Advanced Keystones Program


EXIT

Module 2

Prebriefing and Debriefing: Advanced Concepts

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Learning Outcomes

At the end of this module the learner will be able to:

1. Appy best practices in prebriefing.
2. Apply best practices in debriefing within the virtual and in person contexts.
3. Develop strategies for managing difficult debriefings.
4. Develop a plan for ongoing development of debriefing expertise.

Required Readings

1. Cheng, A., Grant, V., Huffman, J., Burgess, G., Syzld, D., Robinson, T., Eppich, W. (2017). Coaching the debriefer: peer coaching to improve debriefing quality in simulation programs, *Society for Simulation and Healthcare*, 12(5), 319-325, DOI: 10.1097/SIH.0000000000000232

2. Goldsworthy, S., & Verkuyl, M. (2021). Facilitated Virtual Synchronous Debriefing: A Practical Approach. Clinical Simulation in Nursing, 59, 81-84. https://doi.org/10.1016/j.ecns.2021.06.002.

3. V. J. Grant, T. Robinson, H. Catena, W. Eppich & A. Cheng (2018) Difficult debriefing situations: A toolbox for simulation educators, Medical Teacher, 40:7, 703-712, DOI: 10.1080/0142159X.2018.1468558

4. Verkuyl, M. Taplay, K, Atack, L., Boulet, M., Dubois, N., Goldsworthy, S., Merwin, T., Willett, T, Job, T. (2022). Virtual Simulation: an educator's toolkit https://ecampusontario.pressbooks.pub/vlsvstoolkit/

Required Readings (cont'd)

5. INACSL Standards Committee, McDermott, D.S., Ludlow, J., Horsley, E. & Meakim, C. (2021, September). Healthcare Simulation Standards of Best PracticeTM Prebriefing: Preparation and Briefing. Clinical Simulation in Nursing, 58, 9-13. https://doi.org/10.1016/j.ecns.2021.08.008.

6. INACSL Standards Committee, Decker, S., Alinier, G., Crawford, S.B., Gordon, R.M., & Wilson, C. (2021, September). Healthcare Simulation Standards of Best PracticeTM The Debriefing Process. Clinical Simulation in Nursing, 58, 27-32. https://doi.org/10.1016/j.ecns.2021.08.011.

Suggested Reading/Audio

1. Centre for Medical Simulation, Vulnerability in Difficult Debriefings , https://harvardmedsim.org/resources/vulnerability-in-difficult-debriefings/
2. Cheng, A., Eppich, W. Kolbe, M., Meguerdichian, M., Bajaj, K., Grant, V. (2020). A Conceptual Framework for the Development of Debriefing Skills A Journey of Discovery, Growth, and Maturity, *Society for Simulation in Healthcare*, 15, 1, 55-60
3. Fraser, K., Meguerdichian, M. , Haws, J. , Grant, V. , Bajaj, K., Cheng, A. (2018). Cognitive Load Theory for debriefing simulations: implications for faculty development, *Advances in Simulation,* 3,28, doi.org/10.1186/s41077-018-0086-
4. Goldsworthy, S., Goodhand, K., Baron, S., Button, D., & Fasken, L. (2022). Co-debriefing Virtual Simulations: An International Perspective, *Clinical Simulation in Nursing*, 63, 1-4. doi.org/10. 1016/j.ecns.2021.10.007
5. Ludlow, J. (2020). Prebriefing: A principle-based concept analysis. Clinical Simulation in Nursing, Vol(X), 1-8. https://doi.org/10.1016/j.ecns.2020.11.003

Prebriefing (Briefing)

Prebriefing: Preparation and Briefing (overview)

Universal Criteria to Meet this Standard

- Simulationist should be knowledgeable about the scenario
- Prebriefing is developed according to the purpose and learning objectives
- Consider the knowledge level and experience of the learner

(INACSL Standards Committee, 2021)

Prebriefing: Preparation and Briefing (overview)

Preparation Criteria

- Develop preparation materials to help learner meet objectives
- Help learners succeed with a variety of activities
- Deliver prior to the day of the SBE

(INACSL Standards Committee, 2021)

Prebriefing: Preparation and Briefing (overview)

Briefing Criteria

- Set the tone with expectations, logistics and roles
- Conduct a structured orientation to the SBE environment and modality
- Create a psychologically safe learning environment during the prebrief.

