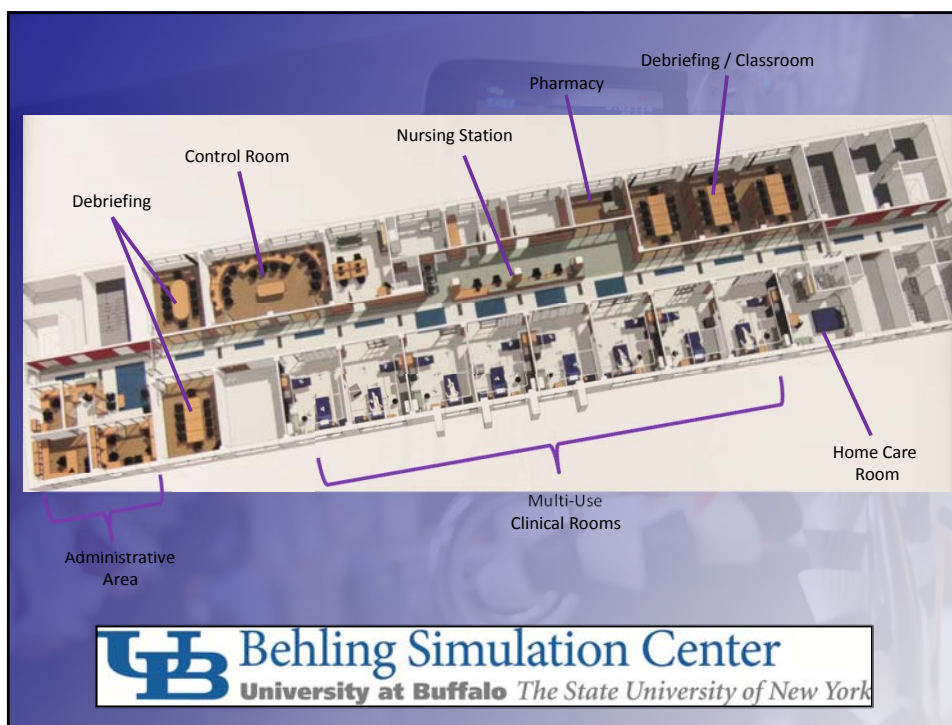
Effective Strategies for Immersive Patient Care Management Simulation Debriefing

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Director, Behling Simulation Center
University at Buffalo



Disclosures

- Author for Delmar Cengage Learning
 - AED text
 - Pathophysiology text
 - Instructional Airway DVD set
 - Professional Paramedic Textbook series
- Grew up watching Emergency!
- Still like driving RL&S
- UB Sim Methodology Courses

