

The Role of Debriefing in Reflective Practice Using Simulation Based Learning

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Background

- Doctor of Physical Therapy Program
- Self-reflection and self-assessment skills have been shown to help develop excellent clinical reasoning skills^{1,2}
- Feedback is crucial for students to improve self-reflection and to advance learning and skill³
- Critical self-reflection helps the learner to separate facts from opinions and to develop self-awareness⁴
- Inexperienced learners do not identify their own strengths and weaknesses^{5,6}
- We are working to provide more structured feedback in this course (and the curriculum) in a manner that is supported by the evidence

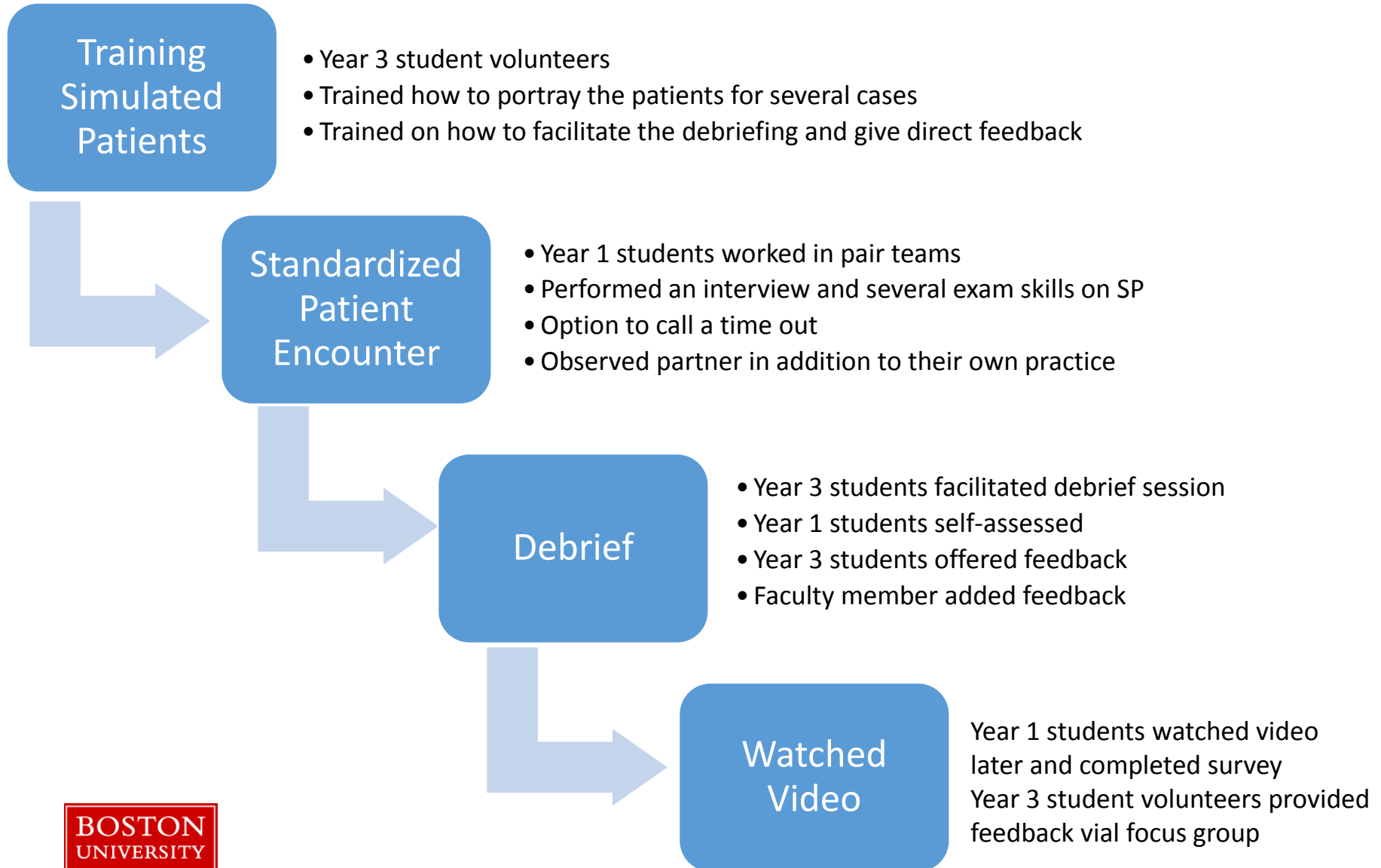
Purpose

- To add more practice opportunities regarding self-reflection and assessment into the curriculum
- To provide intentional feedback on these skills to facilitate growth and development
- To provide training to our instructors on how to give the best feedback
- To give our students an opportunity to practice teaching
- To assess the value of incorporating a simulated patient experience into curriculum



