



Simulation
at Guy's & St Thomas'
LONDON

Essential Debriefing Skills for Simulation

Please help yourself to Tea & Coffee whilst completing your questionnaires





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Essential Debriefing Skills for Simulation

Day 2

Course Designers: Peter Jaye, Colette Laws-Chapman, Gabe Reedy

Course Team:



Housekeeping



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Centre Guidance:

- Fire Exits
- Toilets
- Air-Con
- Personal belongings and phones
- Drinking water available
- Tea & coffee breaks
- Lunch break
- Keeping in touch & social media



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Who's Who?



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showing
we **care**

NHS
Health Education South London

Guy's and St Thomas' **NHS**
NHS Foundation Trust

Course Aims



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- Understand the process of debriefing and its effects on the learner
- Learn how to use a Model: *the Sall Debrief Diamond*
- Gain a level of skill and confidence that allows each participant to start to use a debriefing model in simulation
- Understand your duties and responsibilities as a simulation facilitator

Course Objectives



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- Be able to discuss the differences between instruction and facilitation
- Practice the skills needed to facilitate a debriefing
- Describe how to centre a debrief around Human Factor skills
- Demonstrate how to use the Model: *The Sall Debrief Diamond*
- Describe how your behaviour and the behaviour of others may impact on the debriefing

Time table



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- 08:45 Registration **Tea & coffee**
- 09:00 Welcome & Reflections
 - Key concepts- Day 1
 - Practice debrief sessions
- 09:45 Scenario 3 and Debrief
- 10:45 **Tea & coffee**
- 11:00 Scenario 4 and Debrief
- 12:00 Incorporating Human Factor Skills in Debriefs
- 12:45 **Lunch**
- 13:30 Scenario 5 and debrief
- 14:30 **Tea & coffee**
- 14:45 Scenario 6 and Debrief
- 15:45 Conclusions and reflections
- 16:15 **Finish**

Welcome Back



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Reflections

- day 1
- Practice Debriefs



Key concepts



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Describe some of the key concepts covered in day one / the model being used

Working out what we mean - refresher

Accessing our mental models



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Practice debrief sessions



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- 4 practice debriefs
- Debrief of debriefs

Refresher of the model



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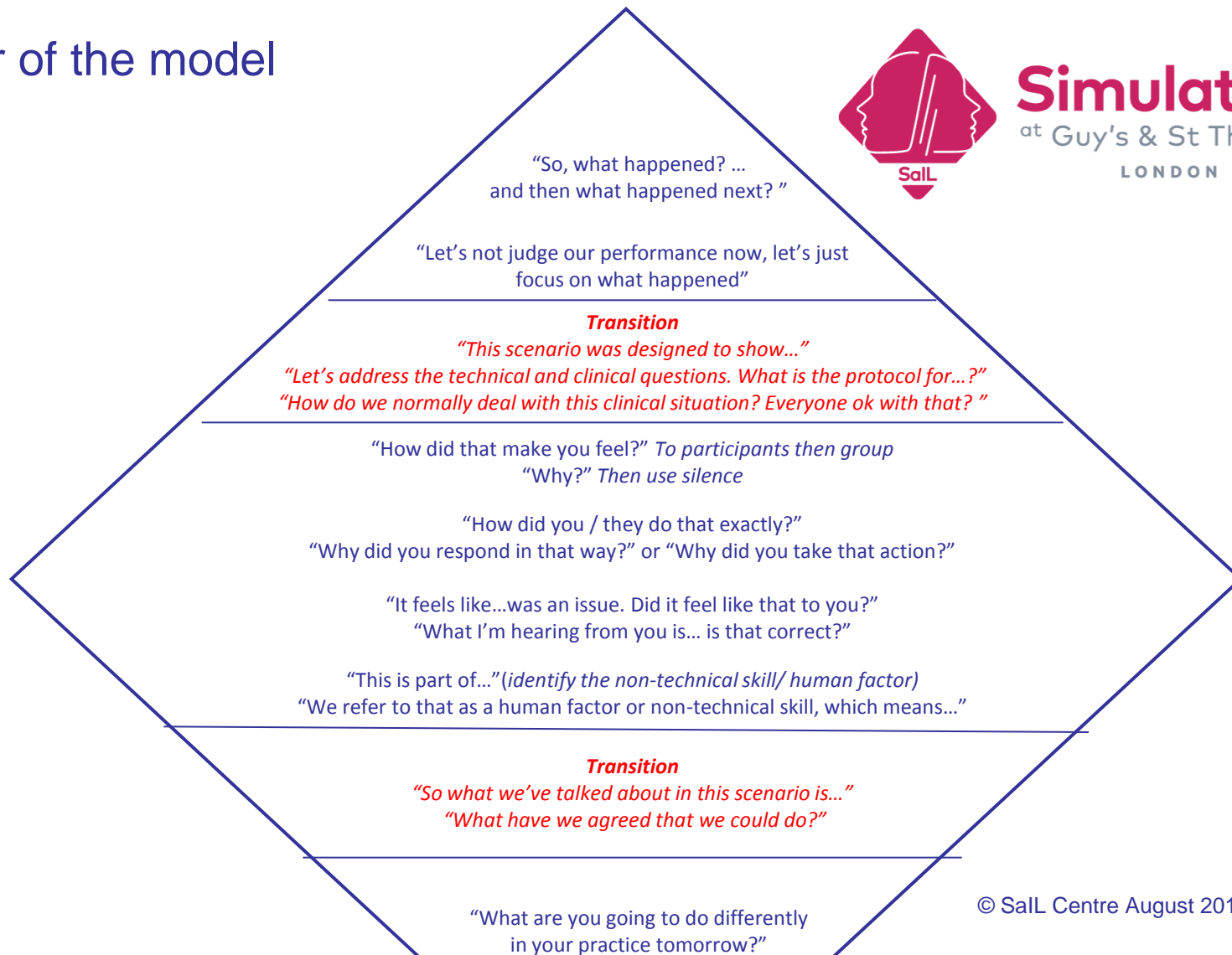
Description



