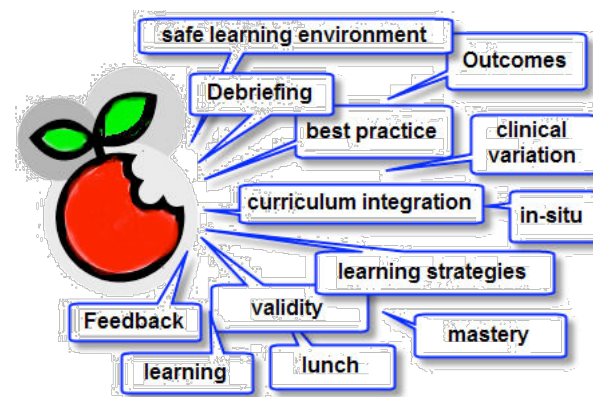




Debriefing Not only for Simulation

SimBites

December 6, 2024





2024

Objectives



- **Outline the TALK Framework**
 - **Apply simulation debriefing techniques in clinical settings**

 - **Describe differences in debriefing for**
 - **A mistake was made**
 - **Something didn't go well**
 - **What went right**
-

Reference

<https://www.talkdebrief.org/talkhome>



2024

Introductions

Who am I??

Ben Berg



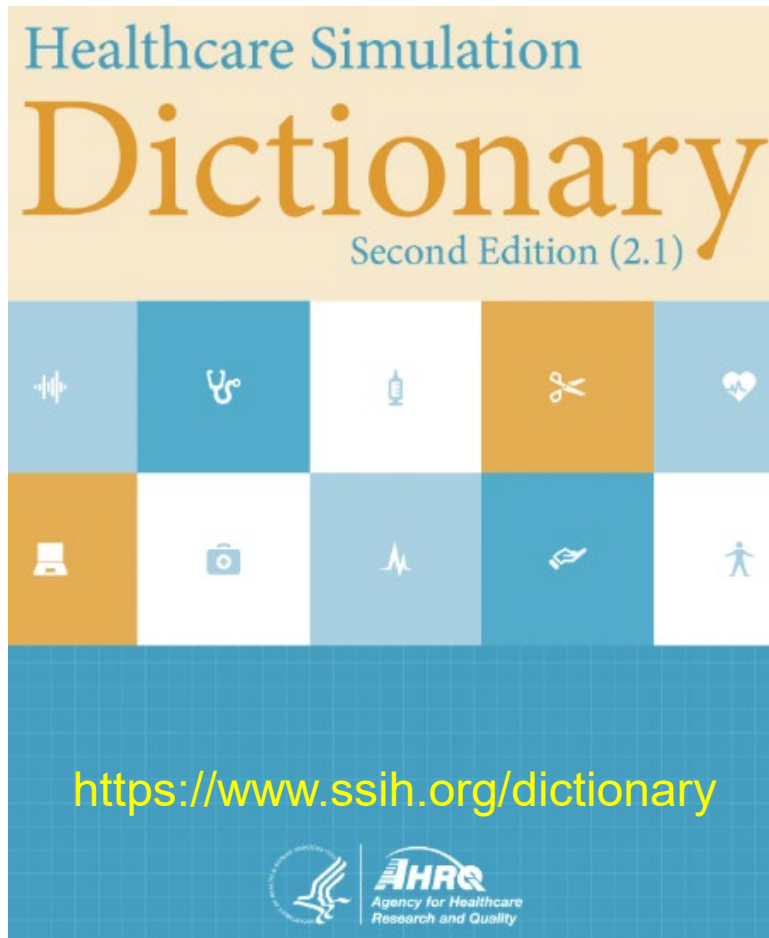


2024

Simulation debriefing

Debrief (Debriefing) \ dē'brēf \ *noun* (\ dē 'brē-fiŋ \ *verb*)

Simulation debriefing



- (*noun*) A formal, collaborative, reflective process within the simulation learning activity.
- An activity that follows a simulation experience and led by a facilitator.
- (*verb*) To conduct a session after a simulation event where educators/instructors/facilitators and learners re-examine the simulation experience for the purpose of moving toward assimilation and accommodation of learning to future situations (Johnson-Russell & Bailey, 2010; National League for Nursing - Simulation Innovation Resource Center, 2013); debriefing should foster the development of clinical judgment and critical thinking skills (Johnson-Russell & Bailey, 2010).
- To encourage participants' reflective thinking and provide feedback about their performance, while various aspects of the completed simulation are discussed.
- To explore with participants their emotions and to question, reflect, and provide feedback to one another (i.e., *guided reflection*).

Compare: ADVOCACY AND INQUIRY, FEEDBACK, GUIDED REFLECTION



4th Edition
September 2021

**Advance the science
of simulation**

Share best practices

**Provide
evidence-based
guidelines**

<https://www.inacsl.org/healthcare-simulation-standards>

Professional development

Prebriefing: Preparation and Briefing

Simulation Design

Facilitation

Debriefing Process

Operations

Outcomes and Objectives

Professional Integrity

Simulation enhanced IPE

Evaluation of Learning and Performance



The debriefing process includes three strategies or techniques

- Feedback
- Debriefing
- Guided Reflection

Healthcare Simulation Standards of Best Practice™
The Debriefing Process

INACSL Standards Committee, Sharon Decker, PhD, RN, FSSH, ANEF, FAAN, Guillaume Alinier, PhD, PgCert, MPhys, SFHEA, NTF, Scott B. Crawford, MD, FACEP, FSSH, CHSOS, Randy M. Gordon, DNP, FNP-BC, CNE, Deborah Jenkins, MSN, RN, NPD-BC, CCRN-K, Cheryl Wilson, DNP, APRN, ANP-BC, FNP-BC, CNE, CHSE



Debriefing Process

<https://www.inacsl.org/healthcare-simulation-standards>



The debriefing process includes three strategies or techniques

- Feedback
- Debriefing
- Guided Reflection



- No strategy or technique is preferential
- More than one may be implemented.

Healthcare Simulation Standards of Best Practice™
The Debriefing Process

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Debriefing Process

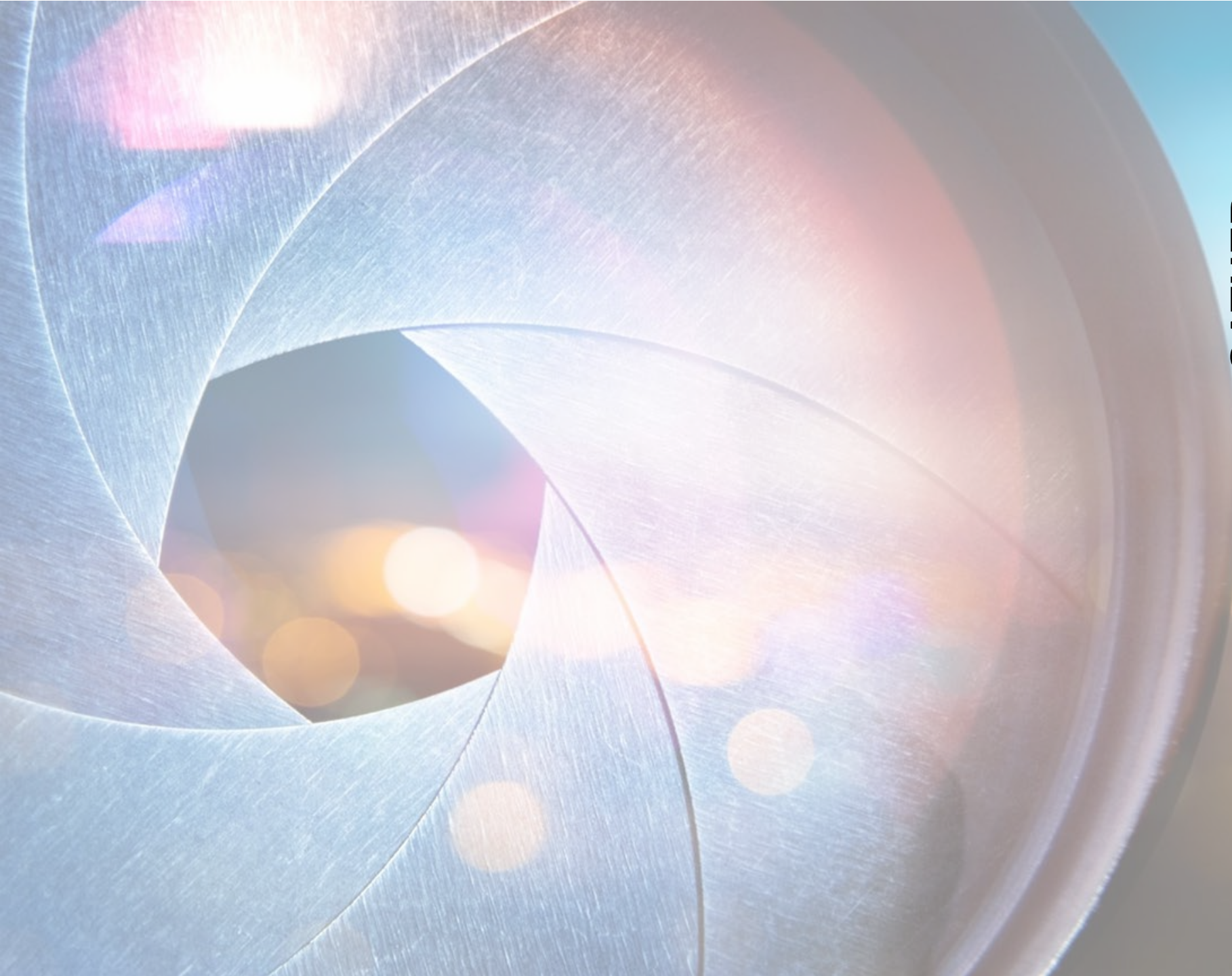
<https://www.inacsl.org/healthcare-simulation-standards>



What is Debriefing?

“Guided reflection for learners to self-evaluate and self-correct after simulation is complete”

Berg (2012),



GAS

GATHER

G
25%

ANALYZE

A
50%

SUMMARIZE

S
25%

PEARLS

Reactions

Learners may reveal key areas that are important to them

Descriptions

Learners develop understanding of events and case

Analysis

Learner self-assessment, direct feedback or focused facilitation

Summary

Learner or educator guided review

GAS

GATHER

G
25%

ANALYZE

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SUMMARIZE

S
25%

Purposes of Simulation Debriefing



**REFLECT ON AN
EXPERIENCE**



**REINFORCE PRE-
DETERMINED
LEARNING OBJECTIVES**



**IDENTIFY AND
ADDRESS GAPS TO
IMPROVE FUTURE
PERFORMANCE**

Purposes of Clinical Debriefing?



**A THERAPEUTIC
INTERVENTION**



**AN EMPIRICAL
INVESTIGATION**



**TO FACILITATE
EDUCATION**

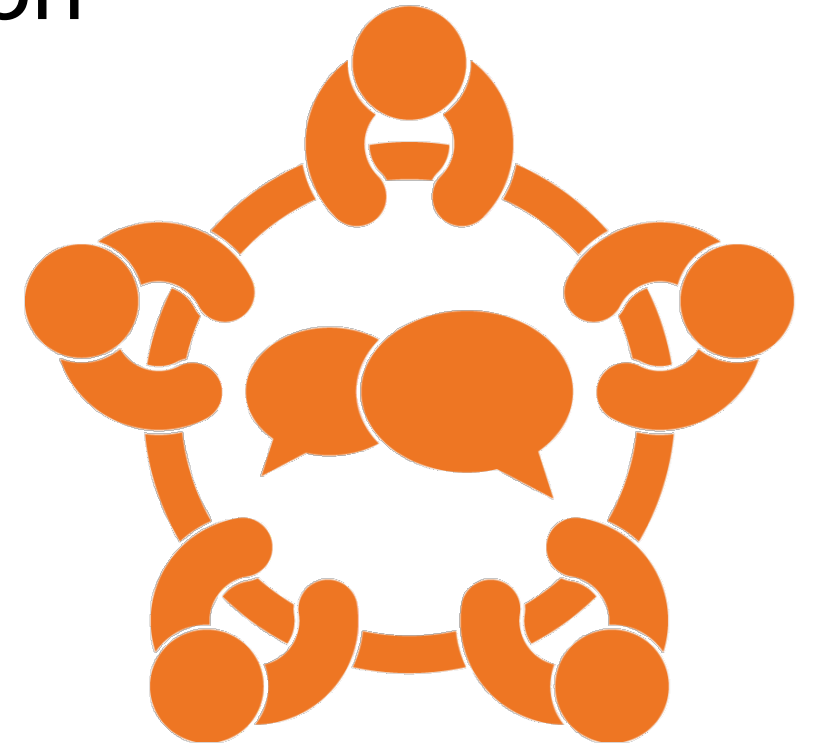
What is Clinical Debriefing?



- A deliberate learning conversation

Outcomes:

Bedside clinical debriefing improves team performance, process measures, and clinical outcomes



Clinical Debriefing Examples



A one-on-one discussion with a healthcare professional who made a medical error

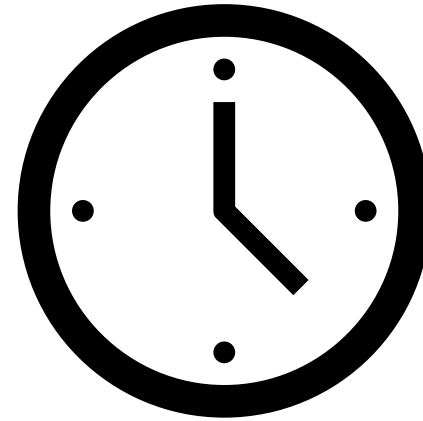
Review actions and outcomes of a code blue with personnel who were present



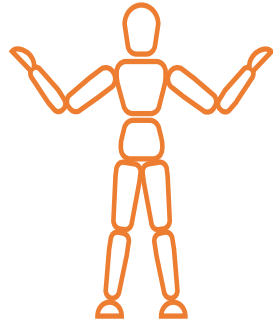
Clinical Debriefing Challenges



- Time
- Limiting discussion topics
- Not having experts available
- Avoiding individual performance assessments
- Interprofessional setting / environment /space
- Negative impact of debriefing



Clinical Debriefing Plan



- When should CD occur?
- Who should participate?
- Why undertake a CD?
- Where should CD occur?
- How to debrief?
- What to debrief?
- What are the consequences?



2024

Best Practices

Structure

Reactions Analysis Application

Twelve tips for facilitating and implementing clinical debriefing programmes.
Coggins A, Zaklama R, Szabo RA, Diaz-Navarro C, Scalese RJ, Krogh K, Eppich W
(2020) Medical Teacher, DOI: 10.1080/0142159X.2020.1817349

WHEN

Tip 1 Formulate criteria regarding when, and when not to initiate a clinical debriefing.

WHY

Tip 2 Demonstrate and articulate the importance of debriefing to colleagues.

WHERE

Tip 3 Ensure a range of suitable environments for debriefing.

HOW

Tip 4 Focus on the learning environment and emphasize psychological safety.

Tip 5 Engage local faculty who can facilitate but not dominate.

Tip 6 Establish an implementation strategy aligned with local culture.

Tip 7 **Use an easily recognizable structure for both facilitators and learners.**

Tip 8 Limit discussion topics and translate important findings into meaningful clinical changes.

Tip 9 Provide debriefers opportunities to improve their facilitation skills.

Tip 10 Minimize impact of hindsight bias and avoid individual assessments of performance.

WHAT NEXT


Tip 11 Share a clear plan for providing expert help to distressed participants.


Tip 12 Account for any legal issues and provide a policy on written documentation.


Tip 7


Use an easily recognizable structure for both facilitators and learners

 **TALK** (Diaz-Navarro et al. 2014) Target, Analyse, Learn, Key Actions

 **DISCERN** (Mullan et al. 2013) Debriefing In Situ Conversation after Emergent Resuscitation Now

 **STOP-5** (Walker 2018) Summarise case, Things that went well, Opportunities to improve, Points of action: 5-minutes

 **INFO** (Rose and Cheng 2018) Immediate, Not for personal assessment, Fast facilitated feedback, Opportunity for questions

 **TEAMSTEPS** (Clapper 2016) Focus on teamworking skills and communication

Tip 7

Use an easily recognizable structure for both facilitators and learners

- **ACTIONS**



Summarize
key events

- **PLUS**



What went
well

- **DELTA**



Opportunity
to improve



T
—
A

—
L
—
K

**T****Step 1: Target**

What shall we discuss to improve patient care?
Share your perspective.

A**Step 2: Analysis**

Explore your agreed target, if appropriate consider:

1. What helped or hindered...
communication / decision making / situational awareness?
 2. How can we repeat successful performances or improve?
-

L**Step 3: Learning Points**

What can the team learn from the experience?

K**Step 4: Key Actions**

What can we do to improve and maintain patient safety?
Who will take responsibility for actions? Who will follow up?

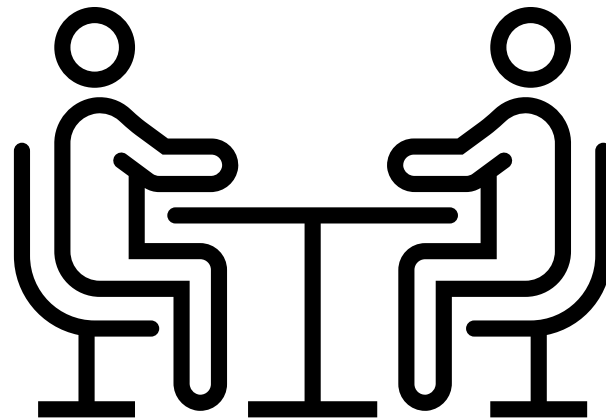




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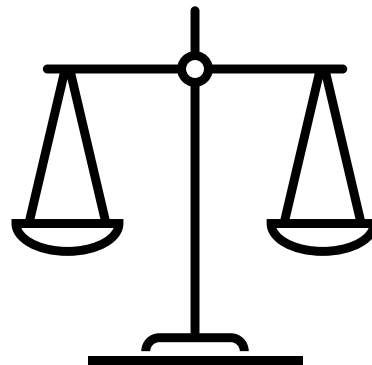
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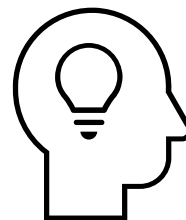
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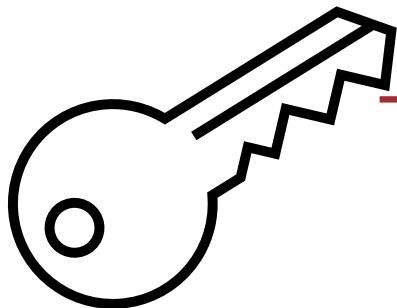
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Plan a TALK[®] Debriefing

A 62 year-old man came to the emergency department with symptoms of stroke. He had left weakness and aphasia

Case I

Something didn't go well

Case II

A mistake was made

Case III

A complex case was well managed





Plan a **TALK**® Debriefing

Case I

Something didn't go well

A 62 year-old man came to the emergency department with symptoms of stroke. He had left weakness and aphasia. He was managed with a stroke code protocol and administered thrombolytic therapy.

He developed significant GI bleeding several hours later and review of outside records revealed that he had a history of a bleeding duodenal ulcer treated 2 weeks earlier.





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TALK

Debriefing Plan

Participants

Attending (s)

Residents

Nursing Staff

Medical Students

Others

Timing

Within 30 min of the clinical encounter

10 minutes max

Location

Roles during debriefing

Debriefing Facilitator / Self-debriefing

Participating Clinicians / Non-clinicians

Experts?

Others – Note takers / Reporter





Plan a TALK[®] Debriefing

Case II A Mistake was made

A 62-year-old man came to the emergency department with symptoms of stroke. He had left weakness and aphasia. He was triaged to a room and was seen 45 minutes later.

**The total time between symptom onset and initial evaluation exceeded the threshold for administration of thrombolytic therapy and he was managed with supportive care.
Outcome is unknown**





2024

TALK

Debriefing Plan

Participants

Timing

Location

Roles during debriefing





Plan a **TALK**® Debriefing

Case III

A complex case was well managed

A 62-year-old man came to the emergency department with symptoms of stroke. He had left weakness and aphasia. He was in atrial fibrillation and blood pressure was 200 /115.

He received IV antihypertensive therapy, stroke code protocol was initiated, and he underwent timely emergent catheter directed clot removal. Symptoms improved





2024

TALK

Debriefing Plan

Participants

Timing

Location

Roles during debriefing





Summary

Debriefing principles for Sim and Clinical settings

<https://www.talkdebrief.org/>



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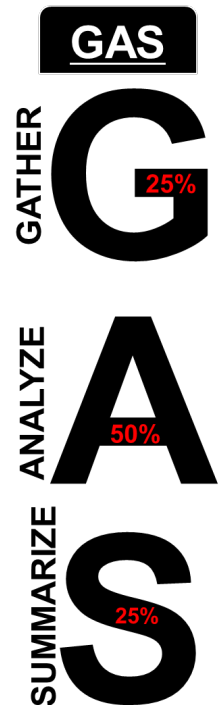
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Thanks for
joining!

DISCUSSION