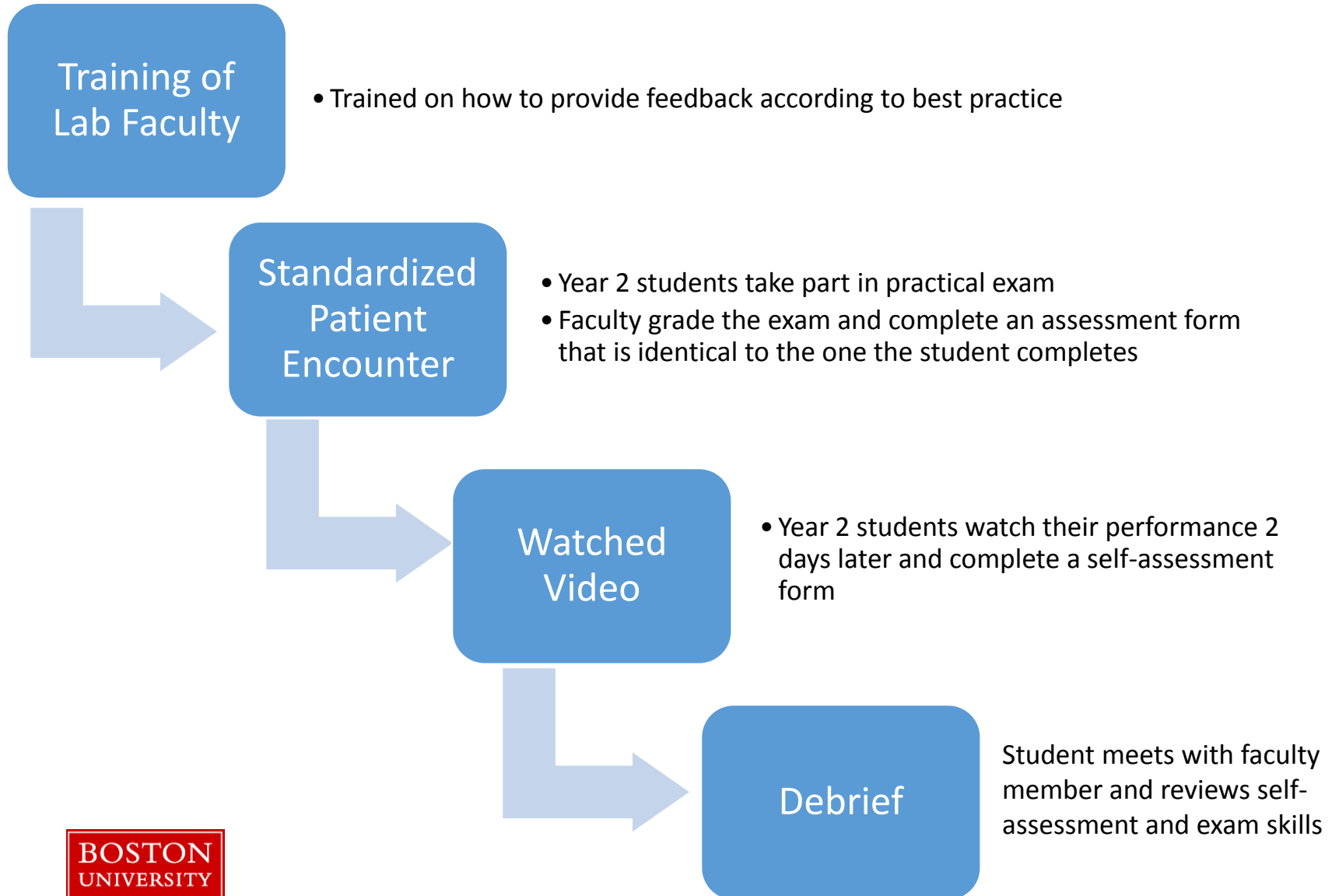
Simulated Patient Encounter Year One

- For year 1 DPT students who have no clinical experiences
- Year 3 DPT students who have 20 hours of clinical experience served as simulated patients (SPs)
- Encounter was video recorded and focused on patient interview skills and some basic tests and measures
- Debriefing after encounter: students self-assessed and then were given direct feedback by the student SP; the faculty member who observed added feedback as needed
- Students watched their taped performance later and completed a written self-reflection



Simulated Patient Encounter: Year Two

- For year 2 DPT students completing orthopaedic course (midterm practical exam)
- Non physical therapy students serve as SPs
- Lab faculty trained on best practice for providing feedback prior to start of the semester ^{8,9,10,11}
- Encounter was video recorded and focused on evaluating the student's clinical reasoning and motor skills related to exam & treatment of patients with spinal disorders
- 2 days after the encounter students watched the video recording, performed self-assessment and received direct feedback from the faculty member who tested them

