Peer Coaching to Improve Debriefing Skills for Simulation-based Education

Adam Cheng¹, Vincent Grant¹, Helen Catena¹, Amy Cripps¹, Gavin Burgess¹, Traci Robinson¹, Stuart Rose¹, Demian Szyld², Michaela Kolbe², Bastian Grande³, Michael Meguerdichian⁴, Walter Eppich⁵

¹KidSim Simulation Program, University of Calgary; ²Center for Medical Simulation; ³University of Zurich; ⁴NYC Health + Hospitals; ⁵Ann & Robert Lurie Children’s Hospital, Northwestern University

Disclosure

• Cheng
  - Royal College of Physicians and Surgeons of Canada
  - Drexel University College of Medicine

• Szyld
  - Center for Medical Simulation

• Eppich
  - Center for Medical Simulation
  - New York City Health + Hospitals
  - PedSim

Objectives

After this session:

• Describe elements of debriefing performance that can be explored when providing feedback

• Apply a tool designed to help with peer coaching for debriefing

• Identify strategies for implementing a peer coaching program

Workshop Outline

Do you debrief the debrief?

Are your methods meeting your needs?
Why is this important?
- We are in the feedback business
- Opportunities to refine debriefing skills are not accessible to all
- Quality assurance
  - 'creep' of old / bad habits
  - want facilitators to reflect on teaching performance continually
  - encourage self-improvement
  - culture of feedback

Why Peer Coaching?
- Both the coach and educator learn – “peer learning partnership”
- Encourages and promotes respectful communication
- Builds a culture of professionalism
- Creates a sense of accountability between colleagues

Defining Peer Coaching
- “A form of work-based learning … involving **observation of teaching** and **feedback** … where two faculty members voluntarily **work together** to improve approaches to education”
- Peer Coach: may have similar, more, or less experience

Who Can be a Peer Coach?
- Purest form = equal levels of training
- Power differentials threaten psychological safety

Who Can be a Peer Coach?
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- Power differentials threaten psychological safety

Setting the Stage:
- Clarify expectations
- Review personal goals
- Location, duration and timing
- Establish ground rules

When does Peer Coaching Occur?
- **Targeted Peer Coaching**
  - Short, between simulation sessions
  - Focus on specific skills
- **Debriefing the Debriefee**
  - Long, at end of day
  - Focus on framework, skills, complex concepts

What are You Looking For?
Debriefing Assessment Tool - DASH

<table>
<thead>
<tr>
<th>Element</th>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdotal review of debriefing process</td>
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<tr>
<td>Participants were able to reflect on their experiences and identify areas for improvement.</td>
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<tr>
<td>Participants were able to articulate their own learning objectives.</td>
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<tr>
<td>Facilitator was able to provide constructive feedback and suggestions for improvement.</td>
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</tbody>
</table>

Debriefing Assessment Tool - OSAD

<table>
<thead>
<tr>
<th>Element</th>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to the debriefing process</td>
<td></td>
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<tr>
<td>Participants felt respected and valued.</td>
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<tr>
<td>Participants were clear about their roles in the debriefing process.</td>
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<tr>
<td>Participants were engaged and actively involved in the debriefing process.</td>
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</tbody>
</table>

Peer Coaching Feedback Form

<table>
<thead>
<tr>
<th>Element</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Psychological Safety</td>
<td>1</td>
</tr>
<tr>
<td>Framework</td>
<td>2</td>
</tr>
<tr>
<td>Methods</td>
<td>3</td>
</tr>
<tr>
<td>Content</td>
<td>4</td>
</tr>
<tr>
<td>Learners</td>
<td>5</td>
</tr>
<tr>
<td>Contradictions</td>
<td>6</td>
</tr>
<tr>
<td>Difficult Situations</td>
<td>7</td>
</tr>
<tr>
<td>Debriefing Adjuncts</td>
<td>8</td>
</tr>
<tr>
<td>Individual Style</td>
<td>9</td>
</tr>
</tbody>
</table>

Establishing a Safe Container for Learning in Simulation: The Role of the Provider in Patient Training

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>Rudolph, J.W.</td>
<td>2012</td>
</tr>
<tr>
<td>T. A. Sauer</td>
<td>2013</td>
</tr>
<tr>
<td>A. L. H.</td>
<td>2014</td>
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Promoting Excellence and Reflective Learning in Simulation (PEARLS): Development and Rationale for a Blended Approach to Healthcare Simulation Debriefing