(INACSL Standards Committee, 2021)

Why Prebrief?

- Sets the stage for the simulation and the debriefing
- Creates the ‘safe container’ for learning
- Makes expectations clear for learners and faculty

Virtual Simulation: An educator's toolkit: Freely Available
https://ecampusontario.pressbooks.pub/vlsvstoolkit/

Why Prebrief?

- Standardized so everyone receives the same instructions
- Establishes the safe environment
- Engages students before the simulation
- Fosters psychological safety

Virtual Simulation: An educator's toolkit: Freely Available
https://ecampusontario.pressbooks.pub/vlsvstoolkit/

Risks of Not Doing a Prebrief

For learners:

- Decreased confidence
- Increased anxiety
- Feeling unprepared
- Does not set the debriefing up successfully

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https://ecampusontario.pressbooks.pub/vlsvstoolkit/

Where to conduct the prebrief?

The prebrief can be conducted:

- Online (i.e. Zoom, Blackboard, Teams)
- Recorded in advance
- In person in advance of the completion of the virtual simulation.

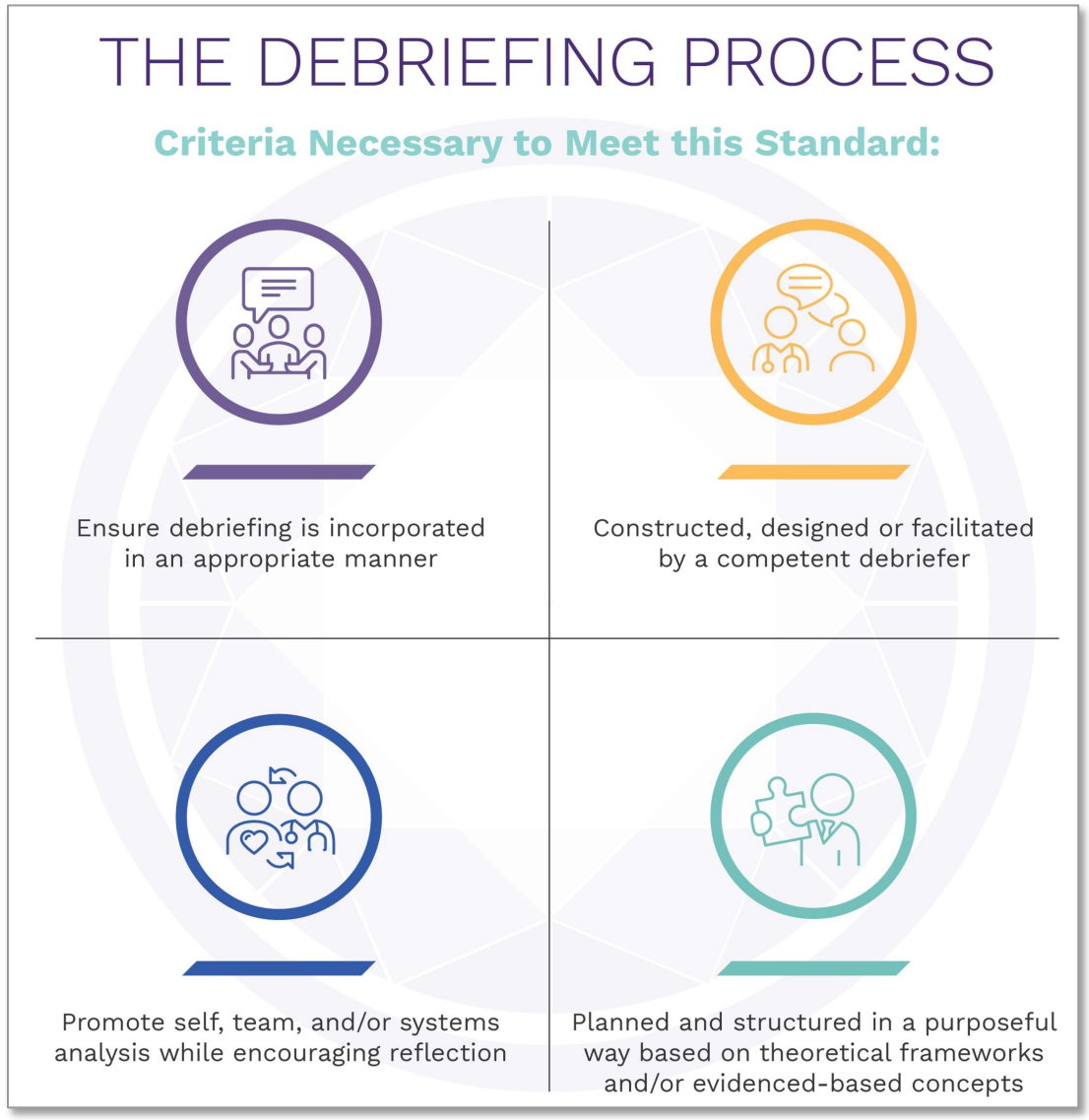
Question for Discussion

What do you include in your prebrief?

Bring an example to the live session for discussion.

Advanced Concepts in Debriefing

Debriefing: the basics



INACSL

