



# Stocking Your Debriefing Toolbox: A Guide for Novice Debriefers

Elizabeth Horsley RN MSMS CHSE

---

---

# Help is close to home.....

- Greater need for structured and meaningful debriefings
  - Period when the transfer of learning occurs through REFLECTION, ANALYSIS AND DISCUSSION
  
  - *“...novice simulation educators are challenged by observing and codifying events of the simulation, organizing their thoughts and meaningfully structuring the debriefing to encourage engaging discussion, promote critical reflection and provide open and honest performance feedback.” (Eppich et al, 2015)*
  
  - *“Often novice educators struggle to think of their next question which impedes the effective listening skills that are so important to effective debriefing.” (Eppich et al, 2015)*
-

---

# Objectives

Participants will begin stocking their debriefing toolboxes with appropriate tools for:

- **Building and Reinforcing** a solid foundation in order for the transfer of knowledge to be adequately supported
  - **Repair of learner frames and construction of new frames** and tools for closing performance gaps
  - **On-going upkeep and maintenance** of the meaningful and valuable work that has been completed.
-



---

# Foundation and Reinforcement

- **Pre-briefing** – setting the stage for the simulation activity, creating the “fiction contract” .
  - Time for learners to identify learning needs and begin to engage in the experience - “*reflection before action.*” (Cheng et al, 2016)
  - **Psychological safety** – the creation of an environment of mutual respect and support where learners will not feel judged or penalized for making mistakes
  - Reinforce this is a **safe learning environment**
  - **Focus on the process, not the person**
-

---

# Debriefing Versus Feedback

**Feedback** – specific information given regarding an observed performance to help students identify areas for improvement

**Debriefing** – discussion and reflection on an experience with intent to integrate new knowledge

Some elements of feedback will be incorporated in the debriefing process“

---

---

***The hallmark of debriefing is the interactive, bi-directional and reflective nature of discussion whereas feedback without debriefing is a unidirectional communication about the recipient's behaviour.” (Cheng et al, 2014)***

***“...debriefing as a discussion between two or more individuals in which aspects of performance are explored and analyzed with the aim of gaining insights that impact the quality of future clinical practice.” (Cheng et al, 2014)***

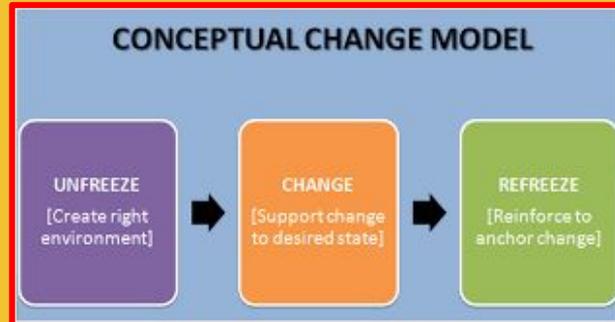
---

---

# Beginning a Debriefing

- **Reactions** of the participants – release of emotions, initial reaction to situation, let the learners express their feelings about what just transpired “Tell me how you are feeling.”
  - Have one or two learners summarized the gist of the scenario so that everyone is on the same page
  - Align the pre-set learning objectives for the scenario with your own observations of the scenario. There may be times when an issue arises that was not an objective but requires discussion and reflection.
-

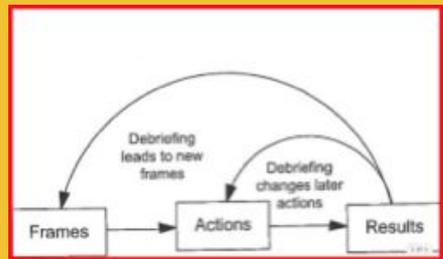
# Blueprints





---

# Construction and Repair



- **Frames** refer reference point /schemata/mental model of the learner.
  - *“Rooted in the trainee’s prior experiences, knowledge, assumptions and feelings.”* (Abatz & Littlewood, 2015)
  - Learner actions are based on their frames
  - Debriefing is exploring the learner frames that led to their action or inaction
  - Debriefing draws out and identifies the learner frames
  - Learning occurs when the instructor and trainee explore the frames-actions-results causal sequence in reverse
  - Learners may need to reconstruct their frames
-