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>Eppich, W.</td>
<td>2015</td>
</tr>
<tr>
<td>A. Cheng</td>
<td>2016</td>
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</tbody>
</table>

Summary Statement: We describe an integrated conceptual framework for a blended approach to debriefing using PEARLS: Provider Review, Exercise Analysis, Learner Reflection, System Evaluation, and Simulation Development. PEARLS provides a comprehensive approach to debriefing that includes both simulation and educational strategies. PEARLS promotes reflective learning and provides a structured framework for debriefing that can be adapted to various settings. PEARLS facilitates a shared understanding of the simulation experience among providers, learners, and simulation staff. PEARLS emphasizes the importance of simulation debriefing as a critical component of healthcare education and training.
The Promoting Excellence and Reflective Learning in Simulation (PEARLS) Approach to Health Care Debriefing: A Faculty Development Guide

Adam Cheng, MD, FRCP, FACP; Vincent Grant, MD, FRCP; Thao Robinson, RN, BSN; Helen Galena, RN; Kevin Lachapelle, MD, MSc, FRCSI; John Kim, MD, FRCP; Mark Adler, MD, MSc; Walter Sprich, MD, MB; MD

*KIDSIM Simulation Program, Department of Pediatrics, Alberta Children's Hospital, University of Calgary, Calgary, Alberta T2N 4N9, Canada
**Department of Critical Care Medicine, Department of Medicine, University of Ottawa, Ottawa, Ontario K1N 9E2, Canada
***Department of Anesthesia, McGill University, Montreal, Quebec, H3A 1B5, Canada
****Department of Surgery, McGill University, Montreal, Quebec, H3A 1B5, Canada
*****Division of Critical Care Medicine, Department of Medicine, University of Ottawa, Ottawa, Ontario K1N 9E2, Canada
******Department of Medical Education, Feinberg School of Medicine, Northwestern University, Chicago, IL 60611, USA
*******Department of Pediatrics, University of Calgary, Calgary, Alberta T2N 1N4, Canada
********Department of Pediatrics, Feinberg School of Medicine, Northwestern University, Chicago, IL 60611, USA

Kolbe et al, 2013

TeamGAINS: a tool for structured debriefings for simulation-based team trainings

Michaela Kolbe,1, Mona Weisz,1 Guedela Grote,2 Axel Knaus,3 Mitha Gamburg,2 Donat R Spahn,2 Bastian Grande2

1Department of Anaesthesiology, University Hospital Zurich, Zurich, Switzerland
2Department of Anaesthesiology, University Hospital Zurich, Zurich, Switzerland
3Department of Anaesthesiology, University Hospital Zurich, Zurich, Switzerland

Cheng et al, 2016

Learner-Centered Debriefing for Health Care Simulation Education

A Pediatric Faculty Development Program

Adam Cheng, MD, FRCP; Vincent Grant, MD, FRCP; Thao Robinson, RN, BSN; Helen Galena, RN; Kevin Lachapelle, MD, MSc, FRCSI; John Kim, MD, FRCP; Mark Adler, MD, MSc; Walter Sprich, MD, MB; MD

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*******Department of Pediatrics, University of Calgary, Calgary, Alberta T2N 1N4, Canada
********Department of Pediatrics, Feinberg School of Medicine, Northwestern University, Chicago, IL 60611, USA

Cheng et al, 2015

More Than One Way to Debrief

A Critical Review of Healthcare Simulation Debriefing Methods

Tarae Sawyer, MD, MPH
Walter Sprich, MD, PhD
Renne Shaffer Magruder, MD
Vincent Grant, MD
Adam Cheng, MD

Cheng et al, 2017 (in press)