Healthcare Simulation Standards of Best Practice™
With the support and input of the global community

Simulation Canada

https://www.inacsl.org/simfographics

Different Contexts for Debriefing

- In person debrief
- Facilitated virtual synchronous debrief
- Facilitated virtual asynchronous debrief
- Self-debrief




Virtual Simulation: An educator's toolkit: Freely Available
https://ecampusontario.pressbooks.pub/vlsvstoolkit/

Facilitated Synchronous Virtual Debriefing

Considerations:

- Psychological safety- give learners options (i.e. mic vs chat/video vs. no video)
- Facilitator considerations
  - Arrive early
  - Encouraging
  - Good lighting

(Goldsworthy & Verkuyl, 2021, Cheng et al, 2020)

Self Debrief

A form of debriefing that individual learners use. It may be done on its own or used in conjunction with another form of debrief.

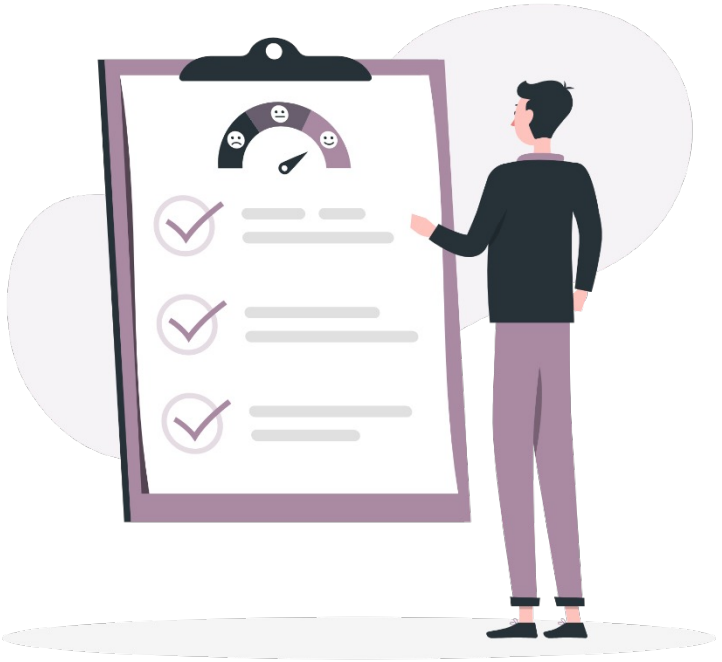
(McKenna, 2021)

Self Debrief (SD)

- Educators planning to use SD should consult the Healthcare Simulation Standards of Best Practice™ (inacsl.org)
- Self-debrief questions should be developed by a competent facilitator, be based on a theoretical framework and link directly to the learning objectives.
- Written responses to debriefing questions promotes engagement that leads to increased reflection