- **Performance gap** – the difference between desired performance and actual performance
  - Debriefing is the time to identify the performance gaps and close them through discussion and reflection
  - Debriefing gives the learner the tools to change and improve their performance
  - A learner may also demonstrate exceptional frames – this too should be noted in a debriefing and reinforced
  - ***“Importantly even mistakes are usually the result of intentionally rational actions.”*** (Rudolph et al, 2007)
-

---

# Questioning Tools

- Good questioning tools allow the debriefer to determine what topics need further explanation and help the learners in analyzing frames and actions and ultimately synthesize the information
  - Inexperienced debriefers often assume that performance gaps are due to simply a knowledge deficit. Good questioning tools allow the debriefer get to the root of the learning need and help repair and close the performance gap
-

---

# Advocacy/Inquiry Tools

- Advocacy/Inquiry statements – “I noticed.....I think/I’m concerned/I’m impressed...I wonder what you were thinking...”
  - Notice a relevant result
  - Observe what actions led to the result
  - Use advocacy/inquiry statements to discover the frames that produced the results (Rudolph et al, 2007)
  - Instructor stating their view is advocacy
  - Inviting the student to offer their view is inquiry
-

---

# Debriefing with Good Judgment

- A judgmental approach can have detrimental effects – humiliation, reluctance, hamper motivation
  - A shame-and-blame, punitive style hampers any good learning
  - Conversely, a non-judgmental leaves students in doubt and wondering how they performed and what the debriefer is thinking
  - Non-judgmental approaches avoid some topics and gives impression mistakes are not to be discussed and shameful
  - Be neither harshly judgmental nor falsely judgmental
  - Neither berate nor sugar-coat
-



---

# UPKEEP AND MAINTENANCE

**“What do the learners need to know before they walk out the door?” (Dr. Sharon Calaman, 2016)**

- Summarize the key learning points of the debriefing with the learners
  - Review the learning objectives, or any newly identified objectives, and how they were met through the debriefing
  - Overall assessment of what worked well and what can be changed for next time
  - Have each learner identify a personal take-home message
-

---

## Building Codes for Debriefing - INACSL Standards of Best Practice: Debriefing<sup>SM</sup>

- Facilitated by a Person(s) Competent in the process of Debriefing
  - Conducted in an Environment That Supports Confidentiality, Trust, Open Communication, Self-Analysis, and Reflection
  - Facilitated by a Person(s) Who Observes the Simulated Experience
  - Based on a Structured Framework for Debriefing
  - Congruent with the Participants' Objectives and Outcomes of the Simulation-Based Learning Experience
-

---

# Maintenance for the Debriefeer

- Debriefing is not necessarily instinctive. The
  - Plus/Delta framework for debriefing is useful for novice debriefers getting used to the process
  - Many established debriefing frameworks (**Gather-Analyze-Synthesize; PEARLS; Rapid Cycle Deliberate Practice, Debriefing for Meaningful Learning**)
  - experiment to find the framework that suits their facilitation style and the simulated experience
  - Debriefers often have good intentions for a learner-centred experience, but debriefings can easily become instructor-centred – it takes experience to find the proper balance
  - Debriefing requires training and ongoing assessment of competence – DASH or OSAD assessment tools
-

---

# Therefore...

- ***“If nursing programs continue to embrace simulation as a teaching methodology, and especially if simulation is used to partially replace clinical experiences for students, it is imperative that debriefing facilitators be trained and that their competence be assessed on an ongoing basis.”*** (Fey & Jenkins, 2015)
- ***“Poorly executed debriefing has the potential to result in erroneous learning or persistent poor clinical judgment.”*** (Fey et al, 2014)

***“Make it safe. Make it stick. Make it last”.*** (Paige et al, 2015)

---

---

# Therefore...

- ***“If nursing programs continue to embrace simulation as a teaching methodology, and especially if simulation is used to partially replace clinical experiences for students, it is imperative that debriefing facilitators be trained and that their competence be assessed on an ongoing basis.”*** (Fey & Jenkins, 2015)
- ***“Poorly executed debriefing has the potential to result in erroneous learning or persistent poor clinical judgment.”*** (Fey et al, 2014)

***“Make it safe. Make it stick. Make it last”.*** (Paige et al, 2015)

---



[ejhorsley@gmail.com](mailto:ejhorsley@gmail.com)