

Debrief as a Learning Conversation

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Structure

1. Make opening gambit
2. Jointly explore any issues that emerge
3. Include impressions/suggestions from rest of group
4. Share your thoughts using advocacy with inquiry
5. Check whether anyone has any other issues that they want to discuss
6. Summarise

Underlying principles

Credibility

Authenticity

Empathy

Mutual dialogue

Techniques

Advocacy with inquiry

Listening and responding

Using the group to solve the puzzle

Highlighting genuine strengths

Being precise rather than general about what you have observed

Making/sharing concrete suggestions for improvement

Impediments

Easing in and the use of leading questions or tag questions

Relentless optimism

Repetition (can be avoided by dealing with issues as they emerge rather than shelving them)

Listing ("You did this, then this, then this...")

Mechanistic approaches to feedback

More detail to go with the structure

1. *Make opening gambit.* You are looking to start the conversation here. The opening gambit is something of a hurdle you have to get over in order to get the discussion started. Below are some suggestions; their strength however is in being individualised so see them as examples waiting to be tailored.

- ◆ What did you feel were your specific challenges there?
- ◆ Can you tell me what your plan was and to what extent that went according to plan?
- ◆ Can you describe to me what was going on in the group during your discussion?
- ◆ Let's talk.
- ◆ That looked pretty tough. Shall we see if we can work out together what was going on there so that you can find a way to avoid that situation in the future?
- ◆ That seemed to me to go smoothly, what was your impression?
- ◆ Can you describe to me what was happening to the patient during that scenario?

2. *Jointly explore any issues that emerge.*

This will require listening to what the candidate says and picking up on what appears to be the key issue for them. You will probably need to ask additional questions to deepen their thinking and may need to give your own opinion. Where solutions are to be sought your immediate resources include yourself, the practice candidate, the group and other instructors.

Here your role as the facilitator is to deepen and widen the conversation (see the bigger picture); introduce new concepts; challenge perceptions; listen and build on what has been said

3. *Include impressions/suggestions from rest of group e.g.*

- ◆ Let's check with the rest of the group how they reacted to you saying that.
- ◆ What did you [members of the group] want from [the facilitator] at that point?
- ◆ What ideas or suggestions has anyone else got for how to deal with that situation?

4. *Share your thoughts using advocacy with inquiry*

- ◆ These can be both strengths and areas for change.
- ◆ Consider the whole group's learning without overloading the practice candidate: some points can be left until later.
- ◆ Use advocacy with inquiry to share your observations and explore their perception

5. *Check whether anyone has any other issues that they want to discuss.*

- ◆ Avoid asking the practice candidate what they would do differently given another chance. This will already have been covered.
- ◆ See whether any other group members or instructors have additional points to discuss.

6. *Summarise*

- ◆ Keep this brief