

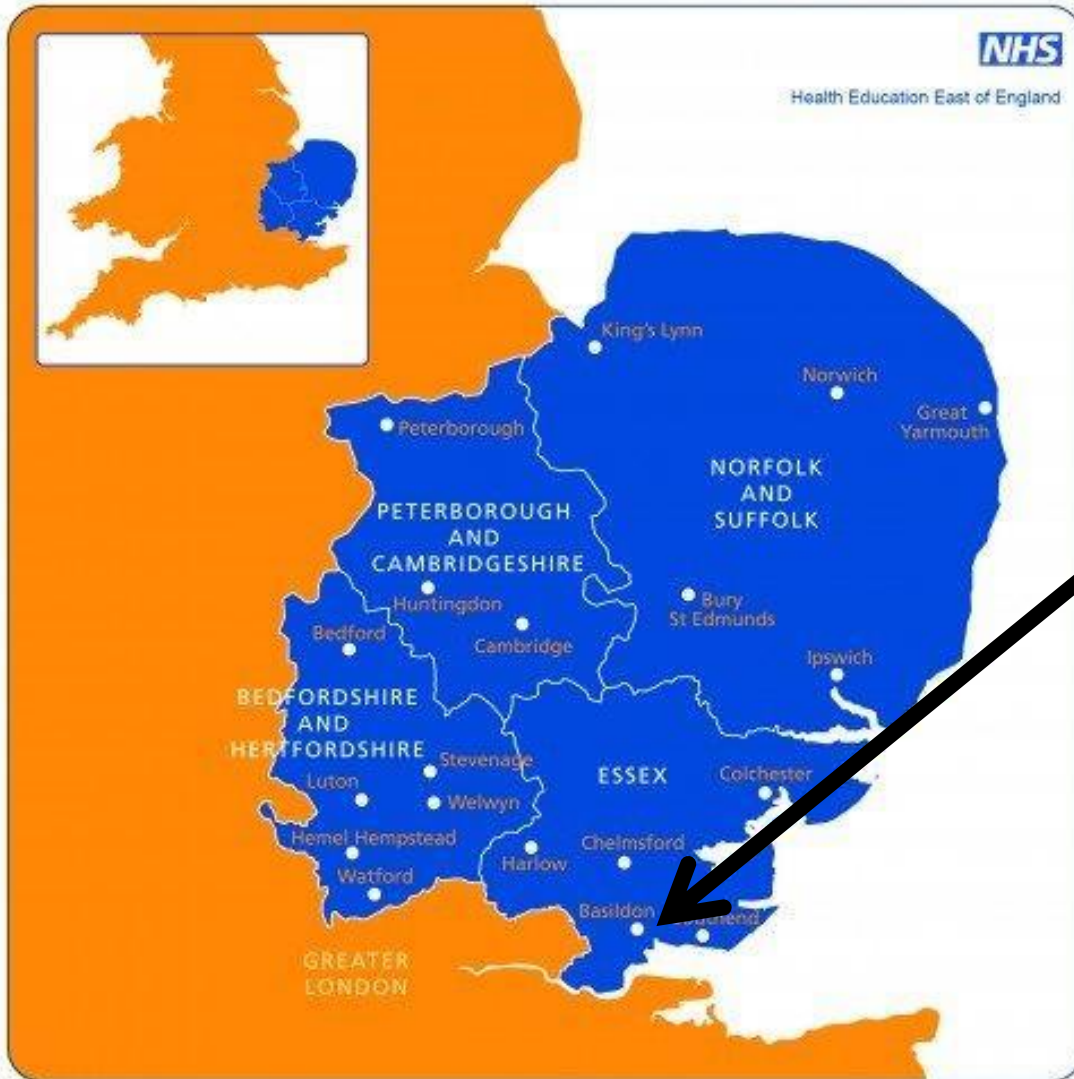
Debriefing Workshop

A large, stylized orange flourish that spans across the width of the slide, positioned below the title and above the speaker information.

