Debriefing in Simulation Train-the-Trainer

Darren P. Lacroix
Educational Services
Laerdal Medical America's

SIMULATION user™ NETWORK

Objectives

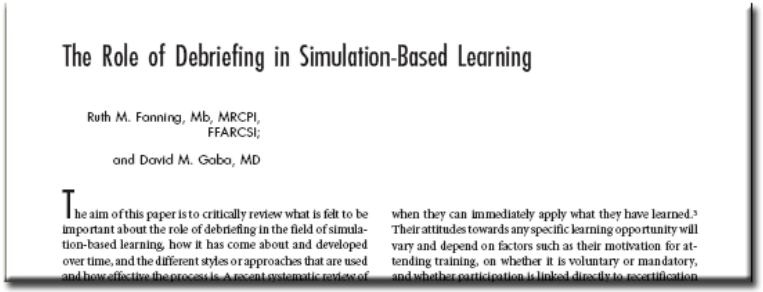
- Discuss and relate the relevance of debriefing to simulation-based learning
- Identify elements present in a debriefing
- Examine a debriefing model and discuss current methods of debriefing
- Investigate a debriefer rating scale
- Utilize role-play activity

Defining Debriefing in Simulation

- Conversation between two or more participants to review a simulated activity
  - Participants identify their actions, thought processes and emotional states in order to improve performance
  - A *Debriefer* makes an implicit comparison between a desired level of performance and the level of performance observed
    - Identifies the “performance gap”
- The debriefing requires that the student/healthcare provider take a psychological risk

The Value of Debriefing

"Debriefing is the most important feature of simulation based education"



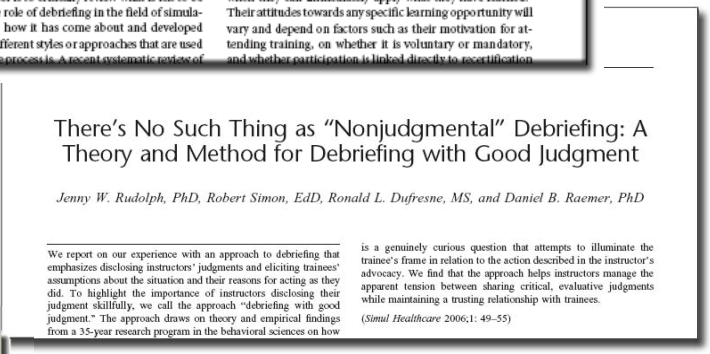
The Role of Debriefing in Simulation-Based Learning

Ruth M. Fanning, Mb, MRCPI, FFARCSI;

and David M. Gaba, MD

The aim of this paper is to critically review what is felt to be important about the role of debriefing in the field of simulation-based learning, how it has come about and developed over time, and the different styles or approaches that are used and how effective the process is. A recent systematic review of

when they can immediately apply what they have learned.[3] Their attitudes towards any specific learning opportunity will vary and depend on factors such as their motivation for attending training, on whether it is voluntary or mandatory, and whether participation is linked directly to recertification



There's No Such Thing as "Nonjudgmental" Debriefing: A Theory and Method for Debriefing with Good Judgment

Jenny W. Rudolph, PhD, Robert Simon, EdD, Ronald L. Dufresne, MS, and Daniel B. Raemer, PhD

We report on our experience with an approach to debriefing that emphasizes disclosing instructors' judgments and eliciting trainees' assumptions about the situation and their reasons for acting as they did. To highlight the importance of instructors disclosing their judgment skillfully, we call the approach "debriefing with good judgment." The approach draws on theory and empirical findings from a 35-year research program in the behavioral sciences on how

is a genuinely curious question that attempts to illuminate the trainee's frame in relation to the action described in the instructor's advocacy. We find that the approach helps instructors manage the apparent tension between sharing critical, evaluative judgments while maintaining a trusting relationship with trainees.

