Co-Debriefing for Simulation-based Education: Strategies for Success

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Objectives

• Describe common challenges associated with co-debriefing
• Identify, practice and apply proactive and reactive strategies for effective co-debriefing

Debriefing

• Feedback and debriefing an essential component of simulation-based education²
• What about co-debriefing?
  – No studies³
  – No described methodology

¹Issenberg et al. 2005
²McGaghie et al. 2010
³Cheng et al. 2014
Co-Debriefing

- Defined as a debriefing that is co-facilitated by 2 or more educators
- Educators: may be from the same or different profession / discipline

Goal: Educators work together to manage the flow and content of discussion in an integrated and fluid fashion to promote effective learning

Benefits of Co-facilitation

- Larger pool of expertise
- Diverse viewpoints
- Cross monitoring
- Complementary styles
- Mutual support for challenging situations
- Faculty development
- Model effective teamwork

Case
- Septic Shock: 5 year old with fever

Learning Objectives
- Demonstrate effective management of septic shock
- Demonstrate effective team dynamics

Debriefing
- 2 nurses, respiratory therapist, attending ER physician, resident doctor
- 1 MD facilitator, 1 nurse facilitator

Common Challenges
- Lack of knowledge of learning objectives (and how they relate to various professions)
- Facilitators have different personal agendas
- Facilitator expertise is not optimally used
- Interruptions/hijacking train of thought
- One facilitator dominates discussion
- One facilitator speaks directly/only to learners from one profession
- Open disagreement between facilitators

Failure to recognize and address challenges → discordance, power struggle

Cheng et al, Simul Healthc In Press
Apply Structure

How do new approaches to co-debriefing fit within PEARLS?

Facilitator A

Facilitator A

Facilitator A or B
Pre-Debriefing

Debriefing

Post-Debriefing

Proactive Strategies

Permissible Interruptions

- Verbally request or provide permission to speak

Deliberate Transitions

- Use preview statement to signal change in topic

Cheng et al, Simul Healthc. 2015
Proactive Strategies

Facilitator Prebrief
- Clarifying roles
- Ground rules
- Clinical / educational expertise
- Learning objectives
- Personal agendas
- Debriefing roles and methodology
- Codebriefing approach

Proactive Strategies

Setting the Stage for Learners
- Role of multiple facilitators, background, expertise

Post-Sim Touchpoint
- Run scenario in “steady state” for last 1-2 minutes
- Discuss observations
Proactive Strategies

Non-verbal communication
- Position yourself
- Make frequent eye contact

Previewing
- Verbalize intent to transition to next topic, solicit input

Proactive Strategies

Listen, Observe, Reflect
- Listen to discussion, observe body language, reflect on optimal time to engage
- Ask:
  - "Will I be interrupting a line of questioning if I speak now?"
  - "Has the current topic of discussion been brought to a close?"
  - "Will my contribution help to address the issue at hand?"

Proactive Strategies

Open Negotiation
- Promotes transparent communication between facilitators
- A. Share train of thought
- B. Share reasoning
- C. Inquire about alternate course of action
Applying Proactive Strategies

Case
- Infant with increased intracranial pressure
- Requiring intubation and management of ICP

Exercise
- Conduct a facilitator pre-briefing
- Select a co-debriefing approach
- Conduct a debriefing with your co-facilitator and utilize proactive strategies

Small Group Exercise – 15 minutes

Reactive Strategies

Open Negotiation
- A. Name the dynamic
- B. Normalize
- C. Generalize
- D. Engage learners to identify solution

Reactive Strategies

Pulse Check
- Clarify understanding with “neglected” learner group
  - “I am wondering if I can take a moment to clarify....”
- Check in with learners when one facilitator is dominating
  - “I wondering if we can press the pause button for a moment to see how this is resonating with the learners...”
Applying Reactive Strategies

Case
- Adult with cardiac arrest
- Learners fail to detect pulselessness

Debriefing
- 2 facilitators: lead facilitator (ER doctor), associate facilitator (ICU doctor)
- Learners: pediatric resident, inpatient nurse

Exercise
- You will play the role of the associate / co-facilitator (ICU doctor)
- Apply open negotiation and/or pulse check to manage conflict with your co-facilitator

Small Group Exercise – 15 minutes
Post-Debriefing Huddle

Facilitator Huddle
- Any issues? (discuss examples)
- Simulation scenario
- Co-debriefing approach
- Rules of engagement

Take Home Messages
- Codebriefing is often accompanied by challenges
- Proactive and reactive strategies can help facilitators overcome these common challenges