

# Engaging Student Learning with Debriefing

Susan Gross Forneris PhD, RN, CNE, CHSE-A  
Director  
NLN Center for Innovation in Simulation and Technology

Molly Kellgren MSN, RN, CNE, CHSE  
Manager  
Accelerating to Practice

National League for Nursing  
Washington, DC



---

---

---

---

---

---

---

---

## Learning Objectives

Discuss underlying principles of good debriefing practices  
Define ways to operationalize debriefing principles in varied environments



---

---

---

---

---

---

---

---

## Lessons from history



### Debriefing *requires*

- > A psychologically safe learning environment
- > Structure
  - Phase 1: Reactions: recognition of emotions
  - Phase 2: Review/Analysis: understanding decisions
  - Phase 3: Summary: application of learning to future
- > Techniques
  - Questioning
  - Strategic use of silence
  - Record of events of simulation
  - Active listening



---

---

---

---

---

---

---

---

## Think – Pair – Share

### Debriefing vs Feedback



---

---

---

---

---

---

---

---

### Debriefing: what it is...

- A critically reflective discussion in which aspects of a performance are analyzed with the aim of gaining insights that impact the quality of future clinical practice (Cheng, et al, 2014).
- An examination of the perceptions and interpretations that led to decisions
- Metacognitive skill building
- Very personal



---

---

---

---

---

---

---

---

### ...what it is not

- An unstructured discussion
- A simple review of right and wrong actions
- A non-judgmental environment
- Teacher-centered



---

---

---

---

---

---

---

---

# Good debriefing doesn't just happen...



---

---

---

---


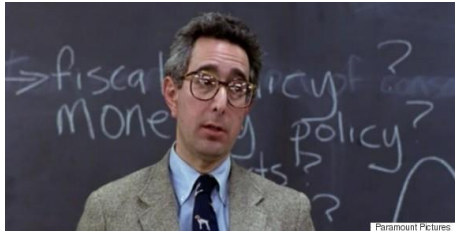
---

---

---

---

## Facilitator Attributes



8

---

---

---

---

---



---

---

---

## Facilitator Attributes

Mistakes: puzzles to be solved, not crimes to be punished



9

---

---

---

---

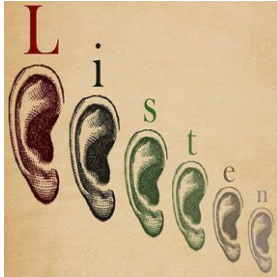
---

---

---

---

### Active Listening



---

---

---

---

---

---

---

---



11

---

---

---

---

---

---

---

---

### INACSL Standards of Best Practice: Simulation<sup>SM</sup>Debriefing

Provide a vital framework for strategic planning, research, faculty development and decreasing variability in teaching/learning.



12

---

---

---

---

---

---

---

---

### INACSL Standards of Best Practice: Simulation<sup>SM</sup> Debriefing

- Criterion 1.** A competent facilitator
- Criterion 2.** Conducted in an environment that supports confidentiality, trust, open communication, self- analysis, and reflection
- Criterion 3.** Facilitator can pay attention to learners
- Criterion 4.** Theory-based method
- Criterion 5.** Matches objectives and outcomes



---

---

---

---

---

---

---

---

### Methods of Debriefing

**Debriefing for Meaningful Learning**



**Structured and Supported Debriefing**



**Debriefing with Good Judgment**



**PEARLS**



---

---

---

---

---

---

---

---

### Phases of Debriefing

**Reactions/ Gathering**



**Analysis**



**Summary**



---

---

---

---

---

---

---

---

**CRITICAL CONVERSATIONS**  
*The NLN Guide for Teaching Thinking*

**Directions for the Guide**

**CONTENT**

**IDENTIFY PATIENT'S STORY**

- Discuss the thinking and emotions.
- Describe the patient care story.
- Determine if all important aspects of the situation have been identified.

**CONTENT**

**UNDERSTAND AND GUIDE THINKING**

- Set concrete objectives that clarify perspective.
- Discuss your perspective of their thinking.
- Provide your perspective based on your experience.
- Relay strategies that have worked in the past.
- Understand the knowledge guiding their thinking.

**COURSE**

**INTEGRATE INTO PRACTICE**

- Discuss how this experience might influence thinking and practice going forward.
- Discuss the aspects of this situation that affected learning and will help them to remember this experience.

[www.nln.org/technology](http://www.nln.org/technology) NLN

**CRITICAL CONVERSATIONS**  
*The NLN Guide for Teaching Thinking*

**Guided Questions for the Learner**

**CONTENT**

- How did caring for this patient/family make you feel?
- Why is this patient?
- What are your three concerns?

**CONTENT**

- I look...
- I think...
- I wonder...
- Describe what you were thinking about during your experience.
- What sources of knowledge influenced (should have influenced) your thinking?
- How have past experiences helped you solve some part of the current situation?

**COURSE**

- Did something inspire you based on... what are your next steps going forward?
- Are there team concepts that match the care offer if you... compare and contrast care situations (e.g. patient, age, change, setting, change, etc.)? What will you do differently every time?

[www.nln.org/technology](http://www.nln.org/technology) NLN



---

---

---

---

---

---

---

---

---

---

---

---

## Time for Simulation





---

---

---

---

---

---

---

---

---

---

---

---

## Debriefing Role Play





---

---

---

---

---

---

---

---

---

---

---

---

## Pulling it together

It begins with genuine curiosity  
Active Listening  
Strategic Use of Silence



You have to want to understand what your learner is thinking



---

---

---

---

---

---

---

---

## Wrap-Up, Reflections & Questions



---

---

---

---

---

---

---

---

## References

Darling, Parry, & Moore (2005). Learning in the Thick of It. *Harvard Business Review*. July.

Cheng, A., Eppich, W., Grant, V., Sherbino, J., Zendejas, B., & Cook, D.A. (2014). Debriefing for technology-enhanced simulation: a systematic review and meta-analysis. *Medical Education*, 48: 657-666.

Edmondson, A. (2002). Managing the risk of learning: Psychological safety in work teams. *International Handbook of Organizational Teamwork*. London: Blackwell.

Fanning, R. M., & Gaba, D. M. (2007). The role of debriefing in simulation-based learning. *Simulation in Healthcare: The Journal of the Society for Medical Simulation*, 2(2), 115-125.

Fornieris S.G. (2004) Exploring the attributes of critical thinking: A conceptual basis. *International Journal of Nursing Education Scholarship* 1(1, article 9), 1–18.

Fornieris, S.G. & Fey, M. (in press). Critical conversations: The NLN guide to teaching thinking. *Nursing Education Perspectives*.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development* (1st ed.). Englewood Cliffs, NJ: Prentice-Hall.

Rudolph, JW, Simon, R, Rivard, P., Dufresne, R, & Raemer, D. (2007). Debriefing with Good Judgment: Combining Rigorous Feedback with Genuine Inquiry. *Anesthesiology Clinics*, 25, 361-376.



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---