

Debriefing 2.0

Finding the Missed Opportunities for Learning

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DISCLOSURES

Conflict of Interest

- The authors (Tonya Schneidereith, Julie Poore, Carla Nye, Alaina Herrington, Linda Bensfield, Crystel Farina) report no conflict of interest.
- Pat Morgan teaches for the Laerdal SENE program.
- Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
- Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

Successful Completion

- Attend 100% of session
- Complete online evaluation



LEARNING OUTCOMES

Upon completion of this educational activity, participants will be able to:

1. Identify effective and ineffective methods for optimal reflection during debriefing.
2. Explore barriers that inhibit a meaningful reflection during debriefing.
3. Construct follow-up questions for more meaningful learning.
4. Formulate skills to facilitate a deeper reflection in debriefing, including the role of situational awareness.



Identifying effective and ineffective methods for optimal reflection during debriefing



Debrief #1

Did this type of questioning lead to meaningful learning?



Explore barriers that inhibit a meaningful reflection during debriefing



Let's explore
deeper.....



<https://en.wikipedia.org/wiki/Nudibranch>



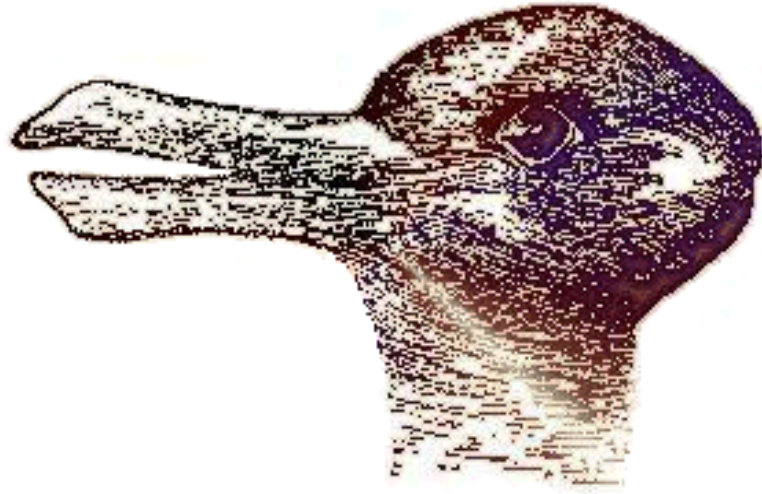
<https://en.wikipedia.org/wiki/Shrimp>

Debrief #2

What signals did you see in the second debriefing that were different?



Reframing



virtual-palace.com

What strategies were used to reframe?