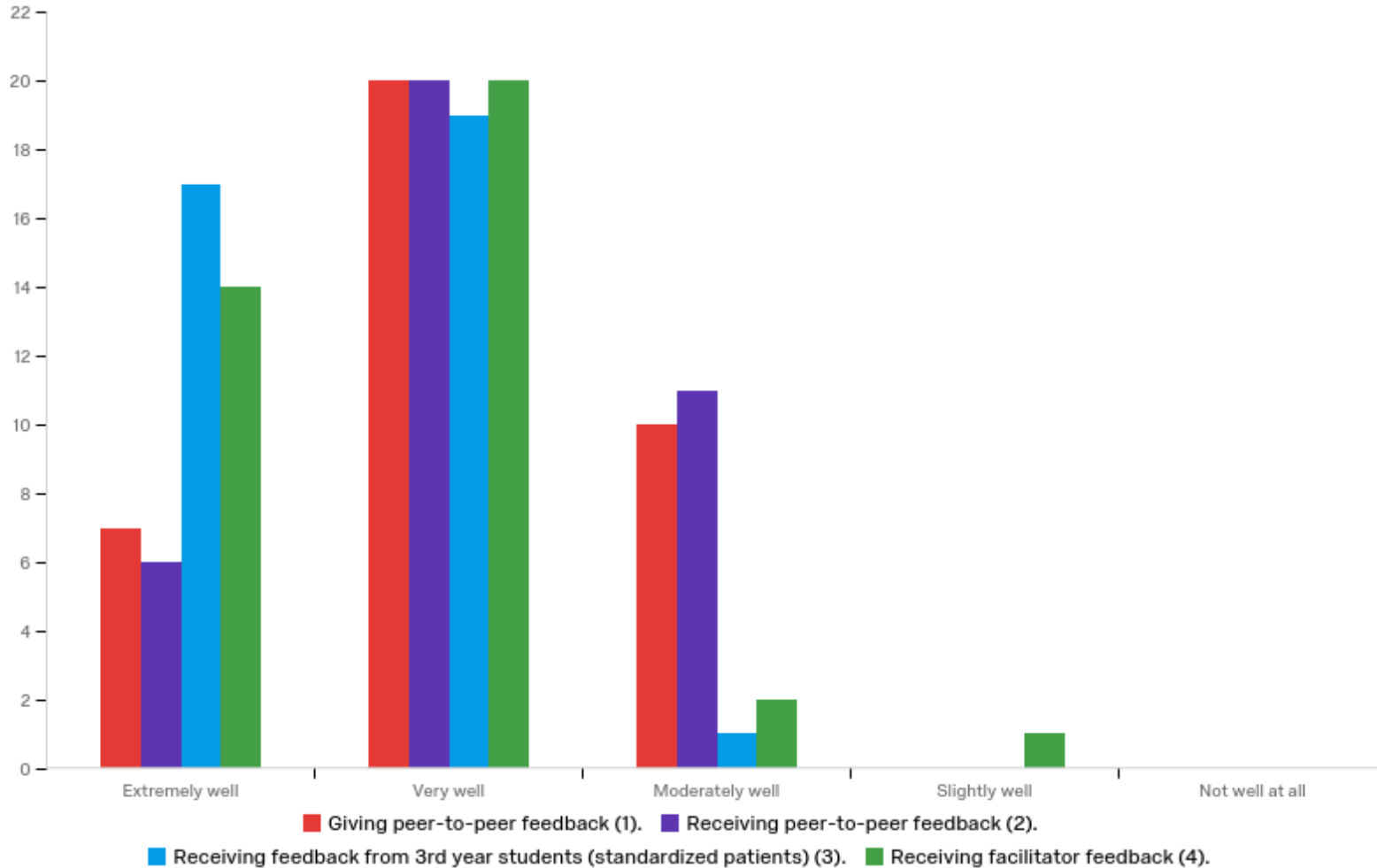


Outcomes Year One Students

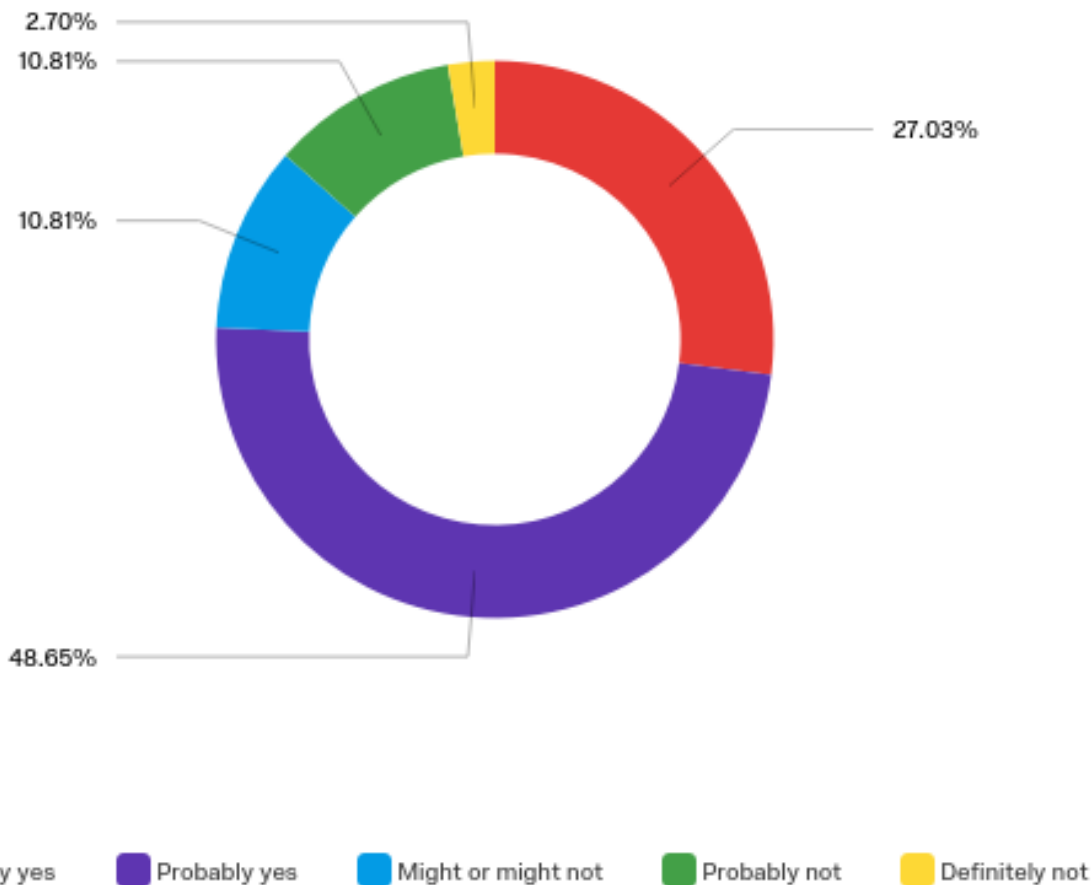
“I think I loved this experience so much because the feedback was so useful and thoughtful. We covered everything from technical skills to how to best communicate with a patient. Both the third year student and our proctor had really valuable experiences to draw advice from, and I was very happy to receive the constructive criticism! ”

