



Virtual Learning Lab

# Best Practice for Debriefing with a Standardized Patient



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# WHAT IS THE BIG DEAL?

## Why is SP Feedback so important?

- SP feedback serves as a mirror- it reflects the experience from the patient's perspective.
- True patients do not typically provide feedback (many reasons, vulnerable, do not feel empowered, stressed, concerned about personal wellbeing, etc.)
- Simulation is a safe place to hear feedback
- Want to be sure we are reinforcing the positives
- Stop, Start, Continue (hearing it all)
- Allows learners to ask questions
- Provides a complete frame

# SP DEBRIEF TECHNIQUES

- **Put it in the Parking Lot-**
  - “Park” learner questions that are appropriate for SP feedback
- **Squeezing the Juice -**
  - Asking follow-up/clarifying questions during feedback
- **Planned Take Over -**
  - Interrupting SP feedback that is misguided or not helpful
- **Opening the Floor -**
  - Encouraging questions from the learners
- **Directing the Feedback -**
  - Asking pointed questions related to the objectives
- **Transporting Time -**
  - Setting aside a few minutes in the debrief to redo a particular moment.



# PUT IT IN THE PARKING LOT

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## **“Park” learner questions that are appropriate for SP feedback**

“That is a great question. I think it would be really good for us to include the patient in this discussion so I am going to put it in my notes to be sure we get back to this for you.”

“I want to be sure we ask the patient this question. Right now they are writing their feedback. If this question is not answered during that time, please make sure you ask it when they are done giving feedback.”

# SQUEEZING THE JUICE

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## Asking follow-up/clarifying questions during feedback

“So from the patient’s perspective can you explain why Sarah’s reaction to your statement about not wanting to go any further with treatment made them feel as though they were being judged?”

“Can the patient please explain what Tom and Sue could have done or said during the time when they suctioned your tracheostomy that would have provided some reassurance?”

# PLANNED TAKE-OVER

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## Interrupting SP feedback that is misguided or not helpful

Identify a term that lets the SP know they are potentially offering unhelpful feedback

“I am going to stop you there.”

“I want to jump in here.”

“Mrs. Jones I am going to stop you there. Though the discharge instructions on wound care may be boring, your providers must make sure you or a loved one is prepared to provide good care at home. Do you have any further constructive feedback for the learners?”

# OPENING THE FLOOR

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## Encouraging questions from the learners

You will not have too many opportunities to ask your patient's for feedback on how they feel about the care you provided.

Please take every opportunity to learn more from your patient experiences, this is the time to do so.

# DIRECTING THE FEEDBACK

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## Asking pointed questions related to the objectives

Sarah was wondering what she should have said to you when she was placing the urinary catheter into your urethra. Could you please provide her with what the patient would have wanted her to say?

“From the patient’s perspective, how would they have felt if they were directly asked about their speech impediment and use of crutches”



# TRANSPORTING TIME

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## Setting aside a few minutes in the debrief to redo a particular moment

“I want to be sure you all are comfortable with completing a safety assessment. I am going to ask our patient to go back to the moment where you were asking about support systems so you can practice asking all of the safety questions here in simulation. “

“Let’s jump back to the point where the 2 of you noticed that the patient was in respiratory distress because his chest tube was not properly draining. I want you to explain what you identified in your assessment to the patient and explain the important next steps.”

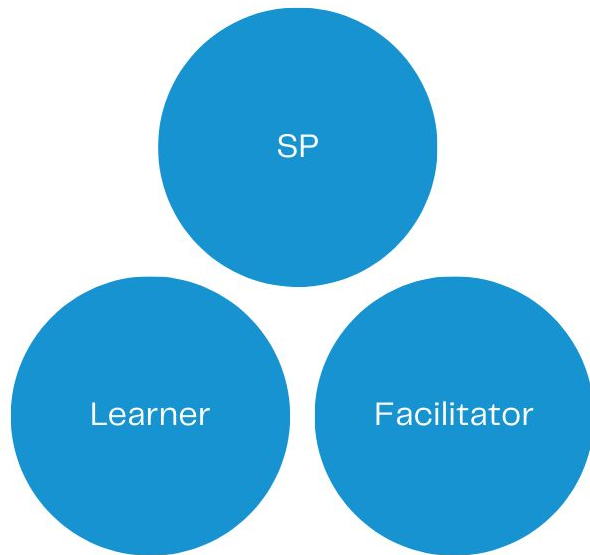
# BEST PRACTICES FOR FOCUSED, QUALITY FEEDBACK

