Debriefing in Simulation Education – Using a Structured and Supported Model

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Ake Grenvik Award For Academic Excellence
JOHN M. O’DONNELL, CRNA
In Recognition Of Your Dedication To Leadership Of Simulation Based Education And Assessment
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Outline

- Welcome and intro to debriefing
- Conduct a facilitated debriefing session
- Define key concepts in structured and supported debriefing
- Review debriefing pro’s, con’s and value
- Describe other debriefing methods
Welcome: WISER and Debriefing

• Diverse due to the number and variety of courses, instructors, participants
  – ~ 12,000 simulation encounters every year
  – A broad spectrum of provider types
    • Nurses are the 2nd biggest user
  – > 150 instructors
  – All types of simulations
    • Ex: Roles and goals tool for debrief

DeVita, Schaefer et al. 2005)
I traveled ______ miles to attend the WISER Symposium

1. 0-10
2. 11-50
3. 51-100
4. 101-1000
5. > 1000
Debriefing is a waste of my time during a simulation course.

1. True
2. False
Debriefing is the single most important aspect to my simulation teaching

1. True
2. False
I consider my skills in debriefing to be:

1. Novice
2. Beginner
3. Advanced beginner
4. Competent
5. Expert
Common Threads

• We recognize the value of and need for debriefing with feedback to participants
• Debriefing should be learner-centric and conducted within a safe environment
• An accurate log should be created and used
  – Video, SimMan log, checklist

  – Debriefing points are derived through setting appropriate session/course objectives
The Learning System Feedback Loop

- Objectives Drive the Process

Objectives → Course Material → Simulate → Debrief
My Primary Role at Work is:

1. Clinician
2. Administrator
3. Instructor
4. Researcher
5. Student
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Let’s debrief the event

• These are the main assessment areas
  1. ID problem
  2. Call for help
  3. CPR
  4. Airway
  5. Defibrillation
  6. Report to medics

How should we start?
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Structured and Supported Debriefing

• WISER – AHA project: ACLS and PALS Debriefing
  – John O’Donnell CRNA, MSN, SME
  – Bill Lee PhD, AHA Executive Director
  – Dave Rodgers Chair, AHA Education Committee
  – Jan Farquhar, Enspire Media
Structured and Supported Debriefing

• Definition
  – A learner-centric process designed to standardize the instructor/student debriefing interaction to assist learners in thinking about what they did, how they did it, and how they can improve
    • **Structured** elements include three specific debriefing phases with related goals, actions, and time estimates.
    • **Supported** elements include both interpersonal support as well as use of protocols, algorithms, and best evidence to inform debriefing statements/questions.
Debriefing Phases: the G.A.S. Method

<table>
<thead>
<tr>
<th>Phase</th>
<th>Goal</th>
<th>Actions</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gather</strong></td>
<td>Actively listen to participants to understand</td>
<td>• Request narrative from team leader</td>
<td>X minutes</td>
</tr>
<tr>
<td></td>
<td>their perspectives on their behaviors</td>
<td>• Request clarifying or supplemental information from team</td>
<td></td>
</tr>
<tr>
<td><strong>Analyze</strong></td>
<td>Facilitate student reflection and analysis of</td>
<td>• Review accurate record of events</td>
<td>X minutes</td>
</tr>
<tr>
<td></td>
<td>their actions</td>
<td>• Report observations (correct and incorrect steps)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Ask probing question – illumination – shed light on the thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>process</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Stimulate reflection and provide redirection</td>
<td></td>
</tr>
<tr>
<td><strong>Summarize</strong></td>
<td>Facilitate identification and review of lessons</td>
<td>• Verify coverage of all essential teaching/debriefing points</td>
<td>X minutes</td>
</tr>
<tr>
<td></td>
<td>learned</td>
<td>• Summary/wrap up comments</td>
<td></td>
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Debriefing Pro’s

1. Thoughtful discussion after the simulation is important to allow the learner to sort out events, interpret what happened and why.
2. Adults may learn better through self-discovery and self-analysis than by lecture.
3. Realizing that they will be called upon to work with their knowledge, students may come to class more prepared.
4. If they discover what they need to work on by themselves, then they are much more likely to
Debriefing Cons

1. Slower than lecture = less efficient on the surface
2. Requires faculty training and orientation
3. Not all material is suited to be simulated
4. Some trainees do not appreciate the scrutiny
Value of Debriefing

• Review and reflection supports retention
  – Problem: interrupts flow if done during a scenario
  – Hence, the value of a structured debriefing using an accurate, objective account of events

• Specific, individualized, evidence-referenced feedback
  – Peripheral learning has been demonstrated to occur

• Participant perceptions and comments are used for course refinement and QI
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Other Types of Debriefing
Plus-Delta

**Description:**

- A student-centric approach simulation debriefing using a 2 X 2 matrix. Designed to rapidly gain participant feedback on both instructor and participant performance.

