



Shuckin' the Pants Off Confused Faculty: The Art of Debriefing

Stacy Seay Capel RN, MSN

**Presbyterian School of Nursing
Queens University of Charlotte**



Objectives

1. Define debriefing as it applies to the realm of patient simulation and simulated clinical experiences.
2. Describe helpful tips and best practice as related to debriefing guidelines.
3. Share the process of creating a website, education videos and evaluation tools that advance faculty access, communication and ownership of the debriefing process.

Debriefing

“The formal, reflective stage in the simulation learning process.

Debriefing follows the actual simulation and serves to help learners clarify and integrate the simulation experience with previous knowledge.”

Galloway (2009)

Not a Post Conference Because...

- Everyone cared for the same patient
- Exact same experience, but different viewpoints
- All the learners (hopefully!) worked together to meet one patient's needs.

Debriefing Is...

- A way to ensure learning objectives are met
- A tool to help students evaluate their own performance, team's performance & their understanding of the patient
- An opportunity for students to learn things they missed while engaged in their own role

Debriefing Is...

- A tool to enhance critical thinking & problem solving skills
- Safe place to discuss events
- A venue to correlate PSL to real world experiences

Suggested Steps of Debriefing

- Introduction
- Personal reactions
- Discussion of events
- Summary

Best Practice

- Away from simulator
- Immediately following experience
- Safe environment
- Reflective thinking guided by Educator
- Video
- Shared learning, rather than evaluation
- 2-4 times longer than scenario

Best Practice (continued)

- Lasts until learning objectives are met
- Verbal, written (only after a verbal) or journaling
- Address questions to group, not individual
- Nonjudgmental & empathize
- Silence is not a problem!
- Rephrase, reflect, reword, echo & repeat
- Open ended questions

Questions to Encourage Reflection

- What happened?
- What additional information, knowledge, and skills do you think were needed in this situation?
- Talk to me about the problems the patient was having.
- Tell me what influenced your actions during this scenario?

Questions (continued)

- Talk to me how you feel about this experience.
- What would you do differently if we went back into the patient's room and repeated the scenario right now?
- How will you use what was learned in this experience in the future?

Jeffries, P. R. (2007). Simulation in nursing education from conceptualization to evaluation. New York:NLN (p.81)



You KNOW all this...

So, how do you get your peers
to buy into debriefing?

Knowles describes adult learners as...

- Autonomous and self-directed
- Accumulated life experiences and knowledge
- Goal and relevancy-oriented
- Practical

Barriers for the Adult Learner

- Lack of time, money, confidence, or interest
- Lack of information about opportunities to learn
- Scheduling problems
- Red Tape
- Problems with child care and transportation
- Motivation

The Plan

- Obtain support from the top
- Shorten scenario times
- Communicate changes
- Offer peer support
- Create “cheat sheets”
- Produce a website
- Model debriefing via video



QUEENS UNIVERSITY
OF CHARLOTTE

Thrive.

