



# Cultivating Consistency: Enhancing Simulation Debriefing Practices in Nursing Education Through a Standardized Script and Best Practices Approach

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## Disclosures

None of the presenters have any relevant financial or nonfinancial relationships or affiliations to disclose.



# Presentation Outcomes

By the end of this presentation, the learner will be able to...

- Acquire skills to implement a terminology-specific script, utilizing Plus-Delta and the GAS method for consistent adherence to standards
- Gain insight into addressing challenges in implementing healthcare simulation standards and methods for effective debriefing
- Understand the impact of scripted debriefing on student satisfaction in simulation



# Background

- Time constraints
- Establishing simulation expertise
- Enthusiasm and intensity
- Resistance to feedback
- Cultural considerations





# Literature Review

## Choosing a Standardized Tool

Selection based on INACSL criterion and suggested frameworks <sup>2</sup>

- Gather-Analyze-Summarize (GAS)
- Debriefing with Good Judgment
- PEARLS
- Debriefing for Meaningful Learning (DML)
- Plus-Delta
- 3D Model of Debriefing
- OPT Model of Clinical Reasoning



# Debriefing Tool: Gather, Analyze, Summarize (GAS)

Design = 3 phases <sup>4</sup>

- **Gather:** recap events of simulation
- **Analyze:** learner reflection and event analysis
- **Summarize:** review of simulation and lessons learned

## Benefits

- Creates brief, focused, guided debriefings <sup>4</sup>
- Provides space for students to decompress immediately after simulation <sup>4</sup>

## Challenges

- Can limit student participation opportunities



# Debriefing Tool: Plus-Delta

Design = 2 columns <sup>1</sup>

- **Plus:** list good behaviors or actions
- **Delta:** list behaviors or actions that need improvement or could be changed in future

Benefits <sup>1</sup>

- Easy-to-use for facilitator of any expertise level
- Straightforward

Challenges <sup>1</sup>

- Not structured
- Does not ask “Why?”
- Facilitator closes gaps in learning

# Design: GAS & Plus-Delta

- 1** First Phase: **Gather**

  - From GAS – “blow off steam”
  - From Plus-Delta – student self-reflection and observer feedback
  
- 2** Second Phase: **Analyze**<sup>2</sup>

  - From GAS – open-ended questioning
  
- 3** Third Phase: **Summarize**

  - From GAS – key takeaways and summary

## Evidence-Based Debriefing – GAS and +/-Δ

<p style="text-align: center;"><b>Gather</b> <i>(All students talk and share)</i> <b>+/-Δ</b></p> <p style="text-align: center;"><i>Please defer all faculty feedback until 'Analyze'</i></p> <p style="text-align: center;"><i>Faculty should 'take notes' for discussion points in 'Analyze'</i></p>	<ol style="list-style-type: none"> <li>1. <i>To group: “How do you think that went?”</i></li> <li>2. <i>To group: “Ok. First, we will hear from our participants, and then we will get feedback from our observers.”</i></li> <li>3. <i>To participant: “Tell us one thing that went well for YOU and one thing that YOU would do differently.”</i></li> <li>4. Thank each participant after their contribution.</li> <li>5. <i>To OBSERVER: “From your observation sheet, tell us one thing that went well and one thing that you would do differently.”</i></li> <li>6. Thank each OBSERVER after their contribution.</li> </ol>
<p style="text-align: center;"><b>Analyze</b></p> <p style="text-align: center;"><i>Faculty support clarification of competencies</i></p>	<ol style="list-style-type: none"> <li>1. Tell me more about _____?</li> <li>2. Why do you think ____ happened?</li> <li>3. What do we know about _____?</li> <li>4. What are some reasons why _____?</li> <li>5. Focus on SIM <b>objectives OR student input.</b></li> <li>6. <b>OR</b> use teaching points in SIM document.</li> </ol>
<p style="text-align: center;"><b>Summarize</b></p> <p style="text-align: center;"><i>Faculty lead review of lessons learned</i></p>	<ol style="list-style-type: none"> <li>1. <i>To group: “What was your takeaway today?”</i></li> <li>2. <i>To group: “How do you think this learning experience might help you in clinical practice?”</i></li> <li>3. <b>Summarize events</b> <ul style="list-style-type: none"> <li>- Client presentation</li> <li>- Precipitating factors</li> <li>- Treatment priorities</li> <li>- Expected course</li> <li>- Discharge planning</li> </ul> </li> </ol>