Dr Georgia Winnett
HEE East of England Associate Dean for Simulation
Spring Symposium

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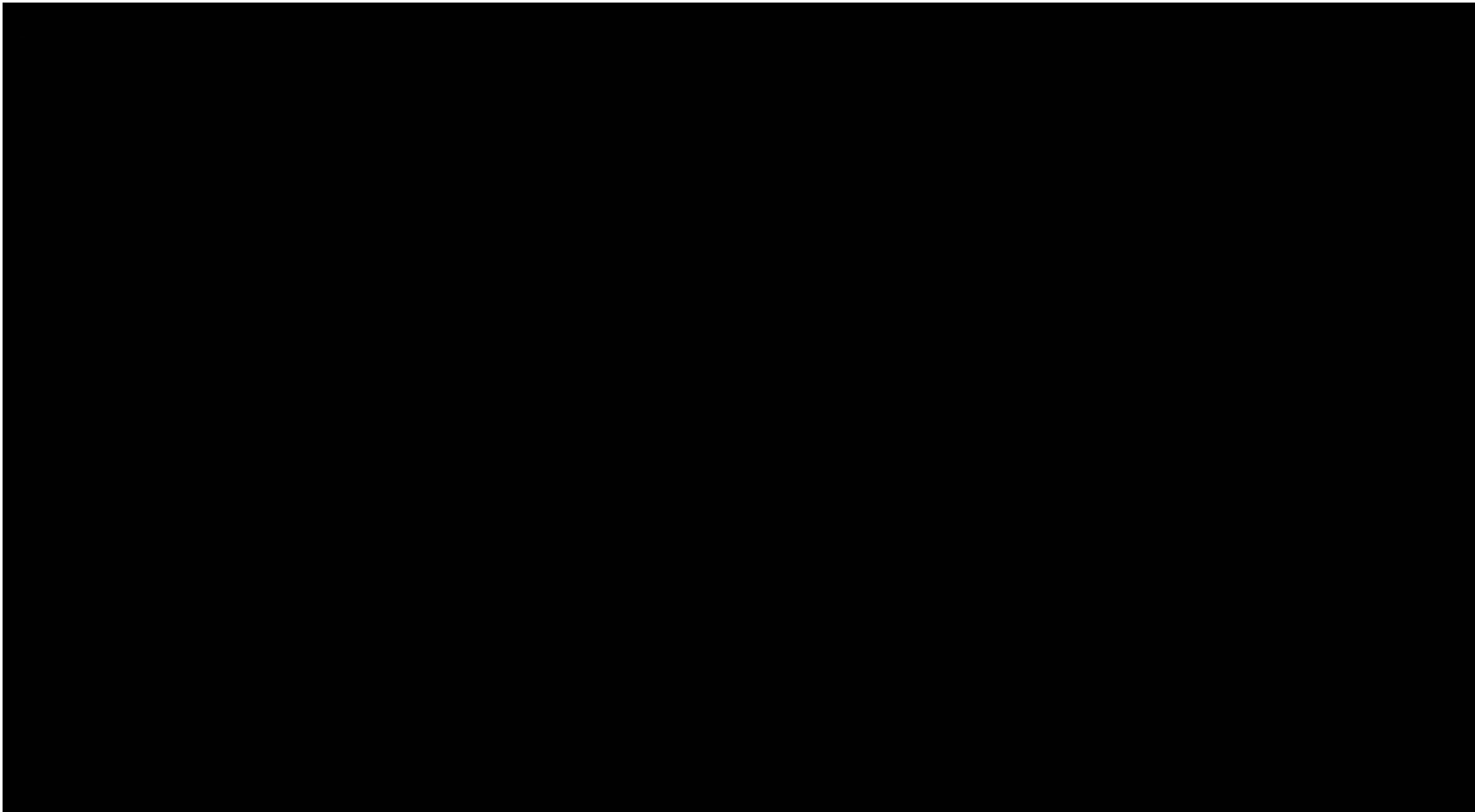
East of England