Video Here

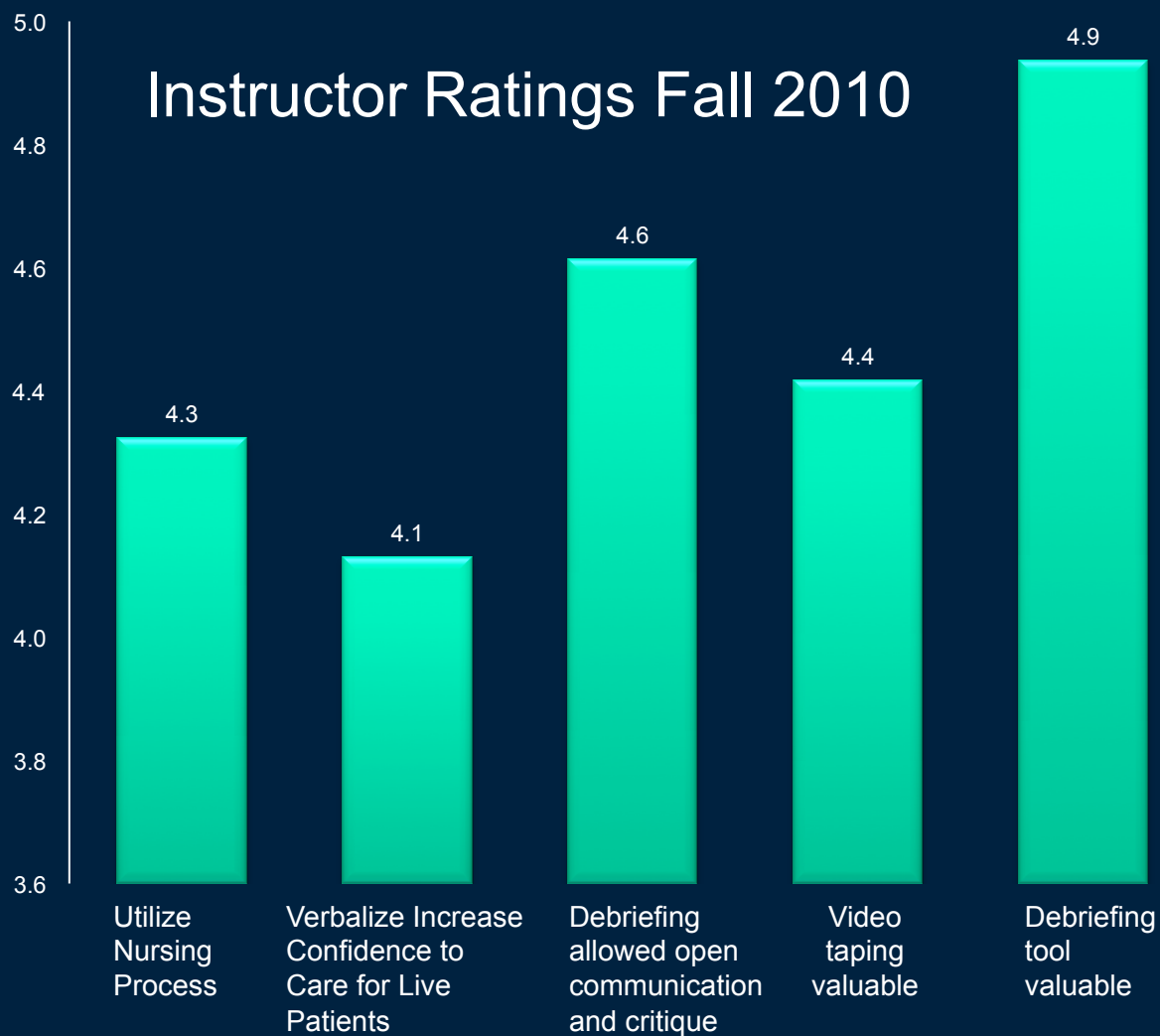
Presbyterian School of Nursing at Queens University of Charlotte Patient Simulator Lab Student Nurse Evaluation

Thank you for completing this evaluation – we value your opinions!

Date _____

Scenario _____

	Definitely Yes	Mostly Yes	Yes and No	Mostly No	Definitely No
1. I was able to see the nursing process utilized in responding to a particular clinical circumstance.					
2. My confidence to practice in an actual clinical environment with live patients has increased.					
3. The debriefing session provided valuable feedback on my clinical performance.					
4. I was able to discuss my reaction to the situation and how I can improve my decision making skills.					



References

Billings, D.M. & Halstead, J.A. (2009). Teaching in nursing: A guide for faculty. St. Louis, MO: Saunders Elsevier.

Galloway, Galloway, S. (2008). Simulation techniques to bridge the gap between novice and competent healthcare professionals. *Online Journal of Issues in Nursing*, 14(2). <http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Simulation-Techniques.aspx>

References (continued)

Jefferies, P.R. (2007). Simulation in nursing education. New York, NY: NLN.

Knowles, M.S. (1980). The modern practice of adult education: From pedagogy to andragogy. Englewood Cliffs: Prentice Hall/Cambridge

Leighton, K. & Nelson, J. (2010). Presentation from 9th Annual International Nursing/ Learning Resource Centers Conference: Debriefing in the simulated clinical experience. Las Vegas, NV.

References (continued)

Lieb, S. (1991). Principles of adult learning. *Vision, Fall*.
[http://honolulu.hawaii.edu/intranet/committees/
FacDevCom/guidebk/teachtip/adults-2.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm)