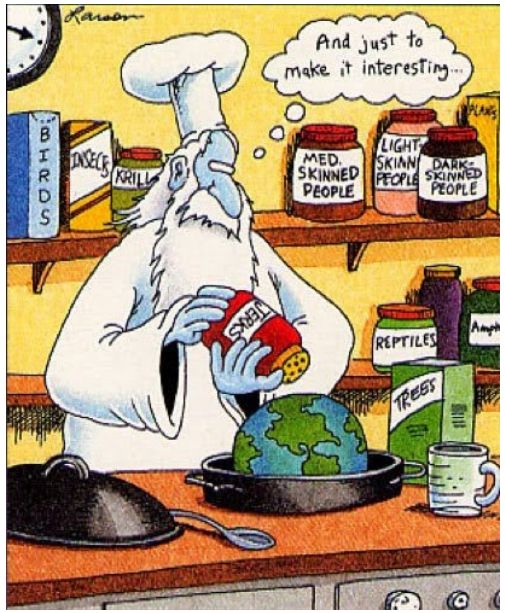
Using Debriefing to Influence QI



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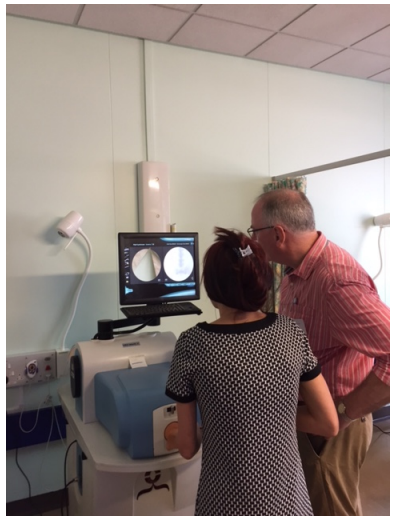
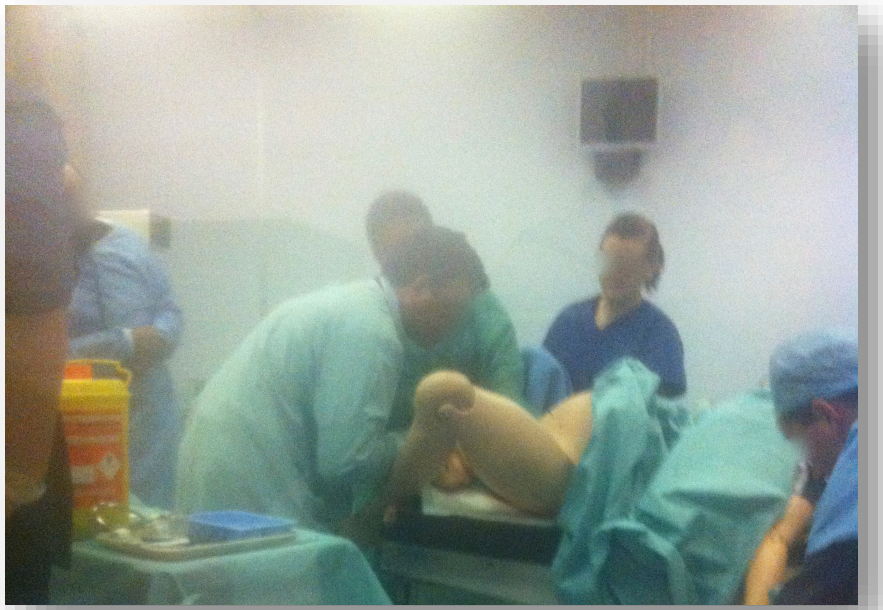
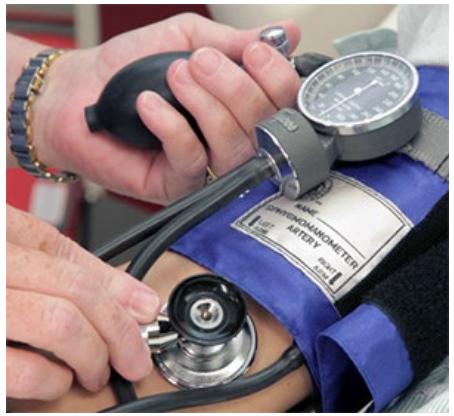
Aim of the Session







Group Discussion

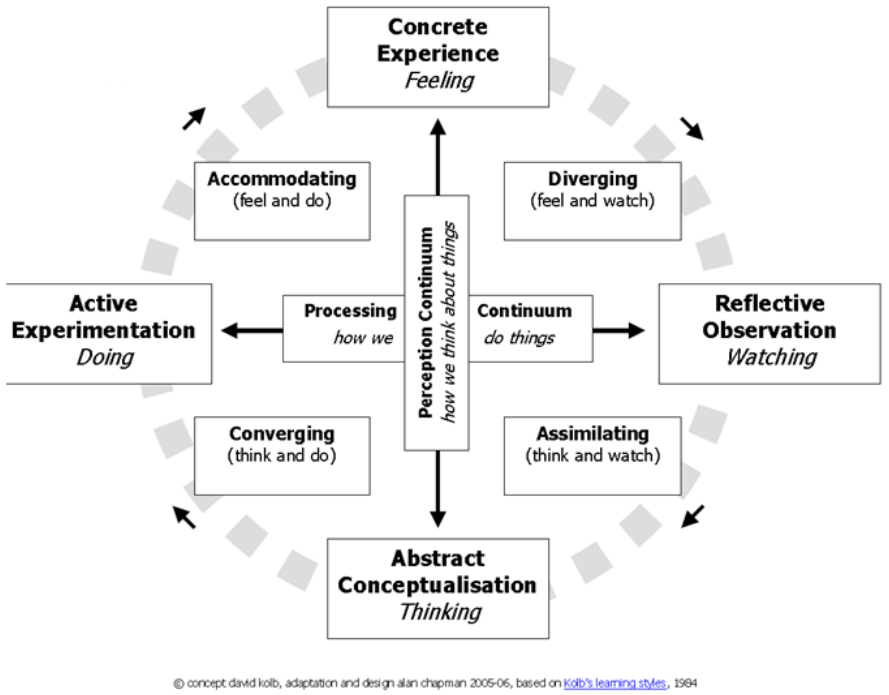
The conception of improvement finally reached as a result of the review was to define improvement as better patient experience and outcomes achieved through changing provider behaviour and organisation through using a systematic change method and strategies.[1]