Content

- Introduction and objectives
- Feedback vs debriefing
- Using debriefing skills outside of simulation

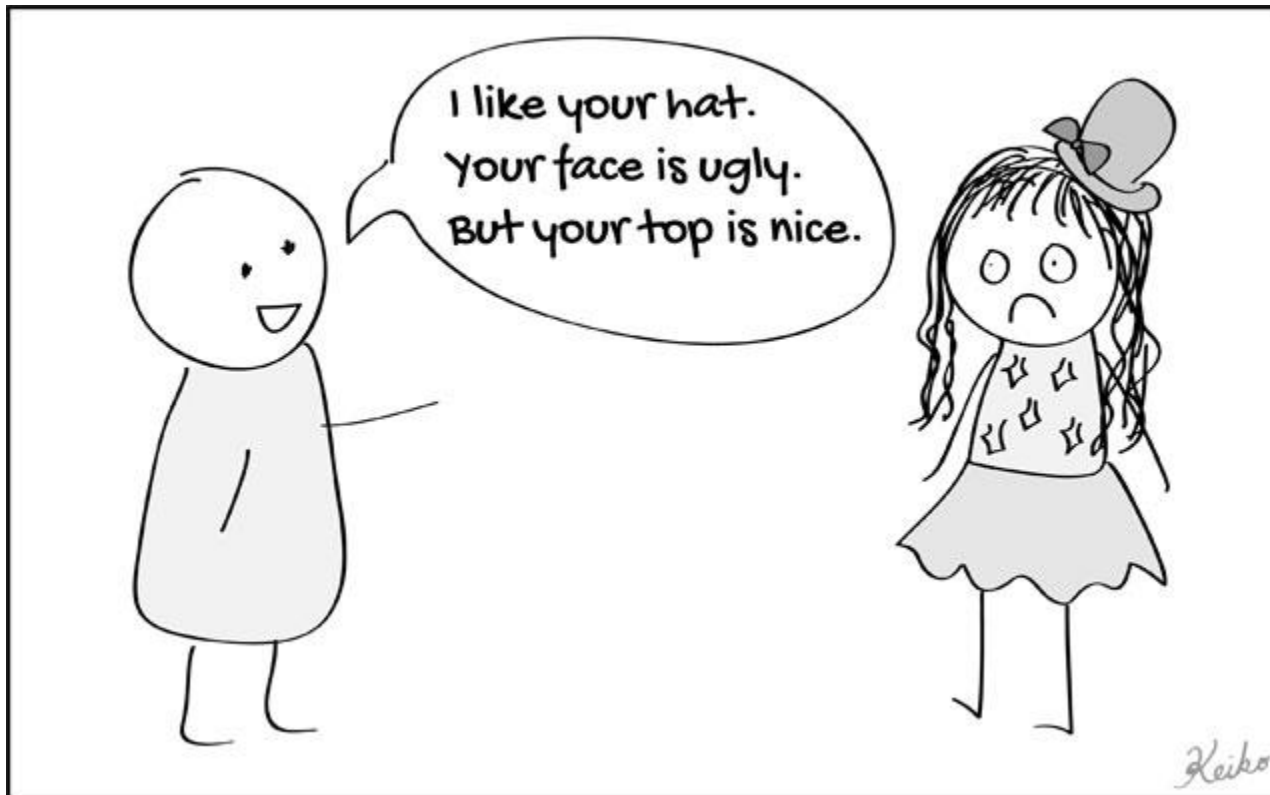




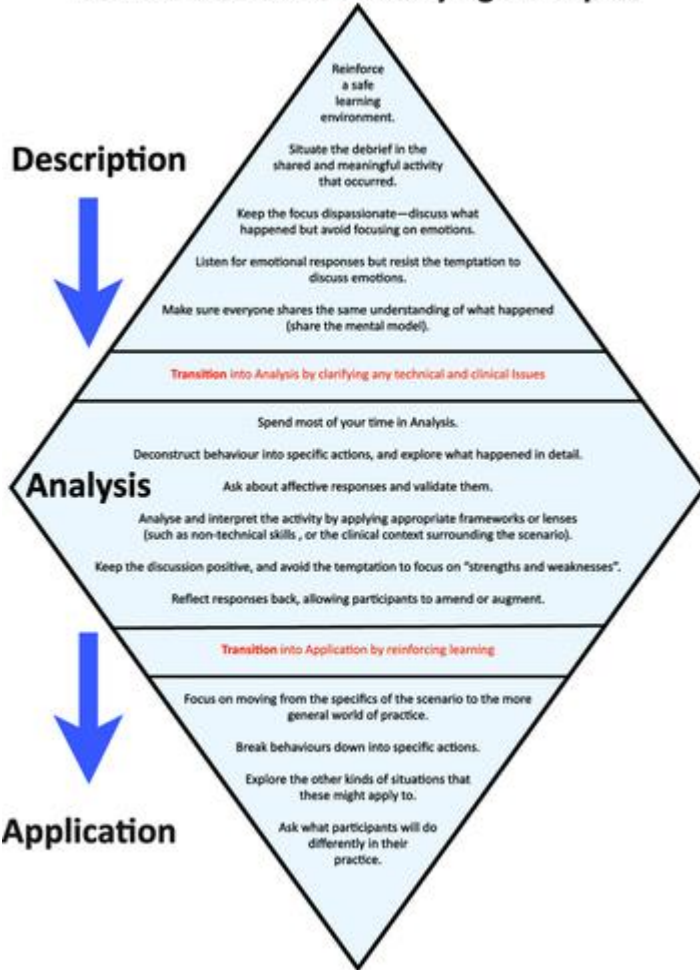
What is debriefing?

How does it compare to feedback?

Any models?



Debrief Diamond: Underlying Principles



The PEARLS Healthcare Debriefing Tool

	Objective	Task	Sample Phrases
1 Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption*	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2 Reactions	Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3 Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4 Analysis	Explore variety of performance domains	See backside of card for more details	Preview Statement <i>(Use to introduce new topic)</i> "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]" Mini Summary <i>(Use to summarize discussion of one topic)</i> "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5 Application/ Summary	Identify take-aways	Learner centered Instructor centered	"What are some take-aways from this discussion for our clinical practice?" "The key learning points for the case were [insert learning points here]."

Using Debriefing skills everyday

- Pre-brief – creating a safe learning environment
- Work imagined vs work delivered
- Learner-centred action plans