(*Simul Healthcare* 2006;1: 49–55)

Features and uses of high-fidelity medical simulations that lead to effective learning: a BEME systematic review*

S. BARRY ISSENBERG[1], WILLIAM C. McGAGHIE[2], EMIL R. PETRUSA[3], DAVID LEE GORDON[4] & ROSS J. SCALESE[1]

[1]Center for Research in Medical Education, University of Miami School of Medicine, USA; [2]Northwestern University Feinberg School of Medicine, USA; [3]Duke University Medical Center, USA

Value of Feedback

- "Feedback, knowledge of results of one's performance, is the single most important feature of medical education toward the goal of effective learning"

  Issenberg BS, McGaghie WM, Petrusa ER, Gordon DL, Scalese RJ. Features and uses of high-fidelity medical simulation that lead to effective learning: a BEME systematic review. Medical Teacher. 2005;27(1):21-23.

- Promotes learning and appears to slow decay of knowledge

- Feedback comes in many forms

  - May be provided by the simulator itself, by the instructor, or by viewing videotape of the simulation activity
  - The feedback method itself is less important than its presence

Debriefing and Reflection

Debriefing can make or break a simulation session

Some ground rules…

- Provide a supportive environment
  - Students need to feel valued, respected, and free to learn
- Create an environment of trust early
  - The Pre-Brief
    - Objectives
    - Expectations
    - Time to recognize that each learner brings life-experience and culture

Process or Approach to the Debriefing

- Structure
  - "although reflection after a learning experience might occur naturally, it is likely to be unsystematic"
    - Fanning et al. The Role of Simulation in Simulation-Based Learning. Society for Simulation in Healthcare, Vol 2, No 2, Summer 2007. Pg 117
- Model/style
  - Natural order of human processing
    - Experience the event, reflection, discussion, learn or modify behaviors based on experience
- Objectives
  - Session should be tailored to the objectives of the simulation
  - Two Questions
    - What knowledge, skill, or attitude is the learner to know?
    - What specifically is to be learned about them?

Debriefing Phases

Beginning – Reactions Phase

Allow participants to express their initial reactions (emotion OK)

Discusses facts as necessary to eliminate confusion

Avoid ridiculing or shifting right to analysis

Middle – Analysis Phase

Ask questions that prompt the learner to discuss and reflect

Listen with genuine curiosity – seek to understand their "frames"

Avoid telling the participants what to do without getting them to reflect first

End – Summary Phase

Ask participants to summarize what they learned

"what went well?"

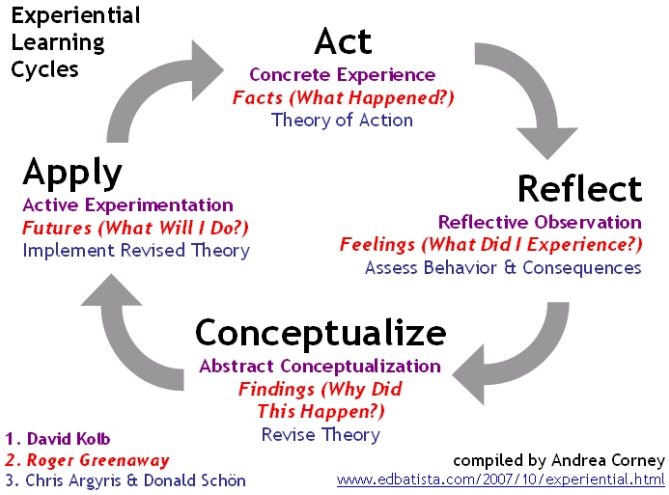
"Given a similar situation, what would you do differently?"

The Teacher/Student

- Setting Expectations
  - Expectations are clear
  - Purpose, objectives, and process itself
- Supportive environment
  - Students report that environment is “stressful and intimidating” (Fanning and Gaba)
  - Student centered
- Open sharing
  - Genuine inquiry and good will
  - Active Participation encouraged