<table>
<thead>
<tr>
<th>Course/Instructor level</th>
<th>Plus</th>
<th>Delta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student identifies what the course/instructor is doing to support learning</td>
<td>Student identifies changes needed in the course/instructor approach to enhance learning</td>
<td></td>
</tr>
<tr>
<td>Student identifies what they are doing to help learning in the course</td>
<td>Student identifies what they need to change to enhance learning</td>
<td></td>
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</tbody>
</table>
Debriefing With ‘Good Judgment’

Trainee ‘Frames’ Approach

- A frame is the internal trainee environment
- Perceptions, knowledge, assumptions, feelings, training etc....
- Instructor role- ‘cognitive detective’
- Tries to figure out frames through using a ‘stance of curiosity’
  - Genuinely curious inquiry

Frames to Actions to Results

Line Oriented Flight Training (LOFT) Debriefing: Military/NASA

Line Oriented Simulations
- Form of ‘after action’ debriefing
- Crew centered approach
- Uses crew resource management heavily
- Highly structured
- Facilitation is stratified according to crew
  - High, medium and low

C-A-L Model for LOS Debriefings

| C | CRM - Applying the company model |
|   | Use wallboards with list of CRM concepts. |
|   | → Tie CRM concepts and techniques to operational issues. |
|   | Put CRM into practice. |
|   | → Crew discussion of the LOS should be interactive. |

| A | Analysis and Evaluation of LOS performance |
|   | Explicitly evaluate performance during the LOS. |
|   | → How effective was management of the situation? |
|   |   - What went well, and why? |
|   |   - What could be improved, and how? |
|   | Interactively analyze the situation confronted. |
|   | → What happened? |
|   | → How was it managed (include CRM techniques utilized)? |
|   | → Why it was managed that way? |

| L | Line Operations - Applying lessons from LOS |
|   | Discuss how the LOS performance and associated CRM issues relate to line operations. |
|   | → Discuss related line incidents that illustrate CRM issues. |
|   | → Discuss how to apply LOS success to line operations. |
|   | Discuss how things could have been done differently. |
|   | → What could have been done differently to improve the outcome in the LOS? |
|   |   - What CRM techniques could have helped? |
|   |   - How could you turn areas for improvement into strengths? |
|   | → What can be done to prevent or manage similar situations on the line? |

Discussion
Outline

• Conduct a facilitated debriefing session
• Review the main purposes of debriefing following simulation experiences
• Define key concepts in structured and supported debriefing
• Describe other debriefing methods
Faculty Objectives in Debriefing

• Provide a safe place for decompression
  – Serious but able to find humor
  – Use ‘Good Judgment’
• Stimulate reflection on performance
• Provide prompt, objective and appropriate feedback or redirection
  – Let participant discover what went right and wrong
  – Focus on the performance, not the performer
Faculty Objectives in Debriefing

• Reference real life experience
  – What are the expected norms of behavior in clinical? (NORMALIZE)
    • What would you do in real life?
    • Have you ever seen this?
• Acknowledge feelings (validates the experience)
• Time out if needed (offer a ‘biologic’ break?)
• Retreat to safer material- come back later
• Provide other support as needed
Debriefing Challenges

- Occasionally participants
  - Refuse to buy in
  - Are unprofessional or hostile
  - Are open about their dislike for this form of learning
  - Consistently blame the simulator or artificial setting for their performance
  - Claim X,Y,Z would never occur in real life

"We never think outside the box at this company, Finkman!"
Participant Demeanor

• Joy Rider
  - That was great!
  - Gets too jazzed up…

• Hostile or Defensive
  - Escalates
  - You tricked me

• Triggers distant or even recent trauma- defeated attitude

• Beats themselves up- Self critical or perfectionist
Other Debriefing Discussion Points

• What is your cycle of decision making: e.g.- ADPIE-C
• Known errors
  – Distraction
  – Fixation
  – Overconfidence/ attitudes
• EGO
  – WHAT is right is more important than WHO is right
• Hypervigilance or “simulatoritis”
  – Creating their own scenario
Debriefing Skills

• Accurate record
• Be genuine- student centric
• Ask open not closed ended questions:
  – DON’T- Did you have a good experience?
  – DO- Tell me about your experience
• Use pauses and silences to elicit feedback
**Practice** active listening.

- Be aware of your own views, feelings, and opinions.
- Focus on the speaker
- Use **non-verbal** communication: nod, smile, make eye contact, sit forward in your chair, or otherwise indicate that you are interested.
- Use verbal communication:
  - **Interject** with “uh-huh,” “I see,” “go on”, etc... to indicate that you are following what they are saying and to encourage them to say more.
  - **Restate** what the person said or reflect part of what the speaker said as a question directed back to the crew in same or different words as a reflection on their comments.
  - **Expand** on what the speaker said and then probe to ensure it is correct.