Self Debrief (SD)

- Instructions should include who will review the self-debrief and if it will be graded
- Need to specify the time it should take to complete debrief questions and how many questions need to be completed



Developing Expertise in Debriefing

- Debriefing literature focuses on frameworks and methods with little or no discussion of how debriefing skills develop over time (Cheng et al., 2020)
- Novice to expert performance
- Skills develop over time with repetition in different contexts, with different learners
- Discovery, Growth, Maturity model – goal of developing adaptive expertise (Cheng et al., 2020)

Developing Expertise in Debriefing and Prebriefing

- Courses
- Workshops
- In house training
- Peer coaching
- Deliberate practice
- Repetition in different contexts

Evaluation Tools

- OSAD
- DASH
- PADI

Others (learner evaluates facilitator)

- SDS
- SET-M
- Debriefing Experience Tool

The Observational Structured Assessment of Debriefing tool (OSAD)

Objective Structured Assessment of De-briefing					
	1	2	3	4	5
1. Approach	Confrontational, judgmental approach		Attempts to establish rapport with the learner(s) but is either over- critical or too informal in their approach		Establishes and maintains rapport throughout; uses a non-threatening but honest approach, creating a psychologically safe environment
2. Establishes learning environment	Unclear expectations of the learner(s); no rules for learner(s) engagement		Explains purpose of the debriefing or learning session but does not clarify learner(s) expectations		Explains purpose of debrief and clarifies expectations and objectives from the learner(s) at the start
3. Engagement of Learners	Purely didactic; facilitator doing all of the talking, and not involving passive learner(s)		Learner(s) participates in the discussion but mostly through closed questions; facilitator not actively inviting contributions from more passive learner(s)		Encourages participation of learner(s) through use of open-ended questions; invites learner(s) to actively contribute to discussion
4. Reaction	No acknowledgment of learner(s)'s reactions, or emotional impact of the experience		Asks the learner(s) about their feelings but does not fully explore their reaction to the event		Fully explores learner(s)'s reaction to the event, dealing appropriately with learner(s)'s who are unhappy
5. Descriptive Reflection	No opportunity for self- reflection; learner(s) not asked to describe what actually happened in the scenario		Some description of events by facilitator, but with little self-reflection by learner(s)		Encourages learner(s) to self-reflect upon what happened using a step by step approach
6. Analysis	Reasons and consequences of actions are not explored with the learner(s)		Some exploration of reasons and consequences of actions by facilitator (but not learner(s)), but no opportunity to relate to previous experience		Helps learner(s) to explore reasons and consequences of actions, identifying specific examples and relating to previous experience
7. Diagnosis	No feedback on clinical or teamwork skills; does not identify performance gaps or provide positive reinforcement		Feedback provided only on clinical (technical) skills; focuses on errors and not purely on behaviours that can be changed.		Provides objective feedback on clinical (technical) and teamwork skills; identifies positive behaviours in addition to performance gaps, specifically targeting behaviours that can be changed
8. Application	No opportunity for learner(s) to identify strategies for future improvement or to consolidate key learning points		Some discussion of learning points and strategies for improvement but lack of application of this knowledge to future clinical practice		Reinforces key learning points identified by learner(s) and highlights how strategies for improvement could be applied to future clinical practice

https://www.imperial.ac.uk/media/imperial-college/medicine/surgery-cancer/pstrc/debriefingosadtool.pdf

Debriefing Assessment for Simulation in Healthcare (DASH) Instructor Version

Element	Item
1	I set the stage for an engaging learning experience
2	I maintained an engaging context for learning
3	I structured the debriefing in an organized way
4	I provoked in-depth discussions that led them to reflect on their performance
5	I identified what they did well or poorly – and why
6	helped them see how to improve or how to sustain good performance

https://harvardmedsim.org/debriefing-assessment-for-simulation-in-healthcare-dash/]