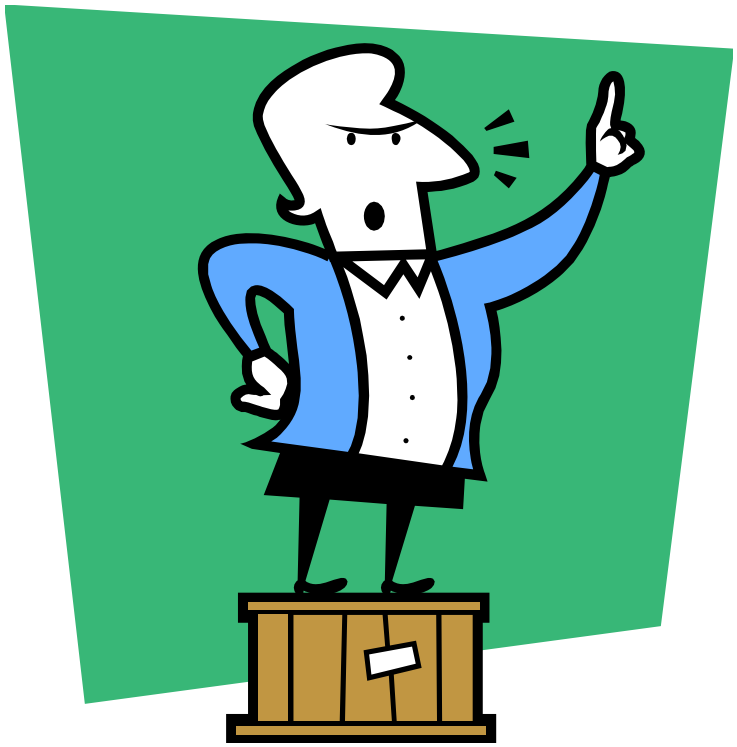
Content

- Facilitate the discussions to relationship of experience
- The students analyze and evaluate
  - Mistakes are viewed as opportunities for learning, not reasons for punishment
  - Turn intangibles into tangibles
  - Promote transfer of learning to practice
- Defined by Objectives
  - May be well-defined
  - May be emergent



A Note about the Facilitator…

- Perception of the facilitator
  - Expert
  - Experience and training
- Facilitate
  - Guide and direct rather than lecture
  - You are the learners resource
  - Positioned as co-learner
    - May be most effective when behavioral change is part of the objective



Types of Facilitators...Who are you?

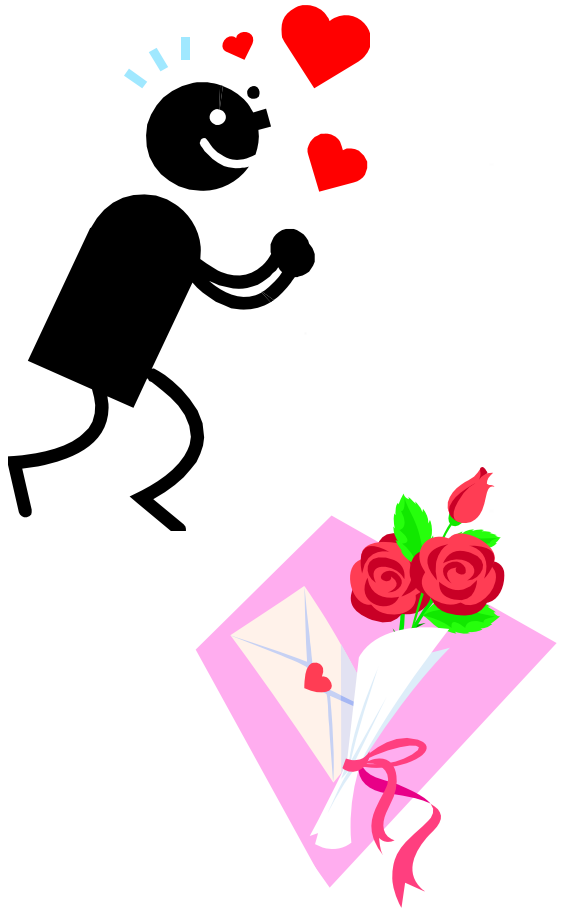
- Judgmental
- Non-Judgmental
- Debriefing with Good Judgment

The Judgmental Instructor

- Truth is in the hands of the instructor
- Error belongs to trainee
- Problems
  - Humiliation
  - Dampened motivation
  - Reluctance to raise questions
  - Exit of trainees from the program
- Advantages
  - Little doubt about what the instructor feels was wrong with the simulation

The Non-Judgmental Instructor

- Uses protective social strategies to “sugar-coat” error
  - The sandwich approach
- Reluctance to state the problem explicitly
  - Argyris termed “easing in”
- Hints leak out through subtle clues
  - Facial expression, tenor, cadence, and body language



