

Strategies for successful debriefing

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Learning Objectives

1. Understand how simulation is in line with adult learning theory
2. Describe the goals of debriefing
 1. Why, When, How, What, and Who
3. Teach learners via facilitation
4. Evaluate team and individual performance in terms of CRM principles
5. Recognized pervasive errors and constructively make recommendations for behavior modification

The purpose of debriefing

- To examine how closely trainees performance has approached the target
- To identify what needs to be done to bridge the gap between performance and target

...this sounds simple enough...

Adult Learning: Characteristics

- Self-directed, independent
- Internally motivated to learn
- Seek immediate application of newly acquired knowledge
- Need to connect learning to their knowledge/experience base
- Goal and relevancy oriented

Cognitive learning theory

- Learning involves thought reorganization and analysis of experiences
- Information is internally processed by perceiving, recognizing, and then either using the information or encoding and storing it for retrieval
- Learning does not automatically occur with a transfer of information from the teacher to the learner

» Merriam et al, 1999

Reflective Practice

- Reflection-in-action
- Reflection-on-action
 - » Schon, 1983
- Returning to the experience
- Attending to feelings related to the experience
- Reevaluating the experience
 - » Boud et al, 1991

Why Simulate?

- Provide learners with realistic clinical experience without risks to patients
- The scenarios can be designed to meet important needs, with increasing complexity introduced in a controlled way
- Skills can be practiced and repeated and tailored to individual needs
- The likelihood of transfer from instruction to real-world situations is enhanced

The key to successful simulation-based training?

Debriefing

- Learning and retention in the simulator depends on the effectiveness of the debriefing
 - » Helmreich and Foushee, 1993
- Lies in the application of valid educational methods
 - Debriefing
 - Self-criticism
 - Reflective learning

Debriefing

- **When**
 - **Why**
 - **Who**
 - **What**
 - **How**
- **The four Es**
 - **Events, emotions, empathy, explanations**

WHEN: Timing the debriefing session

- **Immediately following the scenario**

WHY: Debriefing Goals

- Offer a safe, educational atmosphere
- Offer constructive feedback augmented by audiovisual aids
- Encourage metacognition
- Promote communication among trainees
- Change the attitude toward errors in medicine
- Constructively correct behavior, attitudes, and actions that hamper individual and team performance

WHY: The goals of debriefing

- **Metacognition**

- A reflective approach to problem solving that involves stepping back from the immediate problem to examine and reflect on the thinking process

HOW: The components of debriefing

- Introduction
- Review of the scenario
 - Identification of decision making failures and successes
 - Adherence to CRM
- Closing

HOW: Facilitate

- **Goals**
 - **Discovery**
 - Trainees recognize what they did well and where they need to improve
 - **Ownership**
 - Trainees make a commitment to begin using desired behaviors and stop using undesirable ones

HOW: The Introduction

Trainees are better prepared to actively analyze
and self-evaluate

Dismukes et al, 1997

- Describe how the debriefing will be will be conducted
- Explain how the trainees are expected to actively participate
- State what the instructor's role is
- Provide rationale for trainee-centered debriefings

Rationale for Facilitation

- Facilitation can aid in the development of problem-solving and critical thinking skills
 - » Gow and Kember, 1993
- Active participation requires deeper processing than passive; leading to elaboration of the memory that enables better retrieval
 - » Baddeley, 1990
- Trainees learn and remember more when they participate actively and make their own analyses
 - » Duvall and Wicklund, 1972

HOW: Create a safe learning environment

- Express empathy, compassion, understanding, sympathy
- Promote camaraderie
- Ensure confidentiality
- Use positive reinforcement for desired actions/behaviors

HOW: Encouragement

- **Communicate an interest in trainee views actively strive to get them to do most of the talking**
- **Use active listening and pauses, avoid interrupting**
- **Encourage all members to participate, draw out quiet trainees**
- **Refrain from lecturing and giving own analysis before the trainees**

HOW: Questions

- Use a pattern of questioning that keeps the trainees focused
- Avoid answering for the trainee when they do not answer quickly or correctly
- Use probing questions and follow-up as a tool to evoke in-depth discussion and optimize trainee self-discovery

HOW: Focus on trainee analysis and evaluation

- Encourage and push trainees to analyze along CRM dimensions
 - What they did to manage the situation and why they did it
- Encourage and push trainees to evaluate their performance and ways they might improve
- Encourage trainees to analyze issues and outcomes in depth, going beyond a simple description of what they did or what happened

HOW: The use of video

- Enable trainees to see how they performed from an objective viewpoint
- Reminds the trainees of the specifics of the situation
- Provides focus and reinforcement for discussion
- Use the video equipment efficiently

WHAT: Educational considerations in debriefing

- **Monitoring of the patient**
- **Denial**
- **Knowledge deficit**
- **Reasoning deficit**
- **Priority formation**
- **Fixation**
- **Hazardous attitudes**

WHAT: Errors

- **Technical errors**
 - Dose errors, improper technique
- **Compliance errors**
 - Non-adherence to protocols (i.e. NRP, PALS, ACLS)
- **Errors in judgment**
 - Complacency with grossly abnl vital signs
- **Vigilance errors**
 - Failure to monitor status of a deteriorating patient, no interpretation of alarms
- **Errors in communication**
 - Open-ended commands, no follow-up

Necessary elements of Crisis Resource Management(CRM)

- know your environment
- anticipate and plan
- assume the leadership role
- communicate effectively
- distribute work load optimally
- allocate attention wisely
- utilize all available information
- utilize all available resources
- call for help early enough
- maintain professional behavior

Elements of successful debriefing

- Create a safe learning environment
- Use enthusiastic, dedicated instructors
- Communicate trainee expectations
- Reinforce CRM principles
- Avoid excessive correction
- Stress a select number of educational points
- Open-ended questions supportive of self-critique