Analysis



Application



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Description



Analysis



Application



Question Types



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- **Exploring**
 - **Events**
 - **Feelings/frames**
 - **Agenda**
 - **Clinical relevance**
 - **Applicability**
- **Clarification**
- **Signposting**
- **Narrative**

Debriefing with the Diamond



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Question:

- So what happened and then what happened next?
- The scenario was designed to...
- How did it feel?
- Why?
- How did you/ they do that exactly?
- Why did you respond in that way? or Why did you take that action?

Type

- Exploring events
 - Technical & non-technical
 - Tasks & Skills
- Clarification and Signposting
- Exploring Feelings / Frames
- Exploring agenda

Debriefing with the Diamond



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- **Question**
 - It feels like...was an issue. Did it feel like that to you?
 - What I'm hearing from you is... is that correct?
 - This is part of...(*identify the non-technical skill/ human factor*)
 - We refer to that as a human factor or non-technical skill, which means...
- **Type**
 - Clarification
 - Signposting

Debriefing with the Diamond



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Question

- What other kinds of situations might you face that might be similar?
- How might these skills we discussed play out in those situations?
- What are you going to do differently in your practice tomorrow?

Type

- Narrative
- (Exploring clinical relevance)

- Exploring applicability

Scenario 3 with debrief



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- Watch a DVD of a filmed scenario
- Practice debrief

Analysis: Key Phrases to Remember



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Analysis

“How did that make you feel?” *To participants then group*
“Why?” *Then use silence*

“How did you/ they do that exactly?”
“Why did you respond in that way?” or **“Why did you take that action?”**

“It feels like...was an issue. Did it feel like that to you?”
“What I’m hearing from you is... is that correct?”

“This is part of...” (*identify the non-technical skill/ human factor*)
“We refer to that as a human factor or non-technical skill, which means...”

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Analysis: Underlying Principles



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Spend most of your time in Analysis.

Deconstruct behavior into specific actions, and explore what happened in detail.

Ask about effective responses and validate them

Analyse and interpret the activity by applying appropriate frameworks or lenses (such as non-technical skills, or the clinical context surrounding the scenario).

Keep the discussion positive, and avoid the temptation to focus on “strengths and weaknesses”.

Reflect responses back, allowing participants to amend or augment.