Lead  
Intentionality  
Training/Practice  
Feedback/Coaching  
Choreography  
Getting back on track



# FACILITATOR LED DEBRIEFING

- Identify roles
- Reinforce that feedback is a portion of the debrief
- Teach SP's cue -
  - "I am going to jump in here"
- Ensure facilitators are aware of cues
- Provide coaching if needed



# FEEDBACK TRAINING

## General Training

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- Annual SP training needs to include feedback training
- Set expectations for debriefing behaviors
- Teach techniques

## Specific Practice for Role

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- Practice feedback during dress rehearsal
- Give notes on feedback
- Each new role starts process again

# INTENTIONALITY

## Feedback

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- Select feedback style
- Identify how feedback will be recorded

## Coaching

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- Takes 2-3 times in new role
- Senior SPs can assist with coaching

# CHOREOGRAPHING THE DEBRIEF

- Facilitator led debriefing
- Teach the debriefing format to SPs
- Identify when they will be asked to give feedback within the debrief



# CHOREOGRAPHING THE DEBRIEF

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## Phase 1: Defuse/Deroll

- Facilitator is getting initial reactions from learners
  - What went well?
  - Where do you think the team struggled?
  - Did you apply anything you learned in prior simulations, clinical or the classroom?
  - Do you have any questions that were left unanswered?
- SP entering feedback, offers cue when ready (puts down pen or tablet)
- “Put it in the parking lot”

# CHOREOGRAPHING THE DEBRIEF

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## Phase 2: Discovery

- SP feedback provided
  - Squeezing the Juice
  - Opening the Floor
  - Planned Take Over
- Facilitator- Focuses on appropriate debrief questions for simulation
  - Directing the Feedback
  - Transporting Time



# CHOREOGRAPHING THE DEBRIEF

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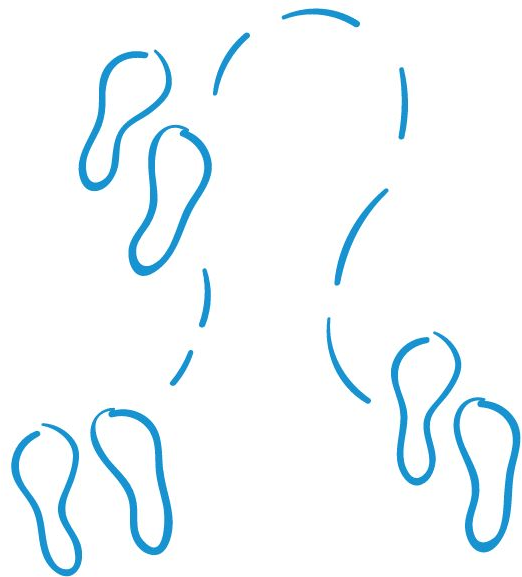
## Phase 3: Discovery

- Seeking significance from learners
- Seeking how learning will impact their professional practice
- Opening the floor



# GETTING BACK ON TRACK

- Remember it is a dance
- Parts can be forgotten
- The other partner is there to improvise and steer the dance back on track.
- Cues help to remind the SP



# RESOURCES

Kaplonyi, J., Bowles, K. A., Nestel, D., Kiegaldie, D., Maloney, S., Haines, T., & Williams, C. (2017). Understanding the impact of simulated patients on health care learners' communication skills: a systematic review. *Medical education*, 51(12), 1209-1219.

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