Debriefing with Good Judgment

- Approach emphasizes disclosing instructors judgments and eliciting students assumptions
- Draws from 35 years of research in behavioral science
  - Focus on how to improve professional effectiveness through "*reflective practice*"
    - Examines values, assumptions, and knowledge-base that drives one's own professional practice (Schön)
- Recognizes sub-par performance as puzzles to be solved rather than mistakes made and attempts to achieve better results in the future
- Includes a process/approach
  - Includes 3 elements
  - Provides insight into student's mental models

Rudolph J, et al. There's no such thing as "nonjudgmental" debriefing" A theory and method for debriefing with good judgment. Simul Healthcare 2006;1: 49–55

First Element: Frames, Actions, and Results

CONCEPTS AND COMMENTARY

There's No Such Thing as "Nonjudgmental" Debriefing: A Theory and Method for Debriefing with Good Judgment

Jenny W. Rudolph, PhD, Robert Simon, EdD, Ronald L. Dufresne, MS, and Daniel B. Raemer, PhD

We report on our experience with an approach to debriefing that emphasizes disclosing instructors' judgments and eliciting trainees' assumptions about the situation and their reasons for acting as they did. To highlight the importance of instructors disclosing their judgment skillfully, we call the approach "debriefing with good judgment." The approach draws on theory and empirical findings from a 35-year research program in the behavioral sciences on how to improve professional effectiveness through "reflective practice." This approach specifies a rigorous self-reflection process that helps trainees recognize and resolve pressing clinical and behavioral dilemmas raised by the simulation and the judgment of the instructor. The "debriefing with good judgment" approach is comprised of three elements. The first element is a conceptual model drawn from cognitive science. It stipulates that the trainees' "frames"—comprised of such things as knowledge, assumptions, and feelings—drive their actions. The actions, in turn, produce clinical results in a scenario. By uncovering the trainee's internal frame, the instructor can help the learner reframe internal assumptions and feelings and take action to achieve better results in the future. The second element is a stance of genuine curiosity about the trainee's frames. Presuming that the trainee's actions are an inevitable result of their frames, the instructor's job is that of a "cognitive detective" who tries to discover, through inquiry, what those frames are. The instructor establishes a "stance of curiosity" in which the trainees' mistakes are puzzles to be solved rather than simply erroneous. Finally, the approach includes a conversational technique designed to bring the judgment of the instructor and the frames of the trainee to light. The technique pairs advocacy and inquiry. Advocacy is a type of speech that includes an objective observation about and subjective judgment of the trainees' actions. Inquiry is a genuinely curious question that attempts to illuminate the trainee's frame in relation to the action described in the instructor's advocacy. We find that the approach helps instructors manage the apparent tension between sharing critical, evaluative judgments while maintaining a trusting relationship with trainees.

(*Simul Healthcare* 2006;1: 49–55)

Sharing critical judgments is an essential part of learning in simulation and debriefing. Instructors often avoid giving voice to critical thoughts and feelings because they do not want to appear confrontational and they worry that criticism might lead to hurt feelings or defensiveness on the part of the trainee. Voicing critical judgment poses a dilemma for many instructors: "How can I deliver a critical message and share my expertise while avoiding negative emotions, preserving social 'face' and maintaining my relationship with the trainee?" This paper offers an approach to debriefing that addresses this dilemma.

The existing debriefing literature[1–6] provides little guidance on how to create an environment in which trainees feel simultaneously challenged and psychologically safe[10] enough to engage in rigorous reflection. By "rigorous reflection," we mean a process that brings to the surface and helps resolve the clinical and behavioral dilemmas and areas of confusion raised by the simulation experience. Drawing on a 35-year research program on improving professional effectiveness in the business world through "reflective practice,"[11–17] this article articulates a model of debriefing for medical simulation exercises. The research program from which we adapted our approach has studied and helped thousands of practicing business executives and managers improve their personal and interpersonal effectiveness through the discipline of reflective practice. "Reflective practice" is a term coined by the late MIT professor Donald Schön to describe the discipline of examining the values, assumptions, and knowledge-base that drives one's own professional practice [see reference 12]. The debriefing model has three primary components: The first component is a conceptual model, drawn from research in cognitive science and on reflective practice, that guides the instructor on how to illuminate the mental models that were salient in guiding trainees' actions during the simulation. The second is an underlying debriefing "stance" that unites the apparently contradictory values of curiosity about and respect for the trainee and the value of clear evaluative judgments about trainee performance. The third component is a way of

From the Center for Medical Simulation (J.W.R., R.S., R.L.D., D.B.R.), Cambridge, Massachusetts; and Harvard Medical School (R.S., D.B.R.), Veterans Affairs Boston Healthcare System (J.W.R.); the Department of Anesthesia and Critical Care, Massachusetts General Hospital (R.S., D.B.R.); the School of Public Health, Boston University, Boston, Massachusetts; and the Carroll School of Management, Boston College (R.L.D.), Boston, Massachusetts.