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Second Transition: Key Phrases to Remember



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Transition

*“So what we’ve talked about in this scenario is...
What have we agreed that we could do?”*

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Scenario 4 with debrief



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- Watch a DVD of a filmed scenario
- Practice debrief

Analysis: Key Phrases to Remember



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Analysis

“How did that make you feel?” *To participants then group*
“Why?” *Then use silence*

“How did you/ they do that exactly?”
“Why did you respond in that way?” or **“Why did you take that action?”**

“It feels like...was an issue. Did it feel like that to you?”
“What I’m hearing from you is... is that correct?”

“This is part of...” *(identify the non-technical skill/ human factor)*
“We refer to that as a human factor or non-technical skill, which means...”

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Analysis: Underlying Principles



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Second Transition: Key Phrases to Remember



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Transition

*“So what we’ve talked about in this scenario is...
What have we agreed that we could do?”*

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Incorporating Human Factors Skills in Debriefs

Communication

Communicate Effectively



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- Communication is important to both the sender and receiver of the information, no matter if they are the leader or the follower.
- Address people directly.
- Acknowledge what you heard and confirm when you have completed a task.”

Communication



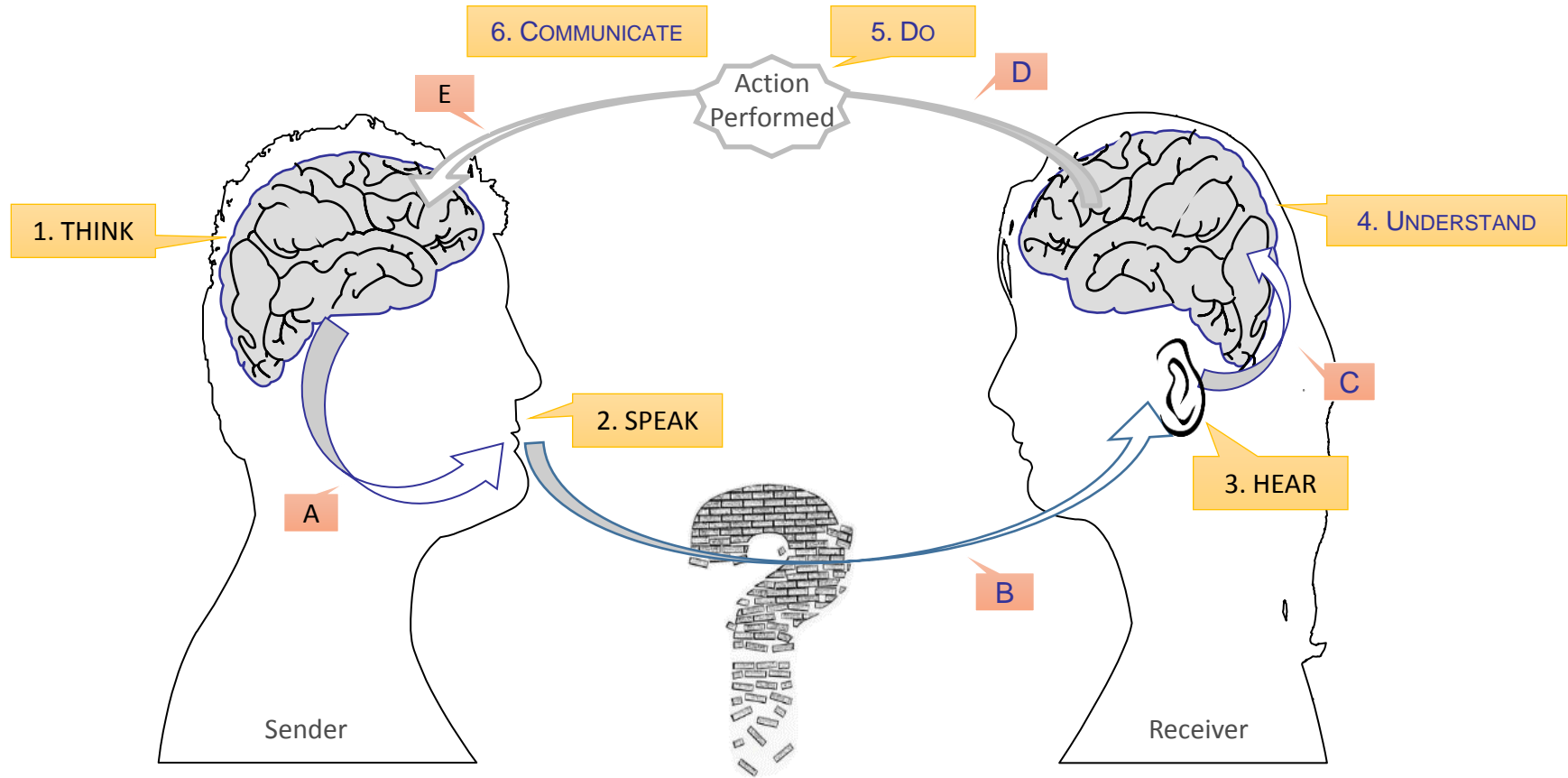
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- One way
- Two way
- Barriers to communication:
 - Internal
 - external

