

# Debrief

## Debriefing tool

This tool was created for you to use during the scenario to take notes and help guide your debriefing session. This tool is based on the PEARLS Debriefing Framework.

**GOAL of debriefing is uncovering the learner's frame where performance gaps exist and then help redefine the appropriate frame.**

Quick pointers for debriefers:

- Maintain a safe environment and curious approach
- Maintain an engaging context for learning where everyone is participating and re-direct conversation when needed
- Speak as little as possible, allowing learners to arrive at their own thoughts and uncover their frameworks that led to performance gaps

## Introduction

***"Welcome, we understand you are busy and want to respect your time. During the debriefing, we will focus on \_\_\_\_\_."***

***Please note that we will continue to uphold the "Vegas rule", basic assumption, and safe environment protocols as we move into our debriefing session. This includes:***

- ***What happens in sim stays in sim***
- ***We want you to feel secure in expressing your thoughts***
- ***The basic assumption that "we believe that everyone participating in activities here is intelligent, capable, cares about doing their best and wants to improve". (4)***

***We will use the discussion structure of "What went well? / What could be improved upon?" for our debriefing structure today.***

Goal is to get emotions, not how the case went.

## Reactions Phase

Try: *"To start, I would like to begin by asking the group, how did that feel?"*

Or: *"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?"*

*"Does anyone have anything to add to that synopsis?"*

## Analysis Phase

Simulation Objectives:

1. Describe how microaggressions related to gender can impact providers and staff.
2. Utilize one nonconfrontational technique to address this microaggression with the patient in the encounter.
3. Demonstrate one technique to diffuse tension with the patient after interrupting a microaggression in order to maintain a therapeutic relationship.

*"Next, what do you all think went well with (specific objective category)?"*

*"What could be improved for next time?"*

Objective categories	Plus "What went well?"	Delta "What could be improved upon?"
Nonconfrontational technique		
Technique to diffuse tension		



## Analysis Phase

Other debrief topics:

- How authentic did your chosen approach feel? What are some other possible approaches to interrupt microaggressions related to gender?
- What are some possible approaches to diffuse tension with the patient and maintain a therapeutic relationship?
- If learner used “just a nurse” language or did not clarify at all the nurse’s important role: The nurse approaches you afterwards and tells you that she felt insulted that you seemed offended on your attending’s behalf after she was assumed to be a nurse.
  - How would you handle this? How might your response change based on the nature of your relationship with the nurse?
- What messages are sent to the patient based on how we include clarification of interdisciplinary team members’ critical role (don’t comment at all, detract/degrade, elevate)?
- How do elements of hierarchy affect your response?

## Summary Phase

At the end of the session:

***“In the essence of time, we need to move into our final phase of the debrief. Today we discussed \_\_\_\_\_ (summarize what has been discussed thus far in the debrief session).***

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

Or: ***“What strategies utilized our discussed here today, do you think will be helpful in your future?”***

### References:

- Brett-Fleegler M, Rudolph J, Eppich W, Monuteaux, M., Fleegler, E., Cheng, A., Simon, R. (2012). *Debriefing Assessment for Simulation in Healthcare: Development and Psychometric Properties*. Simul Healthc. 7(5):288-294.
- Dreifuerst KT. (2012). *Using debriefing for meaningful learning to foster development of clinical reasoning in simulation*. J Nurs Educ. 51(6):326-333.
- Dreifuerst, K. T. (2009). *The essentials of debriefing in simulation learning: a concept analysis*. Nursing Education Perspectives, 30(2), 109-114 106p.
- Kessler... Debriefing in the Emergency Department After Clinical Events: A Practical Guide
- David O. Kessler, MD, MSc\*; Adam Cheng, MD; Paul C. Mullan, MD, MPH \*Corresponding Author. E-mail: dk2592@cumc.columbia.edu, Twitter: @y2kessler.
- Rudolph J, Raemer D, Simon R. (2014). *Establishing a safe container for learning in simulation: The role of the pre-simulation briefing*. Simulation in Healthcare. 339-49(6):339-349.