Dr John Øvretveit

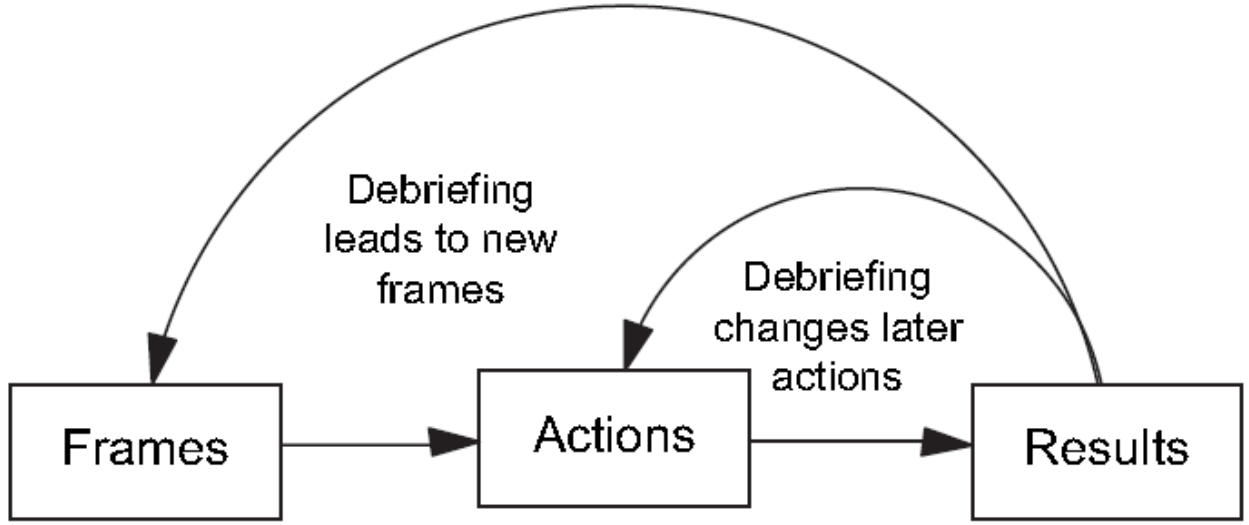
The dimensions of quality

Safe Avoiding harm to patients from care that is intended to help them.	**Timely** Reducing waits and sometimes harmful delays.
Effective Providing services based on evidence and which produce a clear benefit.	**Efficient** Avoiding waste.
Person-centred Establishing a partnership between practitioners and patients to ensure care respects patients' needs and preferences.	**Equitable** Providing care that does not vary in quality because of a person's characteristics.

Educational Philosophy - Adult Learning
'Debriefing with good judgement'