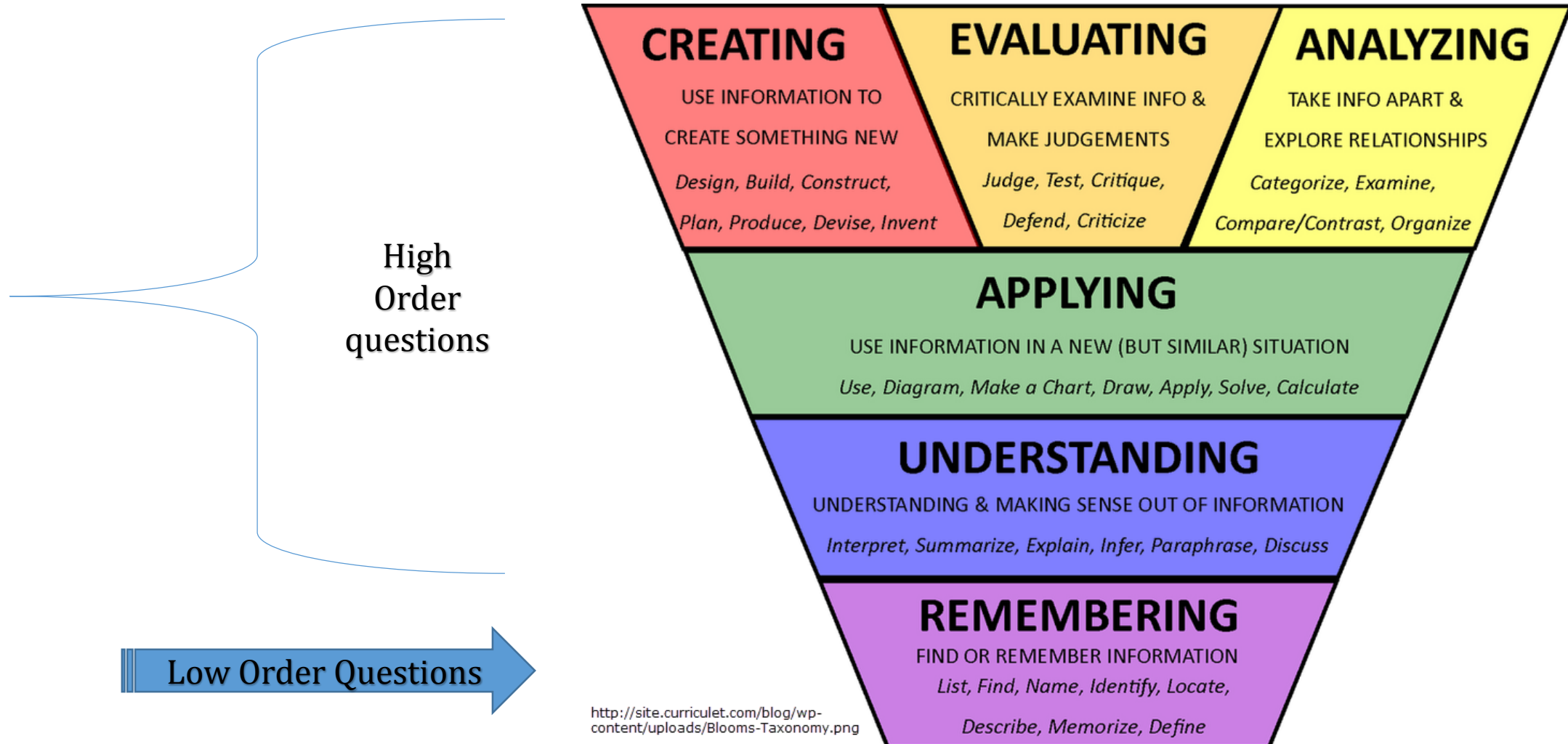


By Frits Ahlefeldt

Construct follow up questions
for more meaningful learning



Low and High Order Questions

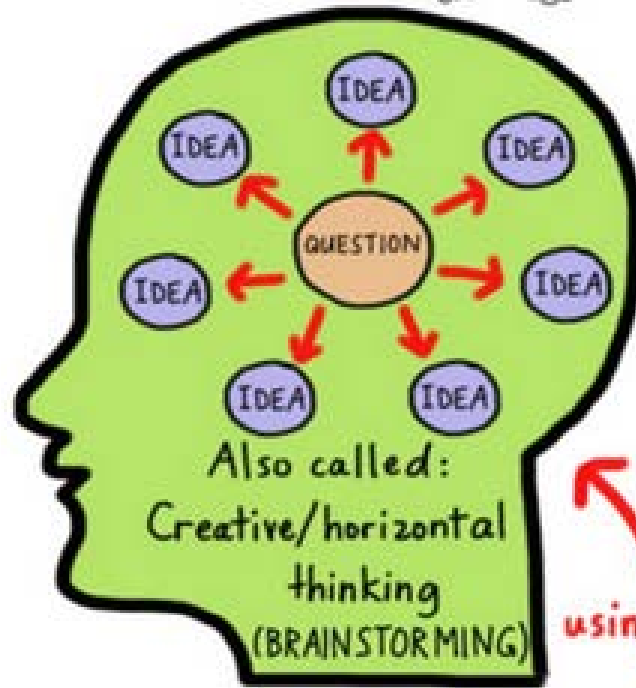


Convergent vs Divergent Questions


Modes of Thinking

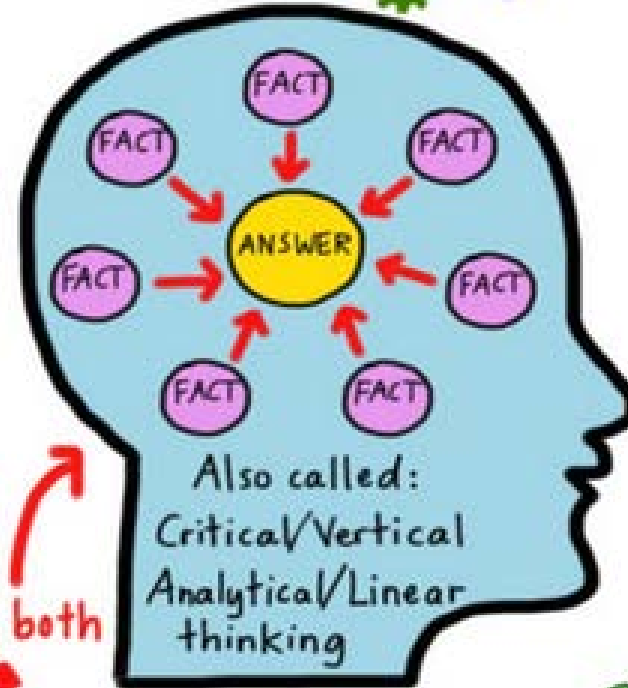