“It was also really helpful to get both a professional PT’s feedback as well as an older PT student because their perspectives were different but they noticed similar areas where I could improve. Another thing I took from the experience was seeing how my classmate performed her exam. I saw things that she did that I want to keep in mind for the future, as well as saw things that she did that maybe weren’t the best, but it’s also something I would have done too.”

How well did the feedback portion supplement your SP learning experience?



Do you think the use of video feedback improved your ability to critically self-reflect?



Experience as the SP

- The year 3 students reported benefits of participation
- Increased empathy seeing the physical therapist through the eyes of the patient
- Highlighted the impact of verbal and nonverbal communication on the patient experience
- Provided valuable practice on giving feedback
- Gave insight into how far they had come in their own professional development in only a year

Outcomes Year Two Students

“I was able to rethink everything I did wrong so the next day I could write it all down and have an accurate self reflection. It truly allowed me to reflect on my own and then write my thoughts down. I really loved it!”

“I feel like debriefing with my grader really cleared up misunderstandings. There were definitely areas that I was confident in where there were disparities between what I thought was correct and what was expected.”

“The debriefing process was definantly useful given that my self assessment skills tend to be way different than what my instructor thought.”

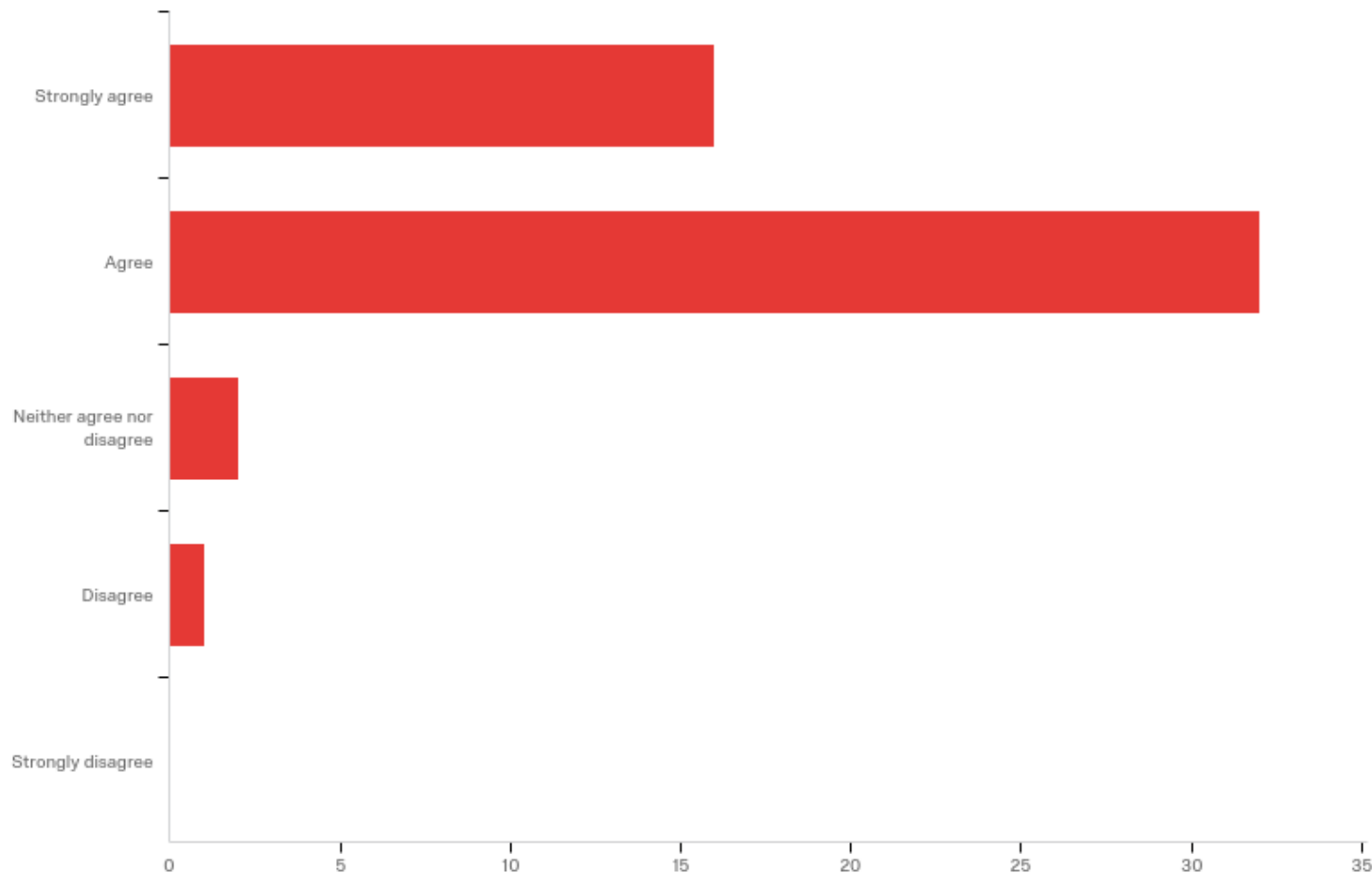
Outcomes Year Two Students

“Meeting with my instructor was very helpful in identifying areas I could improve upon. This gives me something to work on for the next practical and in the clinic.”

