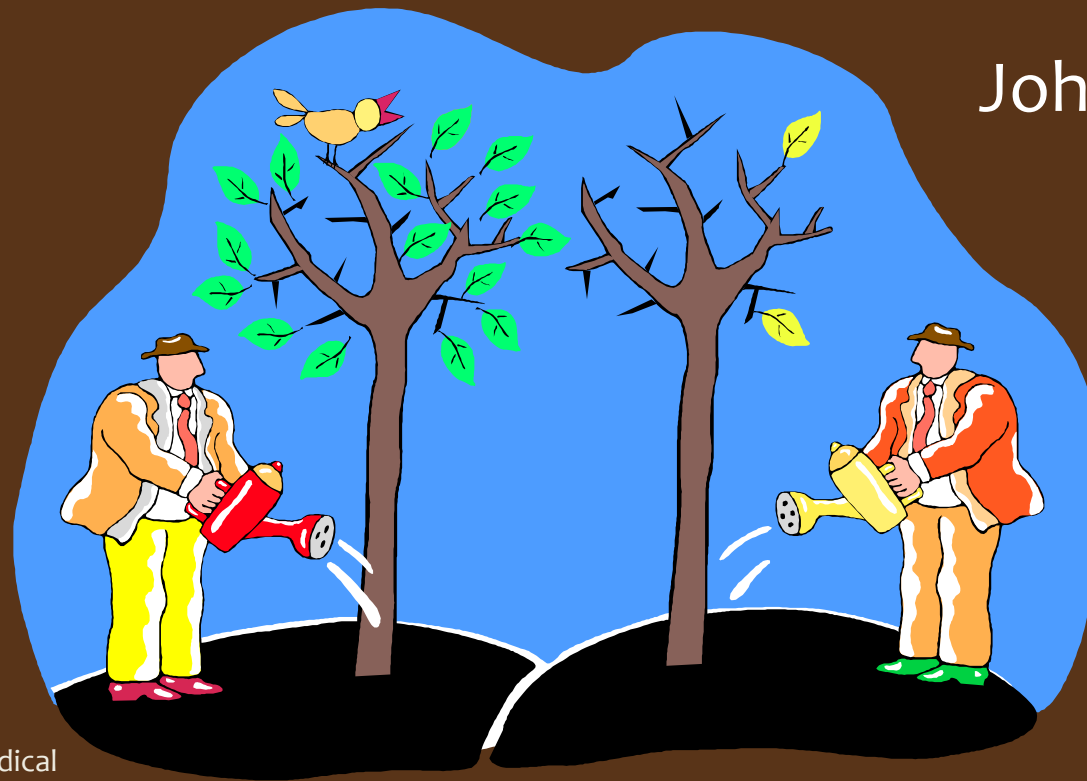


Debriefing: Is It An Art Or Common Sense?

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Failure is instructive. The person who really thinks learns quite as much from his failures as from his successes.

John Dewey



Objectives

At the end of this activity the participant should be able to....

1. Discuss the purpose and value of conducting debriefings in a simulation enhanced education activity
2. Advocate for a positive and safe learning atmosphere
3. Apply various approaches to debriefing the same simulation activity

Purpose of Debriefing

- Increase learning by elevating the level of engagement with material presented
- Allow learner to incorporate new information into established frameworks of existing memory structures
- Facilitates retention of information
- Bridge natural gap between experiencing an event and making sense of the event

Origins of debriefing

- Military
 - Analyze and strategize
 - Defusing-aided in processing of traumatic event, reduce psychological damage
- Critical Incidence Debriefing
 - Mitigate stress
 - Accelerate recovery
 - Stimulate group cohesion and empathy
- Experimental psychology
 - Deceived people, now tell them the truth

Seven Common Structural Elements Involved in the Debriefing Process

- Debriefers
- Participants to debrief
- An experience (simulation)
- Impact of experience (is simulation relevant?)
- Recollection
- Report
- Time (how much time passes between simulation and

Facilitators Role

- Assist participants to learn and evaluate through their own inquiry
- Establish tone, ground rules, supportive climate, mood
 - What goes on here stays here
 - Free to learn in dignified environment
- Develop empathy, respect
 - See things through participants eyes
- Listen carefully
 - Hear what is being said
- Elicit information
 - Open ended questions
- Positive confrontation, frank, honest, open
 - “I maybe wrong but it sounds like.....”