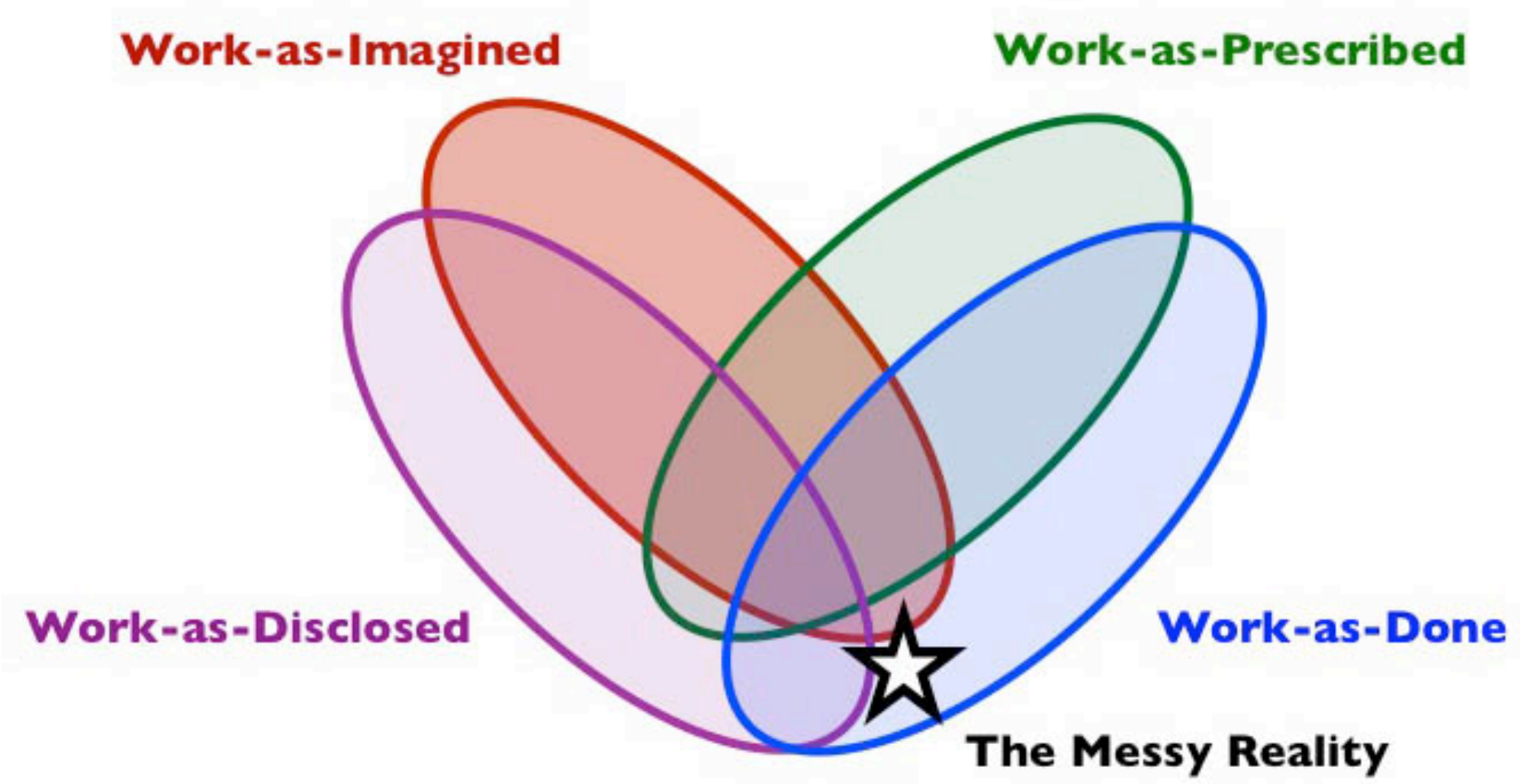


Kolb, 1984



Rudolph et al, 2007

Human performance within care ‘systems’



