

# Learning through Simulation - A Debriefing Faculty Development Course

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**Categories:** Medical Simulation

**Keywords:** debriefing, faculty

**How to cite this abstract**

Woolfrey K (October 06, 2016) Learning through Simulation - A Debriefing Faculty Development Course . Cureus 8(10): a141

## Abstract

Poster Topic: Debriefing

**Background:**

Introduction of a new simulation program including structured debriefing represents a substantial challenge, as many faculty members are unfamiliar with the process. This education-focused research project evaluated the introduction of a new faculty-debriefing curriculum using a flipped classroom model, and deliberate practice in a focus group setting. Research question/hypothesis: Do professional development efforts in simulation debriefing teaching result in improved engagement in simulation teaching by faculty, increased comfort with simulation teaching, and an acceptance of a critical thinking framework for simulation teaching.

**Methods:**

26 faculty (42% of Emergency Medicine faculty) in total participated in the course. 21 completed both the pre and post course surveys (80.7% response rate). Participants were pre-circulated course materials (PowerPoint presentation on debriefing and relevant published literature) in a flipped classroom model. Participants then attended a course that incorporated introduction to the simulation equipment and simulation setting and a two practice simulation scenarios. Each scenario was followed by a group debrief in a focus group setting.

**Results:**

Descriptive findings from a pre-course and post-course survey were conducted. Results of the pre-course survey revealed that although 65% of participants had no formal simulation training and 95% had no training in debriefing, 75% had participated in simulation teaching with only 30% of these faculty being comfortable with this teaching format. Results of the post-course survey revealed 100% satisfaction with the flipped classroom model; and 48% and 52% were extremely likely and very likely to attend future faculty development courses respectively. 100% of participants felt comfortable in participating in debriefing post simulation teaching with 50% feeling comfortable to do this independently without a co-debriefer. 100% of participants felt that the critical thinking framework that was presented in the course for a debriefing model would translate into their clinical teaching in the future.

**Conclusion:**

Faculty development has a critical role to play in promoting academic excellence and

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**Published 10/06/2016**

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innovation. Faculty development programs must respond to the changes in medical education. This education project integrated a unique model of learning for faculty, engaged faculty, and increased their comfort level for teaching in a simulated setting and utilizing structured debriefing.