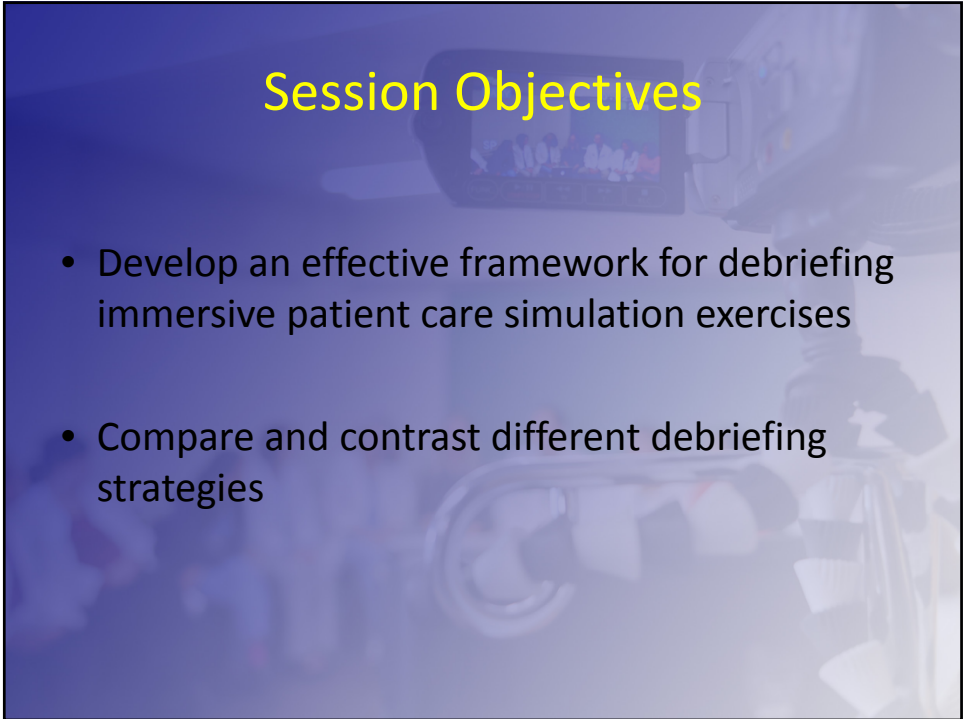


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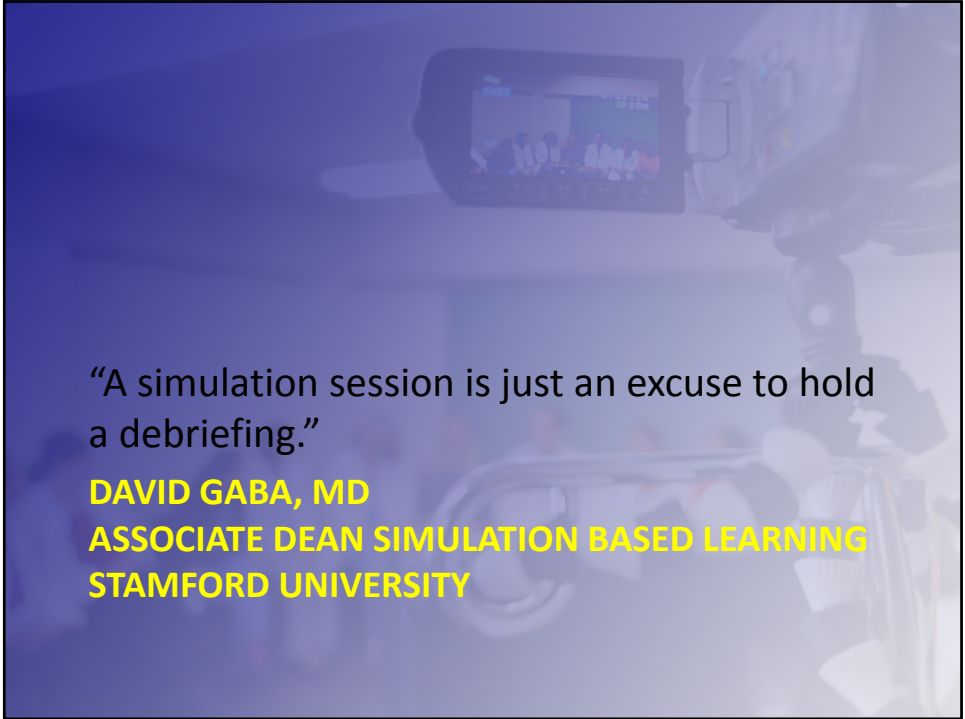
<http://www.photoemsdoc.com/downloads.html>

