ENHANCED DEBRIEFING: A CROSS FERTILISATION FROM THE FIELD OF COACHING

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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 ‘debriefers’ 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, debriefing, and feedback.

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, ‘debriefier’, 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
W9 CAN YOU TASTE THE DIFFERENCE? TEACHING HUMAN FACTORS WITH A TWIST!

1. Introduction and background, including a description of the driving factors which influenced our adoption of peer-coaching.
2. A short review of the literature pertaining to peer-coaching.
3. A detailed, interactive case-study of how we evolved our programme to include peer-coaching.
4. An opportunity to partake in simulated peer-coaching of debriefing.
5. Final reflections and close.

Educational Methods to be used Parts 1–3 will be delivered as an interactive lecture with facilitated breakout table-top discussions, to include an ice-breaker activity at the beginning of part one. Both the lecture and the table-top discussions will address the first two intended learning outcomes, described above. In part four, video footage of the workshop facilitators will be used to frame a simulated ‘debrief of a debrief’ for the participants in the workshop.

REFERENCES

W6 THE DEVIL IS IN THE DETAIL- DEVELOPING SCENARIOS FOR SIMULATED PATIENTS

Leonie Williams*, Marcela Schilderman*. South London and Maudsley NHS Trust, Landor Hospital, UK

Who should attend
The session is designed for all simulation staff
Level: All

Introduction and background Simulated patients offer a wealth of opportunities for the development of healthcare skills.

Importantly, they allow the whole ‘person’ to be at the centre of care, bringing a truly human touch to experiences we can learn from.

Yet, how best can we use actors, role play specialists, or even clinicians so that we can get the most of these learning opportunities?

In this workshop we explore what standardised patients can offer, how best to create scenarios, direct scenes and how small changes in design can make huge differences to learning!

Learning objectives The workshop aims to create a positive and creative environment in which participants will achieve the following:

1. Explore the full potential of standardized patients in simulation
2. Be aware of methods to strengthen simulation design through intricate changes in the standardised patient brief
3. Feel confident directing standardised patients in a dynamic and responsive way to ensure learning objectives are met