PADI: Peer Assessment Debriefing Instrument

Structure and Organization of the Debriefing

▪ Sets up the debriefing environment before the simulation ▪ Adheres to the schedule for debriefing or adjusts the schedule as appropriate ▪ Allows time for dealing with the emotional aspects of the simulation ▪ Allows time for recap of simulation scenario ▪ Allows time for analysis	▪ Allows time for learners to connect knowledge to practice ▪ Allows time for learners to reflect in their actions and make independent interpretations of their performance ▪ Allows time for summary and conclusion ▪ Finishes any evaluative paperwork and forwards to appropriate parties

Debriefer completed above elements at:				
<25% level	25-49% level	50-74% level	>75% level	N/A

Comments

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5504520

Simulation Effectiveness Tool Modified SET-M

After completing a simulated clinical experience, please respond to the following statements by circling your response.

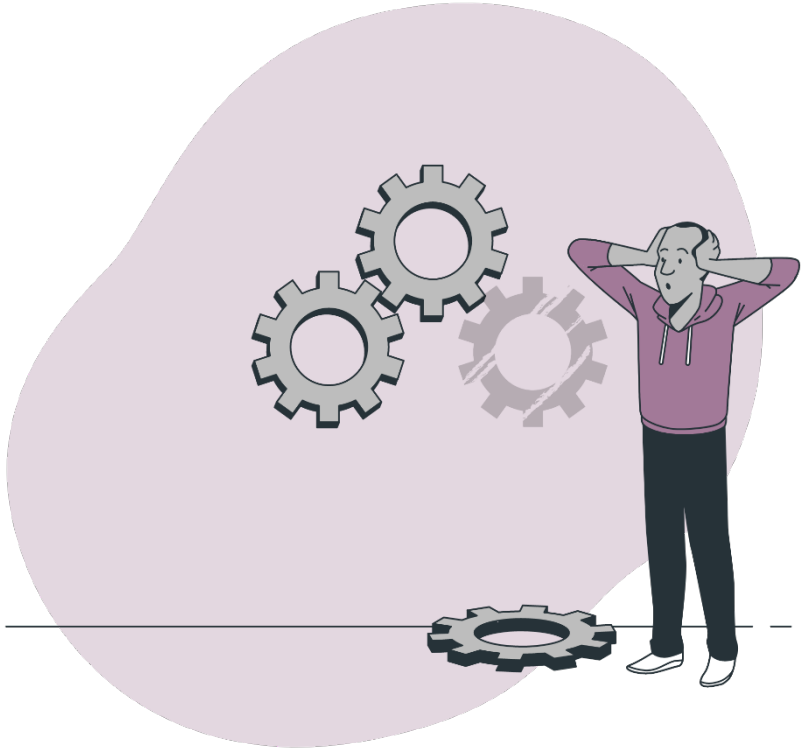
PREBRIEFING:	Strongly Agree	Somewhat Agree	Do Not Agree
Prebriefing increased my confidence	3	2	1
Prebriefing was beneficial to my learning.	3	2	1
SCENARIO:			
I am better prepared to respond to changes in my patient's condition.	3	2	1
I developed a better understanding of the pathophysiology.	3	2	1
I am more confident of my assessment skills.	3	2	1
I felt empowered to make clinical decisions.	3	2	1
I developed a better understanding of medications. (Leave blank if no medications in scenario)	3	2	1
I had the opportunity to practice my clinical decision making skills.	3	2	1
I am more confident in my ability to prioritize care and interventions	3	2	1
I am more confident in communicating with my patient.	3	2	1
I am more confident in my ability to teach patients about their illness and interventions.	3	2	1
I am more confident in my ability to report information to health care team.	3	2	1
I am more confident in providing interventions that foster patient safety.	3	2	1
I am more confident in using evidence-based practice to provide care.	3	2	1
DEBRIEFING:			
Debriefing contributed to my learning.	3	2	1
Debriefing allowed me to communicate my feelings before focusing on the scenario.*	3	2	1
Debriefing was valuable in helping me improve my clinical judgment.	3	2	1
Debriefing provided opportunities to self-reflect on my performance during simulation.	3	2	1
Debriefing was a constructive evaluation of the simulation.	3	2	1

https://sites.google.com/view/evaluatinghealthcaresimulation/set-m

Troubleshooting Difficult Debriefings

Why?