HANDOUT



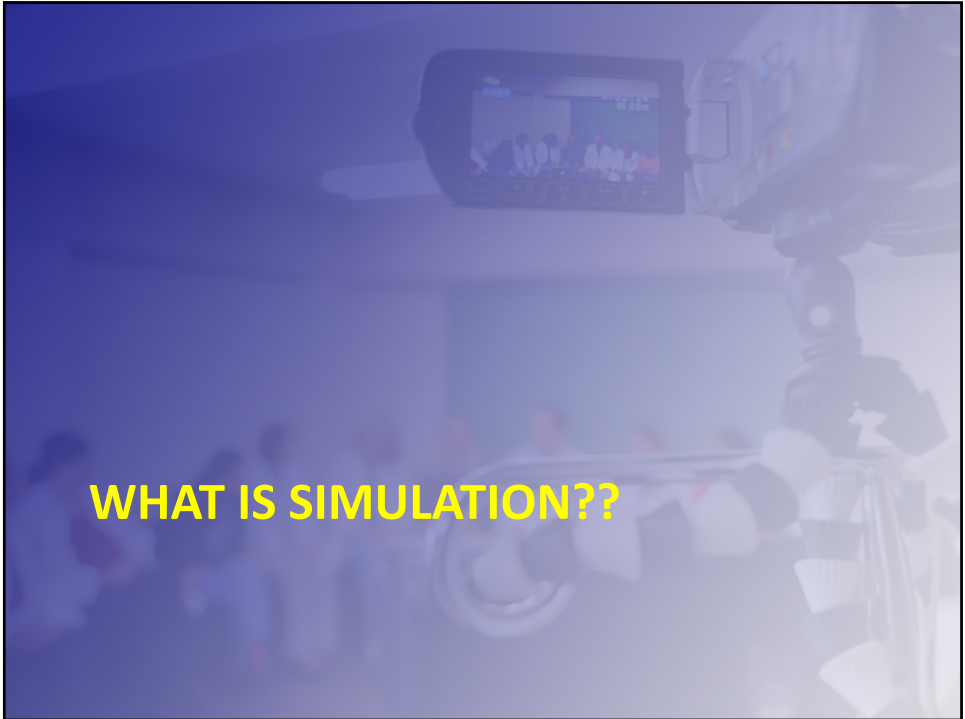
Session Objectives

- Develop an effective framework for debriefing immersive patient care simulation exercises
- Compare and contrast different debriefing strategies

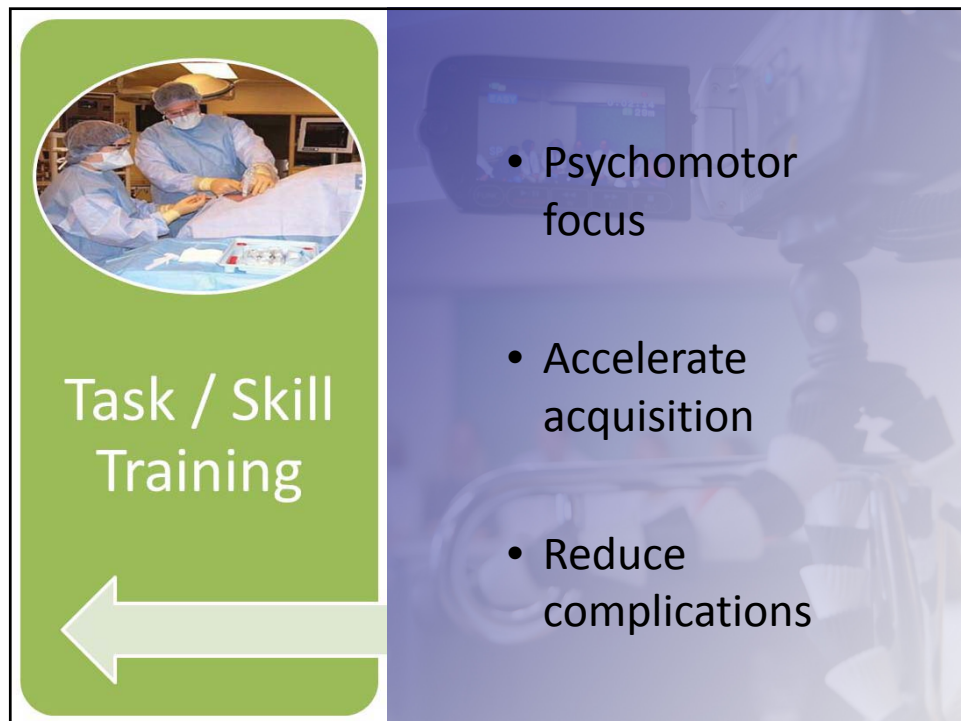
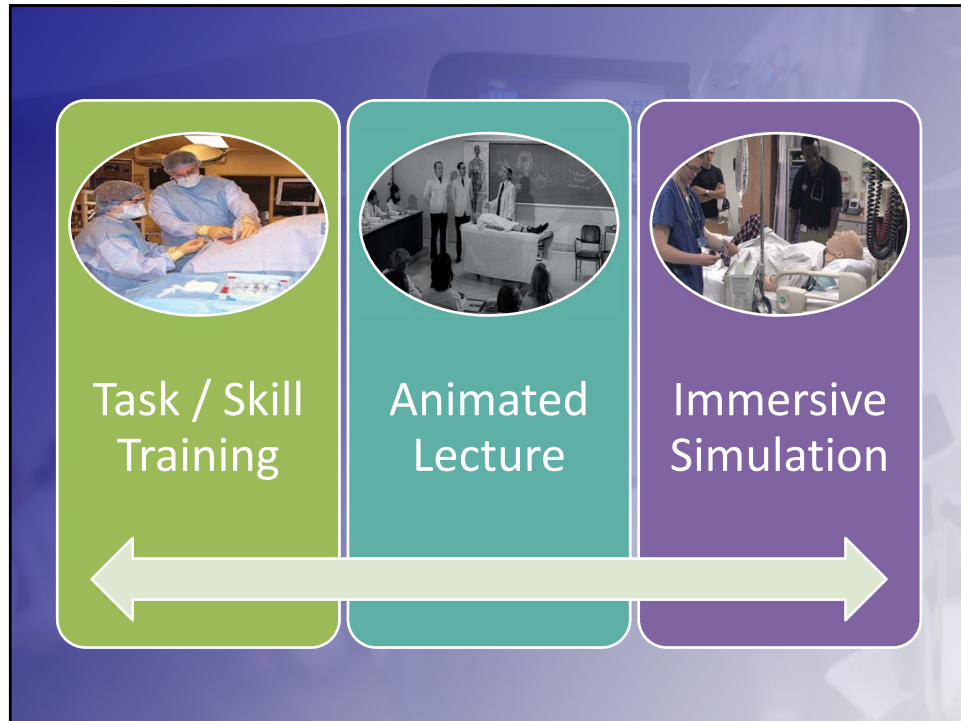


