



Evolution of the supervision of students in clinical training, towards digital debriefing



EUROPEAN FEDERATION OF EDUCATORS IN NURSING SCIENCE
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Context

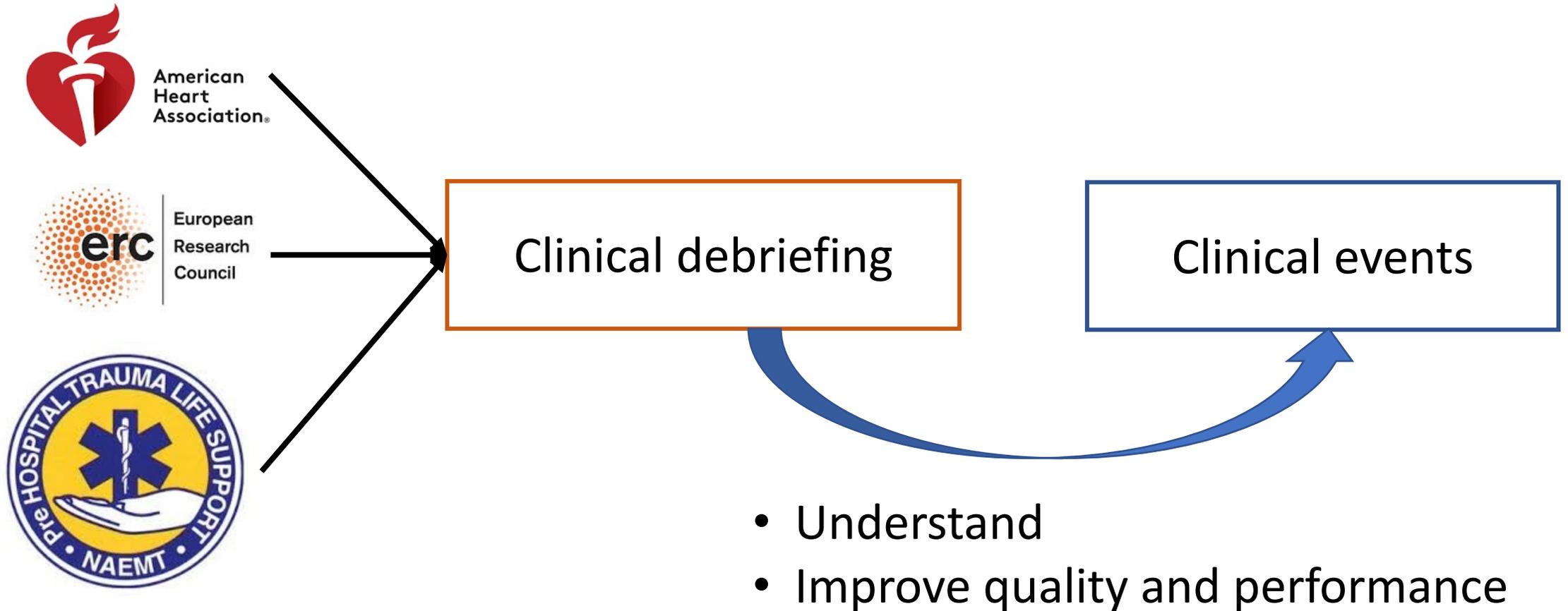
- Traditional clinical apprenticeship model:
 - ✓ See one, do one, teach one (Leighton et al., 2021)
 - ✓ Engagement in patient care : 44% (Polifroni et al., 1995; Norman et al., 2005)
 - ✓ Supervision : 25% of this time (Harder, 2015; Polifroni et al., 1995)

- Clinical outcomes:
 - ✓ Lack of evidence (Leighton et al., 2021)
 - ✓ Nursing students and new nurses: more errors (Blignaut et al., 2017; Simonsen et al., 2014)
 - ✓ Support and/or feedback: improvement (Pastré et al., 2006; Van Pee, 2010)