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Reprints: Jenny W. Rudolph, PhD, VA Boston Healthcare System, Boston, MA (email: jrudolph@bu.edu).

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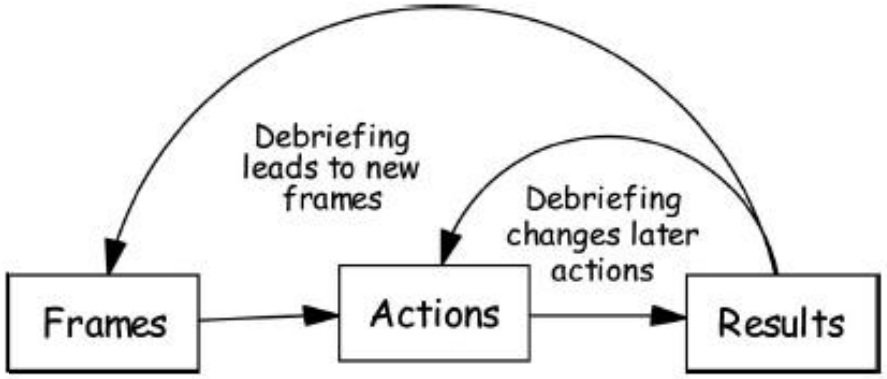

You can see actions, but never frames

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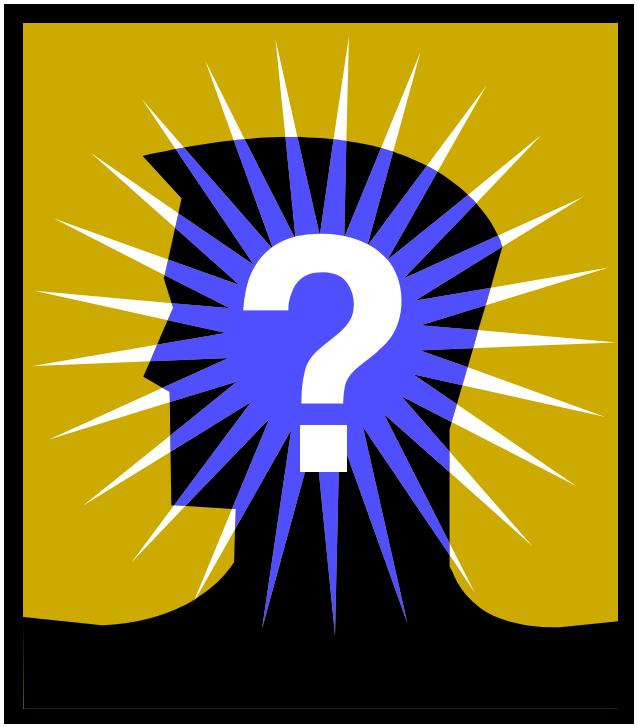
Second Element: The Stance

- Unites the contradictory values of curiosity about and respect for the trainee, and the value of a clear, evaluative judgment about the trainees' performance
  - Empowers the instructor to utilize expertise
  - Explicit comparison to known target

Third Element: A Way of Speaking

- Advocacy and Inquiry
  - Advocacy is an assertion, observation, or statement
  - Inquiry is a question
- Instructor states a hypothesis followed by testing with inquiry
- Approach
  - Instructor notices relevant result
  - Observe actions that led to result
  - Use advocacy/inquiry to discover frame