Peer Coaching Feedback Form

<table>
<thead>
<tr>
<th>Debriefing Element</th>
<th>Item N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Safety</td>
<td>Was there a psychologically safe environment for debriefing issues?</td>
</tr>
<tr>
<td>Framework</td>
<td>Was the desired debriefing framework applied effectively?</td>
</tr>
<tr>
<td>Method</td>
<td>Was the appropriate debriefing strategy used for specific situation?</td>
</tr>
<tr>
<td>Content</td>
<td>Were the critical learning objectives addressed?</td>
</tr>
<tr>
<td>Patient Safety Issues</td>
<td>Were the patient safety issues fully addressed?</td>
</tr>
<tr>
<td>Performance Gaps</td>
<td>Were performance gaps appropriately closed?</td>
</tr>
<tr>
<td>Learner Agenda</td>
<td>Were the learner agenda identified and addressed?</td>
</tr>
<tr>
<td>Feedback</td>
<td>Were the feedback interventions effective?</td>
</tr>
<tr>
<td>Commitment</td>
<td>Were the feedback interventions sustained over time?</td>
</tr>
<tr>
<td>Difficult Situations</td>
<td>Were difficult situations managed appropriately?</td>
</tr>
<tr>
<td>Debriefing Adjuncts</td>
<td>Was video used effectively to facilitate learning?</td>
</tr>
<tr>
<td>Stakeholder Involvement</td>
<td>Were key stakeholders involved in the debriefing process?</td>
</tr>
<tr>
<td>Individual Style</td>
<td>Were body language and eye contact used effectively and appropriately?</td>
</tr>
<tr>
<td>Debriefing Environment</td>
<td>Was the debriefing environment conducive for learning and discussion?</td>
</tr>
</tbody>
</table>

Sawyer et al, 2016

Cheng et al, 2017 (in press)
How do we Peer Coach?

“Let’s Talk About It”: Translating Lessons From Health Care Simulation to Clinical Event Debriefings and Coaching Conversations

Eppich et al., 2016

Exercise

- Watch a video of a debriefing
- Use group + / Δ to help identify performance gaps in preparation for the feedback session
- Practice peer coaching – role play as debriefer in the video

Case

- Teenager with exercise-induced asthma exacerbation
- Learning Objectives
  - Demonstrate effective management of asthma exacerbation
  - Demonstrate effective team dynamics

Debriefing

- 1 facilitator (male)
- 1 nurse, 1 resp therpist, 1 resident doctor

<table>
<thead>
<tr>
<th>+ (What went well)</th>
<th>Δ (What would you like to see done differently?)</th>
</tr>
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<tr>
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</tbody>
</table>
Peer Coaching Feedback Form

<table>
<thead>
<tr>
<th>Debriefing</th>
<th>Item</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Safety</td>
<td>Was a psychologically safe environment for debriefing created?</td>
<td>(If so, how?)</td>
</tr>
<tr>
<td>Framework</td>
<td>Was the desired debriefing framework applied effectively? (ie. were there distinct phases?)</td>
<td></td>
</tr>
<tr>
<td>Method/Strategy</td>
<td>Was the appropriate debriefing method/strategy used (for specific situations)?</td>
<td>Did specific questions (or series of questions) achieve the desired or anticipated outcome?</td>
</tr>
<tr>
<td>Content</td>
<td>Were the pre-defined learning objectives addressed?</td>
<td>Were learning objectives appropriately prioritized?</td>
</tr>
<tr>
<td>Learner-Centeredness</td>
<td>Was the learner agenda identified and addressed?</td>
<td>Were performance gaps closed in a learner-centered fashion?</td>
</tr>
<tr>
<td>Co-Facilitation</td>
<td>Was a co-debriefing approach established ahead of time?</td>
<td>Were rules of engagement established ahead of time?</td>
</tr>
<tr>
<td>Distinct Situations</td>
<td>Where did distinct situations start?</td>
<td>Where did distinct situations end?</td>
</tr>
<tr>
<td>Debriefing Adjuncts</td>
<td>Was video used effectively to facilitate learning?</td>
<td>Was a debriefing script/tool used effectively to facilitate learning?</td>
</tr>
<tr>
<td>Individual Style</td>
<td>Was body language used effectively and appropriately?</td>
<td>Was eye contact used effectively and appropriately?</td>
</tr>
</tbody>
</table>

Cheng et al, 2017 (in press)

Case
- 8 year old with anaphylaxis to peanuts
- Learning Objectives
  - Demonstrate effective management of anaphylaxis
  - Demonstrate effective team dynamics

Debriefing
- 1 facilitator (male)
- 2 nurses, 1 resp therpist, 1 resident doctor

Implementing a Peer Coaching Program

Communicate Need, Benefits, and Program Goals / Expectations
Select Debriefing Assessment Tool or Feedback Form
Provide Coach Training
Implement Program
Evaluate Program
Revise and Update Program

www.debrief2learn.org
@debrief2learn
Summary

- Various elements of debriefing performance can be explored – the Peer Coaching Feedback Form can help!
- Implementing a peer coaching program to improve debriefing should involve multiple carefully planned steps

Questions

Adam Cheng @docchenger
Walter Eppich @learnthrutalk
Demian Szyld @demianszyld
Debrief2Learn @debrief2learn
M. Meguerdichian @mmegue01

#peercoaching #IMSH2017 #debriefing