

Debrief

Introduction

Before we start the debrief, I want to remind everyone of our simulation rules established during the prebrief. We will hold any discussions regarding feelings and performance in confidence within this group and that everyone within this group is intelligent, capable, and is only trying to improve their patient care.

Reactions Phase

Simulation often invokes emotions in the participants. In simulation, we like to address those emotions before discussing the specific aspects of the case.

I'd like to go around and have everyone tell me one word to describe how that simulation felt."

Description Phase

"To reflect and ensure we are all on the same page about the scenario, would someone mind sharing a brief synopsis of the scenario today?"

Analysis Phase

Case 2 Simulation Objectives:

1. Describe how microaggressions related to language can impact patient care.
2. Utilize one nonconfrontational technique to address this microaggression with the nurse during the busy rounding time.
3. Acknowledge nuances of busy environment while prioritizing culturally sensitive patient care.
4. Demonstrate one way (re)address the microaggression at the end of that shift with the nurse.
5. Practice interrupting microaggressions in the context of nurturing mutual respect and an ongoing relationship with nursing colleagues.

Discussion Questions:

- *What went well and what could be improved upon related to utilizing nonconfrontational techniques?*
- *What went well and what could be improved upon related to using techniques to (re)address at the end of the shift?*
- *How does your relationship with the nursing team affect how you feel about addressing this?*
- *What are some techniques that can be used during busy times?*
- *How authentic did your chosen approach feel?*
- *How can you circle back and address this issue later (e.g. end of shift)*
- *How does the busyness of the service contribute to your chosen approach?*
- *What are other possible approaches?*
- *Imagine this exchange had happened on rounds (other people in the room—an "audience" so to speak). How would that change your comfort with responding and/or approach to responding? (bring up tension between hierarchy challenges with responding in the moment, that may make it feel easier to let it slide or respond in private later, vs. the message it sends to others in the room if it is not addressed in the moment).*
- *What if the child was older/verbal and witnessing the exchange? How would that impact your decision to respond, and response if you choose to do so?*

Summary Phase

"We would like to close the session with asking each of you to share a take-away-point you will use in your future.