Divergent Thinking

Using imagination 



Convergent Thinking

Using logic 



using both 

Lateral Thinking: Thinking "Outside the box" 

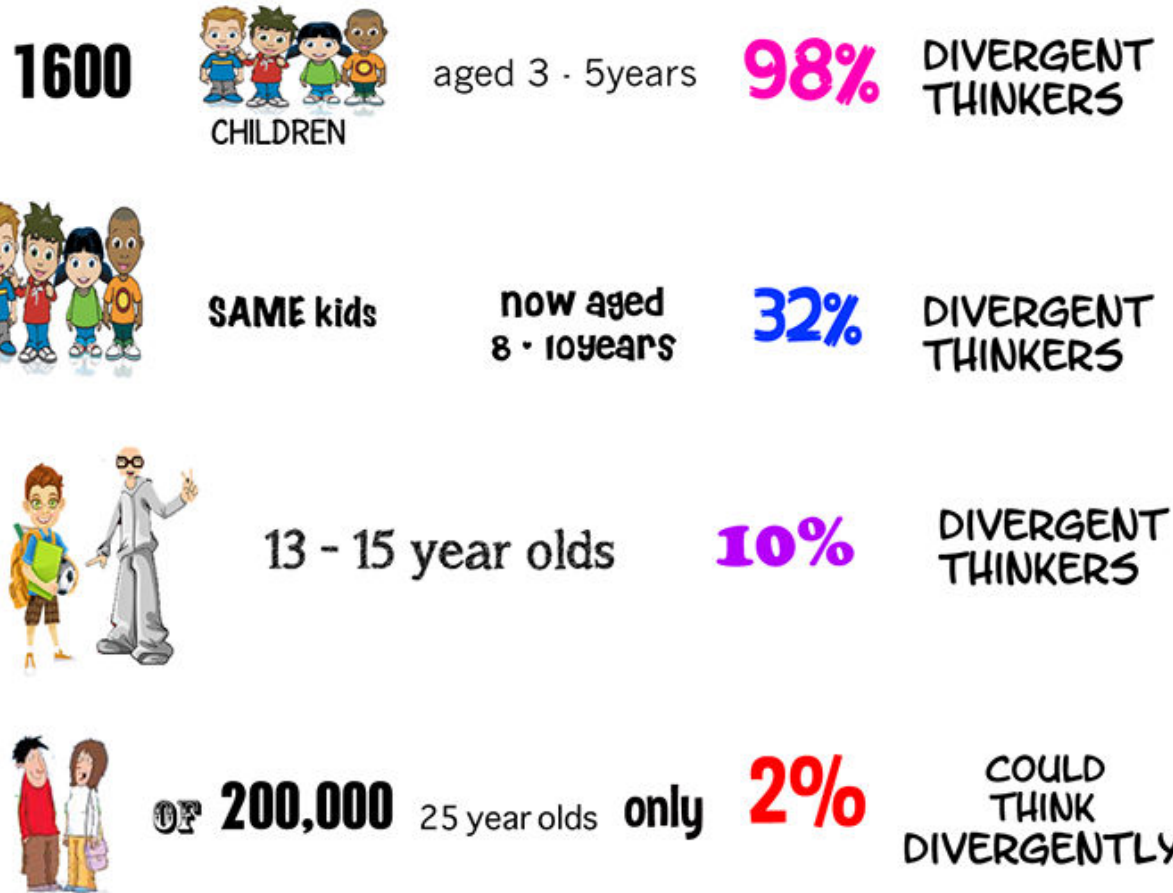
@sylviaaduekworh



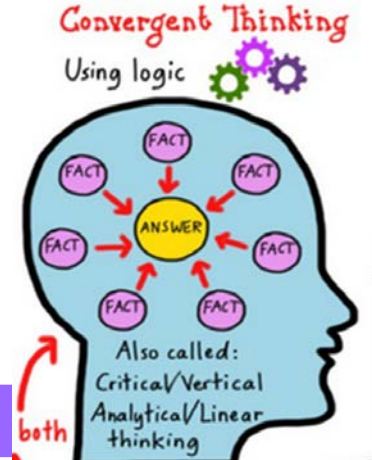
Divergent Thinking

What are we doing to our children ?