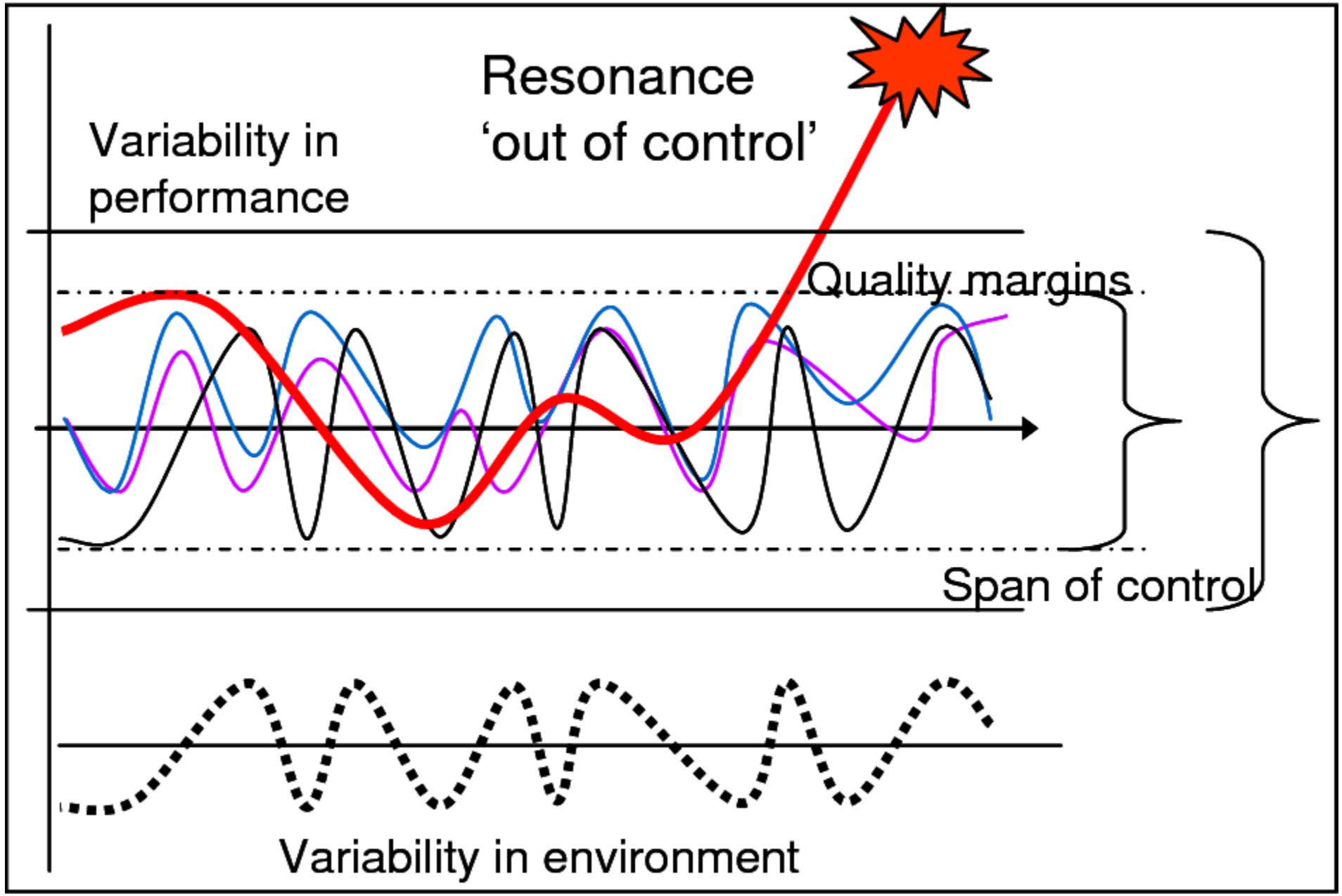
Shorrock, 2016


Psychological
Safe space
Experiential
learning
(supervised)
Intrinsic &
extrinsic
motivation

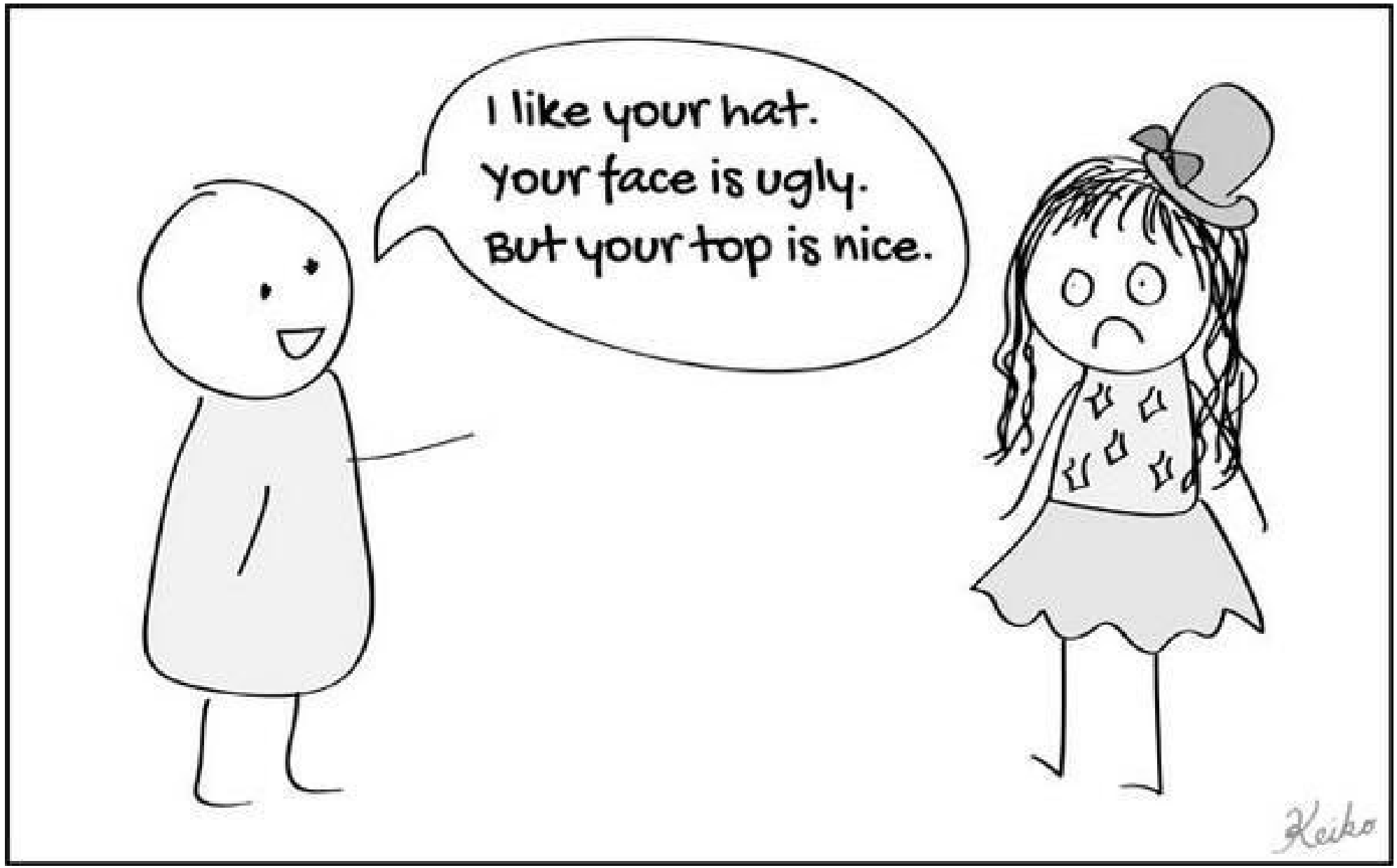
	Debriefing with good judgement
The effective debriefer	Creates a context for learning (& change)
Primary focus of the debrief	Internal – meanings & assumptions of both debriefer & trainee
How the trainee is seen	A meaning maker whose actions are consequential to specific assumptions and knowledge
Who has the truth of the situation?	Possibly neither, either or both
Who does not understand?	The debriefer; I see what you are doing or not doing and from my perspective, I don't get it **or** from my view it seems problematic, what am I missing here. Genuine report of puzzlement and inquiry into how the trainee's actions may make sense.

