Debriefing Tips
Objectives

• Distinguish between pre-briefing, debriefing, and reflective practice.
• Discuss the integration of debriefing.
• Identify various approaches to debriefing.
• Discuss the process of debriefing.
• Formulate questions that assist students in self-reflection.
Nursing Skill Development and Clinical Judgment Model (INACSL)

- Psychomotor skills
- Problem solving
- Clinical reasoning/critical thinking
- Clinical judgment

INASCL, 2011
Definitions

Pre-briefing:
• An information session given prior to the start of a simulation activity. Sets the stage for the activity and assists students in achieving scenario objectives.

Debriefing
• Encourages participant to explore emotions, question, reflect and provide feedback to each other. Purpose is to move toward assimilation of theory, practice and research in order to influence future actions.

Reflective Practice
• Considered an essential component of experiential learning, it promotes the discovery of new knowledge with the intent of applying this knowledge to future situations. Has the potential to decrease the gap between theory and practice

(INACSL, 2011)
Objectives of debriefing

- Identification of different perceptions and attitudes that have occurred
- Opportunity to receive feedback on the behavior and decision making actions of the participant

Warrick, Hunsaker, Cook, and Altman (1979)
Integration of the debriefing process into simulation activities:

• Enhances learning
• Heightens self-confidence for the learner
• Increases understanding
• Promotes knowledge transfer
• Identifies best practices
• Promotes safe, quality patient care
• Promotes life-long learning

(INASCL, 2011)
Debriefing points

- Problem recognition
- Problem intervention
- Prioritization
- Rationales
- Positive Feedback and Areas for Improvement
  - What went well? What would you do differently when confronted with the same situation?
- Application to clinical practice
Simulation Debriefing Study
(Shinnick, Woo, Horwich, Steadman, 2011)

- 3 nursing schools (n=162)
- Scenario=decompensating heart failure patient
- Repeated measures, experimental design

Results:
- Learning does not occur exclusively with the simulation scenario activity
- Debriefing is valuable in producing gains in knowledge
- Debriefing assists in exploring events that occurred, while building on the hands-on component
Absent Case

Following a SHD, 10 students and their clinical faculty gather to discuss specifics of the day. Everyone is seated and reminded of the simulation objectives. The faculty member asks if there are any questions regarding the SHD day. No one brings up any comments. The faculty member states that they are free to go.
Contrary Case

Following a SHD, 10 students and their clinical faculty gather to discuss specifics of the day. Everyone is seated and reminded of the simulation objectives. Prior to the end of the SHD activity, the students were involved in a situation where the patient coded and subsequently died. It is apparent that the primary nurse is upset regarding the situation. The faculty starts by looking at the primary nurse and states “What were you thinking in there. Thank goodness it wasn’t a real patient you let die.” The faculty member then looks at the rest of the group, states “I hope you all learned something with this incident. Everyone make sure you turn in your paperwork by tomorrow at noon. You are free to leave.”
Model Case

Following a SHD, 10 students and their clinical faculty gather to discuss specifics of the day. Everyone is seated and reminded of the simulation objectives. Everyone is ensured of confidentially and trust. Open-ended questions are asked such as “What was the experience of caring for this patient like for you?” After the students have a chance to discuss emotions and feelings of the day, the topic is re-focused to the debriefing attribute of reception with questions of “What went right?” and “What were challenges and areas for improvement?” Statements are clarified and everyone has a chance to contribute. Using the nursing framework, the facilitator works thorough different events that occurred throughout the day discussing interventions, rationales and alternatives to treatment.
Debriefing Checklist

(Owen & Follows, 2006)

Guidelines
(EBP and local policy guidelines for managing the situation being simulated)

Recommendations
(published recommendations for certain procedures)

Events
(participants are given time to reflect on the activity and identify important events)

Analysis
(patient’s s/s were indentified and promptly treated using appropriate guidelines, resources were used effectively)

Transfer of knowledge to clinical practice
(what has been learned to improve patient care. Take home messages)
Potential SHD debriefing occurrences

- Debriefing individually (face to face)
  - ie: assistance in medication administration
- Debriefing group
  - During SHD activity (clinical group)
    - ie: difficulty with injection angle of SQ administration
  - At the conclusion of the activity (clinical group or entire class)
    - ie: generalized observations, discussions regarding events that occurred
- Reflection (personal)
  - Clinical evaluation form
References


