Debriefing in Simulation
Train-the-Trainer

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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 *Debriefeer* 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”
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”

- 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”

- **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
• 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

There's no such thing as "nonjudgmental" debriefing. A theory and method for debriefing with good judgment.

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

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

• Distinguishes between debriefing, guided reflection, and reflective practice
• Goals of debriefing
• Elements of debriefing
• Role of the faculty
• Approaches
• Process
“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
Debriefing Assessment for Simulation in Healthcare

- 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

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**SCORESHEET.**

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>7</td>
<td>Extremely Effective / Outstanding</td>
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<tr>
<td>6</td>
<td>Consistently Effective / Very Good</td>
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<tr>
<td>5</td>
<td>Mostly Effective / Good</td>
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<tr>
<td>4</td>
<td>Somewhat Effective / Average</td>
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<tr>
<td>3</td>
<td>Mostly Ineffective / Poor</td>
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<tr>
<td>2</td>
<td>Consistently Ineffective / Very Poor</td>
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<tr>
<td>1</td>
<td>Extremely Ineffective / Abysmal</td>
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<table>
<thead>
<tr>
<th>Element #1 – Sets the stage for an engaging learning environment</th>
<th>Element #2 – Maintains an engaging context for learning</th>
<th>Element #3 – Structures debriefing in an organized way.</th>
<th>Element #4 – Provokes interesting and engaging discussions and fosters reflective practice.</th>
<th>Element #5 – Identifies performance gaps.</th>
<th>Element #6 – Helps close performance gaps.</th>
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<tbody>
<tr>
<td>Debriefing A</td>
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<td>Debriefing B</td>
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<td>Debriefing C</td>
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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 expectations?
    - 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
*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...