Pre-Brief

MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW



MORALITY, CREATIVITY, SPONTANEITY, PROBLEM SOLVING, LACK OF PREJUDICE, ACCEPTANCE OF FACTS

SELF-ACTUALIZATION

SELF-ESTEEM, CONFIDENCE, ACHIEVEMENT, RESPECT OF OTHERS, RESPECT BY OTHERS

ESTEEM

FRIENDSHIP, FAMILY, SEXUAL INTIMACY

LOVE / BELONGING

SECURITY OF BODY, OF EMPLOYMENT, OF RESOURCES, OF MORALITY, OF THE FAMILY, OF HEALTH, OF PROPERTY

SAFETY

BREATHING, FOOD, WATER, SEX, SLEEP, HOMEOSTASIS, EXCRETION

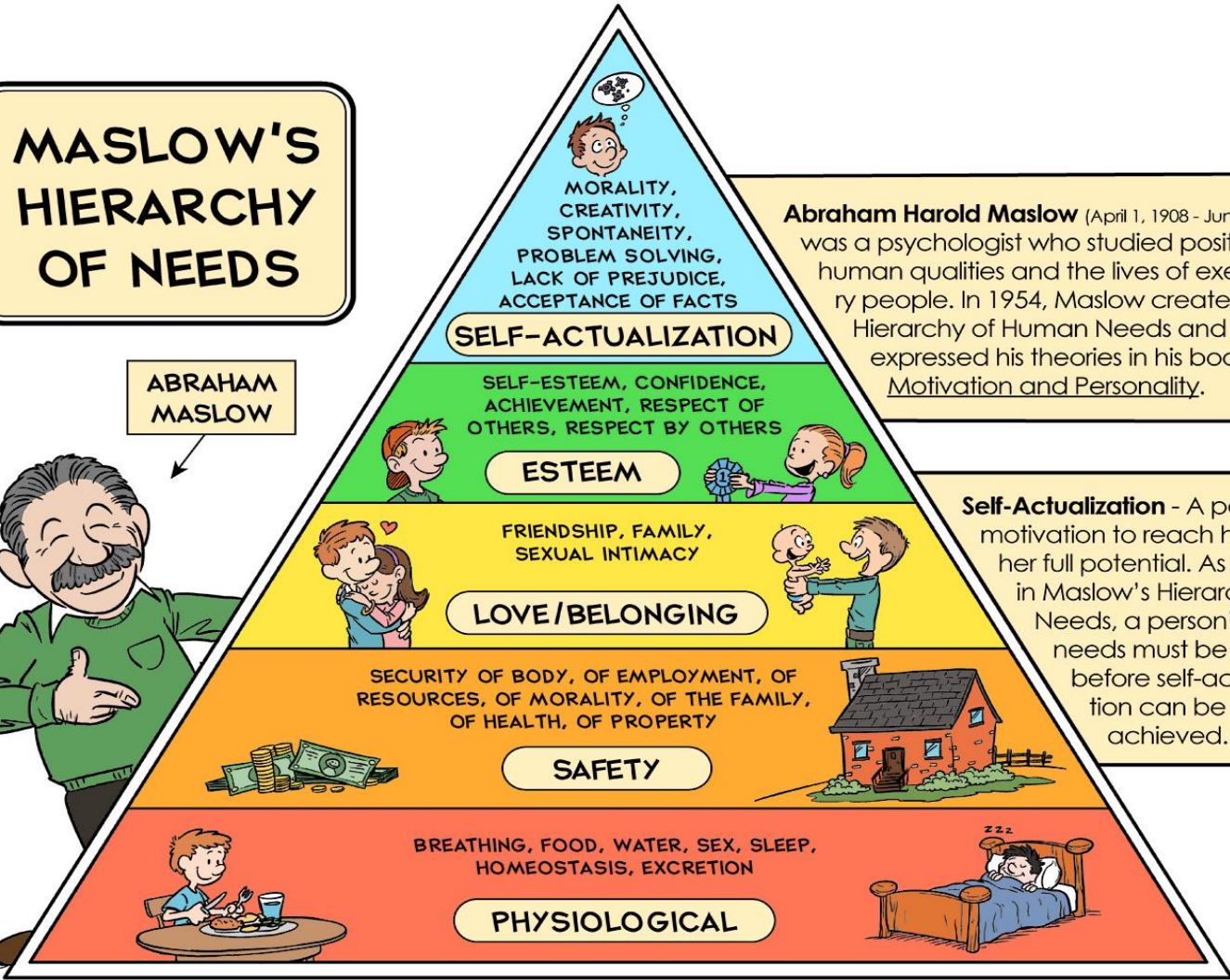
PHYSIOLOGICAL

Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, *Motivation and Personality*.

Self-Actualization - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.

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When environment is not supportive...

- Bullying and undermining has a serious impact on training and patient safety
- 8.0% of respondents reported experiencing bullying (n=49,994) and

13.6% reported witnessing
(n=49,883)

Belittle

Demoralise

Talk down to

Lack of respect

undervalue

disregard

Work imagined vs work done...