	Debriefing with good judgement
Basic stance towards the trainee	Respect for self (I have to take on what happened in this situation; that does lead me to think there were some problems but...)
	Respect for trainee (you are also a smart, well trained practitioner, trying to do the right thing, who has your own view on the situation) so...
	I am going to approach this as a genuine puzzle; not paralysis or indecision, but holding my own view tentatively. I seek clarity through honest inquiry (we both may learn something or change our minds); help me understand why you...?'
Typical message	'I noticed X. I was concerned about that because Y. I wonder how you saw it?'

	Traditional Focus	Contemporary Focus
Definition of safety debriefing	Explore what went wrong	Explore what went right
Safety principle	Reactive, we respond when something happens, or is perceived as an unacceptable risk	Proactive, enable the participant(s) consider how they might anticipate and plan a strategy to improve performance
Explanations of error / harm	Slips, lapses, mistakes and violations are caused by failures & / or malfunctions. The purpose of the debrief is to enable the participant(s) to identify causes & contributory factors	Things basically happen in the same way, regardless of the outcome. The purpose of the debrief is to better understand how things usually go right as a basis for understanding and explaining how things occasionally go wrong.
Attitude to the 'human factor'	The participant(s) are predominantly seen as the mistake makers, a liability or a hazard – 'human error'	The participant(s) are seen as a resource that is necessary for safety, through system flexibility & resilience. Detailed exploration of 'work-as-done' offers powerful learning opportunities to both learners and facilitators.
Role of performance variability	[redacted]	



Hollnagel, 2004


I like your hat.
Your face is ugly.
But your top is nice.
Keiko

Victorian risk assessment

Integrated safety / QI debriefing model

Constructivist, learner centered approach, embrace adult learning (Kolb, Knowles)

Psychological and physical ‘safe space’, confidentiality (Maslow)

Cueing & probing / advocacy with inquiry / genuine confidentiality in the learning conversation (Rudolph et al, Denning)

Structured debrief that explicitly includes key safety elements of performance variability, from the perspective of the participant. (Hollnagel, Shorrock)

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