



University of California
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Debriefing Scenario-Based Simulation Sessions

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Objectives

- By the end of this workshop, participants will be able to:
 - Explain the role of the debrief when using simulation as a teaching strategy
 - Describe the PEARLS tool for debriefing
 - Differentiate among three different methods of focused facilitation
 - Apply commonly used debriefing skills

Outline

- Debriefing: Why and How?
 - Phases of Debriefing
 - PEARLS framework
 - Methods of focused facilitation
 - Practical Tips
- Short break
- Small group activity
- Summary

A Critical Aspect of Simulation

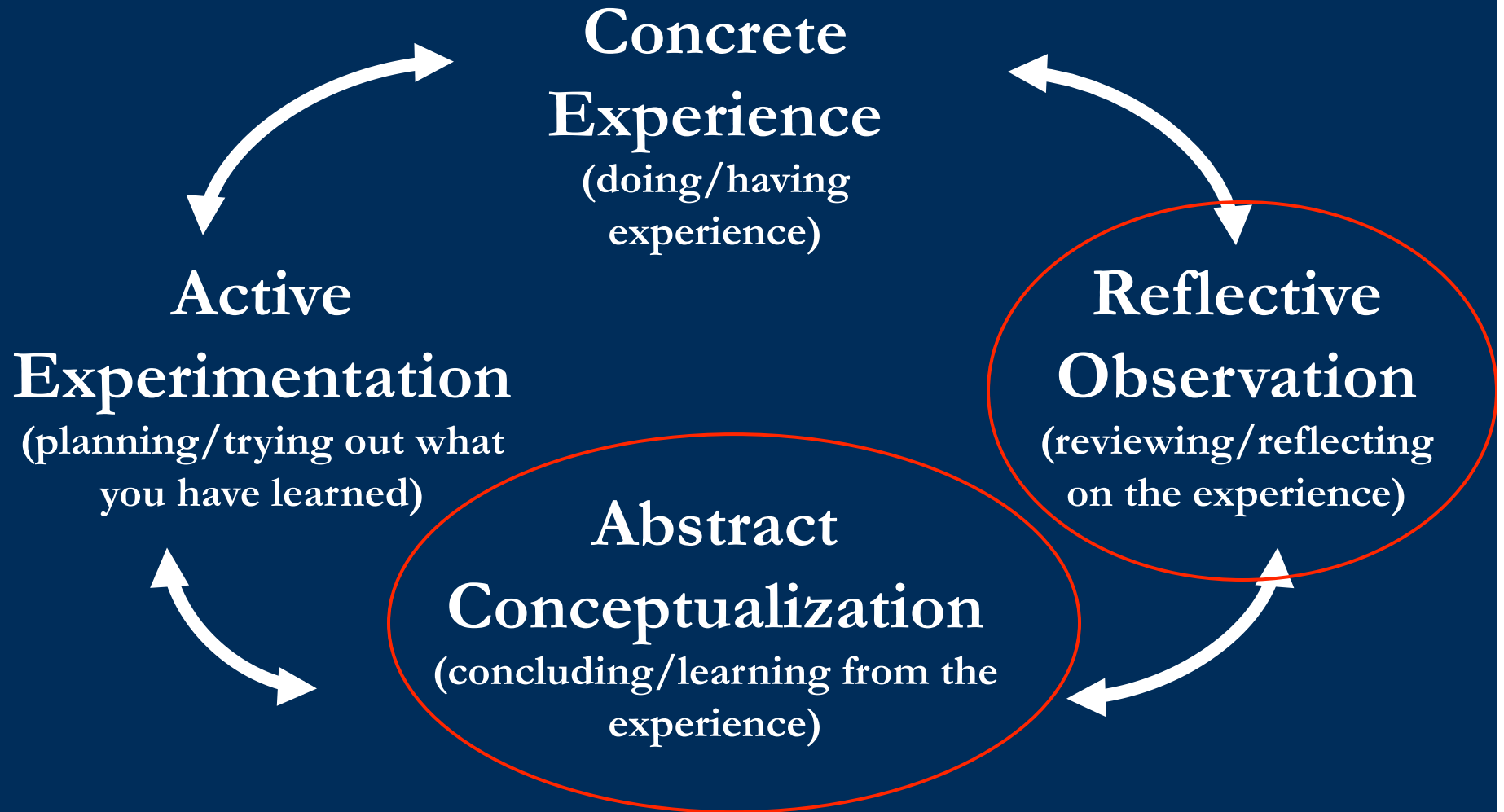
“In simulation, knowing how to debrief the learner’s experiences is as critical as creating scenarios and selecting the correct mannequin.”