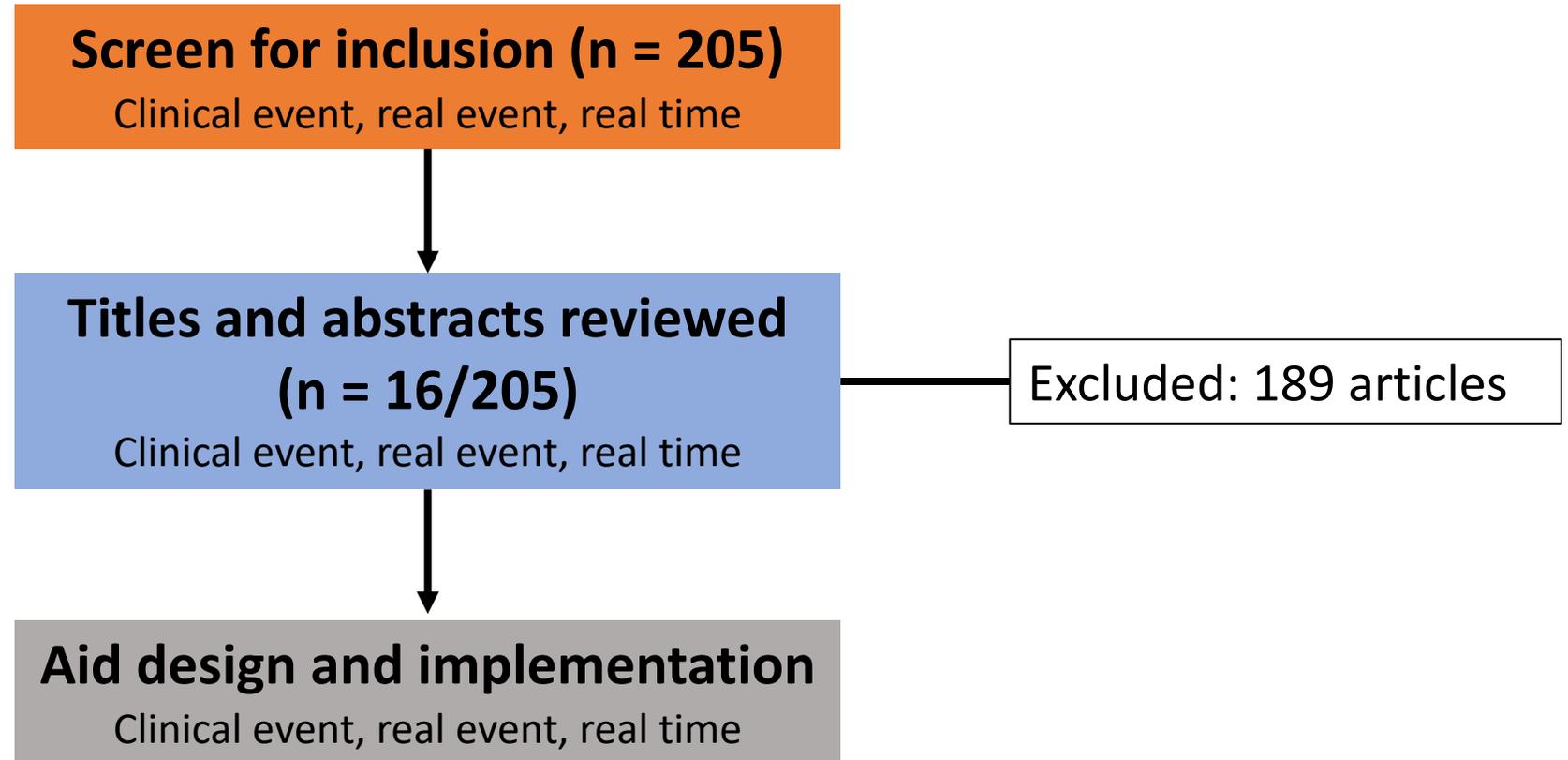
Context

- February-May 2020: first wave of COVID-19
- Clinical settings:
 - ✓ Management of COVID-19 patients: new paradigm
 - ✓ Internship sites closed or redirected
 - ✓ Students: stop internship or no supervision
- October 2021: second wave → remote clinical debriefing program

What is clinical debriefing ?



Literature review



Clinical debriefing guide (Kessler et al., 2015) : **Debriefing In Situ Clinical End-of-shift Reflection Now for Student Thinking, Understanding, and Discourse to Extend New Thinking© (DISCERN-STUDENT)**

Clinical debriefing guide (Kessler et al., 2015)

What?

Where?

When?

Who?

Why?

How?

What ?

- A **method** to facilitate discussion of **actions, guide reflection** and **transfer learning behaviors** into clinical practice (Servotte et al., 2020)

Clinical debriefing guide (Kessler et al., 2015)

What?

- Facilitate discussion of actions, guide reflection & transfer learning behaviors

Where?

When?

Who?

Why?

How?

When?



Immediately after → Hot

+

- Availability
- Minimizing recall bias
- Urgent issues

-

- Time
- Space
- Emotional issues

When?



Immediately after → Hot

Minutes/hours after → Warm

+

- Availability
- Minimizing recall bias
- Urgent issues
- **Programmed**

-

- Time
- Space
- Emotional issues
- **Absence / rejection**

When?



Days after → Cold

+

- More data
- Non participant

-

- Availability
- Recall bias
- Discussion with a larger group

Clinical debriefing guide (Kessler et al., 2015)

What?

- Facilitate discussion of actions, guide reflection & transfer learning behaviors

Where?

When?

- After shift ends

Who?

Why?

How?



What can we debrief ?



Clinical debriefing guide (Kessler et al., 2015)

What?

- Facilitate discussion of actions, guide reflection & transfer learning behaviors

When?

- After shift ends

Why?

- Latent safety threats
- Improvement opportunities
- Self-assessment & reflection

Where?

Who?

How?

Where?

- Video-conference
- On site

Clinical debriefing guide (Kessler et al., 2015)

What?

- Facilitate discussion of actions, guide reflection & transfer learning behaviors

When?

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Clinical debriefing guide (Kessler et al., 2015)

What?

- Facilitate discussion of actions, guide reflection & transfer learning behaviors

When?