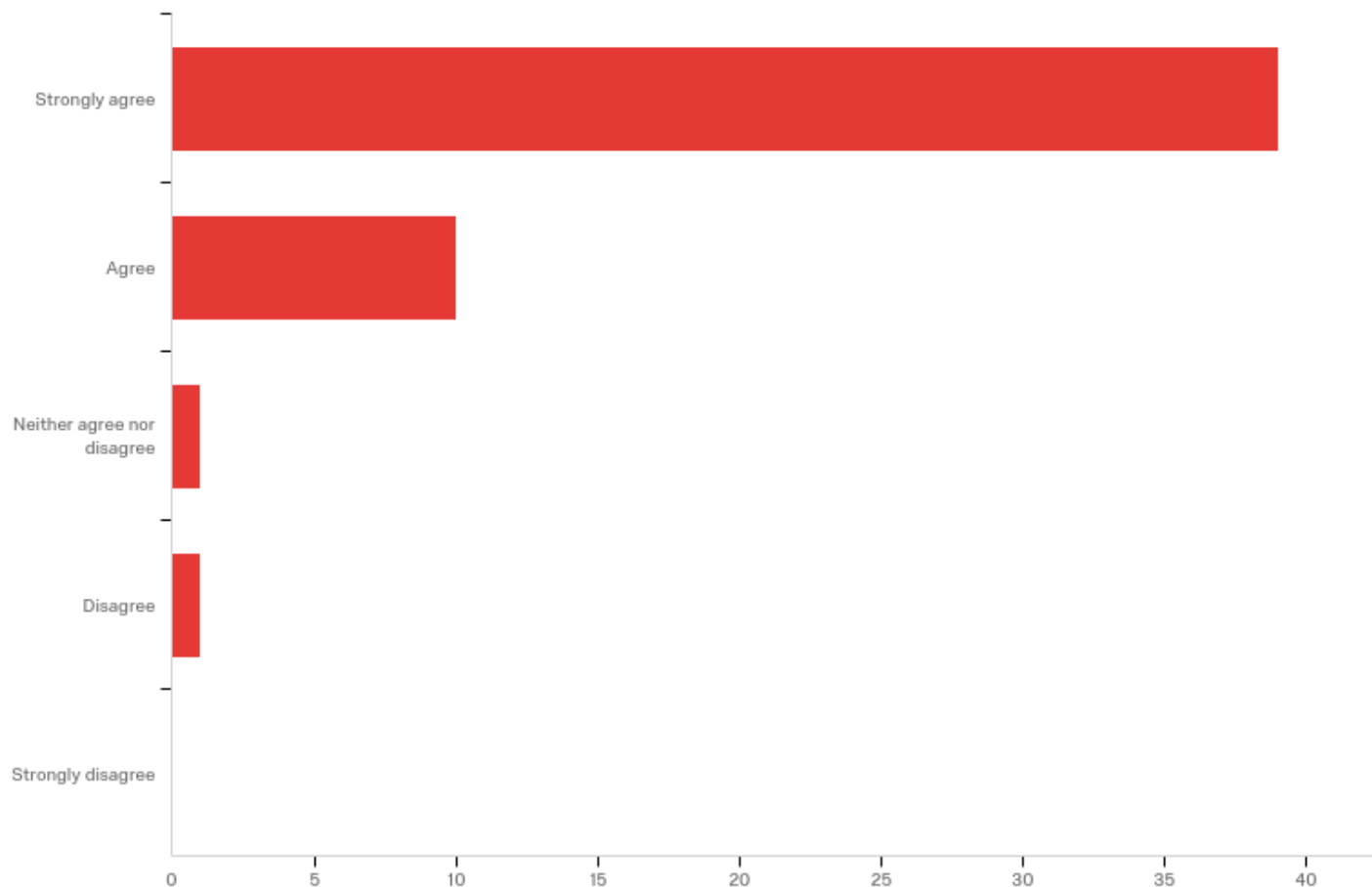
“I found it really helpful to compare my notes with the instructors notes on my performance privately. Getting that one on one time was beneficial for my learning.”

“I think this process was good for me. It helped me reflect more than I did in the past and helped me find areas I need to work to improve. I like that the video was watched on a separate day from the practical exam. I think I got a lot more out of it this way.”

