

The Art of Debriefing

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Debriefing

- Just as important as the simulation
 - Consider goals and techniques
- Where learners process the information
- Assists them with:
 - Understanding the patient, the condition and the responses to their interventions
 - Their own performance
 - Their performance as a team member



Debriefing

- Students often have a limited picture of what happened while involved in simulation
- Difficult to reflect in fast paced learning environment
- Debriefing, aided by video, assists them in seeing the total picture, especially learning about those things they missed while engaged in the SCE
- Can collaborate and communicate and compare perspectives of events
- Assists with critical thinking, problem solving, and planning future care

Process of Debriefing

- Introduction
- Personal Reactions
- Discussion of Events
- Summary



I. Introduction

- Communicate faculty expectations
 - Prepare learners to actively analyze and evaluate self and simulation activities.
- Describe faculty role
 - Facilitator versus evaluator or instructor
 - If evaluator, then describe role
- Discuss confidentiality
 - Signed statement by learners and faculty, how tape be used, when destroyed
- A safe environment for learners to express feelings, ask questions, discuss alternatives
 - Mistakes are a part of the learning process



Patient Simulation Lab
Confidentiality Statement / Photography Release

(Name of Institution) _____ supports the University Honor Code. The Honor System is binding to all members of the school community. This includes the Patient Simulation Lab (PSL).

Students are expected to keep all events, procedures, and information used in conjunction with the PSL strictly confidential. This includes patient history information obtained prior to the actual simulation experience, as well as information obtained and used in the pre and post conferences.

Students are not to share information about their simulation experience with other students.

Violation of this confidentiality statement is a violation of the University Honor Code and will lead to consequences for the student, possibly up to and including removal from the nursing program.

I, _____, have read the statement above and understand it. I agree to allow __ (Name of Institution) _____ to record and/or photograph my performance in the PSL for teaching purposes.

Date: _____

Printed Name of Student: _____

Signature of Student: _____

II. Sharing of Person Reactions

- Discharge emotional energy so can focus on learning
 - Post simulation energy, excitement, anxiety
- De-roling, decompress
- Humor
- Feelings expressed and dealt with in debriefing are better handled in real clinical situation
- Opportunities for peer support and communication

III. Discussion of Events

- Foster an in depth analysis of events, care provided, patient responses, what was good, problem areas, improvements needed
- Encourage evaluation of communication, team functioning, individual functioning
- Ask questions like:
 - How familiar were you with the patient's condition, treatments, and complications prior to the SCE?
 - What happened? Why did it happen? What did you do when that happened? What was the outcome? What would you do differently next time?
 - What additional information, knowledge, skills, etc. do you think were/are needed for future situations like this?

Discussion of Events

- Utilize questions from 2008 PNCI Debriefing Guide
- Safe place to discuss alternative actions/ interventions without constraints of time or recrimination
- Develop information seekers/processors by having them utilize available resources
 - Look up information in debriefing, just as in SCEs

Incorrect Information

- Correcting information, techniques and unrecognized errors
 - Give them an opportunity to figure it out
 - Connect to theory or class information
 - Provide resources
- Discuss what they would do differently next time
- Learners who question what they could do differently in the future, tend to be better practitioners

Marking the Videotape

- Video clips are usually shown during the Discussion of Events
 - View whole tape on own
- Important to have a counter
- With METIVision
 - Annotated notes typed prior or during SCE
 - Notes are indicated by balloons on timeline
 - Logs also indicated by balloons
- Annotated notes, logs and markers can help locate specific areas to watch