"A simulation session is just an excuse to hold a debriefing."

DAVID GABA, MD
ASSOCIATE DEAN SIMULATION BASED LEARNING
STAMFORD UNIVERSITY



WHAT IS SIMULATION??



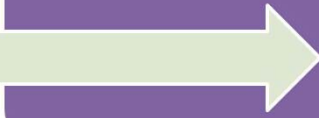


Animated
Lecture

- Demonstrate
 - Physiology
 - Pathophysiology
 - Response to treatments
- Dry lab



Immersive
Simulation



- Patient care management
- *Immediate reflective debriefing*
- Repeat

Systematic guided review of events leading up to,
during and after an immersive patient care
management simulation

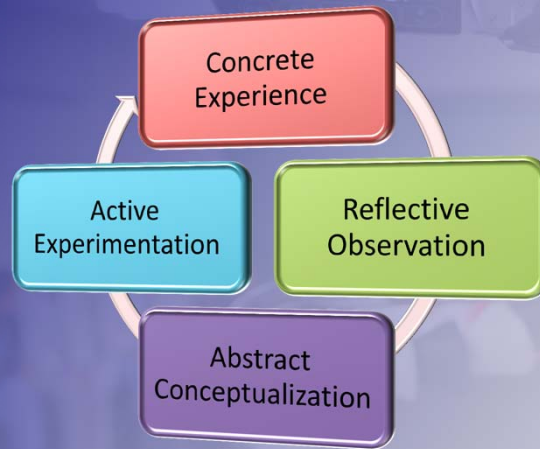
DEBRIEFING

Why Debrief?



Close the Performance Gap!

Kolb: Experiential Learning Cycle



Elements of Debriefing





Psychological Safety

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Ground Rules

- Silence electronics (Phones, pagers etc.)
- Professional dress code
- Maintain a clean organized environment
- Treat the mannequin as you would a real patient
- Treat the environment as real
- Participate in "Hands-on" orientation
- Maintain strict confidentiality agreement
- Maintain professionalism
- Laugh and enjoy but not at the expense of others
- Leave all personal baggage at the door
- Role model positive attitude and behaviors
- Be open to peer review
- Be open to new experiences
- Be open to role flexibility
- Expect to make mistakes and learn thru them
- Engage and participate or you will be asked to leave
- Be on time (will not be allowed to participate)
- Accountable for all previous knowledge and skills

Psychological Safety



Scenario Development

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Scenario # _____
Course _____
Learning Objectives _____
Environment _____
Author(s) _____
Date Created _____ **Date Last Reviewed** _____