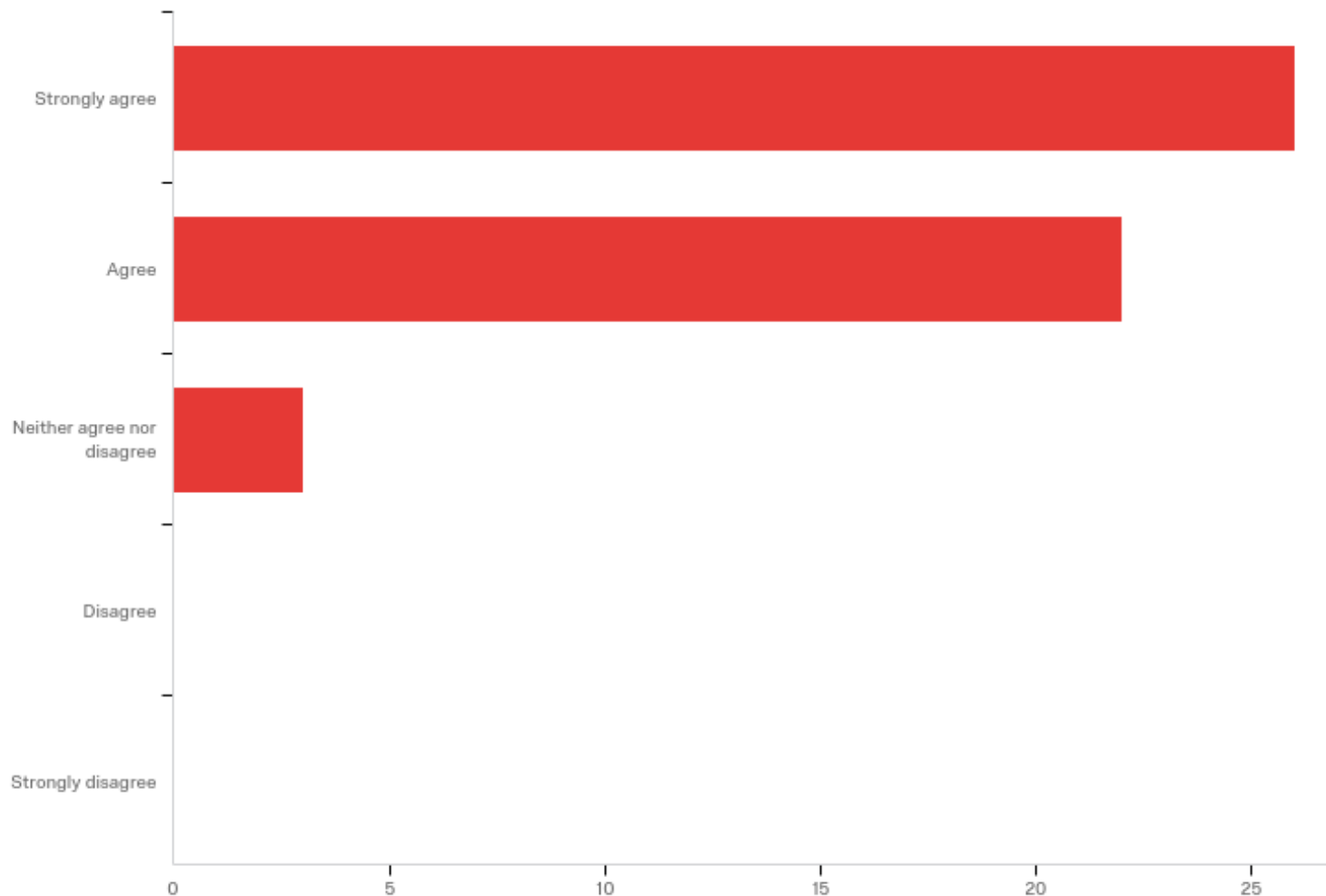
The process improved my ability to critically appraise my performance



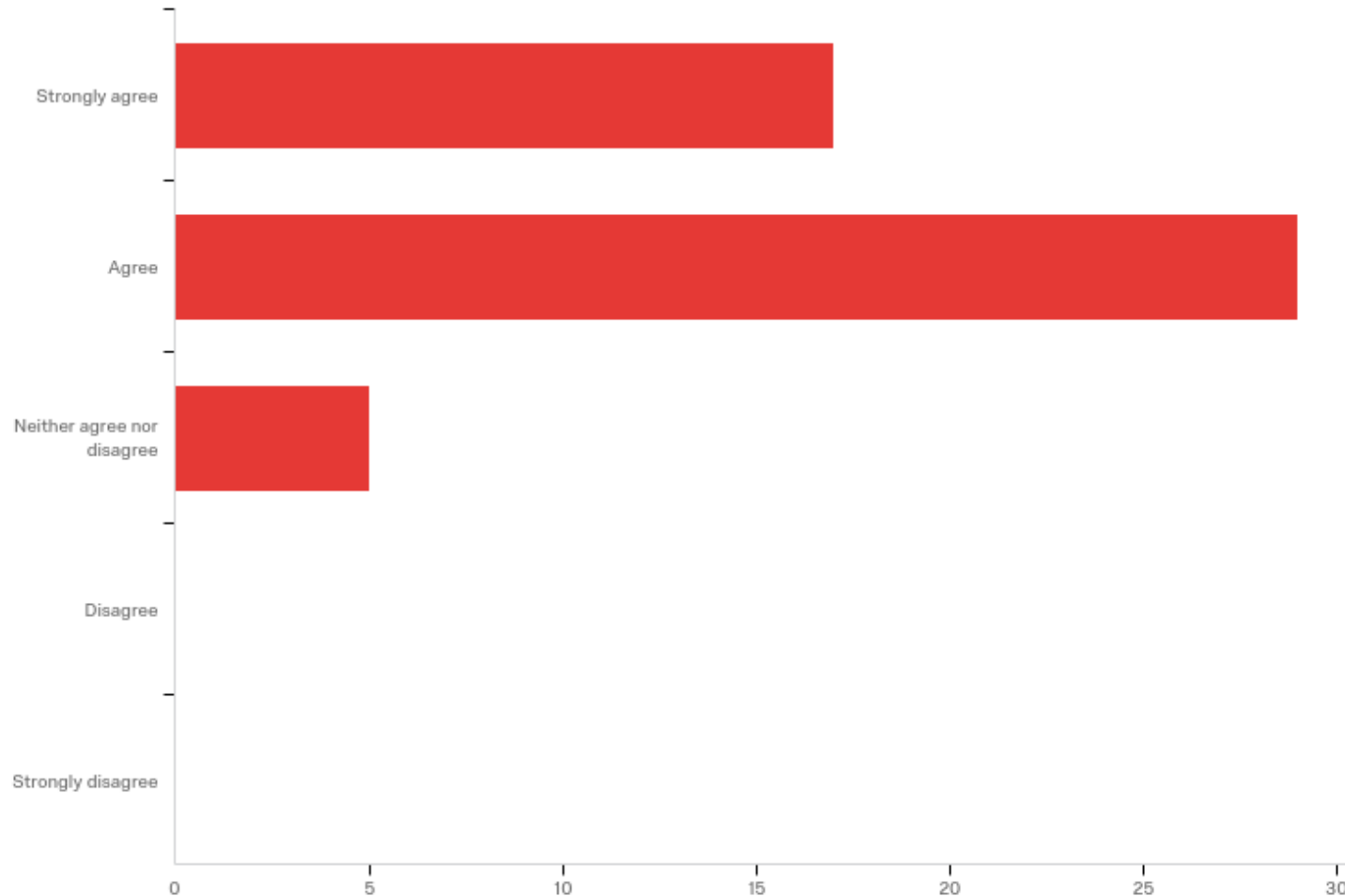
Debriefing with the instructor improved my understanding of the material



