

DEBRIEFING FOR FORMATIVE ASSESSMENT: ESSENTIAL SKILLS



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MEET THE CO-FACILITATORS & EACH OTHER

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DISCLOSURES

Conflict of Interest

- The authors report no conflict of interest
- 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

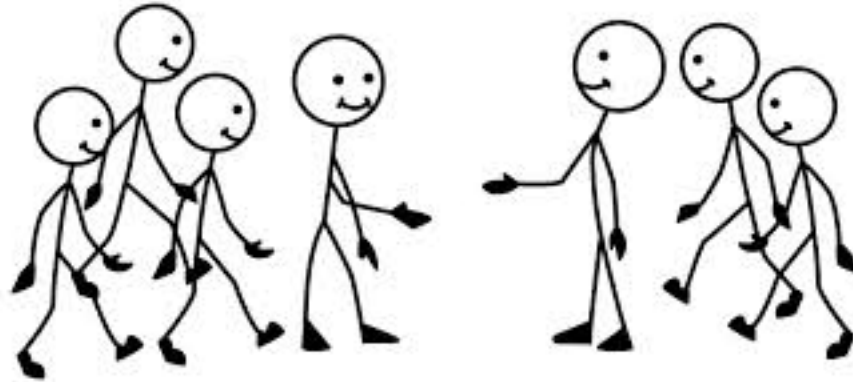
- Attend 90% of session
- Complete online evaluation

OBJECTIVES

Upon completion of this presentation, participants will be able to:

1. **Discuss the 3 components of Debriefing With Good Judgment**
2. **Use Advocacy/Inquiry as a tool to uncover cognitive frames**
3. **Formatively assess learning needs during debriefing**

OVERVIEW



An introduction to Debriefing with Good Judgment

THE BASIC ASSUMPTION

We believe that our learners are intelligent, motivated to learn, care about doing their best and want to improve

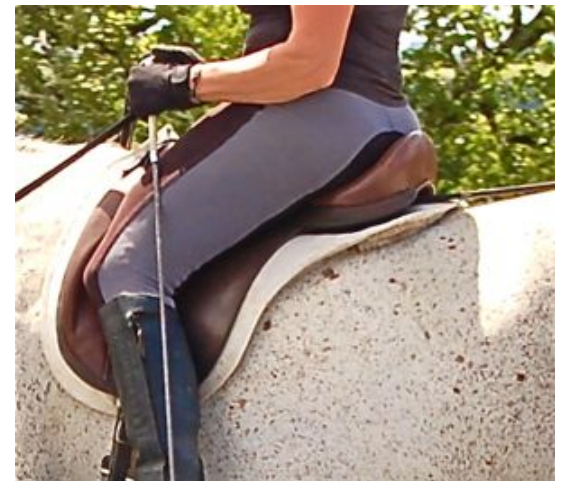
DEBRIEFING WITH GOOD JUDGMENT

3 Components

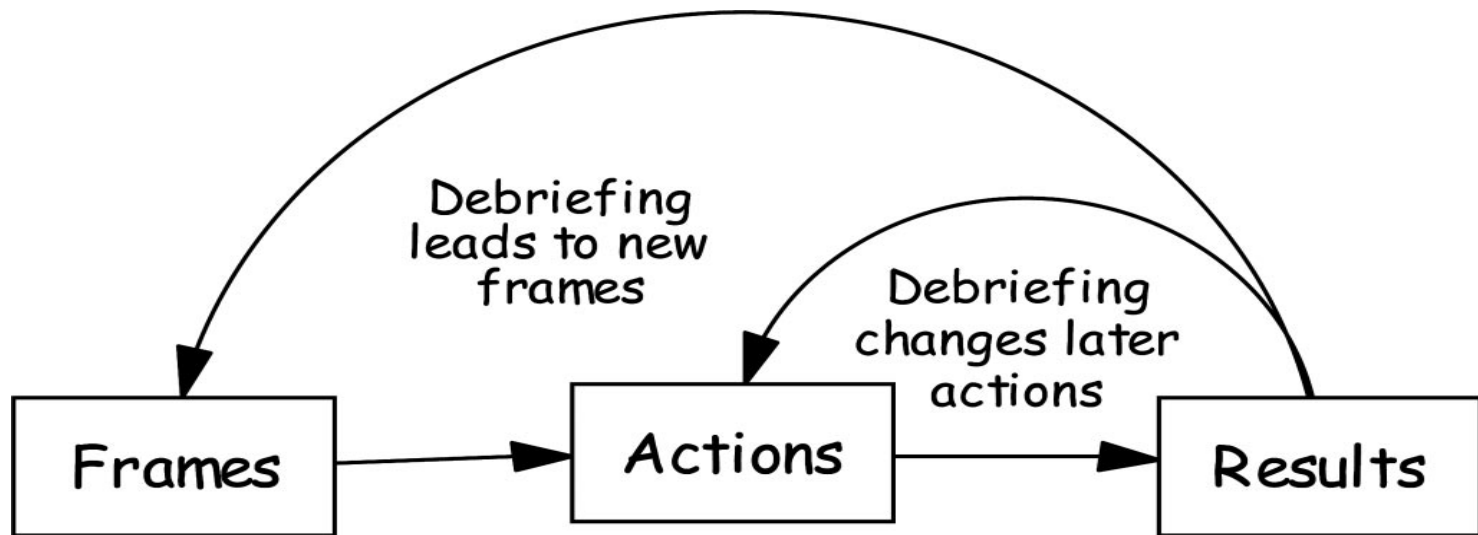
1. **Basic Stance – curiosity and respect**
2. **Conceptual model – reflective practice**
3. **Advocacy/Inquiry technique**

BASIC STANCE

Curiosity and Respect



REFLECTIVE PRACTICE APPLIED



From: Rudolph, JW; Simon, R; Dufresne, RL; & Raemer, DB. (2006) There's No Such Thing as "Nonjudgmental" Debriefing: A Theory and Method for Debriefing with Good Judgment. *Simulation in Healthcare*, 1(1)

Cognitive Frames driving actions

Assumptions	I can trust what the off-going nurse said
Feelings	I was so freaked out by that family member that I couldn't think straight
Goals	I just wanted to relieve the patient's pain
Rules	Always increase the Pitocin if there is post-partum bleeding
Knowledge base	I didn't realize that the dose of Amiodarone had to be adjusted for low ejection fractions
Situational awareness	I never heard him say that the BP had dropped down to 80/40
Interpretations	When the NP said bolus, I didn't know that meant the IV rate should be set at 999
Diagnosis	Hypotension from sepsis vs hypotension from anaphylaxis

STRUCTURING QUESTIONS

Preview the topic

Advocacy: My Perspective (first person; make perspective clear)

- “I saw” (objective facts)
- “I think” (my concern or why this matters)

Inquiry: The Learner’s Perspective

(short, open-ended questions/statements)

- “I wonder”
 - how you see it; what your take on this was; if you can talk to me a bit about what was going on for you; what was on your mind at the time

3 PHASES OF DEBRIEFING

Phase 1: Reactions

- Allow learners to “blow off steam”
- Get an idea of what’s important to them

Phase 2: Analysis/Understanding

- Preview: tell learners what you’d like to talk about
- Use A/I to explore frames
- Close performance gaps

Phase 3: Summary

- Major “take aways”

REFLECTIVE PRACTICE APPLIED

Watch Video

Practice debriefing at tables

Co-facilitators will coach

REFERENCES

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