
Engaging Student Learning with Debriefing

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Learning Objectives

Discuss underlying principles of good debriefing practices

Define ways to operationalize debriefing principles in varied environments



Think – Pair – Share

Debriefing vs Feedback



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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



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



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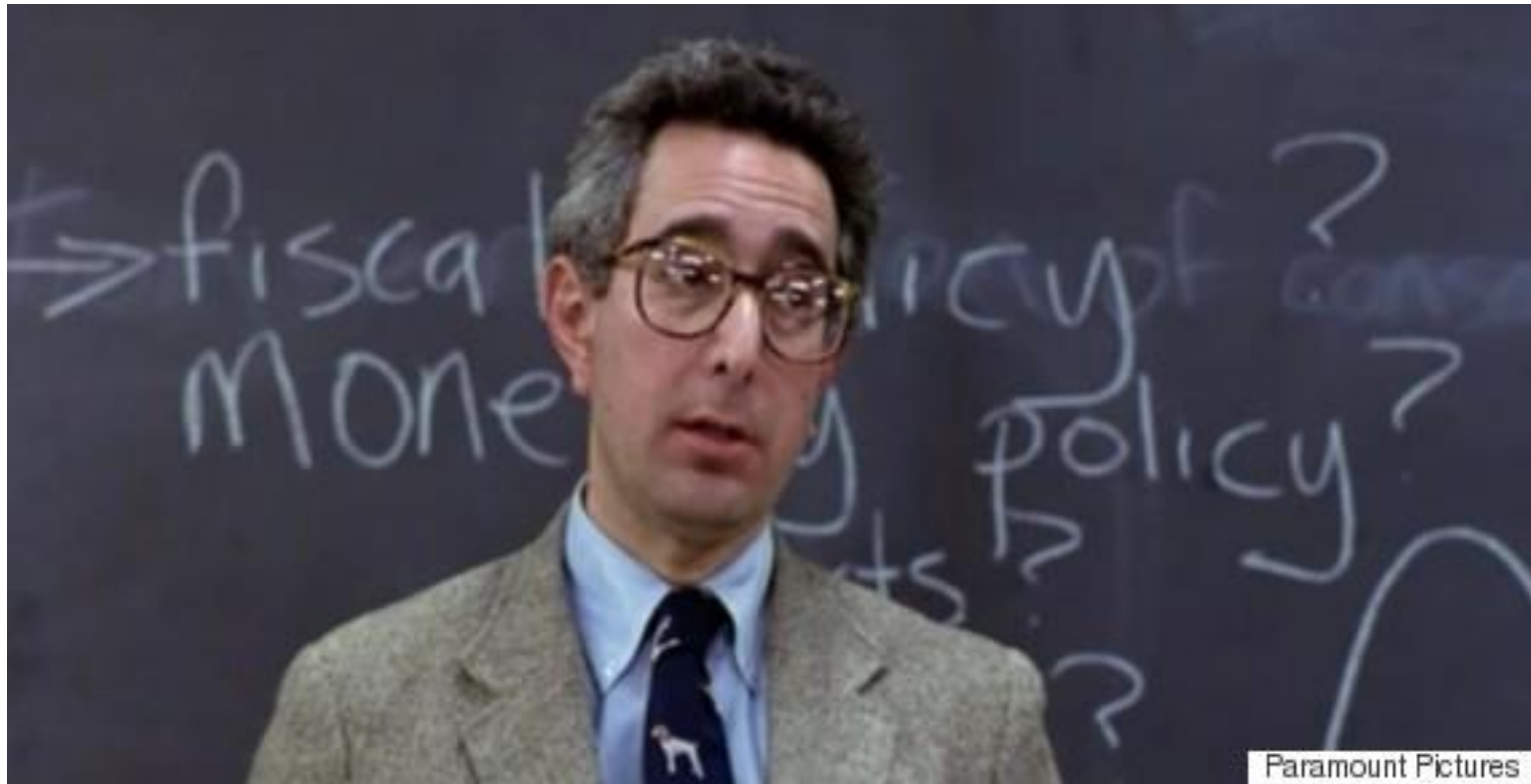