- Debriefing has the potential of becoming a difficult conversation
- Debriefing is a difficult skill to obtain mastery
- Can threaten the learning experience and be a threat to psychological safety
- Specific nuances with virtual simulation



How?

- Learner specific factors (i.e. personal biases)
- Situation specific factors (i.e. design of the simulation)

How do handle difficulty situations in debriefing where the learner:

- Is quiet/reticent
- Disengaged/disinterested
- Dominates with poor insight and knowledge
- Dominates with good insight and knowledge
- Who reacts emotionally
- Who reacts defensively

Communication Tools for Difficult Debriefing Situations

- Normalization
- Validation
- Generalization
- Paraphrasing
- Broadening
- (also body language and eye contact)

V. J. Grant, T. Robinson, H. Catena, W. Eppich & A. Cheng (2018) Difficult debriefing situations: A toolbox for simulation educators, Medical Teacher, 40:7, 703-712, DOI: 10.1080/0142159X.2018.1468558

Difficult Debriefing Tool

Strategy	Definitions	Purpose	Sample Phrases
Name the Dynamic	Introducing a 'hot topic' by naming it	Focusing discussion, addressing hot topic	"You seem to be [insert emotion]... what's on your mind?" "It seems like the key issue here is [insert hot topic], and that is causing some [insert emotion]..."
Validation	Recognition that behaviors, feelings or thoughts are understandable	Reaffirming importance of learner perspective	"You're totally right, I agree that [insert perspective here]..." "I agree ... in this situation [insert perspective here] is/can be [insert emotion here]..."
Normalization	Relating behaviors, feelings or attitudes to a societal norm	Build trust, calm fear, defuse emotions	"The feelings you've expressed are common in this situation..." "Your feelings are normal in this situation... in fact, I had a situation once when [insert relevant story here]..."
Generalization	Application of a concept in a different context	Enable learner to see broader relevance	"Have you ever had a situation when [insert concept here] was applicable to [insert related context here]..." "Sometimes [insert concept here] can be applied to a different context, such as [insert context here] ... what do you think?"
Paraphrasing	Restating something in your own words	Clarify and/or confirm understanding	"What I'm hearing you say is [insert paraphrase here]..." "So what [insert name here] is saying is [insert paraphrase here]..."
Broadening	Widening discussion to involve others	Engaging other learners to share perspectives	"I'm wondering what others think of [insert topic here]..." "I'd love it other others could share their perspective related to [insert topic here]..."
Previewing	Introducing a new topic of discussion	Guide and refocus topic of discussion	"At this point, I'm wondering if we can switch gears and talk about [insert topic here] because [insert rationale here]"...

Silence should be purposefully used between strategies.
Periods of silence allow for active listening, reading learner body language, and to help determine if learners are "ready to learn"

V. J. Grant, T. Robinson, H. Catena, W. Eppich & A. Cheng (2018) Difficult debriefing situations: A toolbox for simulation educators, Medical Teacher, 40:7, 703-712, DOI: 10.1080/0142159X.2018.1468558

Cognitive Load

Cognitive Load and Debriefing

What is Cognitive Load?

How to optimize cognitive load in simulation

- Past experience
- Prebriefing
- Repeated Scenarios
- Simulation Design

Optimizing Cognitive Load

Repeated Simulations

Benefits of repeated simulation:

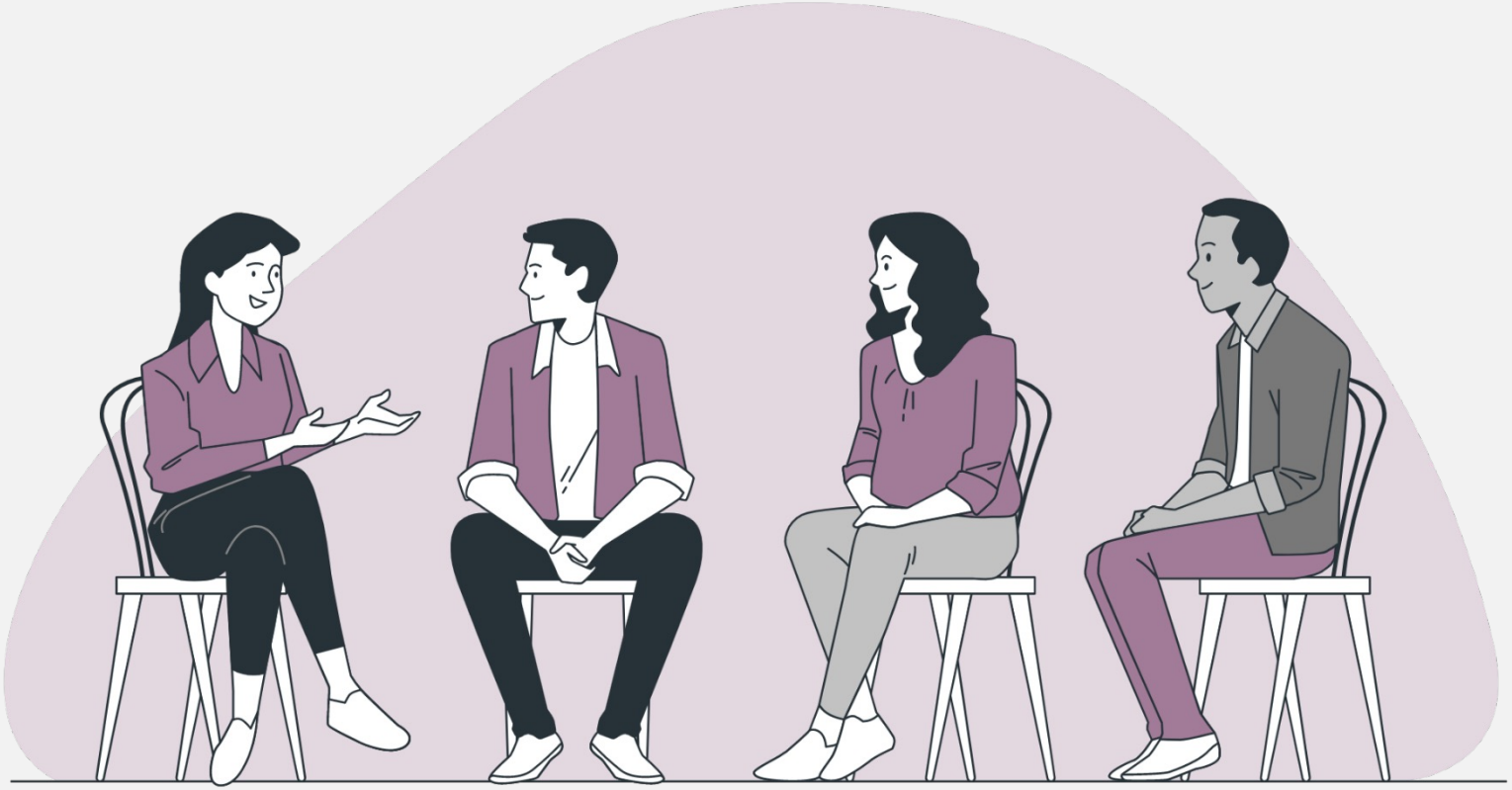
- Optimizes intrinsic load
- Decreases need to use on-the-spot knowledge
- Enhances knowledge synthesis and improves clinical judgment as a result of decreased mental demand
- Builds confidence and clinical competence in nursing students

(Abe et al., 2013)

Other factors to consider

- Too much fidelity overwhelms novice nurses' cognitive load (Fraser et al., 2015; Say et al., 2019)
- Fidelity can distract from learning if not at the right level
- Time pressure increases learners' cognitive load and can impact performance and confidence (Al-Moteri et al., 2019)
- Too many interruptions increase cognitive load causing performance errors (Fraser et al., 2015)
- Novices vs. experts' experience complexity differently

Co-debriefing



Co-debriefing (Co-facilitation)

