



Simulation
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LONDON

Diamond Debriefing: A structured approach to debriefing

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Guy's and St Thomas'

NHS Foundation Trust



Session Aims



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- To gain an understanding of the different elements of the diamond debrief
- To explore why it might help facilitate debriefing in your own environment

Why a Facilitated Debrief?



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Individuals learn far better as active participants responsible for their own learning process, rather than as passive recipients of wisdom imparted from instructors.

Dismukes K, Smith G. (2000) Facilitation and debriefing in aviation training and operations. Aldershot, UK: Ashgate

Current models:



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Multiple models exist, for example:

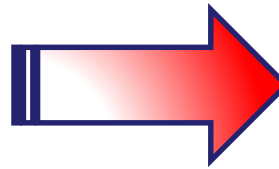
DAA

Advocacy with Inquiry

PEARLS

TeamGAINS

DML



- All are either 3 or multi-phase
- All are unique in their questioning approach

The Debrief Diamond: **what is it?**



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- 3-phased debrief model
- Unique questioning strategies focus on emotion to uncover dissonance thus exposing a learning opportunity
- Co-debriefing -Description (first faculty), Analysis & Application (second faculty)

Debrief Diamond: **Structure**



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Description

- Focus on facts: What happened? Then What?
- Sharing of perspectives to create a shared mental model



Transition Phase (technical points / case questions)

Analysis

- Focus on surfacing emotions and perspectives: How did you feel? Why?
- Reflection and understanding



Transition Phase (label the human factor for discussion)

Application

- Move from the scenario to clinical practice
- How are they practically going to achieve this?

The Debrief Diamond: **crib sheet**



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- Two sided document
- First page is a set of suggested phrases
- Second page outlines the underlying principles, reasoning and projected aims of each section



Description

"So, what happened? ...
and then what happened next?"

"Let's not judge our performance now, let's just
focus on what happened"

Transition

"This scenario was designed to show..."
"Let's address the technical and clinical questions. What is the protocol for...?"
"How do we normally deal with this clinical situation? Everyone ok with that? "

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

Analysis

"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..."

Transition

"So what we've talked about in this scenario is..."
"What have we agreed that we could do?"

Application

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

Key Phrases to Remember



Description



Analysis



Application

Reinforce a safe learning environment.

Situate the debrief in the shared and meaningful activity that occurred.

Make sure everyone shares the same understanding of what happened (share the mental model).

Keep the focus dispassionate – discuss what happened but avoid focusing on emotions
Listen for emotional responses but resist the temptation to discuss emotions.

Transition into Analysis by clarifying any technical and clinical issues

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.

Transition into Application by Reinforcing Learning

Move from the specifics of the scenario to the more general world of practice.

Break behaviors down into specific actions.

Explore the other kinds of situations that this might apply to

Ask what participants will do differently in their practice.

Underlying Principles

Phase 1: Description



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Key Phrases

- “So, what happened?...
And then what?” *(to group
then participants)*
- “Let’s not judge our
performance now, let’s
focus on what happened”

Underlying principles

- Reinforce a safe learning environment.
- Situate the debrief in the shared and meaningful activity that occurred.
- Make sure everyone shares the same understanding of what happened (share the mental model).
- Keep the focus dispassionate – discuss what happened but avoid focusing on emotions. Listen for emotional responses but resist the temptation to discuss emotions.

Transition from description to analysis



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Key Phrases

- “This scenario was designed to show...”
- “Let’s address the technical and clinical questions. What is the protocol for...?”
- “How do we normally deal with this clinical situation? Everyone ok with that? ”

Underlying Principle

- **Transition** into Analysis by clarifying any technical and clinical issues

Phase 2: Analysis

Key Phrases

- “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...”

Underlying principles

- 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.

Transition from analysis to application



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Key Phrases

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

Underlying Principle

- **Transition** into Application by reinforcing learning

Phase 3: Application



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Key Phrases

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

Underlying principles

- Move from the specifics of the scenario to the more general world of practice.
- Break behaviors down into specific actions.
Explore the other kinds of situations that this might apply to.
- Ask what participants will do
- differently in their practice.

Debrief diamond



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- A structured and standardised approach to post simulation debriefing
- Allows a focus on human factors in healthcare
- Designed for co-facilitated debriefing



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Questions?



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Website: www.guysandstthomaseducation.com/project/simulation/