



Debriefing in Nursing Education.

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Introduction

The common definition of debriefing is "telling about what has happened" with the idea that it involves examining or discussing an event or acts in order to bring order and purpose to what was reported. It is an organised method that assesses each participant's involvement in determining whether the operations were successful or unsuccessful. After taking part in an immersive activity, the processes may include receiving an explanation, receiving information and situation-based reminders of context, reporting measures of performance, and/or opportunities to further explore the findings of a study, investigation, or performance assessment.

An essential component of the teaching of health science is the debriefing approach. It trains students to apply what they have learned in the classroom to clinical practise. It encourages students to become the kind of self-reflecting individuals that continue to grow throughout their careers. This article provides an introduction of debriefing methods and their use in the classroom so you can succeed.

Definition

Debriefing is a planned, directed talk that can be used to gain knowledge or skills or to address concerns about potential dangers to patient care and safety based on recent events or fictitious circumstances.

Purpose of debriefing

Debriefing is an experience that enables participants to connect activities and lessons they learned in an activity, experience, or program, to the outside world

Role of Debriefing

- Debriefing is a potent method to help frontline healthcare workers learn and adjust during simulated and real-life circumstances.
- Unfavorable circumstances like cardiac arrest and postpartum haemorrhage might be demonstrated or demonstrated to instruct.
- provides pupils with fast solutions so they can verify the methods.

Techniques

A debriefing session should answer the following questions

- What were we trying to accomplish?
- Where did we miss our objectives?
- What caused our results?
- What should we start, stop, or continue doing?

Steps



Guidelines for Effective Debriefing

Debriefing is the process of gathering everyone who participated in a procedure or event for a few minutes afterward in order to discuss in a non-threatening way what the team did well and where it can make improvements. The debriefing procedure must be straightforward. Many guidelines Debriefings must be discrete, friendly, orderly, and timely.

1. Debriefings must be confidential.

Every participant must understand the content discussed in the debriefing, but it should not harm anybody. Because it may bring a negative impact. Instead, each student should learn the correct steps. The results should be shared in a nameless, faceless manner to protect the identity of the debriefing participants. The debriefing must teach the individual and group based on their experience.

2. Debriefings must be non-threatening.

The debriefing must be closed if a hostile environment is present. Make sure everyone understands that his or her opinion was considered. Start the debriefing with the most junior member of the group and work your way to the more senior. This will help the senior members of the team to contribute.

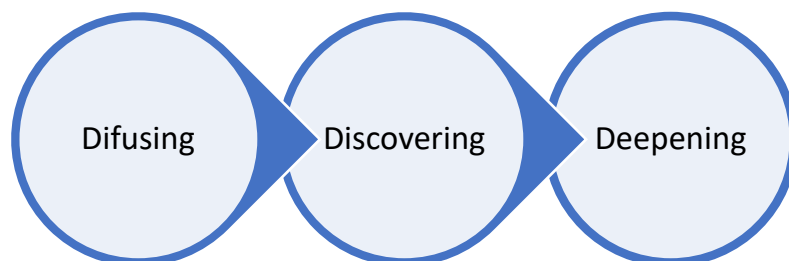
3. Successful debriefings are structured.

There must be a structured approach to identifying the reason for the occurrence. This is the responsibility of the debrief facilitator to keep the debriefing process on track, so everyone involved can reach a consensus decision. The best facilitators provide a disciplined and structured debriefing environment with a minimal speaking role for themselves.

4. Debriefings must be timely.

Debriefings must be timely in two ways. First, it is important the debriefing take place as soon as the incident occurred. This makes it easy to reconstruct details while the “event” is still fresh in the participants’ minds. Second, debriefings should never be long and drawn out. There is no reason for a debriefing to exceed 15 minutes; in fact, most debriefings should only take 2 to 3 minutes.

