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 ‘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’.

The roles of debriefing include knowledge, skill or behaviour 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 techniques from coaching to enhance my debriefing invaluable.

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
W9 CAN YOU TASTE THE DIFFERENCE? TEACHING HUMAN FACTORS WITH A TWIST!

1,2Chiara Mosley*, 1Leah Greene*, 1Manchester Metropolitan University, Manchester, U.K; 2Mid Cheshire Hospitals NHS Foundation Trust, Crewe, U.K

10.1136/bmjstel-2019-aspihconf.98

The ‘taste test challenge’ is an innovative approach to educational delivery, which has been developed using gamification and serious games methodology to enhance the educational value of existing human Factor training within health and social care setting. This workshop will provide insight into the impact a simple task can have upon learning outcomes and how these can be directly applied to the clinical setting.

Workshop aim The aim of this workshop is to allow delegates to develop a deeper understanding of the application of gamification to enhance the educational value of existing Human Factor training.

Workshop description Delegates will be invited to undertake a ‘taste test challenge’, which will incorporate six Human Factor principles. The workshop will then explore, in depth, the Human Factor principles, which will have been demonstrated as part of the challenge. These include leadership, follower-ship, communication feedback loop, situational awareness, decision making and confirmation bias. The workshop will conclude with a discussion of other innovative techniques, which, despite being simple and economical to implement within health, social care and educational settings, have demonstrated maximum impact upon the learner. There will also be time allocated for discussion and reflection of the application of such gamification techniques within the delegates own area.

Learning objectives:
- Gain an insight into educational theory and practices that support the use of gamification/serious games in health and social care, including the challenges and barriers of implementing gamification and serious games within structured Human Factor training
- Actively participate in a ‘taste test challenge’ experiment
- Consider the principles involved in decision making with direct links to minimising risk in health and social care
- Reflect on the current provision of Human Factor education and discuss ways in which these may be developed
- Critically discuss methods to overcome local challenges when changing the delivery of education within health and social care nursing and medical education
- Develop insight into a new interactive method for teaching Human Factors in Healthcare
- Educational methods
- Participants will be encouraged to actively participate with experiential learning techniques in the form of a ‘taste test challenge game’.
- An interactive discussion linking the theory to practice will be facilitated
- Small group activities will focus on exploring the practicalities of gamification/serious games.

Target audience Intermediate/Advanced health and social care professionals who are interested or involved in simulation and Human Factor training. Max 75

REFERENCES


November 6th, 2019, 11:30–12:30

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

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

10.1136/bmjstel-2019-aspihconf.99

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

REFERENCES

3. A detailed, interactive case study of how we evolved our coaching.
4. An opportunity to partake in simulated peer coaching.
5. Final reflections and close.

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