A NOVEL DEBRIEFING TOOL: ONLINE FACILITATOR GUIDANCE PACKAGE FOR DEBRIEFING TEAM TRAINING USING SIMULATION

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ABSTRACT

A Novel Debriefing Tool: Online facilitator guidance package for debriefing team training using simulation

Crisis team training (a form of crisis resource management training) focuses on helping ad hoc teams function together to attain group goals. Our program focuses on predetermined roles and role-appropriate tasks, coupled with an objective set of performance measures within time limits. Consistency and quality of debriefing within a course is a difficult task when facilitators have to be experts in both debriefing techniques and the model of care. The need for highly trained, expert facilitators limits the ability to mass train. Creation of tools that enable a lower level trainer who can deliver the same quality of training would benefit quality, reliability, reproducibility and throughput of training centers. To overcome this hurdle, we have developed a web-based, interactive facilitator website that includes:

1) a checklist of open ended debriefing questions to prompt instructors while debriefing students;
2) navigation tools (to "toggle" between videos, scoring charts, performance graphs, citations, and the teaching slide set);
3) a library of "teaching points" which focus on the goal of each debriefing;
4) a library of simulations with errors and appropriate behaviors highlighted to teach facilitators what to look for.

Our tool utilizes a checklist approach that allows competent (not expert) instructors to provide expert (not competent) debriefing by ensuring that they cover all teaching points, tasks, and questions during the debriefings. Each session debriefing has an overall goal (for example: role acquisition) and is subsequently divided into sections with central foci for each section. Instructors must check off each task and question acknowledging that they have been covered. The instructor cannot move onto the next section without having completed everything on the checklist. The web pages are designed in a way that they can be modified to be used with other courses taught at WISER.

METHODS

The design team included experts in CTT (MD, NM), Medical Emergency Teams (MD, WG, NM) and an expert in simulation systems and computer engineering (JL).

We created nine standardized simulation scenarios, and utilize a random number generator to select the scenarios to be used in a CTT course. Each episode of simulation is called a training session. We video recorded expert facilitators performing debriefing, had both expert and competent trainers observing delivered courses to determine debriefing content. Based on our review of the trainers, we created a different debriefing goal for each training session. Within each debriefing session, a number of foci are emphasized to support the debriefing goal. The group also identified tools that facilitators need for delivering the training.

We created a web based tool that has a total of 18 separate sequential debriefing screens. There are hyperlinks on each page to teaching resources: Lecture slides, Roles & Goals graphic, video recording, scoring sheet, performance graphs and the next debriefing page. We tested the ease of use with untrained personnel at WISER.

INTRODUCTION

Crisis Team Training (CTT) is a form of crisis resource management (CRM). CTT is designed to train groups of individuals to be able to demonstrate coordinated function as they treat crises encountered in responding to Medical Emergency Team (MET), also known as Rapid Response Team (RRT), calls. CTT differs from CRM in several ways: first, the hierarchy is flat; second, there are assigned roles and each role has pre-assigned tasks; third, organizational and treatment tasks must be completed within a pre-determined time frame; fourth, there are objective measures of performance; and fifth, patient care skills are emphasized over professional background. Although we have endeavored to create a choreographed response that is objectively measured, debriefing has remained a difficult task, because the facilitator must be an expert in simulation, education, critical care and team performance. As a result, there are few qualified facilitators. To overcome this hurdle, we wanted to create a web based tool to enable competent facilitators to deliver training comparable to that of an expert facilitator. We describe our work to date.

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REFERENCES


CONCLUSION

Creating an easy to use, reliable, and effective tool to guide and ease debriefing could greatly improve the ability to deliver a standardized training. The tool could make possible greater inter-class training consistency, enable a less trained facilitator so mass training is possible, and enhance ability to perform controlled trials.

The described tool captures many of the qualities necessary for a team training debriefing.