Research showed that young people lost their ability to think in “divergent or non-linear ways”, a key component of creativity.
~ Sir Ken Robinson



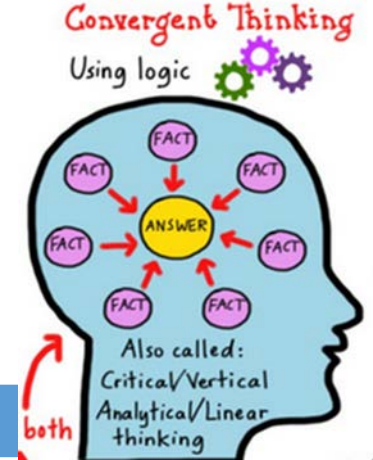
Lower Level Convergent Questions



@sylviaaducKworth

Focus	Memorization and Recall
What is required of student?	Student recalls facts
Cognitive Power used	Transfer of knowledge in predictable ways Organize and state facts State main ideas
Signal Phrases	Who, What, Where, When
Blooms taxonomy	Knowledge
Characteristics of these questions	Closed: Requires a yes/no or simple statement of fact
Examples	“When the alarm was going off, what did you do?” “What happened when you turned the patient?”

Higher Level Convergent Questions

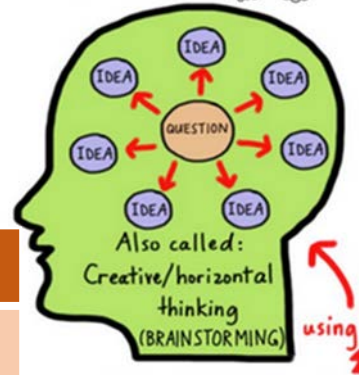


Focus	Reasoning and Critical Thinking
What is required of student?	Demonstration of understanding and ability to apply information
Cognitive Power used	Explaining, stating relationships, comparing and contrasting
Signal Phrases	Why, How, In what ways
Blooms taxonomy	Comprehension and application
Characteristics of these questions	Closed: but student have to look for evidence to support their response
Examples	<p>“Why do you think the provider wanted you to give the medication at that time?”</p> <p>“How did the family respond when you educated them on the disease process?”</p>



Lower Level Divergent Questions

Focus	Synthesis and analysis of information to develop a response
What is required of student?	Think critically about information, ideas, opinions. Students look for motives, reasons, causes, inferences, generalizations
Cognitive Power used	Hypothesizing, reconstructing
Signal Phrases	How could... What are some possible consequences... Imagine.....
Blooms taxonomy	Analysis
Characteristics of these questions	Students are asked to think of alternative ways of doing something, or to take the information and create a novel idea
Examples	<p>“How might this situation have gone differently if the family talked about the patient’s end-of life plans?”</p> <p>“What are some possible outcomes if you had delivered the medication earlier?”</p>



Higher Level Divergent Questions

Focus	Creative thinking
What is required of student?	Original thoughts, propose solutions, create, develop ideas, make choices and decisions
Cognitive Power used	Predicting, inferring, creative, evaluative thinking
Signal Phrases	Judge, defend, predict, If...then, What is your opinion?
Blooms taxonomy	Creating and evaluating
Characteristics of these questions	Open: but student have to look for evidence to support their response
Examples	<p>“Suppose you were the charge nurse of this unit, what are changes you would suggest to help the new nurses?”</p> <p>“What is your opinion about having the family in the room for a code?”</p>