MAIN FOCUS FOCUS

PERFORMANCE MEASURES

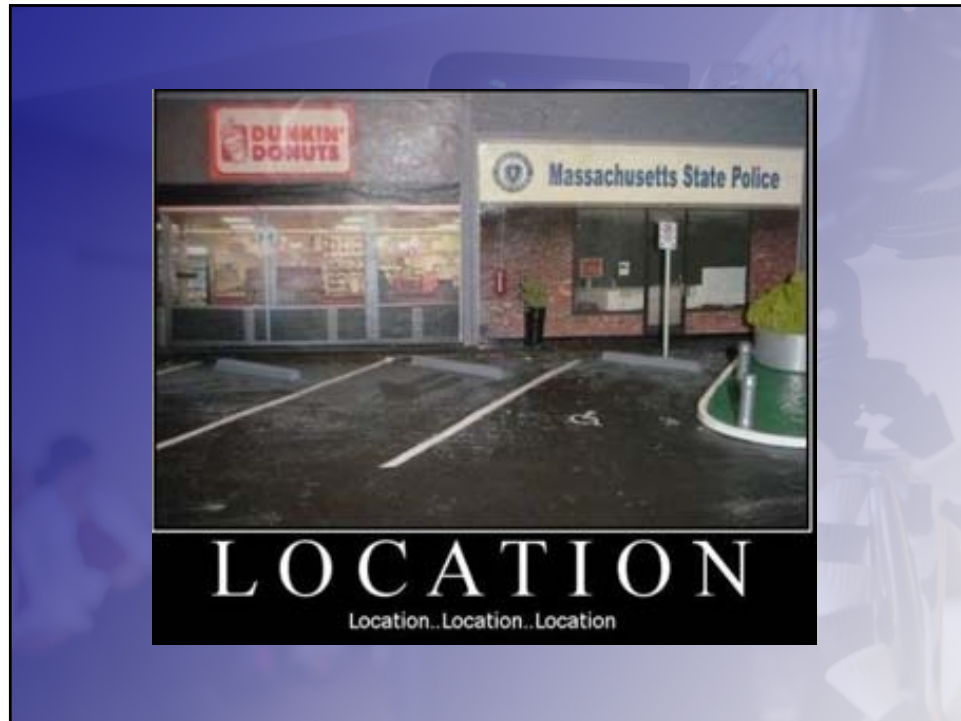
#	ITEM#	CTB#	PERFORMANCE MEASURES	By Whom
10	1	1	Wash hands and/or sanitize for 15 seconds or more prior to meeting patients	1
20	2	2	Wash hands and/or sanitize for 15 seconds or more when leaving patients	2
30	3	3	Assess PPE appropriate for patient condition and procedure	3
40	4	4	Provide care to patients	4
50	5	5	Communicate respectfully and compassionately with patients	5
60	6	6	Demonstrates respectful interactions with all health profession colleagues	6
70	7	7	Maintain professional behavior during simulations	7
80	8	8		8
90	9	9		9
100	10	10		10
110	11	11		11
120	12	12		12
130	13	13		13
140	14	14		14
150	15	15		15

PERFORMANCE MEASURE COMPETENCIES (REFERENCE KEY)

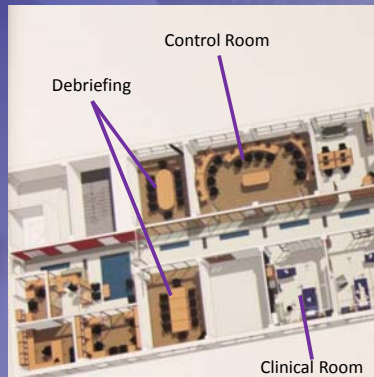
ITEM#	Values/ Ethics for PACE	IPCC Competencies	Learning Domain
100	100	100	100
110	110	110	110
120	120	120	120
130	130	130	130
140	140	140	140
150	150	150	150

Map to the specific competency within each domain (e.g., 11-1, CC-7, etc.)