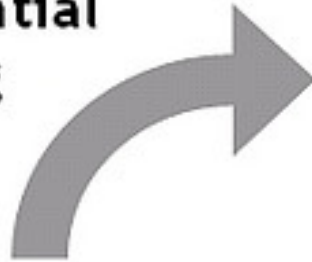
Facilitation Styles

- High
 - Participants debrief themselves
- Intermediate
 - Instructor involvement helpful when analyzing experience
- Low
 - Facilitator leads participants through entire process
- Funneling
 - Facilitator guides, but refrains from commenting
- Framing
 - Introduces experience enhances relevance and meaning
- Frontloading
 - Solution-focused, directional-style change the way people feel or think
- Target focused
 - ID behaviors prior to simulation

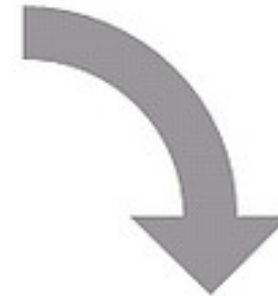
Kolb Learning Styles

- Diverging
 - Concrete experience, reflective observation
 - Facilitates generation of ideas, brainstorming
 - Prefer to work in groups, listening and receiving feedback
- Assimilating
 - Abstract conceptualization, reflective observation
 - Reading, lecture, and analysis
- Converging
 - Abstract conceptualization, active experimentation
 - Find practical uses for ideas and theories
 - Experiment with new ideas, simulations, laboratory experiments, practical application
- Accommodating
 - Concrete experience, active experimentation
 - Hands on work experience

The Simplest
Experiential
Learning
Cycle



DO IT.



Now What?

What will I do differently next time?

What?

What happened?
What were the results?



So What?

What do these
results imply?
How did I influence
the outcome?



compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html

Debriefing/Reflection

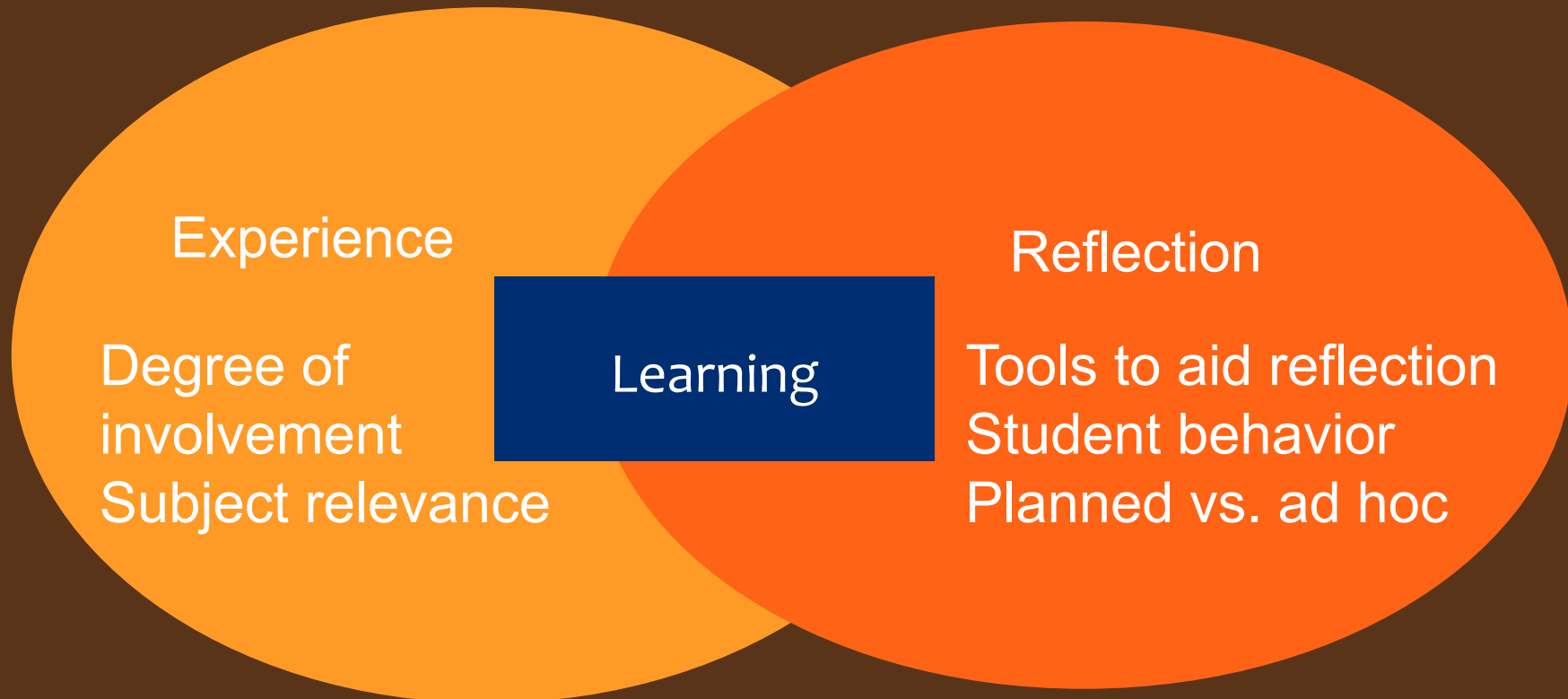
- 3 phases

- Description **What? !**
 - Tell what happened participants own words

- Analysis **So What?**
 - ID pitfalls, tie back to stated learning outcome

- Application **Now What?**
 - Focus on reality

Experience = Reflection



Experience + Reflection = Learning

- Reflection is the key to learning from experience
 - Focuses our attention on learning specific content
 - Consolidates learning experience

Experience + Reflection = Learn

Experience + Reflection = Learn

Experience + Reflection = Learn

Debriefing Setting

- After simulation, Separate room
- In-scenario
- Fish bowl method
- Long after simulation via video tape by learner guided by checklist