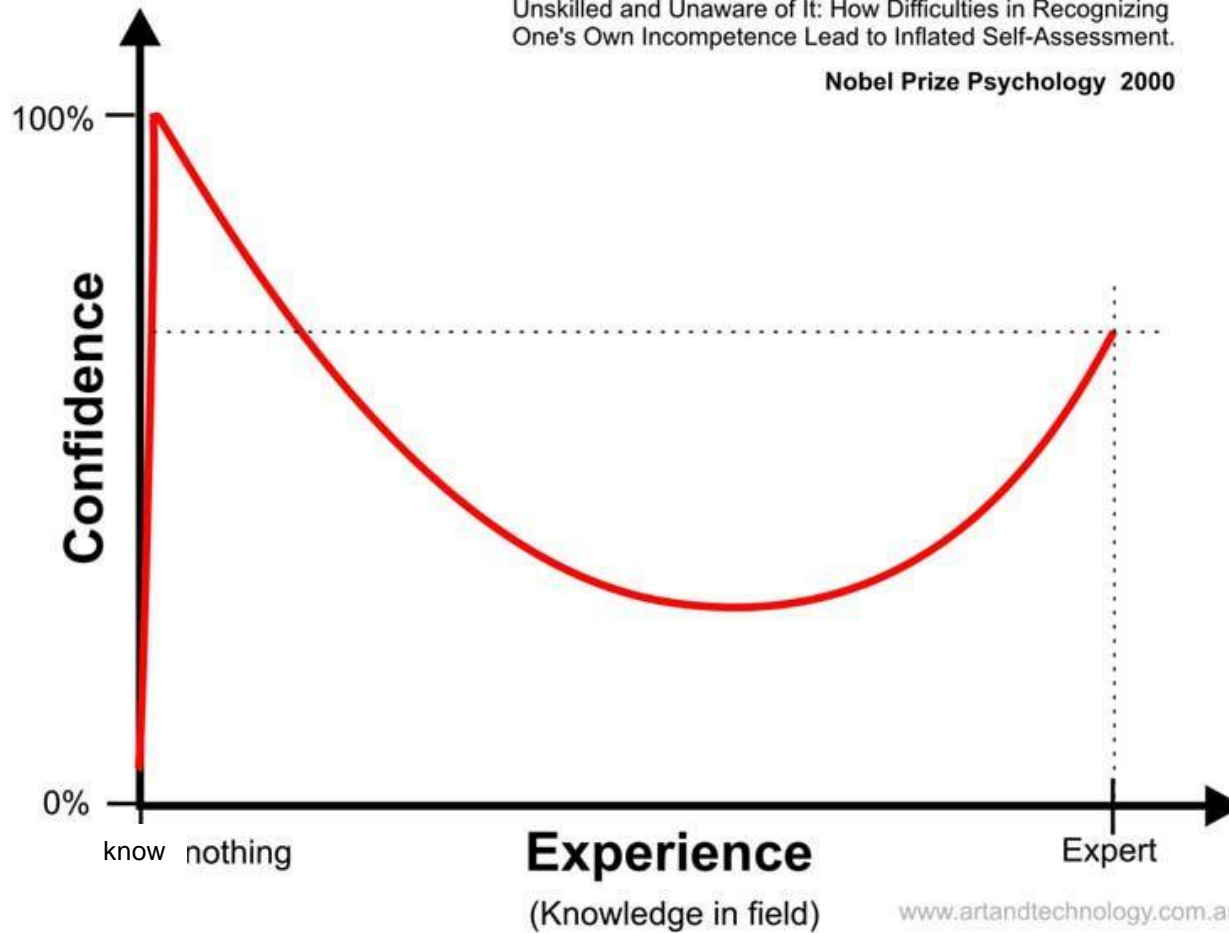


"Virtually every study has shown a negative correlation between self-assessment and performance, because participants who were weaker believed their abilities to be greater than they actually were, whereas, participants who were strong and able to engage in tasks typically viewed themselves as slightly less capable than their actual performance" (Baxter & Norman, 2011, p. 2407).

Dunning-Kruger Effect

Unskilled and Unaware of It: How Difficulties in Recognizing One's Own Incompetence Lead to Inflated Self-Assessment.

Nobel Prize Psychology 2000



Learner vs trainer centred



Drivers for change

- Competency vs apprenticeship training
- GMC survey
- Pressures of work – time constraints