3D Models of Debriefing



Tools for team debriefings

Team debriefings, often called after-action reviews, are facilitated meetings where participants analyse, discuss, and draw lessons from recent occurrences. Debriefings frequently incorporate both prospective and retrospective reflection (for instance, cooperative sense-making in information-rich and ambiguous situations) (eg, sustaining positive performance, planning treatments, anticipating problems). They encourage individual and team reflection on therapeutic practise.

Various debriefing tools and structures are in use, such as

- TALK (Target, Analysis, Learning, Key Actions),
- PEARLS (Promoting Excellence and Reflective Learning in Simulation), and
- REFLECT (Review the event, Encourage team participation, Focused feedback, Listen to each other, Emphasise key points, Communicate clearly, and Transform the future).

Core principles and stages of a performance debrief

1. **SET:** Preparing for the SET development and training of facilitators Environmental (suitable facilities) (appropriate facilities) Prepare the learner by suggesting a debriefing plan and its goals Effective Immediately Absent of bias based on a scenario that was directly seen
2. **DIALOGUE:** The recap Explain the incident. Examine the situation Application of the event (in what ways did the views developed relate to the learner's experience and the event itself?) The "Beefburger Method" is used (good - bad - good in the final "closing"). 1. Learner highlights positive experiences 2. The facilitator adds noteworthy strong performance points 3. Learner identifies important areas for development 4. The facilitator adds more points
3. **CONCLUSION** - Final analysis and key point Last inquiries are addressed by the facilitator. Briefly state the main lessons learned Afterwards, the facilitator reviews the major points, any questions, and offers suggestions for improvement.

The Benefits of the Debriefing Method

In comparison to a face-to-face SBME training, the potential benefits of debriefing can be imparted at a relatively cheap cost and without the need to travel to a specific simulation facility. Other advantages of clinical debriefing (CD) may include enhanced multidisciplinary comprehension, team reflexivity development, and identification of latent patient safety hazards enabling chances for preventative measures.

Benefits for Nursing Students

- Debriefing improves clinical skills and patient care.
- Students achieve more when education is intentional.
- Debriefing helps them take an active role in learning, setting them up to learn more. They develop a better understanding of course material and their learning style.
- debriefing should encourage peer-to-peer and student-teacher communication.
- It encourages them to look at one another as a resource, an attitude they can take into their professional lives.
- Simulation debriefing and clinical practice allow students to maximize an experience's effects.

Benefits for Teachers

- ✚ Teachers also reap the rewards of thoughtful debriefing, benefiting from more effective learning communities.
- ✚ It's a great way to increase student engagement and check in on student progress. You can identify potential trouble areas and opportunities.
- ✚ The debriefing method of teaching also provides a continual source of feedback for teacher education

The Final Debrief

Educators need to leverage the debriefing method of teaching. It is an effective tool that fosters an understanding of course material and enables students to apply experiential learning throughout their careers. Debriefing encourages students in all disciplines to synthesize material and reflect on personal performance. Reflection is a necessary part of higher education.

Conclusion

The simulation experience in an active learning setting includes debriefing. It helps people experience clinical circumstances more fully and makes better use of their cognitive, emotional, and psychomotor abilities. Throughout the debriefing process, teachers and students evaluate the clinical situation and encourage the growth of critical thinking by engaging in reflective learning. Students have the chance to consider how they performed during the simulation and consider how they might respond differently in future exercises. Also, it gives pupils a reality check or a chance to see themselves from the perspective of their instructor or fellow students.

Also, it need to be founded on mutual aid, encouragement, and sincerity. Students should feel at ease in the debriefing setting to express their wants and feelings as well as to think about any mistakes they may have made. Debriefing plays a crucial role in simulation. Since the use of simulation in nursing education grows quickly, there is a need for a deeper understanding of debriefing in order to create theoretical frameworks that are culturally appropriate to support and advance this practise. Teachers of nursing likewise want to encourage their students to think critically rather than just memorise, but they find it difficult to demonstrate the efficacy of teaching methods that have a good effect.

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