The Role of Debriefing
Objectives

- Compare the strategies and models of debriefing and guided reflection
- Explore the integration of debriefing and guided reflection during clinical simulation
Interactive discussions or conversations after events to explore actions and thought processes, promote reflective learning, and identify strategies to improve future performance
When?

- Last 5-15 minutes
- Routine
- Many events in clinical simulation are amenable to debriefing, even those with successful or less emotionally charged outcomes
- Debriefing critical incidents, particularly highly stressful and emotional ones is recommended
By Whom?

- Trainer simulation educator/instructor
- Courses/faculty development on debriefing strategy, how to guide discussion, how to facilitate and coach learners
Sequence of the learning activity in Clinical Simulation

BRIEFING

- Information
- Expectation
- Demonstration (on site or pre-recorded)
• Learning objectives
• Clinical case information
• Scenario participants
• Scenario context (clinical decision making, assessment, emergency response, etc.)
• SP roles and behavior overview (patient case background, narrative, roles)
• Scenario events and expected actions
• Manikin settings (HR, RR, BP, lung and heart sounds, etc.)
• Supplies and equipment needed
Different types of learning in clinical simulation require different assessment

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAINS</th>
<th>ASSESSMENT</th>
</tr>
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<tbody>
<tr>
<td>Cognitive</td>
<td>Knowledge related Clinical decision making</td>
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<tr>
<td>Technical or Psychomotor Skills</td>
<td>Performing procedures Manual maneuvers</td>
</tr>
<tr>
<td>Behavioral</td>
<td>Team skills Communication Collaboration</td>
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<tr>
<td>Affective</td>
<td>Attitudes</td>
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</table>
Experience alone does not guarantee learning. Integration of reflection is needed.

(Boud, Keogh, & Walker, 1985)

Simulation = Patient Care Experience + Debriefing and/or Guided Reflection
• Clinical reasoning
• Emotions
• Situational awareness

• Focused and targeted
• Immediate
• Contextual
• Balanced
• Avoids judgmental phrasing/language
• Were the learning objectives met?
• What went well?
• What didn’t go so well?
• How did you feel about the experience?
• What did you learn about yourself?
The process that allows practitioners to uncover and expose thoughts, feelings and behaviors

A form of self-assessment/analysis that forces practitioners to face incongruity and uncomfortable facts
Reflection on action
Reflection in action
Schön (1987)
Learning promoted through the use of a “reflective practicum” in realistic learning environment / faculty acting as coach

Reflection-on-action
- After the event
- Think back – gain understanding

Reflection-in-action
- During
- Prompted by unexpected event

Knowing-in-action (Thoughtful Thinking)
- Unconscious, initiative knowing
Reflective Thinking

- Enhances learning from experience
- Helps expand clinical knowledge
- Promotes reflective practice
- Improves clinical judgment

Glaze, J. E. (2001)
Paget, T. (2001)
Murphy, J. I. (2004)
Barriers & Outcomes of Reflective Thinking

**Barriers**
- Previous learning
- Fixations
- Socialization
- Organizational culture

**Outcomes**
- Heightened self-confidence
- Understanding
- Better patient care
- Improved clinical reasoning
Environment

- Safe – non-threatening, trustful
- Confidential
- Time equal to or longer than the scenario
Setting the Ground Rules

- Confidential
  (what happens in simulation, stays in simulation)

- Review objectives and expectations

- Professional courtesy
  - No interruptions
  - Respect

- Supportive and not judgmental
  - Don’t talk about anyone not present
  - Positive before negative

- Active listening
Audio-Visual Integration
Audio-Visual Integration
• Be proficient with the equipment
• Do not show a segment unless it is to be discussed
• Show only 3 to 4 critical segments
• Index critical segments
  ▪ Introduce each segment ("This segment occurred ... discuss what you were thinking as you...")
  ▪ Show the segment
  ▪ Pause – all the learner to self-critique
Discussion

- Do you include audio-visual segment during each simulation?

- When would they be appropriate?

- Things to think about:
  - Confidentiality forms
  - Archiving of materials