- Co-debriefing is a process in which two or more individuals facilitate a simulation debriefing.
- Prepare debriefers in advance with co-debriefing checklist

Advantages

- Mentorship/development of expertise
- Provide a larger pool of expertise
- Time to troubleshoot with challenges in debrief
- Role modeling

(Cheng et al., 2015. Goldsworthy et al. 2022)

Clinical Simulation in Nursing (2022) 63, 1-4

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Innovations in Simulation

Co-debriefing Virtual Simulations: An International Perspective

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KEYWORDS
co-debriefing;
debriefing;
virtual simulation;
nursing students;
nursing

Abstract Co-debriefing is a process in which two or more individuals facilitate a simulation debriefing. Debriefing is considered an essential best practice that occurs as soon after a simulation as possible and should be conducted by experienced debriefers. This paper will describe the lessons learned, challenges and future considerations for co-debriefing a virtual simulation experience. The international co-debriefing team in this study included 11 nursing faculty from five universities in four countries (Canada, England, Scotland and Australia). Primary benefits of co-debriefing included: mentorship for less experienced debriefers and deeper learning for students by providing multiple perspectives. Challenges included consideration of various time zones for international planning meetings and adaptation of the virtual simulation to the country context. Group sizes of six to eight students were optimal for the debrief and a co-debriefing checklist for all co-debriefers helped maintain consistency with the debrief, assisted in developing a game plan among debriefers, and helped in planning contingencies.

S. Goldsworthy et al., (2021) Co-debriefing Virtual Simulations: An International Perspective, DOI: https://doi.org/10.1016/j.ecns.2021.10.007

TABLE 2. Co-debriefing Checklist

Stage	Category	Item
Pre-debriefing	Simulation scenario	☐ Review learning objectives
		☐ Review simulation case progression
		☐ Review equipment, supplies, actor roles
	Facilitators	☐ Relevant background, expertise, prior training/degrees
		☐ Previous experience debriefing
		☐ Area(s) of interest
		☐ Strengths and weaknesses related to potential topics of discussion
	Co-debriefing approach	☐ Follow the leader (assign leader) or
		☐ Divide and conquer (divide up topics) or
		☐ Ping pong (decide who goes first)
	Rules of engagement	☐ Discuss method/framework for debriefing
		☐ Clarify roles and responsibilities
		☐ Discuss how to handle interruptions
		☐ Discuss how to manage transitions
		☐ Discuss how to manage disagreements
		☐ Determine who will keep time
		☐ Positioning—where will we sit?
		☐ Nonverbal communication and body language
	Post-simulation huddle	☐ Are the key learning objectives still the same?
		☐ Prioritize discussion of learning objectives
		☐ Are there any hot issues that require specific attention or sensitivity?
Post-debriefing	Simulation scenario	☐ Did we adequately address all the predefined learning objectives?
		☐ Are there areas for improvement?
	Facilitators	☐ Did we capitalize on our collective expertise?
	Co-debriefing approach	☐ Was the approach we selected effective?
		☐ What went well? What needed improvement?
	Rules of engagement	☐ Was the method of debriefing effective? What went well? What needed improvement?
		☐ Were there interruptions? How were they handled?
		☐ How did we handle transitions?
		☐ Were there disagreements? How were they handled?
		☐ How did we manage time?
		☐ Was our positioning effective?
		☐ Were our methods of nonverbal communication effective?

(Cheng et al, 2015)

Looking ahead to the live session…

Preparation for the live session on zoom:

1. Bring a sample of one of your prebriefs to the session and be prepared to discuss the content and strategies you use within your own context.
2. Review the co-debriefing checklist (see previous slide) and come prepared to co-debrief and practice debriefing a scenario.

Summary

- Many opportunities to continually develop your expertise in prebriefing and debriefing
- Choose an evaluation tool to evaluate your debriefing performance (self, peer or students)
- Optimize cognitive load in prebrief and debrief
- Practice with tools for difficult debriefing
- Consider co-debriefing (use checklist)
- The world of simulation is constantly evolving so ongoing professional development is essential