Smart Games for Smarter Learning

TEAM DEBRIEFING CARDS

Teaching Team Interactions

Using debriefing cards to reflect on team experiences

As a result of participating in this activity, learners will:

1. Describe team interactions when prompted to do so from a debriefing card.
2. Compare and contrast best team practices from recent, real-time experiences.
3. Assess and discuss the consequences and challenges for teams, particularly in relationship to using a shared mental model.



Image: Cartoon of a patient in a hospital bed with several healthcare providers surrounding the patient and simultaneously taking vitals and speaking

Particularly in healthcare simulation, team members may evaluate their work only in terms of medical diagnoses and treatment. Reflecting on team interactions helps optimize team function.

Materials:

Team Debriefing Cards deck, available through better.teams@rosalindfranklin.edu

Instructions

1. Assemble learners into teams of 5-6 using some method to ensure diversity/interprofessionalism on each team.
2. With prior information to team members that they will be asked to reflect on their role on the team, the team's organization and function, and specific examples of that, run a simulation. This will provide real-time, immediate and common experience on which the team can reflect.
3. Following the simulation experience, gather the team for a period of debriefing and reflection. Remind team members that in this situation, there are not specific right answers being sought by the questions asked. The questions asked are to prompt discussion and reflection.
4. Utilizing the Team Debriefing Cards deck, available through better.teams@rosalindfranklin.edu, utilize one of the following methods to inspire reflective conversations among team members.

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Lesson	Debrief Questions	Bloom's Taxonomy	TeamSTEPPS™ Domain	IPEC Competencies
Debriefing Using the Cards: Utilize the Team Debriefing Cards decks by giving one to everyone who participated in the simulation, and if you have adequate resources, to people who were observing, as well. Participants are asked to read aloud the prompt on the card they were given, and reflectively provide an answer based on their experience. Answers can be made stronger by providing examples directly from the simulation. Once the original answer has been given, others may wish to contribute their own insights (including observers who did not directly participate on the team or in the simulation.	1. Considering only the process of asking individuals to answer cards, and not the questions indicated on the cards themselves, reflect on the impact of asking everyone on the team to contribute to the debrief. 2. Why is this important, or not? 3. Discuss your thoughts about the importance of post-event debriefing for a team	Analyze/Apply Evaluate/Create	Situation Monitoring Communication Leadership Mutual support	Values & Ethics Roles & Responsibilities Communication Teams & Teamwork
Learning to Debrief: Teams with experience in both simulation and debriefing may wish to reflect as a team on the topics presented on the cards. This may take some of the individual pressure off from participants and may redirect concerns about individuals being spotlighted for their performance or lack of it. The team can either draw out a fixed number of cards which they, as a team, must answer, or may simply use the prompts as conversation starters, following the team reflection in its natural course, and returning to the deck only if participation or reflection on the topic dwindles.	1. Who will serve as facilitator for this debriefing? Why is this person a good choice? 2. What qualities must the facilitator possess to make debriefing successful? 3. How do you think doing a debrief with the team responsible as a whole for answering prompts is different from asking individuals to reflect?	Analyze/Apply Evaluate/Create	Mutual Support Teamwork	Values & Ethics Roles & Responsibilities Communication Teams & Teamwork
Team-Led Debriefing for Accountability: Focusing specifically on behaviors that aid the team in reaching their common and valued goal, debriefing for accountability allows the team to reflect upon and reinforce effective behaviors that help optimize team function. Spreading the debriefing cards on a table wit the questions showing, have the team use the prompts to recall and celebrate behaviors that were successful. This is not a time to criticize shortfalls or failures, but rather reinforces team members positive contributions.	1. What behaviors do you think helped your team achieve its goal? 2. Explain how you think those behaviors were appropriate and positive, and how that integrated into the team's success. 3. What additional behaviors could your team reinforce to optimize performance in their next encounter?	Analyze/Apply Evaluate/Create	Mutual Support Teamwork Communication	Values & Ethics Roles & Responsibilities Communication Teams & Teamwork

For additional information about Debriefing, please refer to the ***Rosalind Franklin University of Medicine and Science Smart Games for Smarter Learning Debriefing Guide Supplement.***

References:

Department of Health and Human Services, Agency for Healthcare Research and Quality, & Department of Defense. (Year of publication/last update). *TeamSTEPPS: Team Strategies and Tools to Enhance Performance and Patient Safety.* [Description of material, e.g., Curriculum, Toolkit, Webpage]. Retrieved from https://www.ahrq.gov/teamstepps-program/index.html

Interprofessional Education Collaborative. (2023). *IPEC Core Competencies for Interprofessional Collaborative Practice: Version 3*. Interprofessional Education Collaborative. https://www.ipecollaborative.org/assets/core-competencies/IPEC_Core_Competencies_Version_3_2023.pdf

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