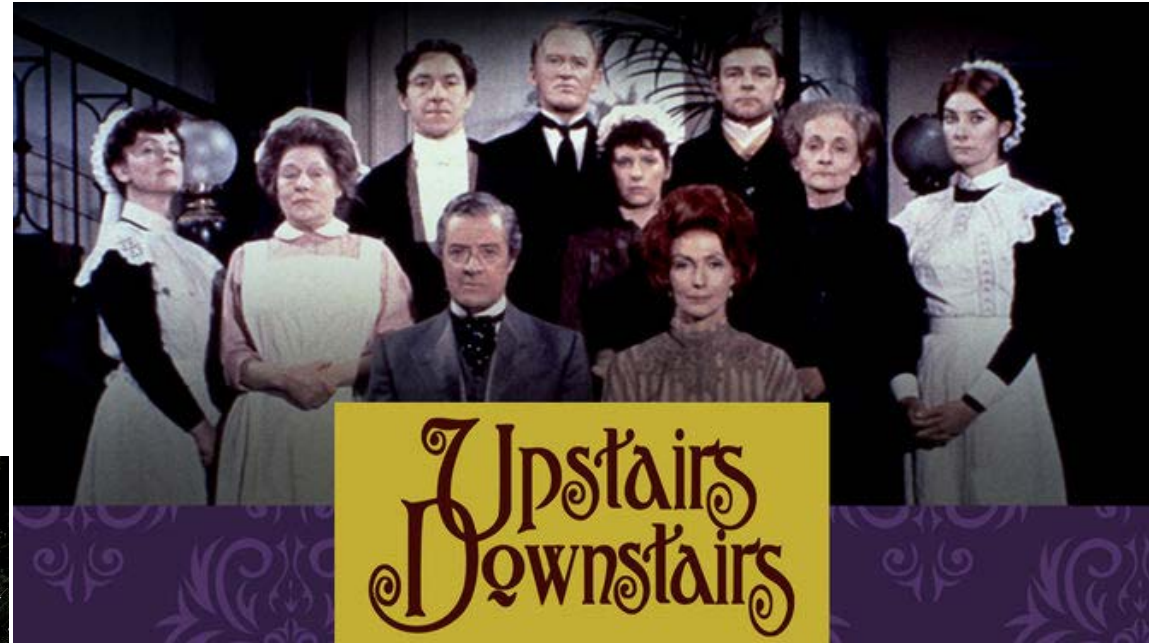
But they gave me a script for debriefing!!!!