SYNOPSIS OF SCENARIO



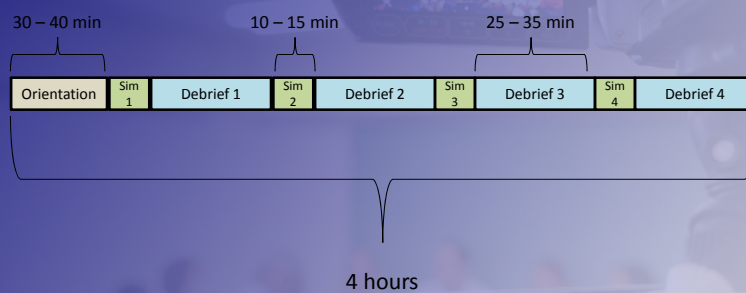
Separate Debriefing Area



Room Configuration



Timing

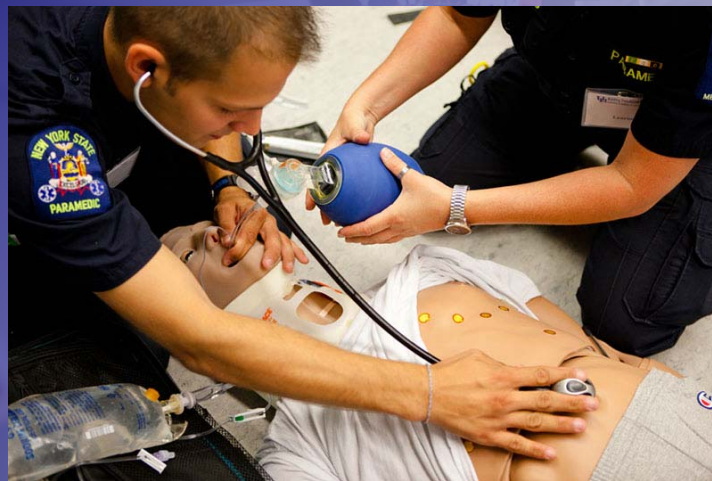


- Immediate debriefing after scenario
- Guide: Twice as long as scenario

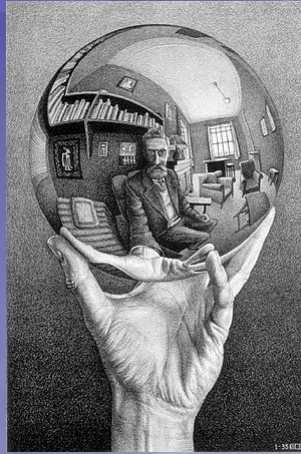
Emotional Release



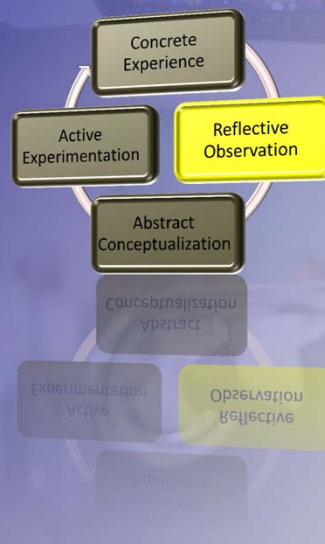
Emotional Release



Reflective Learning



Reflection



Inquiry – Advocacy



Socratic Method



THE IMPORTANCE
OF KNOWING
THE RIGHT QUESTION

THE ONLY THING
I TRULY KNOW...

IS THAT
I KNOW NOTHING

- SOCRATES

Levels of Debriefing

High

Learners debrief themselves

- Open ended questions
- Phrases
- Silence

Intermediate

Assistance needed for deeper understanding

- Rewording / rephrasing questions
- Learners comment on each other
- Input from all learners

Low

Intense instructor involvement

- Answering for learners
- Confirming / agreeing with statements
- Expanding on statements

Debriefing Plan

Closing The Performance Gap

- 3 Main Focus
- 3 Performance Measures
- 3 Good Things
- 3 Things To Improve On

Process

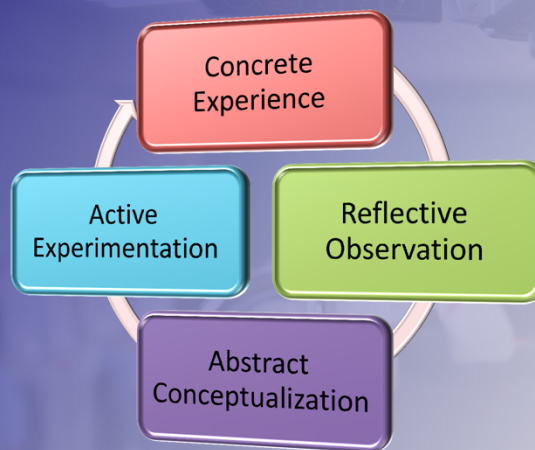
- Opening
- 3 Good Things
- 3 Issues Reviewed With Video
- 3 What Would We Do Differently
- Closing

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?"	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?"	Time to clarify technical points and questions. Ensures understandings.
Closing 3 Minutes	"Other concerns or questions?"	Confirm technical questions answered. Allows for final Learner concerns to be addressed.

Let's Get Discussion Started...

Short Questions	Socratic	Pitfalls
• 4-8 Words • "We" • "Our" • Concerns.... • Thoughts.... • Options.... • Resources.... • Happening... • Contributing factors..... • Next steps.....	• Open Ended • "What kind of thoughts do we have here?" • "Options for dealing with _____?" • "Concerns at this point....."	• Didactic • Leading • Guess What I Am Thinking • Reactive • Lecture Lure • "Your" • "You" • "Me" • "I"

Review






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Handout: <http://www.photoemdoc.com/downloads.html>