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......
Debrief #2
What signals did you see in the second debriefing that were different?
Reframing
What strategies were used to reframe?

By Frits Ahlefeldt

Construct follow up questions for more meaningful learning
Low and High Order Questions

High Order questions

Low Order Questions

Convergent vs Divergent Questions

**Modes of Thinking**

**Divergent Thinking**
- Using imagination
- Also called: Creative/horizontal thinking (BRAINSTORMING)

**Convergent Thinking**
- Using logic
- Also called: Critical/vertical thinking

Lateral Thinking: Thinking “Outside the box”
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

1600 CHILDREN aged 3 - 5 years 98% DIVERGENT THINKERS

SAME kids now aged 8 - 10 years 32% DIVERGENT THINKERS

13 - 15 year olds 10% DIVERGENT THINKERS

of 200,000 25 year olds only 2% COULD THINK DIVERGENTLY

https://www.linkedin.com/pulse/excellence-e-learning-asking-right-questions-ken-turner-lion-
## Lower Level Convergent Questions

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

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

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

<table>
<thead>
<tr>
<th>Focus</th>
<th>Creative thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is required of student?</td>
<td>Original thoughts, propose solutions, create, develop ideas, make choices and decisions</td>
</tr>
<tr>
<td>Cognitive Power used</td>
<td>Predicting, inferring, creative, evaluative thinking</td>
</tr>
<tr>
<td>Signal Phrases</td>
<td>Judge, defend, predict, If...then, What is your opinion?</td>
</tr>
<tr>
<td>Blooms taxonomy</td>
<td>Creating and evaluating</td>
</tr>
<tr>
<td>Characteristics of these questions</td>
<td>Open: but student have to look for evidence to support their response</td>
</tr>
</tbody>
</table>
| Examples                                   | “Suppose you were the charge nurse of this unit, what are changes you would suggest to help the new nurses?”  
                                           | “What is your opinion about having the family in the room for a code?”             |
But they gave me a script for debriefing!!!!
Formulate skills to facilitate a deeper reflection in debriefing, including the role of situational awareness.

Situational Awareness
Situational Awareness

Status of the Patient

Team Members

Environment

Progress Toward Goal

Situation Monitoring (Individual Skill)

Situation Awareness (Individual Outcome)

Shared Mental Model (Team Outcome)
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!

REFERENCES


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