graphics and pictures. Each group will edit the film, add audio, pictures and graphics to produce a 60 second video resource.

Part 4: The videos will be presented to the whole group, with feedback and discussions.

Part 5: Summary, close and participants will be provided with a handout pack including the A-E guide and more information.

Educational Methods to be used include: Powerpoint, videos, handouts, facilitated group work, discussions, presentations and feedback.

REFERENCES

Who should attend this workshop?

Please attend if you wish to extend your debriefing skills by learning to pay attention to the quality of your questioning techniques in combination with generative listening.

Level: Intermediate/advanced

Background: Whilst debriefing is a core skill of simulation, I find myself curious as to how often established ‘debriefer’s refresh or re-examine their skills.

In coaching, we are encouraged to thoroughly reflect on the quality of our questions. We use a five-test technique that encourages us to consider aspects of the question including the intent and the ability to raise awareness (Bachkirova et al., 2011). There is also a commonly used questioning technique based on Grove’s ‘clean language’.2

The roles of debriefing include knowledge, skill or behavioural acquisition and to trigger the future adoption of these new acquisitions. The latter, often more challenging role, is the aspect that is enhanced most by coaching techniques.

I am a qualified coach, team coach and now a supervisor of coaches; I hope to be able to share some techniques from these modalities. I have found the crossover of bringing coaching, of debriefing 2 programme into our course and have managed to successfully embed an exciting, innovative, and cost-neutral faculty development strategy, which runs in parallel to our simulation programme. Its implementation has transformed our course for the better, providing benefits to faculty and novices alike, and we hope to share our experiences with those attending this workshop.

Intended learning outcomes: At the end of this workshop participants will have:

- Considered whether/how to enhance their current debriefing practice
- An increased understanding of the complexity of asking quality questions
- An awareness of clean language
- An insight into the quality of their generative listening ability

Structure of the workshop (session description) There will be a brief introduction to the theoretical knowledge that underpins the techniques (10 minutes).

Most of the workshop will be dedicated to practising the new techniques. The delegates will work in groups of 3 (participant, ‘debriefer’, observer) using scenarios. Each delegate will rotate through each of the 3 roles (40 minutes).

The scenarios will slightly increase in complexity as the workshop progresses and will tackle some participant issues such as lack of self awareness.

The final section will offer an opportunity to reflect as a group, consider the challenges and share the learning (10 minutes).

Educational Methods to be used: Largely experiential

REFERENCES
2. www.cleanlanguage.co.uk

November 6th, 2019, 10:00–11:00

Abstracts

W4 **ENHANCED DEBRIEFING: A CROSS FERTILISATION FROM THE FIELD OF COACHING**

1,2Debbie Rosenorn-Lanng*. 1Royal Berkshire NHS Foundation Trust, Reading, UK; 2Henley Business School, Reading, UK

10.1136/bmjstel-2019-aspihconf.96

Who should attend this workshop?

Please attend if you wish to extend your debriefing skills by learning to pay attention to the quality of your questioning techniques in combination with generative listening.

Level: Intermediate/advanced

Background: Whilst debriefing is a core skill of simulation, I find myself curious as to how often established ‘debriefer’s refresh or re-examine their skills.

In coaching, we are encouraged to thoroughly reflect on the quality of our questions. We use a five-test technique that encourages us to consider aspects of the question including the intent and the ability to raise awareness (Bachkirova et al., 2011). There is also a commonly used questioning technique based on Grove’s ‘clean language’.2

The roles of debriefing include knowledge, skill or behavioural acquisition and to trigger the future adoption of these new acquisitions. The latter, often more challenging role, is the aspect that is enhanced most by coaching techniques.

I am a qualified coach, team coach and now a supervisor of coaches; I hope to be able to share some techniques from these modalities. I have found the crossover of bringing coaching, of debriefing 2 programme into our course and have managed to successfully embed an exciting, innovative, and cost-neutral faculty development strategy, which runs in parallel to our simulation programme. Its implementation has transformed our course for the better, providing benefits to faculty and novices alike, and we hope to share our experiences with those attending this workshop.

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Structure of the workshop (session description) There will be a brief introduction to the theoretical knowledge that underpins the techniques (10 minutes).

Most of the workshop will be dedicated to practising the new techniques. The delegates will work in groups of 3 (participant, ‘debriefer’, observer) using scenarios. Each delegate will rotate through each of the 3 roles (40 minutes).

The scenarios will slightly increase in complexity as the workshop progresses and will tackle some participant issues such as lack of self awareness.

The final section will offer an opportunity to reflect as a group, consider the challenges and share the learning (10 minutes).

Educational Methods to be used: Largely experiential

REFERENCES
2. www.cleanlanguage.co.uk

W5 **A COURSE WITHIN A COURSE: IMPLEMENTING PEER-OBSERVATION OF DEBRIEFING AS A MEANS OF CONTINUOUS FACULTY DEVELOPMENT WITHIN YOUR SIMULATION PROGRAMME**

1,2Edward Miles*, 1Edward Gomm, 2Rebecca Williams*, 2Anne Kendall, 2Jeanie Prince, 2Kat Ng. 1North Bristol NHS Trust, Bristol, UK; 2Severn School of Anaesthesia, Bristol, UK

10.1136/bmjstel-2019-aspihconf.97

Who should attend:

Simulation educators with an interest in debriefing, course directors, those interested in faculty development and retention.

Level: Introductory

Background: The ASPiH Standards Framework1 highlights the importance of simulation faculty receiving training, and undertaking continued professional development in debriefing. However, whilst many choose to undertake introductory ‘train-the-trainers’ styled courses, further learning opportunities can be rare and/or prohibitively expensive. The Novice Course is a simulation programme for all newcomer trainees to Anaesthesia within the Severn Deanery (Health Education England, South West). Our faculty comprises volunteer anaesthetic trainees, more senior than our novices, but who are themselves relatively junior simulation educators. We introduced a peer-coaching of debriefing2 programme into our course and have managed to successfully embed an exciting, innovative, and cost-neutral faculty development strategy, which runs in parallel to our simulation programme. Its implementation has transformed our course for the better, providing benefits to faculty and novices alike, and we hope to share our experiences with those attending this workshop.

Intended learning outcomes:

- With reference to the published literature on peer-coaching, identify potential benefits of its implementation within your simulation programme.
- With reference to our experiences of adopting peer-coaching, construct an action plan for its incorporation into your simulation programme.
- With reference to recorded footage of simulations and their debriefs, experiment with tools which support the delivery of peer-coaching.

Structure of workshop: The workshop will be divided into five sections.