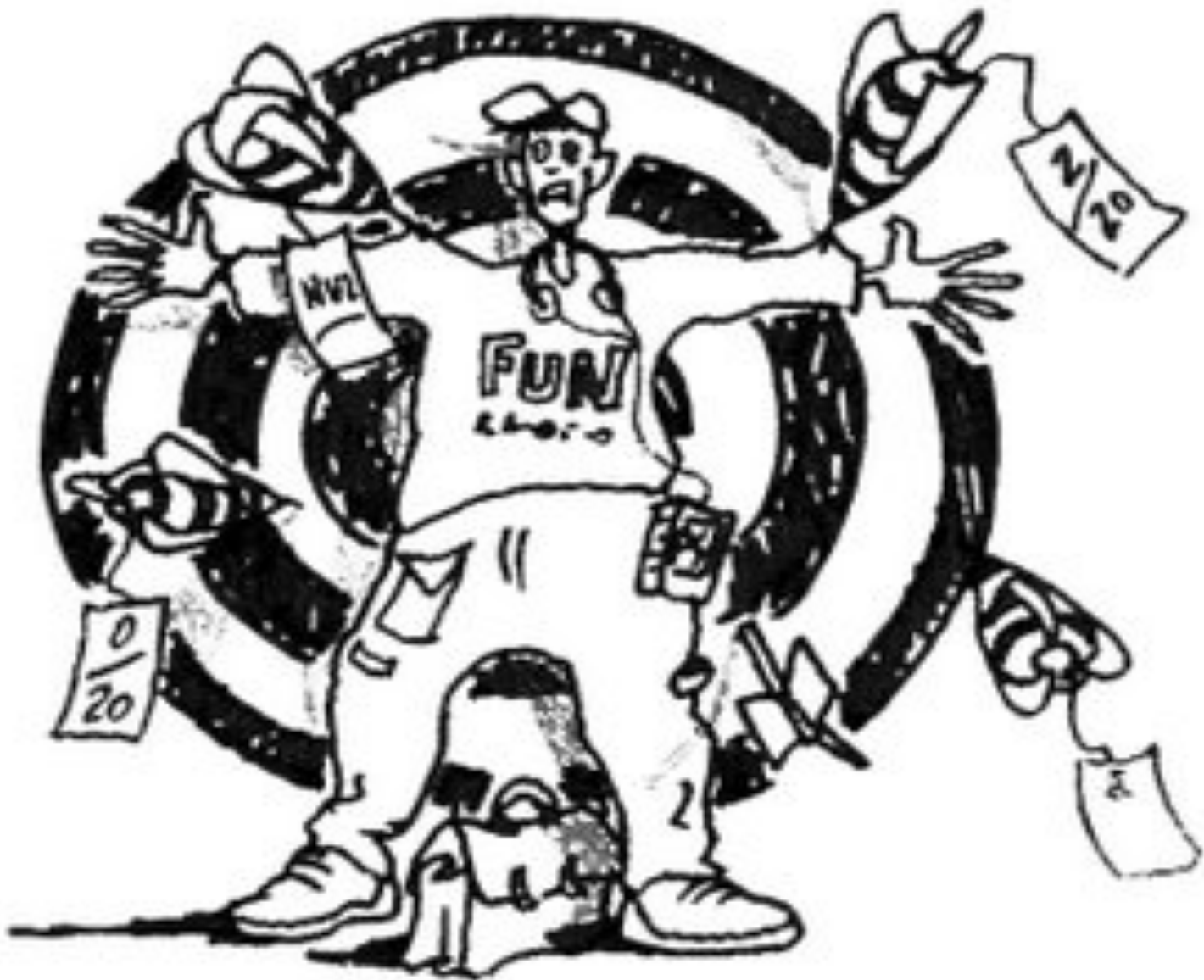
Pearls

- Debrief X 2
 - 10 minute scenario: 20 minute debrief
- Thorough pre-brief essential
- Importance of confidentiality
- Create a non threatening atmosphere
- Always give them a chance to go back
- Learning objectives, target population (learners), and modalities of simulation drive debriefing techniques
- Self debrief used when ever possible directed by guidelines or aids

Lederman, LC: Debriefing: Toward a systematic assessment of theory and practice *Simul Gaming* 1992;2:145-159.

1. Were the learning objectives met or enhanced through debriefing?
2. How was the debriefing conducted considering situational constraints? (Eg, time, finances, group structure)
3. Was the correct strategy used to accomplish the learning objectives?
4. How uniformly was the stated debriefing strategy actually implemented in practice?

1. Do all types of simulation need a debrief?
2. What benefits have been demonstrated?
3. Is self-debriefing or written debriefing sufficient or is a facilitator really needed?
4. How much, if at all, does playback of video help the debriefing process?
5. Do specific methods of debriefing have specific benefits, or are they all alike?



Tools to Help You

- DASH-Debriefing Assessment For Simulation in Healthcare
 - Handbook to assist in developing and evaluating debriefing skills
 - www.harvardmedsim.org
- Formal training
 - Center for Medical Simulation
 - Mayo Multidisciplinary Simulation Center
www.mayo.edu/simulationcenter
 - Society for Education in Anesthesia www.asahq.org/
 - University of Miami Michael S. Gordon Center for Research in Medical Education www.crme.med.miami.edu
 - University of Pittsburgh WISER www.wiser.pitt.edu
 - Simulation Center VA Palo Alto HCS, Stanford
www.med.stanford.edu/VAsimulator/

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