

Debriefing: A Key Component for Learning in Healthcare Education and Clinical Practice

Presenters

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Instructional Level

Intermediate

Course Description

Debriefing is a critical component of learning in healthcare education and professional practice. Debriefing is a facilitated process which aims to identify and reflect upon knowledge, skills, attitudes, and communication after a learning experience, to improve future performance. This is a key component of Kolb's experiential learning model, a well-known approach to learning theory. Kolb describes a four-step learning process which includes

Experience, Reflect, Think, Act. The reflective process gives perspective about an experience. The learner can then conceptualize the meaning of the experience and act on what they have learned.

Debriefing may be accomplished using multiple evidence-based methods. Common frameworks include GAS (gather, analyze, summarize), Debriefing with Good Judgment, Promoting excellence and reflective learning in simulation (PEARLS), and Debriefing for Meaningful Learning (DML). Understanding and practicing these debriefing methods is beneficial for academic and clinical educators as well as team leaders who aim to optimize learning and collaboration.

The use of simulation and debriefing is growing in physical therapy programs and healthcare settings. A 2017 survey of physical therapy programs demonstrated that 70% of respondents used immersive simulation, and 39% of respondents used simulation for Interprofessional education. Most programs reported using best practice, including debriefing. Debriefing in healthcare simulation across professions has been shown to enhance knowledge, performance of skills, teamwork, situational awareness, and self-efficacy, ultimately leading to improved patient safety and care. Simulation based learning with debriefing has also been shown to improve self-efficacy in physical therapy clinical educators.

Debriefing may also be beneficial after a patient interaction. The importance of debriefing in the clinical setting became apparent during the Covid 19 pandemic when clinicians were facing fatigue and burn out. Debriefing after difficult health encounters as well as team successes may enhance team health and maximize our ability to provide care.

This course will discuss best practice in debriefing, describe different debriefing frameworks, apply techniques to clinical scenarios and allow time for interactive practice.

Learning Objectives

1. Discuss best practice in debriefing according to the INACSL standards.
2. Compare and contrast debriefing methods.
3. Described the benefits of debriefing on learning and interprofessional collaboration.
4. Participate in and reflect on debriefing activities.

Key References: Minimum of 5 current references

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Speaker 1 brief bio:

Rachel Pata is a Clinical Professor of Physical Therapy at Quinnipiac University. She earned a MPT from Quinnipiac University in 2003 and a DPT from Simmons College in 2009. She is a board certified Cardiovascular and Pulmonary Specialist and a Board Certified Healthcare Simulation Educator. She teaches Acute Care/Cardiopulmonary and Anatomy and serves as the Simulation Director for the School of Health Sciences. She continues her clinical practice at St. Mary's Hospital in Waterbury, CT. She maintains an active research agenda in the

content areas of simulation in physical therapy education, cardiopulmonary rehabilitation as well as overtraining in athletes.

Speaker 2 brief bio

Liana Kappus is the Director of Simulation for Quinnipiac University, School of Nursing. She has 20 years of experience in the field of healthcare simulation in hospital settings and academia. Her areas of expertise are applying simulation to healthcare challenges and change initiatives, instructional design, curriculum development, interprofessional teamwork training, debriefing, workflow analysis and faculty development. She has served as the Executive Director for the International Pediatric Simulation Society, has collaboratively published sentinel work on in-situ simulation and has presented internationally. Liana received her BA in psychology from Fairfield University and MEd in Creative Arts in Learning from Lesley University.