# Use of GAS & Plus-Delta Debriefing Tool

## Roles

- Faculty Facilitator
- Simulation Specialist

## Implementation <sup>2</sup>

- Basic Assumption/shared mental model
- Private debriefing rooms
- Wait time
- Majority of time spent in Analyze
- Analyze questions based on learning objectives

## Evidence-Based Debriefing – GAS and +/-Δ

<p><b>Gather</b> <i>(All students talk and share)</i> <b>+/-Δ</b></p> <p><i>Please <b>defer</b> all faculty feedback until 'Analyze'</i></p> <p><i>Faculty should 'take notes' for discussion points in 'Analyze'</i></p>	<ol style="list-style-type: none"> <li>1. <i>To group: "How do you think that went?"</i></li> <li>2. <i>To group: "Ok. First, we will hear from our participants, and then we will get feedback from our observers."</i></li> <li>3. <i>To participant: "Tell us one thing that went well for YOU and one thing that YOU would do differently."</i></li> <li>4. Thank each participant after their contribution.</li> <li>5. <i>To OBSERVER: "From your observation sheet, tell us one thing that went well and one thing that you would do differently."</i></li> <li>6. Thank each OBSERVER after their contribution.</li> </ol>
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# Activity: Practicing the Use of GAS & Plus-Delta Debriefing Tool

## Breakout Groups

- In groups of 4-5, assign roles: Facilitator, Participant 1, Participant 2, Observer(s).
- As you watch the video, imagine yourself in the role you were assigned.
- After the video, the facilitator will lead debriefing about the simulation.

## Evidence-Based Debriefing – GAS and +/-

<p><b>Gather</b> <i>(All students talk and share)</i> <b>+/-</b></p> <p><i>Please defer all faculty feedback until 'Analyze'</i></p> <p><i>Faculty should 'take notes' for discussion points in 'Analyze'</i></p>	<ol style="list-style-type: none"> <li>1. <i>To group: "How do you think that went?"</i></li> <li>2. <i>To group: "Ok. First, we will hear from our participants, and then we will get feedback from our observers."</i></li> <li>3. <i>To participant: "Tell us one thing that went well for YOU and one thing that YOU would do differently."</i></li> <li>4. Thank each participant after their contribution.</li> <li>5. <i>To OBSERVER: "From your observation sheet, tell us one thing that went well and one thing that you would do differently."</i></li> <li>6. Thank each OBSERVER after their contribution.</li> </ol>
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# Activity: Practicing the Use of GAS & Plus-Delta Debriefing Tool

- Discussion
- Perspectives
  - Facilitator
  - Participants
  - Observer(s)

## Evidence-Based Debriefing – GAS and +/-Δ

### Gather

*(All students talk and share)*

+/-Δ

*Please defer all faculty feedback until 'Analyze'*

*Faculty should 'take notes' for discussion points in 'Analyze'*

1. *To group: "How do you think that went?"*
2. *To group: "Ok. First, we will hear from our participants, and then we will get feedback from our observers."*
3. *To participant: "Tell us one thing that went well for YOU and one thing that YOU would do differently."*
4. Thank each participant after their contribution.
5. *To OBSERVER: "From your observation sheet, tell us one thing that went well and one thing that you would do differently."*
6. Thank each OBSERVER after their contribution.

### Analyze

*Faculty support clarification of competencies*

1. Tell me more about \_\_\_\_\_?
2. Why do you think \_\_\_\_ happened?
3. What do we know about \_\_\_\_\_?
4. What are some reasons why \_\_\_\_\_?
5. Focus on SIM **objectives OR student input.**
6. **OR** use teaching points in SIM document.

### Summarize

*Faculty lead review of lessons learned*

1. *To group: "What was your takeaway today?"*
2. *To group: "How do you think this learning experience might help you in clinical practice?"*
3. **Summarize events**
  - Client presentation
  - Precipitating factors
  - Treatment priorities
  - Expected course
  - Discharge planning



# Benefits

- Enhanced learning
- Improved team dynamics
- Promotion of critical thinking
- Learner satisfaction and psychological safety
- Alignment with Healthcare Simulation Standards of Best Practice





## Next Steps →

### Faculty Facilitator Adherence to Tool

- Simulation Specialists lead Gather and Summarize phases, while Faculty Facilitators lead Analyze phase
- New Faculty Orientation and summer simulation reviews to have designated time to train on best practices and use of tool



## Summary

- Utilized a scripted debriefing method combining Plus-Delta and the GAS method to consistently adhere to standards of best practice
- Applied methods to address challenges in ensuring healthcare simulation standards are consistently met
- Recognize the impact of scripted debriefing on student satisfaction in simulation



## References

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