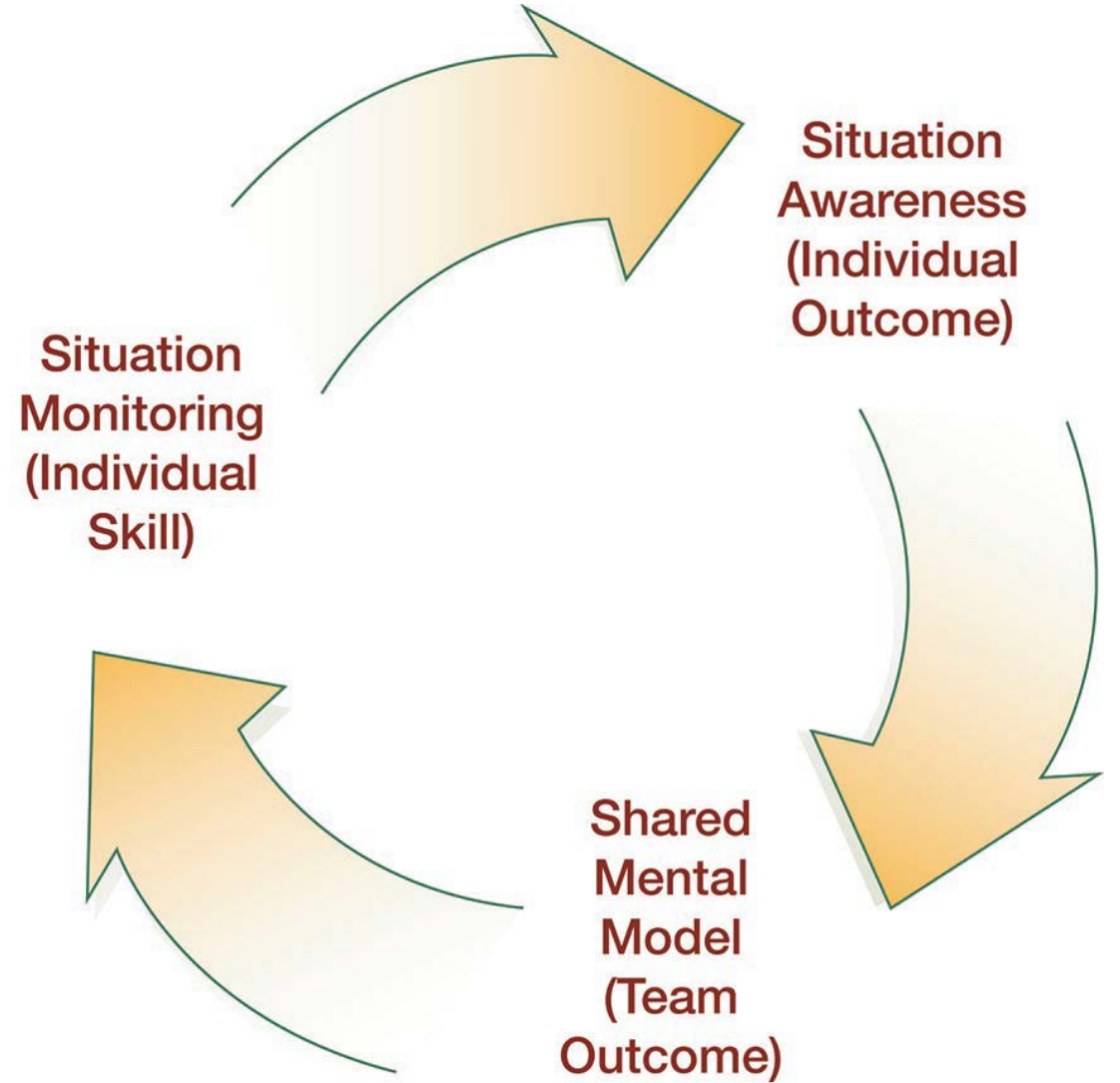
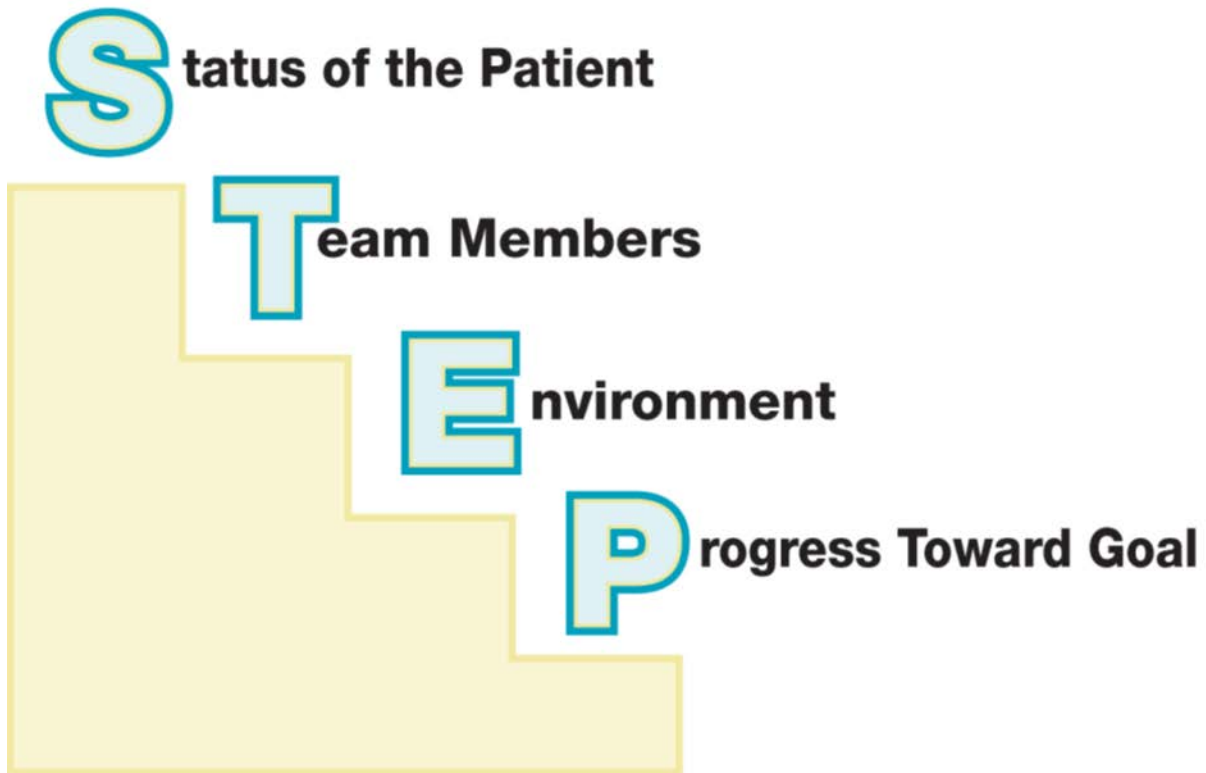
<https://en.wikipedia.org/wiki/Ekphrasis>