- After shift ends

Why?

- Latent safety threats
- Improvement opportunities
- Self-assessment & reflection

Where?

- On site
- Video-conference

Who?

- Nursing students, debriefer and team members

How?

How ?

- Psychological safety :
 - ✓ Co-creation
 - ✓ Confidentiality
 - ✓ Not an assessment
- Plus/Delta analysis

How ?

- First debriefings: very long (> 1h)
- Students prepare debriefing with a preconversation sheet

How ? Preconversation

Pre-conversation	Debriefing key elements
<p data-bbox="249 361 1059 421">Before the debriefing, we ask you to answer the following questions and to use this worksheet individually to:</p> <ol data-bbox="249 464 1059 1156" style="list-style-type: none"><li data-bbox="249 464 1059 521">1. What is the first emotion that comes about your clinical shift experience? <li data-bbox="249 621 1059 906">2. In a few brief sentences, describe the educational activities that were undertaken during your clinical shift<ol data-bbox="300 721 1059 1156" style="list-style-type: none"><li data-bbox="300 721 1059 763">a. What went well and why? <li data-bbox="300 878 1059 906">b. What could be done more effectively in the future and why? <li data-bbox="300 1063 1059 1156">c. What would you like to discuss about your experience with learning in a COVID-19 environment (eg. exposure, patients' care, etc.)?	<p data-bbox="1098 361 1977 421">In this section, you are invited writing key learning elements discovered during the debriefing:</p> <ol data-bbox="1098 492 1977 1120" style="list-style-type: none"><li data-bbox="1098 492 1977 521">1. Elements/events could have been better (add potential solutions): <li data-bbox="1098 678 1977 706">2. Key Lessons: <li data-bbox="1098 863 1977 892">3. Action Items: <li data-bbox="1098 1092 1977 1120">4. Other information:

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How ?

Adaptation:

- ✓ DISCERN tool (Mullan et al., 2013)
- ✓ DISCOVER-PHASE (Servotte et al., 2020)

3 sections

5 stages

Debriefing report

Debriefing structure	Debriefing report
<p>1. INTRODUCTION:</p> <ul style="list-style-type: none"> ○ Thank you for joining this debriefing. This will take about 5-10 minutes. The goal of this debriefing is to reflect together on the educational experience you have had on today's shift. This conversation will be confidential, any shared information will not become a part of your graded evaluation, and any recommendations for improving the educational experience will not be identifiable to you unless you specifically request it. I'll be around after if anyone want to talk further. ○ We would now like to turn to everyone to discuss their reflection on this shift, what they thought went well, and what they thought we could do differently in the future. <p>2. REACTIONS</p> <ul style="list-style-type: none"> ○ Before we reflect on the education value of today's shift and review what we thought went well and what we thought we could do differently in the future, how (are you / is everyone) feeling about how the shift went? ○ Invite sharing of emotions or initial reactions ○ Listen, mirror, validate. <u>Don't</u> probe deeply <p>3. DESCRIPTION</p> <ul style="list-style-type: none"> ○ Invite each student to describe the educational activities, in a few brief sentences, that were undertaken during their shift. <p>4. CONVERSATION</p> <ul style="list-style-type: none"> ○ PLUS: Invite reflection and sharing of successes from the prior shift. "What went well during the shift?" (Document to the right under #3) ○ DELTA: Invite reflection and sharing around areas that could be done differently/more effectively in the future. "Let's talk about the difficult things that are happening" (Document to the right under #4) ○ Ask more in-depth questions related to COVID-19 patient care, <u>evaluations</u> or treatments. ○ ACTION: What are the key learning elements? What topics should we communicate to educational or hospital leadership? (Document to the right under #5) <p>4. CLOSING</p> <ul style="list-style-type: none"> ○ Begin to close the session by signaling that you are ending the session, thank everyone for their participation ○ Invite "take-aways" or closing statements form team ○ Summarize key Action Items and Lessons Learned 	<p>1. Time debriefing started:</p> <p>2. Description of main activities (brief)</p> <p>3. PLUS comments (what went well):</p> <p>4. DELTA comments (what could have <u>be</u> improved in the future):</p> <p>5. Action Items, Key Lessons, Other information</p> <p>6. Time debriefing <u>ended</u> :</p>

Does it work ?

- 100 debriefings / 110 opportunities (90,1%)
- Request: facilitator (82%), students (13%) or team members (5%)
- Duration: 12 minutes (9-16)
- ICU (62%) and emergency (26%)
- WhatsApp (54%), Teams (32%) or phone (14%)

Does it work ?

- Satisfaction:
 - ✓ Overall: 4,7/5
 - ✓ System: 4,8/5
 - ✓ Duration: 4,3/5
- Sense of respect
- Listening and confidentiality

Does it work ?

- Findings:
 - ✓ Technical skills (25%)
 - ✓ Non-technical skills (80%)
 - ✓ Other issues (8%): ethical, anxiety, burnout, etc.

Conclusion

- Best practices - feasible
- Different support – psychological safety
- Research needed

Thank you ...