Debriefing with good judgment

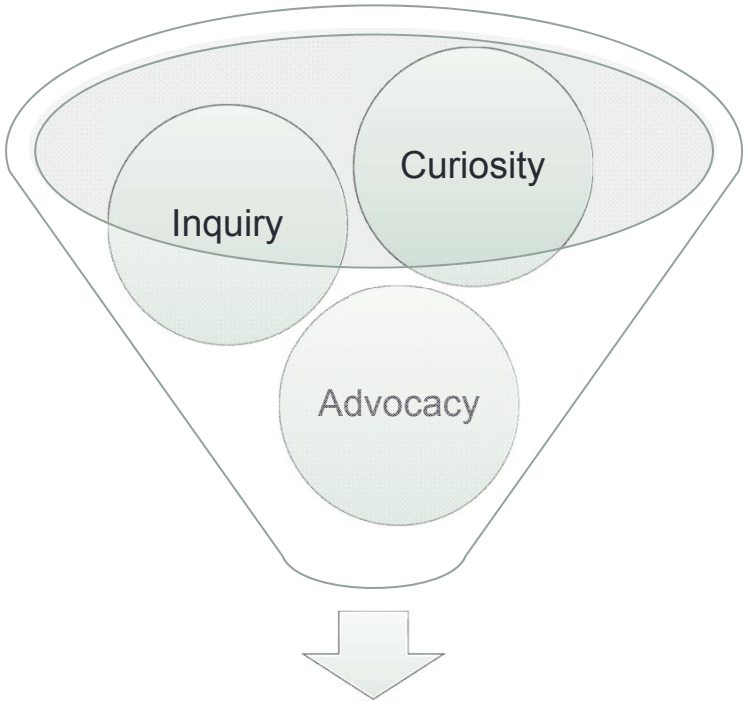
Advocacy

- My perspective
- Use first person
- Make perspective clear
- Examples
  - "I observed…"
  - "I'm concerned because…"
  - "I saw that ….."

Inquiry

- Short, open ended questions
- Examples:
  - "I wonder what the patient would say?"
  - I'm curious how you see it?"
  - "Can you think of any other options"

Discovering Frames through Curiosity, Advocacy and Inquiry



Learner's Frame that produced the results

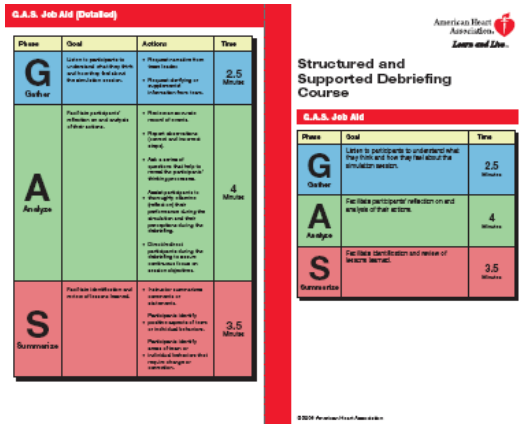
Once the frame has been discovered, the facilitator may then seek to change behavior

Popular Methods/Tools

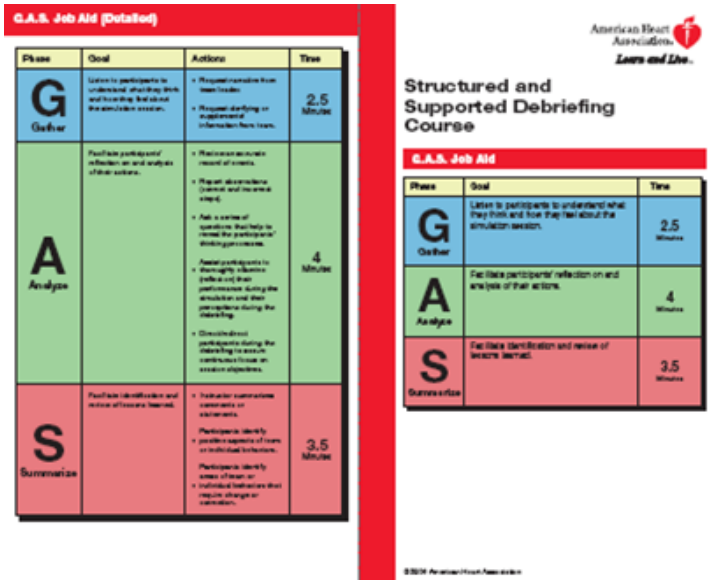
- "Debriefing and Guided Reflection" Mindi Anderson, et al. http://sirc.nln.org/ 2008
  - Distinguishes between debriefing, guided reflection, and reflective practice
  - Goals of debriefing
  - Elements of debriefing
  - Role of the faculty
  - Approaches
  - Process