Debriefing with Video

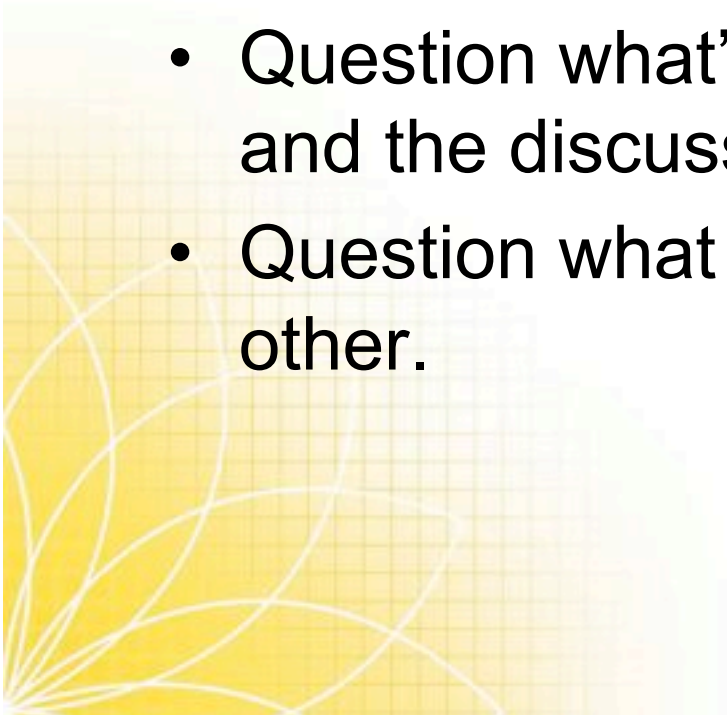
- Show only those parts of the video that will enhance their learning, not the whole video.
- Learners may indicate parts they want to watch
- To help them learn from a selected event, suggest they watch the video for a specific activity (communications, techniques etc.) or purpose.
- Ask questions about what they saw, how they felt about it,
- Ask what they would have done or said differently
 - Have them role play a different outcome

Debriefing with Video

- Selected clips that enhance learning assist in:
 - Understanding events
 - Seeing problem areas
 - Significant time lapses
 - Poor/lack of communication
 - Missed changes in patient parameters
 - Errors in judgment
 - Errors in protocols/guidelines
 - Safety issues
 - Management problems
 - Breaks in techniques
 - Recognizing their own limitations
 - Seeing noteworthy performance

Viewing Video Clips

- Follow each viewed clip with questions/and or discussion
- Facilitate in-depth analysis of the area viewed
- Question what's been learned from the event and the discussion related to it
- Question what they learned from the each other.



Debriefing with Video

Learning is enhanced with video when:

- During the discussion of events, there are questions or disagreements about what happened and that area of the video can be shown. Then the discussion can continue
- Cues are missed and their activity at that time can be shown
- Physiological responses to their interventions are replayed
- Learners estimate the amount of time it took to do an activity...respond to pain by giving med... then they are shown actual amount of time it took.

IV. Summary

- Goal is to assist the learners in looking at the overall experience
 - What they did well or not well
 - What they learned
 - What they identified as areas for improvement
- Can be summarized by faculty using the learner's comments
- Can be summarized by asking open-ended questions of the learners
- Can be summarized by learners

Summary

- Review take-home points
- Written Evaluations



Other Considerations

- Location
 - Quiet, away from simulator
- Time
 - Right after simulation
- Faculty
 - Those involved in simulation
- Students
 - Those involved in simulation/observation

Types of Debriefing

- Types of Debriefing
 - Verbal
 - Written
 - List 5 things you learned from the simulation
 - List 3 things you feel you need to work on based on the simulation
 - Report
 - Journaling
 - Discussion Board



Effective Techniques

- Asking open-ended questions
- Encouraging, nonjudgmental
 - Tell us more about what you were thinking and feeling when _____ happened.
- Not too many questions, loose spontaneity
- Providing time for them to answer
- Rephrasing, reflecting, rewording, echoing, or repeating part of what has just been said

Effective Techniques

- Praising and pointing out appropriate or noteworthy actions
- Expressing empathy and acceptance
- Preventing some from dominating the discussion
- Fostering assistance to those struggling



Techniques to be Avoided

- Some techniques can prevent learners from sharing information and will increase their anxiety rather than stimulate discussions.

These include:

- the facilitator becoming an instructor and teaching content
- asking closed questions
- answering questions before the learners have a chance to process their answers
- making judgmental, critical or belittling statements
- focusing entirely on errors

Conclusion

- Make it safe, educational, and fun
- Be kind to yourself, it is a learning experience for you too
- Students will learn, regardless of how the simulation turns out
- Debrief yourself with other faculty