**Good debriefing
doesn't just happen...**



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Facilitator Attributes

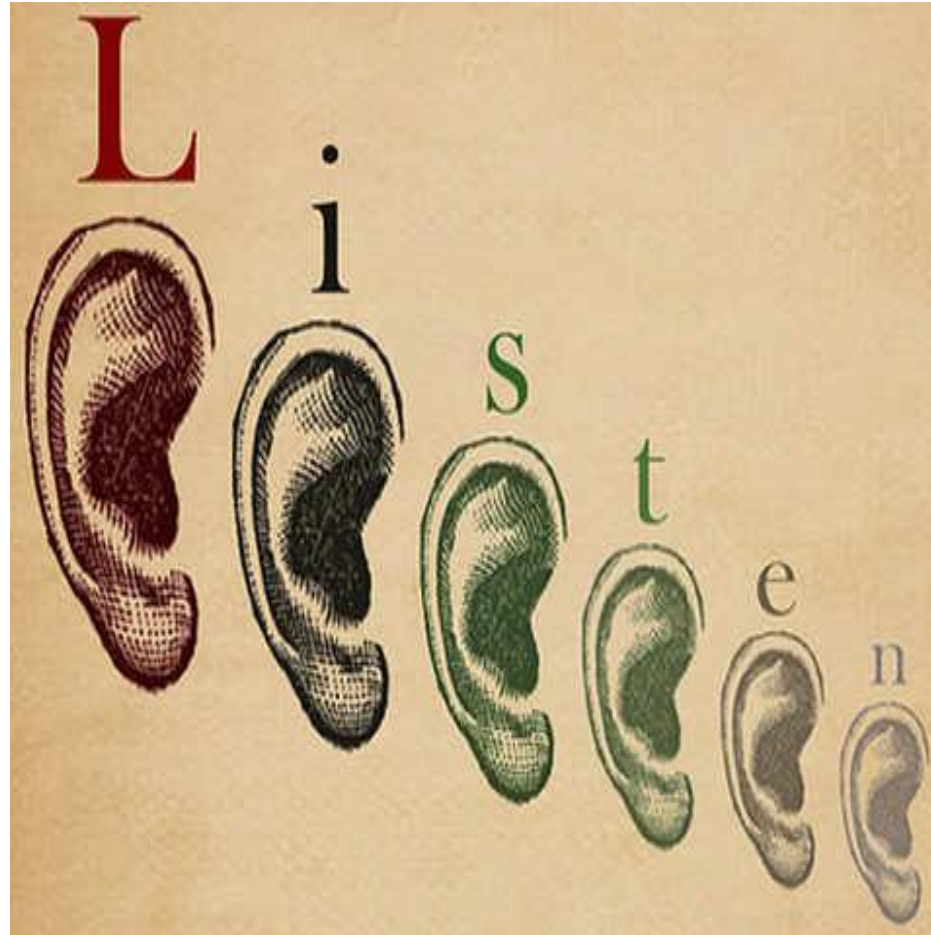


Facilitator Attributes

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



Active Listening



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INACSL Standards of Best Practice: SimulationSM

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



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



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Methods of Debriefing

Debriefing for Meaningful Learning



Structured and Supported Debriefing



Debriefing with Good Judgment



PEARLS



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Phases of Debriefing

Reactions/
Gathering



Analysis



Summary



CRITICAL CONVERSATIONS

The NLN Guide for Teaching Thinking

Directions for the Guide

CONTEXT

IDENTIFY PATIENT'S STORY

- Uncover 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

- Use concrete objective data to clarify perspective.
- Discuss your impressions of their thinking.
- Provide your perspective based on past 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.

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CRITICAL CONVERSATIONS

The NLN Guide for Teaching Thinking

Guided Questions for the Learner

CONTEXT

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

CONTENT

- I saw...
- 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 make sense out of the current situation?

COURSE

- Set immediate course:
So based on...what are your next steps going forward?
- Set long term course:
How would the care differ if you... compare and contrast care situations (e.g. patient age change, setting change, etc.)
What will you do differently moving forward?

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Time for Simulation



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Debriefing Role Play



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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



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SUMMIT 2018
SEPTEMBER 12-14
in **CHICAGO**

EARLY BIRD REGISTRATION ENDS
MAY 31

Celebrating 125 Years of Leadership in Nursing Education

The banner features a central blue text box with white text. To the left is a black and white photograph of several nurses in traditional uniforms attending to a patient. To the right is a color photograph of a modern nurse in a white lab coat attending to a patient in a hospital bed. A green banner at the bottom contains the text 'Celebrating 125 Years of Leadership in Nursing Education'. In the bottom left corner, there is a white box with the text 'EARLY BIRD REGISTRATION ENDS MAY 31'.



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