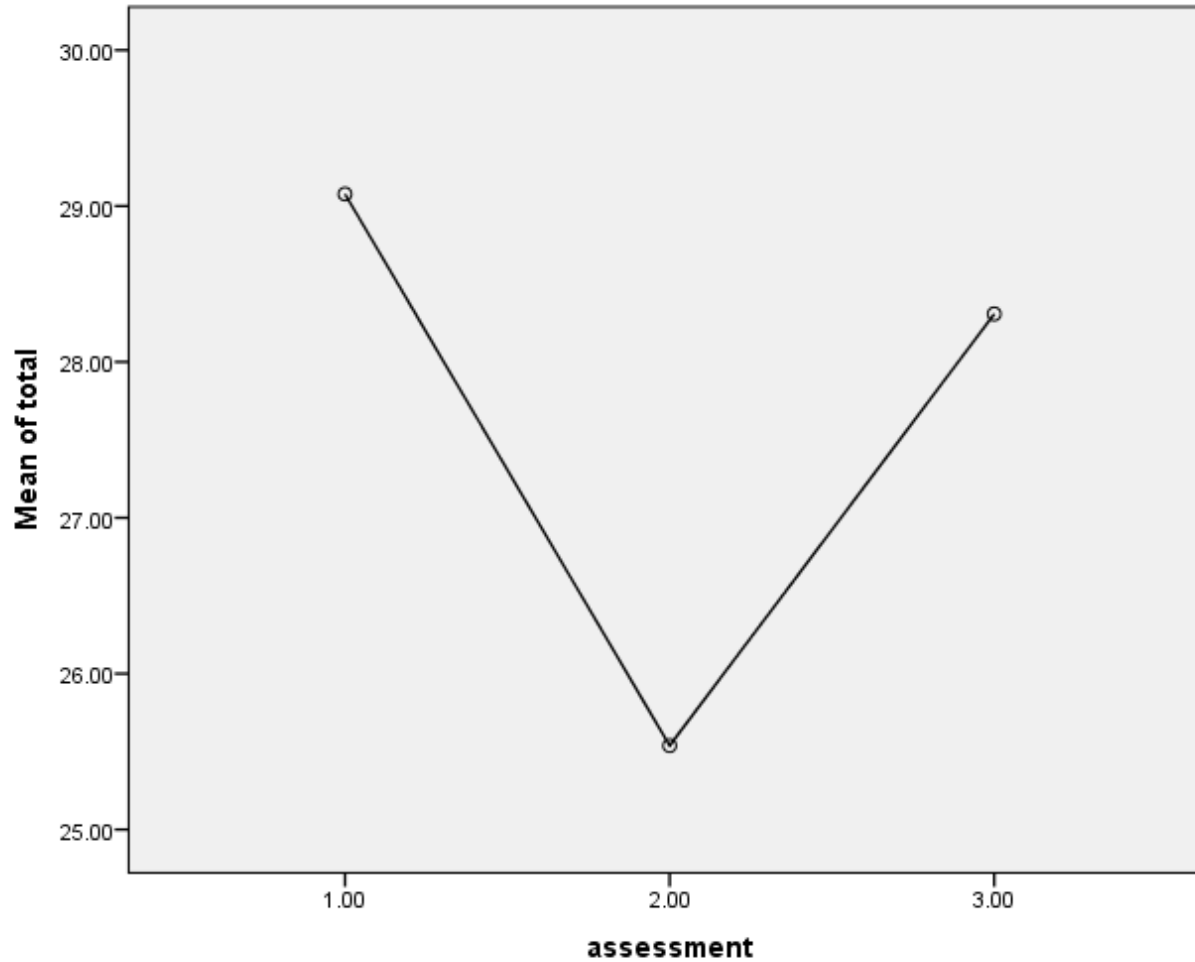
This process was a positive experience for my learning