Closed Loop Communication



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Where it goes wrong



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- What is *Meant* is not what is **Said**
- What is *Said* is not what is **Heard**
- What is *Heard* is not what is **Understood**
- What is *Understood* is not what is **Done**
- What is *Done* is not what is **Communicated**

Effective Communication – Reducing Error



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- Timing / Identify yourself / Assertiveness
- Explicit – what you want, when you want it
- Check receivers ability and understanding
- Check, challenge, clarify (active listening)
- Report back when task is complete

Lunch



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- We have 45 minute break for lunch.
- This is hard work! Think about what you need to do in order to truly give yourself a break:
 - Leave the Centre during your lunch break!
 - Lunch options include on and off-campus
- We need a break too! We will be thinking about and planning the afternoon, and discussing and reflecting upon the morning.
- We will start back promptly on time.

Welcome back

- Reflections



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Scenario 5 with debrief



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- Watch a DVD of a filmed scenario
- Practice debrief

Application: Key Phrases to Remember



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Application

“What other kinds of situations might you face that might be similar?”

“How might these skills we discussed play out in those situations?”

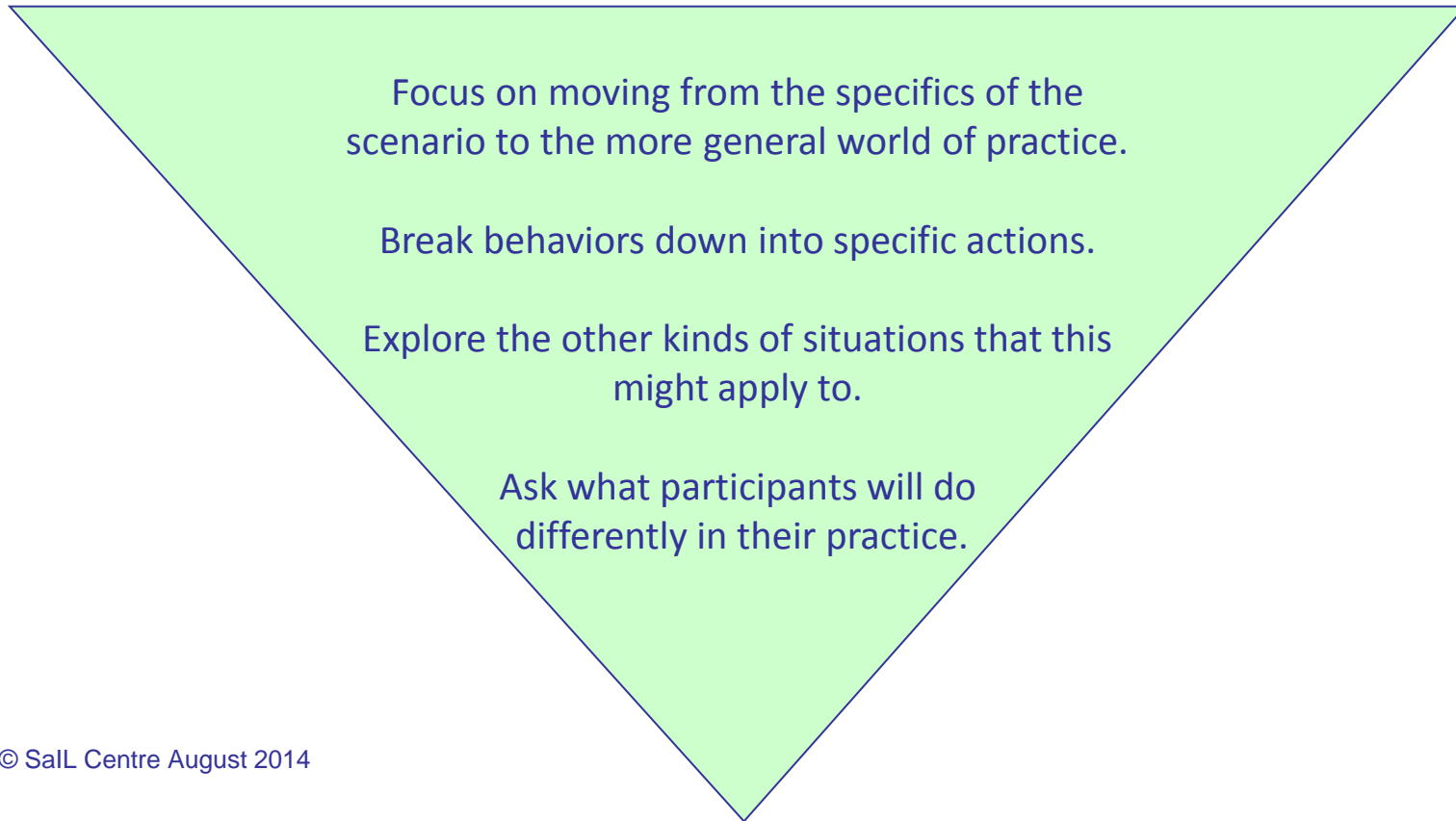
“What are you going to do differently in your practice tomorrow?”