Goal of debriefing

- To change behavior through methodical self and team reflection of a team encounter.

Why debrief?

Kolb's Theory of Experiential Learning



Your experiences?

- Good

- Bad

The PEARLS Healthcare Debriefing Tool

	Objective	Task	Sample Phrases
1 Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption*	
2 Reactions	Explore feelings	Solicit initial reactions & emotions	
3 Description	Clarify facts	Develop shared understanding of case	
4 Analysis	Explore variety of performance domains	See backside of card for more details	
Any Outstanding Issues/Concerns?			
5 Application/Summary	Identify take-aways	Learner centered ----- Instructor centered	

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The Analysis Phase

Performance Domains

The analysis phase can be used to explore a variety of performance domains:



Decision Making



Technical Skills



Communication



Resource Utilization



Leadership



Situational Awareness



Teamwork

Three Approaches

1 Learner Self-Assessment

Promote reflection by asking learners to assess their own performance

2 Focused Facilitation

Probe deeper on key aspects of performance

3 Provide Information

Teach to close clear knowledge gaps as they emerge and provide directive feedback as needed

Sample Phrases



What aspects were managed well and why?



What aspects do you want to change and why?



Advocacy: I saw [observation], I think [your point-of-view].



Inquiry: How do you see it? What were your thoughts at the time?



I noticed [behavior]. Next time you may want to consider [suggested behavior], because [rationale].

Methods of focused facilitation

- Judgmental
- Nonjudgmental
- Advocacy/Inquiry

Judgmental

- Focus:
 - Actions or inactions of individual
- Facilitator's Stance:
 - “I am right and you are wrong”
- Conversational technique:
 - Shame and blame

Non-judgmental

- Focus:
 - Actions or inactions of individual
- Facilitator's Stance:
 - “I am right and you are wrong, but I don't want to hurt your feelings”
- Conversational technique:
 - Sandwich

Advocacy/Inquiry

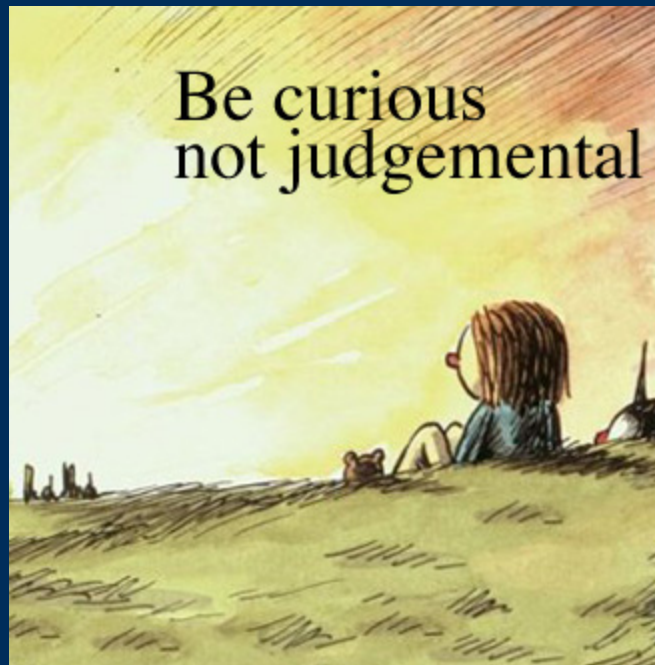
- Focus:
 - The frames i.e. knowledge and assumptions of learner
- Facilitator's Stance:
 - Genuine curiosity about trainee's frames
- Conversational technique:
 - Advocacy-inquiry