This process helped me identify discrepancies between my current performance level and my desired performance level

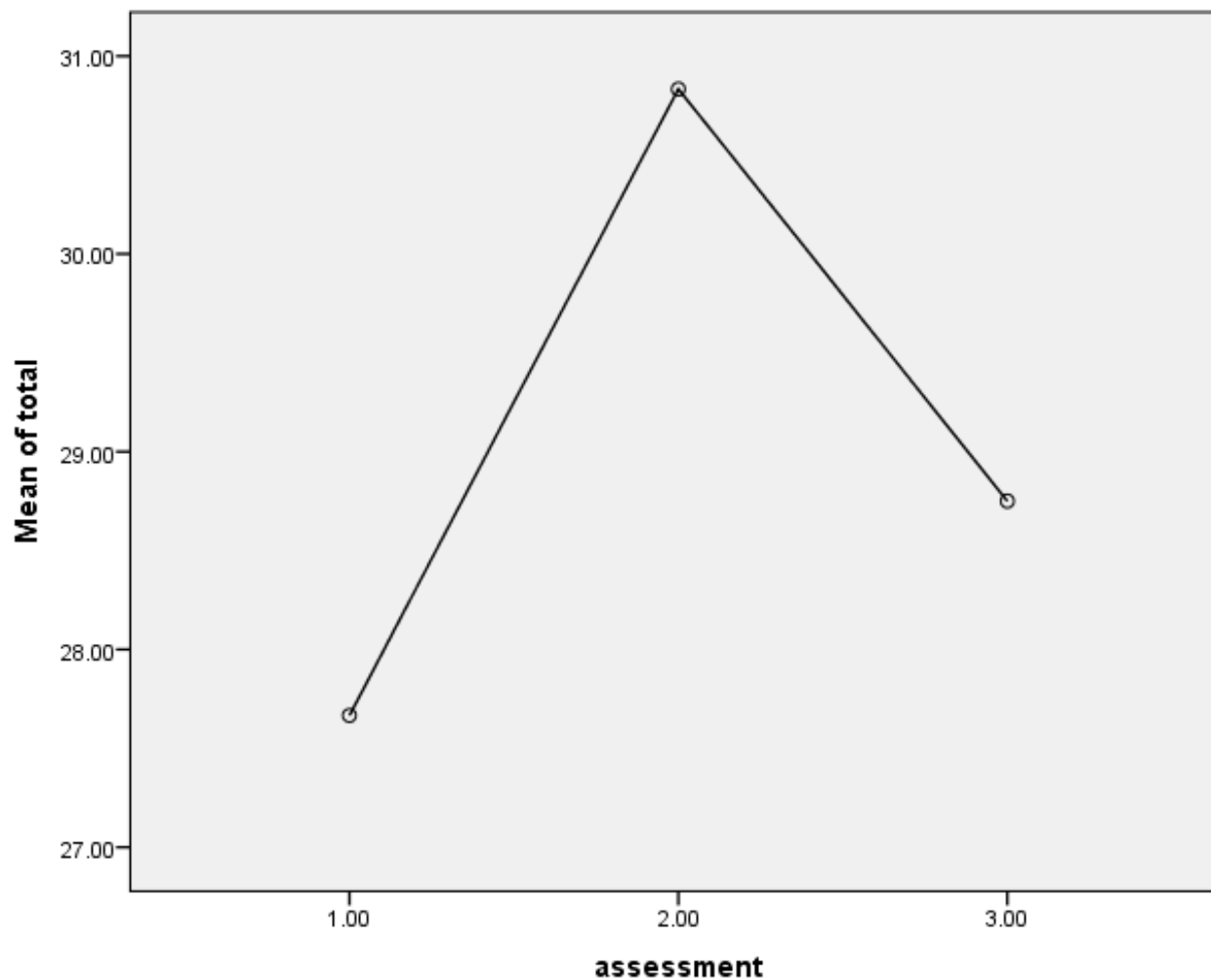


Students who failed or nearly failed the midterm exam



Mean assessment score, 1= pre-video, 2=grader, 3=post-video

Students who did well on the midterm exam



Greatest discrepancy between student and grader

- What I *said* I was doing aligned well with what I *did* do
- The discrepancy did decrease some after the student watched his/her performance on video

Year 2 Self Assessment Form

Please evaluate your performance on the following items using this Likert scale where 1 is strongly disagree and 5 is strongly agree. Provide any specific comments under each item.

I gave clear instructions to the patient and used lay language

The words I used supported self-efficacy and was not likely to induce fear

I maintained good body mechanics throughout

I exposed the area so I could see what was happening

I was able to achieve good stabilization when necessary

I was successful aligning my body with the direction of force needed

What I *said* I was doing aligned well with what I *did* do

I kept my explanations to the grader in context of the case provided

During exercise +/- or functional training I followed principles of motor learning

Year 2 Self Assessment Form (continued)

Overall, I did the following things well:

If I were to repeat the exam today, one thing I would do differently is:

Consider your answers above and think about strategies that will help you to fully develop your skills in the remaining labs this semester and answer the statement below. It may include things you will continue to do and/or things you will do differently.

During labs for the remainder of the semester, I will:

Future Plans

- Continue with both projects
- Train all lab faculty in best practice for providing direct feedback to students
- Report results to DPT faculty
- Increase early curricular opportunities for students to develop their self-assessment skills to allow for more improvement over time
- Try to measure the performance over time

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