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A young girl with brown hair in two braids, wearing black-rimmed glasses and a white collared shirt, is looking intently at a chalkboard. The chalkboard is filled with faint, hand-drawn mathematical problems. The most prominent one is a long division problem: $11 \frac{2}{3} : 2 \frac{4}{7}$. Other numbers and symbols are scattered across the board, including '1', '2', '3', '4', '7', and a question mark.

Vejledning i klinisk praksis
- hvad skal en klinisk vejleder kunne og
hvordan gives feedback til de kliniske
vejledere?

Hvad forventer vi som uddannelses-team at en klinisk vejleder skal kunne?

- Hvad er god praksis for den kliniske vejleder?
- Hvad er den ønskede adfærd?

Individuelle post-its - one-liners!

Hvad ser du
efter hos den
kliniske
vejleder?





The London Handbook for Debriefing

ENHANCING PERFORMANCE DEBRIEFING
IN CLINICAL AND SIMULATED SETTINGS

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Kategori	Definition
1. Tilgang/Approach	Måden hvorpå kliniske vejleder gennemfører samtalen. Deres niveau af entusiasme og positivitet, når relevant, at han/hun viser interesse for uddannelseslægen ved at etablere og vedligeholde psykologisk sikkerhed/balance og afslutte samtalen konstruktivt.
2. Etablering af læringsrum	Introducerer samtalen ved at tydeliggøre, hvad der forventes af uddannelseslægen, understrege grundlæggende regler om fortrolighed og gensidig respekt. Tilskynder til identifikation af egne læringsmål.
3. Deltager involvering	Aktiv inddragelse af alle uddannelseslægen i samtale ved at stille åbne spørgsmål, udforske deres tankegang, bruge pauser/stilhed for at opmuntre input. Sikre at facilitator ikke taler for meget (mest). Sigte mod dybere læring (hvorfor) fremfor overfladisk læring (hvordan).
4. Refleksion	Selvrefleksion over begivenheden/læringssituationen; Faktuelt, trin for trin, afklare eventuelle tekniske/kliniske problemstillinger i starten af samtalen mhp at fremme refleksion igennem analyse- og applikationsfaserne; Inddrager uddannelseslægen tidligere erfaringer.
5. Reaktion	Afdække hvordan begivenheden/læringssituationen påvirkede uddannelseslægen følelsesmæssigt.
6. Analyse	Fremkalde de tanker/tankeprocesser, der drev en uddannelseslægens handlinger, ved hjælp af specifikke eksempler på observerbar adfærd, for at give uddannelseslægen mulighed for at forstå og reflektere over begivenheden/læringssituationen.
7. Identifikation	Motiverer til, at uddannelseslægen identificerer handling/adfærd der kan optimeres og strategi herfor (kun rettet mod adfærd, der kan ændres). På baggrund af dette give struktureret og objektiv feedback på begivenheden/læringssituationen.
8. Anvendelse	Resume af læringspunkter og forbedringsstrategi (som uddannelseslægen har identificeret), og hvordan disse kan anvendes til at ændre fremtidige klinisk praksis.

	1 (done very poorly)	2	3	4	5 (done very well)
1. Approach	Confrontational, judgmental approach		Attempts to establish rapport with the learner(s) but is either over- critical or too informal in their approach		Establishes and maintains rapport throughout; uses a non- threatening but honest approach, creating a psychologically safe environment
2. Establishes learning environment	Unclear expectations of the learner(s); no rules for learner(s) engagement		Explains purpose of the debriefing or learning session but does not clarify learner(s) expectations		Explains purpose of debrief and clarifies expectations and objectives from the learner(s) at the start
3. Engagement of learners	Purely didactic; facilitator doing all of the talking and not involving passive learner(s)		Learner(s) participates in the discussion but mostly through closed questions; facilitator not actively inviting contributions from more passive learner(s)		Encourages participation of learner(s) through use of open-ended questions; invites learner(s) to actively contribute to discussion
4. Reflection	No opportunity for self- reflection; learner(s) not asked to describe what actually happened in the scenario		Some description of events by facilitator, but with little self-reflection by learner(s)		Encourages learner(s) to self-reflect upon what happened using a step by step approach
5. Reaction	No acknowledgment of learner(s) reactions, or emotional impact of the experience		Asks the learner(s) about their feelings but does not fully explore their reaction to the event		Fully explores learner(s) reaction to the event, dealing appropriately with learner(s) who are unhappy
6. Analysis	Reasons and consequences of actions are not explored with the learner(s)		Some exploration of reasons and consequences of actions by facilitator (but not learner(s)), but no opportunity to relate to previous experience		Helps learner(s) to explore reasons and consequences of actions, identifying specific examples and relating to previous experience
7. Diagnosis	No feedback on clinical or teamwork skills; does not identify performance gaps or provide positive reinforcement		Feedback provided only on clinical (technical) skills; focuses on errors and not purely on behaviours that can be changed		Provides objective feedback on clinical (technical) and teamwork skills; identifies positive behaviours in addition to performance gaps, specifically targeting behaviours that can be changed
8. Application	No opportunity for learner(s) to identify strategies for future improvement or to consolidate key learning points		Some discussion of learning points and strategies for improvement but lack of application of this knowledge to future clinical practice		Reinforces key learning points identified by learner(s) and highlights how strategies for improvement could be applied to future clinical practice



Hvordan og hvad kan værktøjet bruges til at gøre den kliniske vejleder til den bedste udgave af sig selv?

forbered
modtager

konkret
observation/
situation

specifik
feedback

nysgerrige
spørgsmål

1 The Micro-Yes



I have some ideas for how we can improve things - Can I share them with you?

- Ask a Question that signals intent and allows receiver autonomy - to give permission Y or N?

2 The Data Point

Situation specifically what was seen or heard

Observation Help know what to ↑, ↓, Δ or repeat

objective NOT BLUR

3 Show IMPACT

on you

Because I didn't get message! I couldn't do X

I really liked... because it helped me...

The WHY Gives purpose meaning + logic btw points

4 END on a QUESTION

How do you see it?

This is what I'm thinking... what are your thoughts?

Commitment not Compliance ⇒ Problem solving



**NYSGERRIGHED
OPRIGTIGHED
RESPEKT**