Advocacy - Inquiry

- Pair advocacy (observation or concern) with inquiry (question)
- Formula:
 - Observation (I noticed that...)
 - Reasoning or concern (It seemed to me that...)
 - Question (How did you see it?)

Advocacy - Inquiry

- Cornerstone: Assume the best intentions of learners, regard mistakes as a mystery to be analyzed rather than a crime to be punished.



Debriefing Using Advocacy-Inquiry

Observation (Advocacy)	Reasoning or Concern (Advocacy)	Question (Inquiry)
I noticed that...	I liked how you...	How did you see it?
I saw that...	It seemed to me that...	I was wondering what your thoughts are? Anyone else have a thought?
I heard you say...	I was concerned that...	Help me understand how you decided that.
I got the impression that...		I'm curious how you felt about that.
		Is there anything you would do differently next time?

Example 1

“I was shocked that you walked away to look for a pulse oximeter for 90 seconds while the patient desaturated!”

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Observation	Reasoning or Concern	Question
“I noticed that you stepped away from the patient to look for a pulse oximeter...”	“...And it seemed to me that there could be alternate means to assess respiratory status...”	“...I was wondering what your thoughts are?”

Example 2

“I really would have called a code when the patient was deteriorating so quickly – I’m not sure why you hesitated.”

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“I really would have called a code when the patient was deteriorating so quickly – I’m not sure why you hesitated.”

Observation	Reasoning or Concern	Question
“I heard you say ‘let’s not call a code yet’ at one point...”	“...I was concerned that the patient was deteriorating rather quickly...”	“...Help me understand how you decided that?”

The PEARLS Healthcare Debriefing Tool

	Objective	Task	Sample Phrases
1 Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption*	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2 Reactions	Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3 Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4 Analysis	Explore variety of performance domains	See backside of card for more details	Preview Statement <i>(Use to introduce new topic)</i> "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]" Mini Summary <i>(Use to summarize discussion of one topic)</i> "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5 Application/ Summary	Identify take-aways	Learner centered ----- Instructor centered	

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Practical Debriefing Tips

- Approximately 2-3 times the length of the scenario
- Make notes while observing the sim
- Connect key events during sim to learning objectives (2-4)
- Don't dominate discussion (participant:debriefing) 2:1 or 3:1

Practical Debriefing Tips

- Be curious; aim to discover learner's perspective
 - Ask more questions
 - Use open-ended questions > yes/no questions
- Provide individual *and* team-oriented feedback

Practical Debriefing Tips

- Help focus energy after simulation in a productive manner
 - Validate excitement / harness energy
 - Help learners move from state of action to reflection
 - Ask group to provide positive feedback if the learners are focusing on negative

Group Activity

- Practice debriefing
- Focus on specific language/words that you might use

Group Activity 1

- Paper tower activity
 - Goal: build a paper tower
- Ground rules:
 - Must be at least 23 inches in height
 - Must stand on its own for at least 8 seconds

- Let's debrief!

Group Activity 2

- LEGOS Activity
 - Ground rules –
 - Build item in given picture
 - Time: 3 min

 - Individual teams will then debrief
 - Focus on teamwork and communication
 - Larger group debrief

Reflection

- How will you use today's workshop to address the difficult experiences/concerns you brought up?

Summary

- Debriefing is the most important part of a simulation exercise; it enhances learning opportunities and stimulates self-reflection
- Debrief in five phases: pre-brief, decompression, shared understanding, analysis and summary
- Advocacy-inquiry technique can help to uncover learner's frameworks

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