Formulate skills to facilitate a deeper reflection in debriefing, including the role of situational awareness

Situational Awareness



Situational Awareness





Practical Application

Vignette #1: Technical Skills

Develop questions to address the simulation

1. Lower level Convergent
2. Higher level Convergent
3. Lower level Divergent
4. Higher level Divergent

Vignette #2: Communication Skills

Develop questions to address the simulation

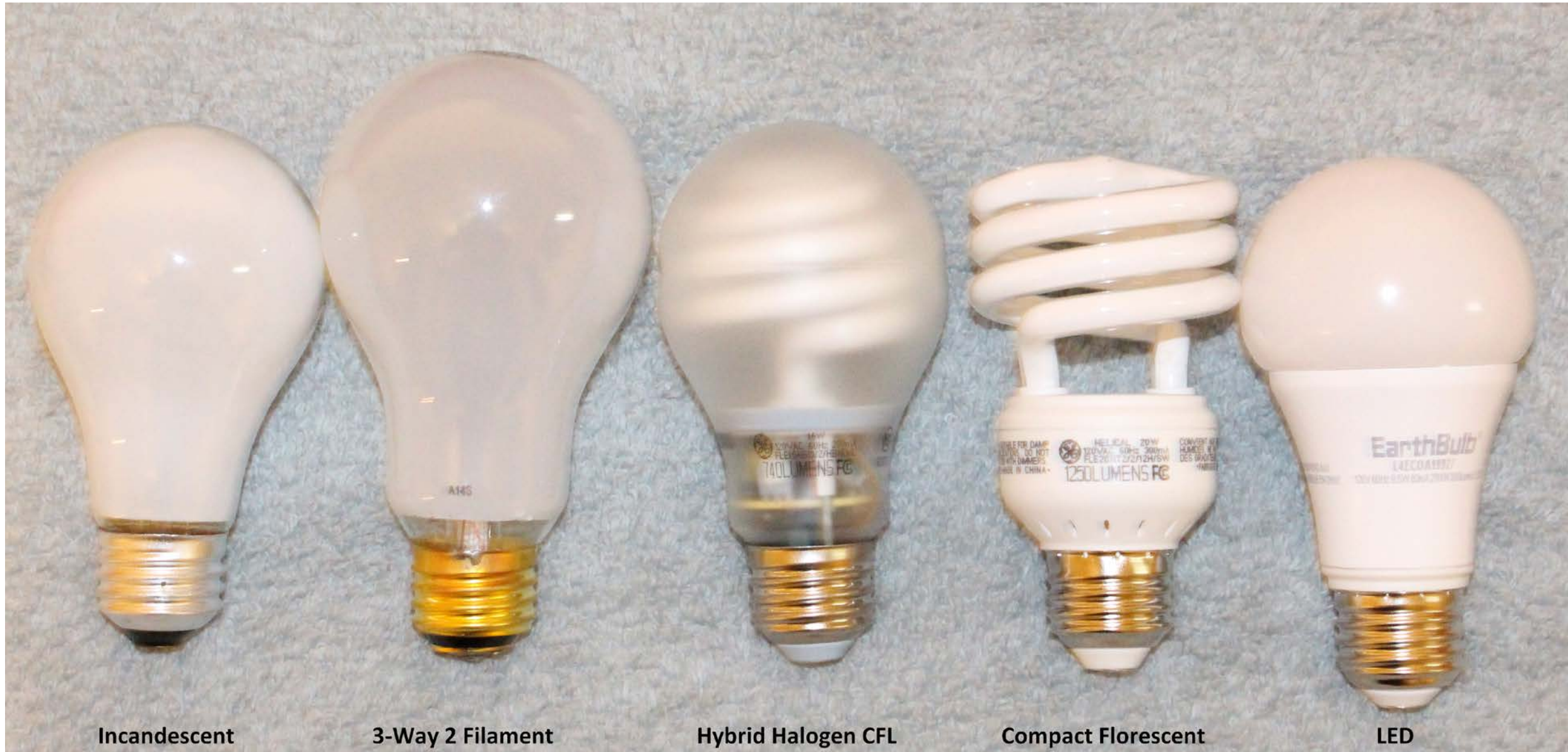
1. Lower level Convergent
2. Higher level Convergent
3. Lower level Divergent
4. Higher level Divergent