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Application: Underlying Principles



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Tea Break



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- 15 minutes



Scenario 6



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- Watch a DVD of a filmed scenario
- Practice debrief

Application: Key Phrases to Remember



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Application

“What other kinds of situations might you face that might be similar?”

“How might these skills we discussed play out in those situations?”

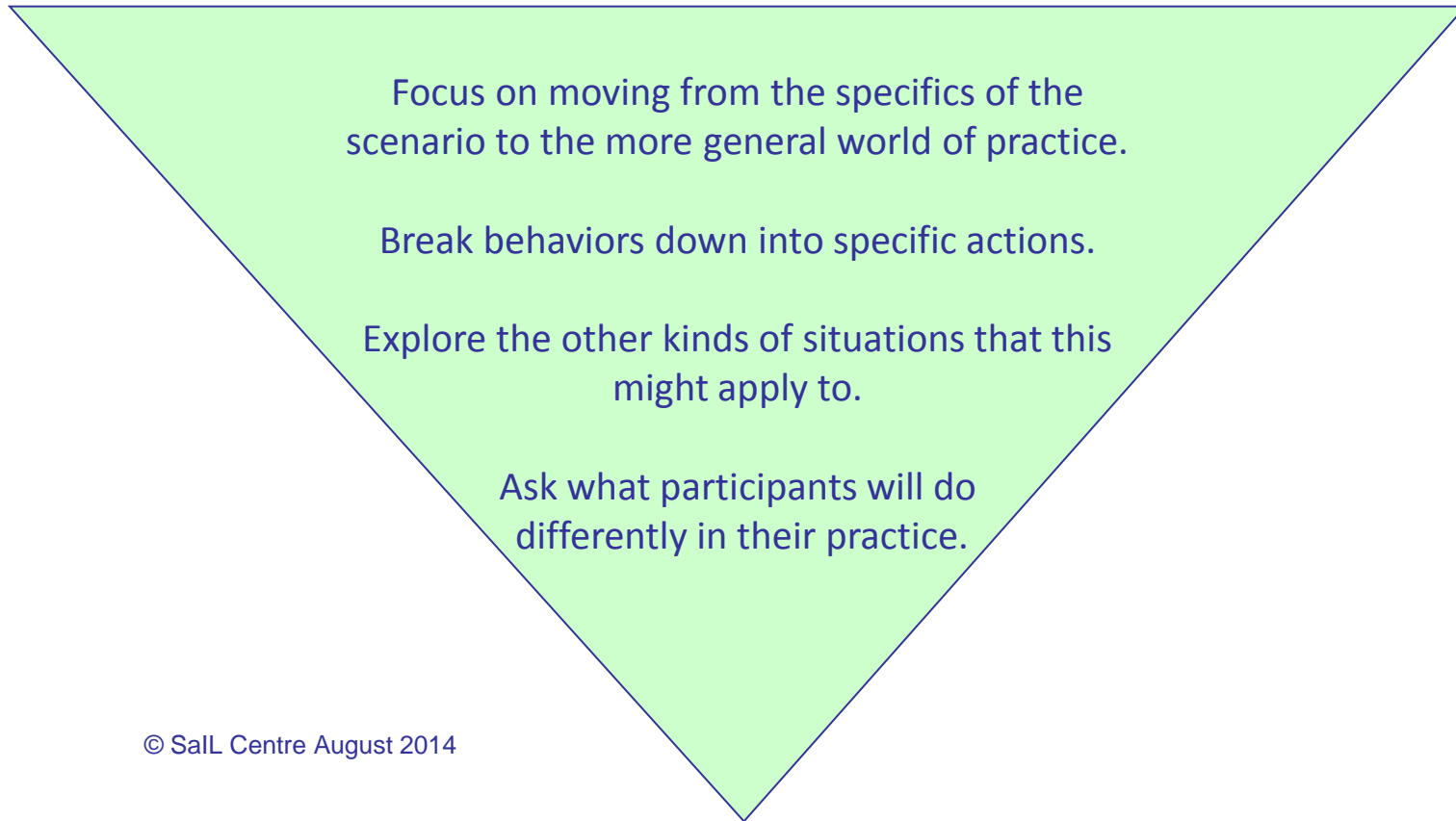
“What are you going to do differently in your practice tomorrow?”