Popular Methods/Tools

- "Structured and Supported Debriefing" American Heart Association
  http://www.onlineaha.org/index.cfm?fuseaction=info.trainingeducation
  - Structured and Evidence Supported Method
    - G.A.S. Tool (Gather – Analyze – Summarize)
  - Learner Focused



- Definition:
  - A learner-centric process designed to standardize the instructor/student debriefing interaction.
  - Assists the learner determine *What* they did, *Why* they did it, and ways to improve
- Structure
  - 3-phases with related goals, actions, and time estimates
- Support
  - Elements include both interpersonal support as well as the use of protocols, algorithms, and best evidence to inform debriefing statements and questions



DASH Assessment Tool

- Debriefing Assessment for Simulation in Healthcare
  - http://www.harvardmedsim.org/debriefing-assesment-simulation-healthcare.php
- Evaluates the strategies and techniques used to conduct debriefings by examining concrete behaviors
- Based on evidence and theory about how people learn and change in experiential contexts
- ”Effective DASH raters will be people who have had some formal debriefing training and will have led debriefings 100 or more times.”

  - Robert Simon, Ed.D, CHFP

DASH Assessment Tool

SCORESHEET.

Please rate each of the elements for the debriefings using the scale :

Rating	Descriptor
7	Extremely Effective / Outstanding
6	Consistently Effective / Very Good
5	Mostly Effective / Good
4	Somewhat Effective / Average
3	Mostly Ineffective / Poor
2	Consistently Ineffective / Very Poor
1	Extremely Ineffective / Abysmal

	Element #1 – Sets the stage for an engaging learning environment	**Element #2 – Maintains an engaging context for learning**	**Element #3 – Structures debriefing in an organized way.**	**Element #4 - Provokes interesting and engaging discussions and fosters reflective practice.**	**Element #5 – Identifies performance gaps.**	**Element #6 – Helps close performance gaps.**
Debriefing A						
Debriefing B						
Debriefing C						

DASH Assessment Tool

Pre-Simulation Activities

– **Element #1 - Sets stage for learning environment**
- Did they clarify course objectives, roles, expectations?
- Did they establish a "fiction contract" with participants?
- Attends to logistical details
- Did they convey a commitment to respecting students and understanding perspectives?

Post-Simulation

– **Element #2 - Maintains engaging context for learning**
- Did they clarify debriefing objectives, roles and expecxations?
- Did they help students cope with and learn in limited realism context?
- Did they set a tone for realism?
- Did they convey respect for the student?

– **Element #3 - Organize your discussion** – develop a process or utilize a model
- Did they conduct a REACTIONS phase?
- Did they conduct a ANALYSIS phase?
- Did they conduct a SUMMARY phase?

– **Element #4 - Provoke engaging discussions and fosters reflective practice**
- Did they use concrete, observable actions and outcomes for basis of discussion?
- Did they reveal own reasoning and judgments?
- Did they use non-verbal techniques for facilitation? Did they use video, replay and review devices?
- Did they recognize and manage any upset participants?

– **Element #5 - Identify and explore performance gaps**
- Did they provide feedback on performance?
- Did they explore basis of the performance gap (when appropriate)

– **Element #6 - Help close performance gaps through discussion and teaching**
- Did they help close performance gaps through discussion and teaching?
- Did they demonstrate firm grasp of the subject?
- Did they meet objectives of the simulation?

Next Steps

- Practice….
- Set realistic goals/time lines
- Develop an action plan
- Faculty enrichment/Continuing Education/Staff Development
- Budget for formal training
  - Time: Hands-on time with Simulation
  - Financially: Custom training with Simulation Experts
- Networking

Questions or Comments

BREAK!

*Please time your break as the next interactive session will need to begin on time!

Train the Trainer – Role Play

- Standardize processes = consistency
- Consistency can be benchmarked, studied and modified to meet needs
- Regardless of tool for evaluating student or instructor, tools allow organized/consistent processes.
- Let's Practice
  - Participate Sample Debriefing

Please give us feedback...