Do You Even Debrief, Bro?

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*The presenters certify that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this presentation.*
Panelists

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Presentation Objectives

Discuss current practices for simulation review.

Describe the importance of debriefing and metacognitive learning.

Describe the requirements for compliance with Healthcare Simulation Standards of Best Practice: SimulationSM Debriefing.

Compare current theory-based debriefing methods available for use in simulation.
Key Terms

**Simulation**
- A technique that uses a situation or environment created to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions.

**Fidelity**
- The believability or the degree to which a simulated experience approaches reality.

**Feedback**
- Information given or dialogue between participants, facilitator, simulator, or peer with the intention of improving the understanding of concepts or aspects of performance.

**Debriefing**
- A formal, reflective stage in the simulation learning process; a process whereby educators/instructors and learners re-examine the simulation experience and fosters the development of clinical judgment and critical thinking skills designed to guide learners through a reflective process about their learning.
Simulation in EMS Education

• Used in response to:
  • Limited access to clinical sites for students
  • Reduced hands-on abilities as a student
  • Improve transition into professional practice
  • Maintain competence once licensed/certified

• May be used independently, or with other agencies (MCI).
  • Low stakes, high frequency
  • High stakes, low frequency
Debriefing

• What It Is
  • Structured
  • Consistent
  • Focused
  • Intentional
  • Reflective

• What It Isn’t
  • Divisive
  • Unsafe
  • Venting
  • Gossip
  • Lecture
Types of Simulation Review

- Hot Wash
- Conversation
- Debriefing
Why is a Full Debrief Necessary?

- Critical Reflection
- Clinical Judgment
- Clinical Reasoning
- Critical Thinking
- Challenge Assumptions
- Reinforce Theory
- And every other buzz word out there!
| Prebriefing |
| Professional Development |
| Simulation Design |
| Outcomes and Objectives |
| Facilitation |
| **Debriefing** |
| Participant Evaluation |
| Professional Integrity |
| Simulation-Enhanced IPE |
| Simulation Operations |
Applying the Healthcare Simulation Standards of Best Practice

- Planned and incorporated into the experience in an appropriate manner to guide students in achieving outcomes.
- Facilitated by a person competent in providing feedback, debriefing, and guided reflection.
- Conducted in a manner that promotes self, team, and systems analysis.
- Based on a theoretical framework.
Guide
Student to
Achieve
Outcomes

Conducted after a clinical encounter

Individualized, specific, and based on observable behavior

Learner-centered, adaptable, and dynamic

Resources available to support content, provide clarification, and promote critical reflection.
Skilled, credible, and knowledgeable with providing feedback, debriefing, and guiding reflection.

Pursue professional development.

Provide adequate time to assist students in achieving outcomes, addressing critical elements, and discussing performance gaps.

**Use a Socratic approach to questioning.**

Utilize active listening, neutral demeanor, and silence to encourage student participation.

Provide an unbiased critique of performance, focusing on positive and constructive feedback.
Promote Self, Team, and or Systems Analysis

- Private, confidential location near support services
- Incorporate multiple points of view
- Focused on student behavior related to the outcomes
- Guide the student toward comprehension and understanding
Based on a Theoretical Framework

- Incorporate various phases.
- Facilitate analysis or critique of the learner.
- Allow for flexibility.
- Promote critical thinking, reflection, and pursuing evidence-based solutions.
- Foster the students' ability to transfer the knowledge, skills, and attitudes obtained during the clinical encounter and debrief to future patients.
<table>
<thead>
<tr>
<th>Examples of Theory-Based Debriefing Models</th>
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<tbody>
<tr>
<td>Plus Delta (+/Δ)</td>
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<tr>
<td>GAS – Gather, Analyze, Summarize</td>
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<tr>
<td>Debriefing with Good Judgment</td>
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<tr>
<td>PEARLS</td>
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<td>Debriefing for Meaningful Learning</td>
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GATHER

"We are going to do a quick debrief of that simulation. The goal is to improve our performance as a team and the care we provide. Let’s start with a description of the key clinical events."

- Review the clinical events and establish a shared mental model of what happened.

ANALYZE (‘plus/delta’)

"Okay team, let’s talk about our performance. What went well, and what didn’t go so well?"

- Did the team follow NRP guidelines? If not, why?
- Were there any technical, equipment, or procedural issues? If so, what?
- Discuss 2 to 3 key behavioral skills relevant to the simulation. How was team performance in these areas?

SUMMARIZE

"How can we do better next time?"

- Discuss changes in team performance that will be implemented in the future, based on discussion above.
Debriefing with Good Judgment using Advocacy Inquiry

Frames → Actions → Results

Debriefing leads to new frames
Debriefing changes later actions
# The Pearls Healthcare Debriefing Tool

<table>
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<tr>
<th>Objective</th>
<th>Task</th>
<th>Sample Phrases</th>
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<tbody>
<tr>
<td>Setting the Scene</td>
<td>Create a safe context for learning</td>
<td>State the goal of debriefing; articulate the basic assumption</td>
</tr>
<tr>
<td>Reactions</td>
<td>Explore feelings</td>
<td>Solicit initial reactions &amp; emotions</td>
</tr>
<tr>
<td>Description</td>
<td>Clarify facts</td>
<td>Develop shared understanding of case</td>
</tr>
</tbody>
</table>
| Analysis | Explore variety of performance domains | See backside of card for more details | **Preview Statement** *(Use to introduce new topic)*

“At this point, I’d like to spend some time talking about [insert topic here] because [insert rationale here].

**Mini Summary** *(Use to summarize discussion of one topic)*

“That was great discussion. Are there any additional comments related to [insert performance gap here]?” |

| Application/Summary | Identify take-aways | Learner centered | Instructor centered | “What are some take-aways from this discussion for our clinical practice?” | “The key learning points for the case were [insert learning points here].” |

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Debriefing for Meaningful Learning
EMS-Specific Debriefing Methods

**STOP5**
- “Is everyone OK?”
- Summarize the case
- Things that went well
- Opportunities to improve
- Points to action and responsibilities

**Paramedic Debrief Model**
- Reaction and recollection
- Reflection
- Analysis
- Application
Tools to Evaluate the Effectiveness of Debriefing

- DASH
- DMLES
- FACE
- OSAD
- PADI
- SET-M
DASH Tool

The instructor set the stage for an engaging learning experience.

The instructor maintained an engaging context for learning.

The instructor structured the debriefing in an organized way.

The instructor provided in-depth discussions that led me to reflect on my performance.

The instructor identified what I did well or poorly – and why.

The instructor helped me see how to improve or how to sustain good performance.
<table>
<thead>
<tr>
<th>Recall</th>
<th>Theory</th>
<th>Thought Process</th>
<th>Challenge Assumptions</th>
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<tbody>
<tr>
<td>What happened during the experience?</td>
<td>When is it acceptable to...?</td>
<td>What made you decide to do that?</td>
<td>How did you know to do that?</td>
</tr>
<tr>
<td>What decisions were made?</td>
<td>Why did you raise the patient’s head?</td>
<td>What factors led to the decision?</td>
<td>Was that the best action?</td>
</tr>
<tr>
<td>What happened next?</td>
<td>How might that response make a patient feel?</td>
<td>What was going through your mind when...?</td>
<td>Are you sure?</td>
</tr>
<tr>
<td>Is this the right order?</td>
<td>...and then what?</td>
<td>What were you thinking when...?</td>
<td>Is that always true?</td>
</tr>
<tr>
<td>Tell me more.</td>
<td></td>
<td>What did this mean to you?</td>
<td>When is that true?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Were you worried?</td>
<td>What if...?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What makes you worried?</td>
<td>Earlier you stated you did X for this reason, but now you are saying that it’s different. So, which is right? Are both? Is that always true?</td>
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Overcoming Potential Obstacles to Effective Debriefing

- Time to debrief
- Time to train debriefers
- Faculty buy-in
- Debrief Location
Biggest Take-Away?
Did We Meet Our Presentation Objectives?

- Discuss current practices for simulation review.
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Thank You!

Questions?