Vignette #3: Clinical Judgement and Decision Making Skills

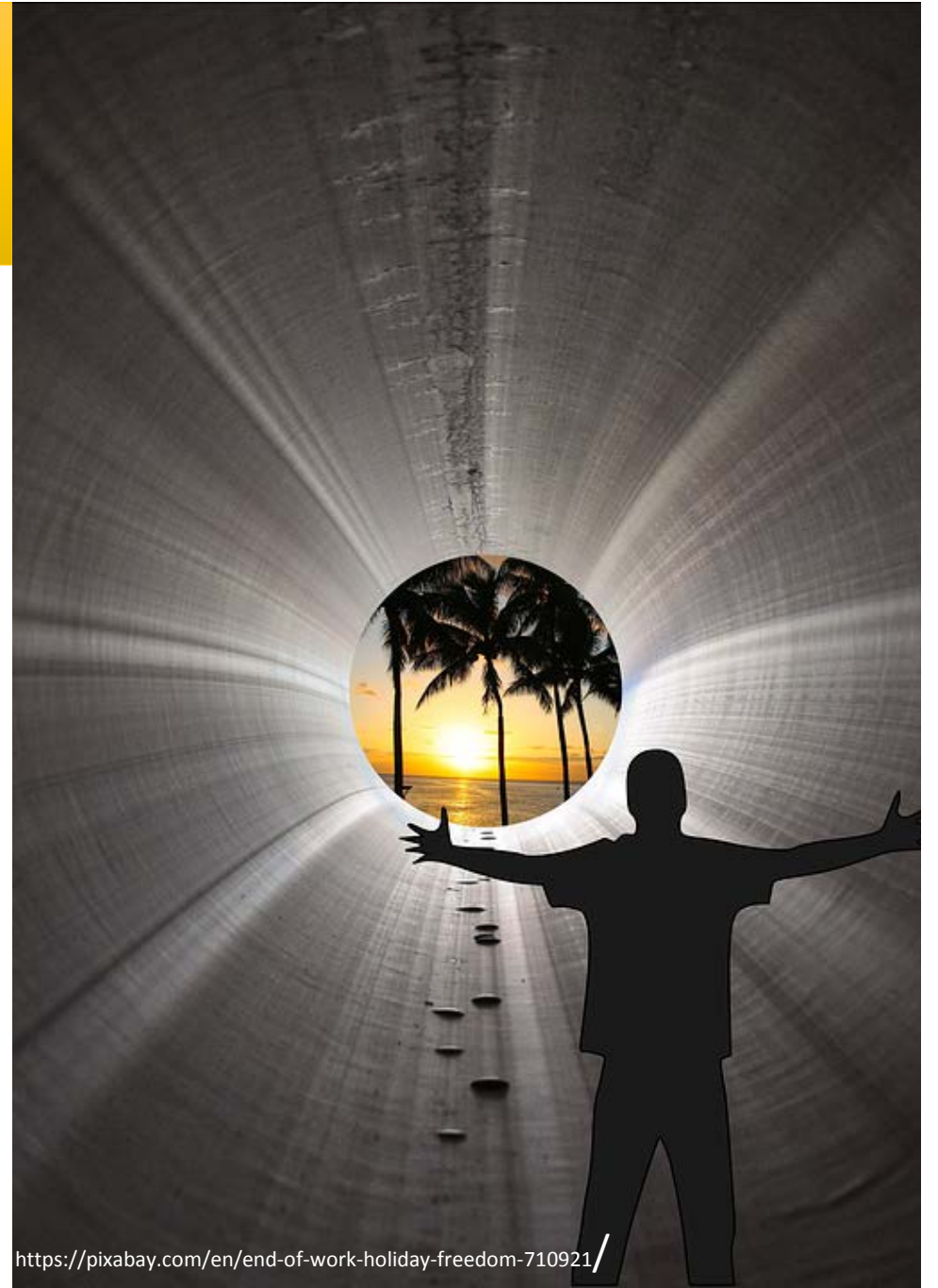
Develop questions to address the simulation

1. Lower level Convergent
2. Higher level Convergent
3. Lower level Divergent
4. Higher level Divergent

Key characteristics of meaningful learning?



The End!



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