

# When the Debrief Runs Out: Dealing with Psychological Harm in Simulation

**KATHERINE JANZEN RN MN**  
**HEATHER MACLEAN RN MN**  
**SHELLEY JESKE RN MN, CHSE**



# Objectives

- ▶ Understanding what constitutes Psychological harm
- ▶ Outline strategies to recognize and mitigate psychological harm
- ▶ Discuss outcomes of Educator “think tank”
- ▶ Highlight policy and changes in practice
- ▶ Identify next steps

# Simulation in Nursing

- ▶ INACSL Standards used at MRU
- ▶ Mimic real life situations
- ▶ Fiction contracts with “real” patients
- ▶ Debrief session for “sense making”



**“creating a setting where learners feel safe enough to embrace feeling uncomfortable”**

**(Rudolph, Raemer, & Simon, 2014)**

# Psychological Harm

- ▶ Definition
- ▶ Causes/circumstances
- ▶ Lived experience at MRU
- ▶ Recognizing student vulnerability



**The foundation of psychological safety are trust and safety (Gaba,2013)**

# Getting to the Heart of the Matter

- ▶ Simulation team “Think Tank”
- ▶ All facilitators RN’s with 1-5 years experience; one CHSE
- ▶ Represented BN, ACCN and Midwifery members



# Outcomes

- Being aware of cues
- Caring for self after SCE
- Include clinical instructors
- SCE debrief with co-facilitator
- Risk management consult
- Normalize stress
- Alternate facilitator on call
- Student Resources available
- Comfort-Stretch-Panic Model
- Emergency contact number for facilitators



[www.topnotchlearning.com.au](http://www.topnotchlearning.com.au)

# Policy and Practice Changes

## Purpose

- ▶ To ensure participants with uncontrolled physical and/or psychological stress responses are recognized, managed and addressed prior to, during and following a Simulated Clinical Experience (SCE).

## Uncontrolled Stress and Response Plan

<b>Policy Name:</b> <b>Uncontrolled Stress Response Plan</b>	<b>Date of Development:</b> July 2015
<b>Approved by:</b>	<b>Date of Last Revision:</b>
<b>Date of Next Review:</b>	



# Supporting Students and Facilitators

- ▶ Begins with Pre-brief
- ▶ Adequate Debriefing
- ▶ Self Care after SCE





# Going Forward

- ▶ Policy in progress
- ▶ Published Article
- ▶ Further research



# References

- ▶ Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass
- ▶ Gaba, D.M. (2013). Simulations that are challenging to the psyche of participants: How much should we worry about what? *Simulation in Healthcare*, 8(1), 4-7
- ▶ Janzen, K., Jeske, S., MacLean, H., Harvey, G., Nickle, P., Norrena, L., Holtby, M., & McLellan, H. (2016). Handling strong emotions before, during and after simulated clinical experiences. *Clinical Simulation in Nursing* 12, 37-43
- ▶ Rudolph, J.W., Raemer, D.B., & Simon, R. (2014). Establishing a safe container for learning in simulation. *Simulation in Healthcare*, 9(6), 339-349.
- ▶ University of Virginia. (2010). *Types of harm*. Retrieved from [http://www.Virginia.edu/vpr/irb/sbs/resources\\_guide\\_risk\\_define\\_types.html](http://www.Virginia.edu/vpr/irb/sbs/resources_guide_risk_define_types.html).