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Application: Underlying Principles



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Keeping in touch



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 - 1st Floor St Thomas House, St Thomas' Hospital, Westminster Bridge Road, London SE1 7EH
- Phone: 020 7188 4802
- Email: simulation@gstt.nhs.uk
- Website: <http://sailcentres.kcl.ac.uk/>



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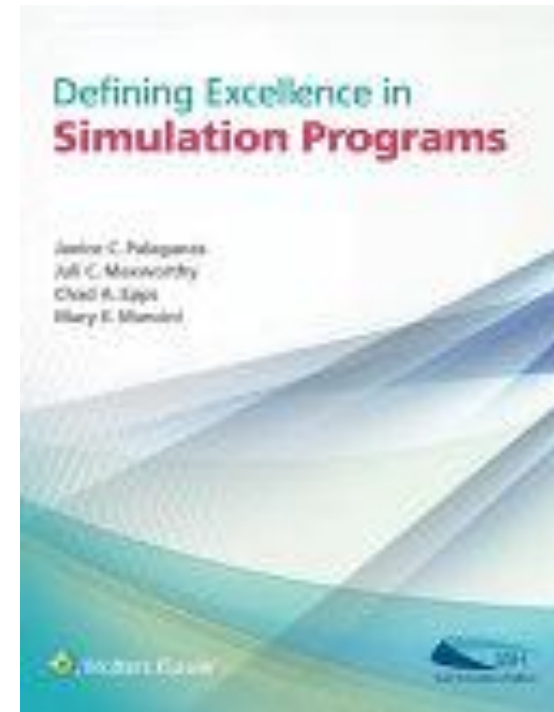
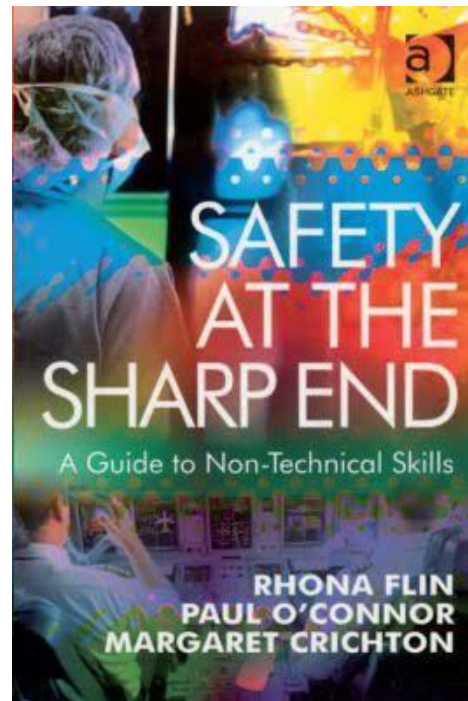


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Further reading



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Conclusions



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Closing circle

- Thoughts & Reflections now



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References



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