

Briefing

as a tool

of culture



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The background of the entire image is a reproduction of the painting 'The Starry Night' by the Dutch painter J.M.W. Turner. The painting depicts a night sky filled with swirling, luminous clouds and stars, with a prominent crescent moon in the upper right. Below the sky, a dark, turbulent sea is visible, and in the foreground, a small town with a church spire is nestled on a hillside. The overall style is characterized by visible, expressive brushstrokes and a rich, vibrant color palette dominated by blues, yellows, and greens.

Brief

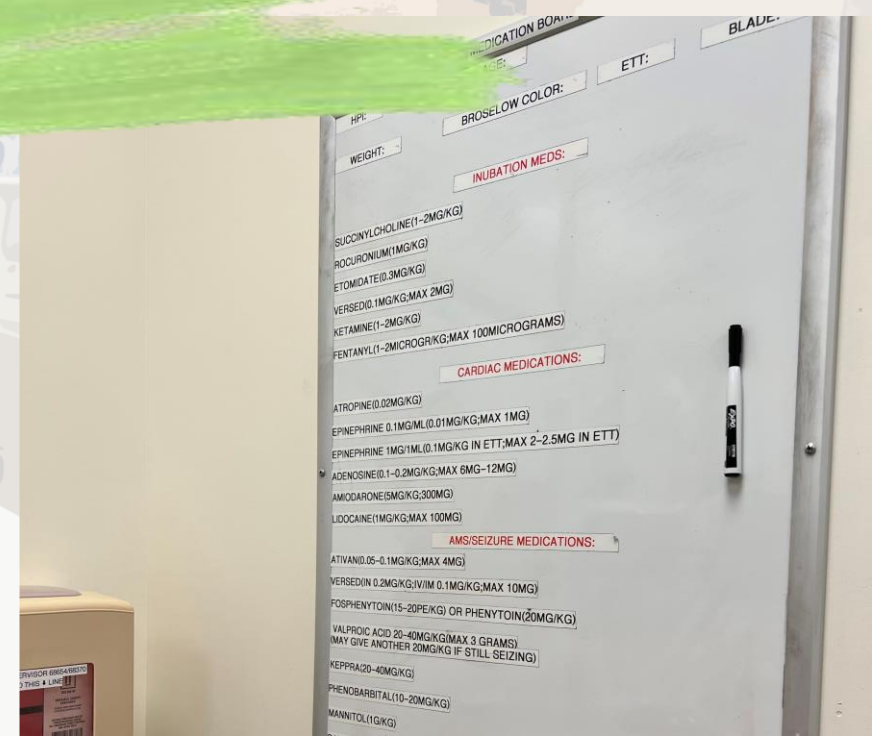
Huddle

Debrief



A horizontal brushstroke in a vibrant pink color, with a textured, watercolor-like appearance. The stroke is centered on the page and serves as a background for the text.

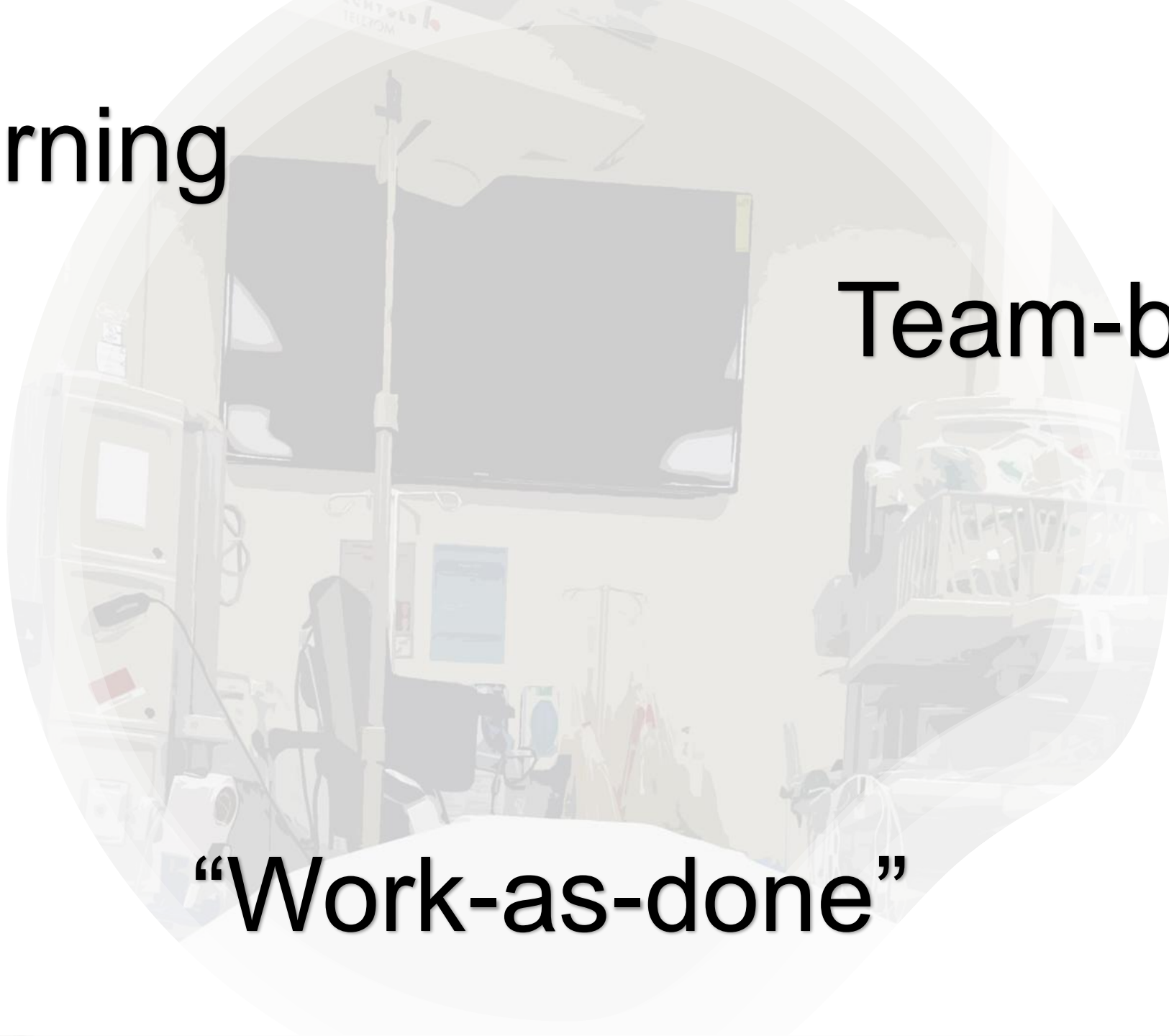
Shared Mental Model



Learning

Team-building

“Work-as-done”



Pro

Desire for critical events (Twigg, 2020)

Safe (Rose, 2018)

Led effectively by senior **nurses** with script (Rose, 2018)

Con

Infrequent (Arriaga, 2020)

Time out and “**production pressure**” (Arriaga, 2020)

Improved team, individual **performance** 20-25%
(Tannenbaum, 2013)

Improved **knowledge, skills** in the ICU
(Couper, 2013)

Improved knowledge, skills, behavior; **effects on patients**
(Cheng, 2014)

Improved surgical **safety**, resuscitation, intubation
(Twigg, 2020)

The background of the image is a reproduction of the painting 'The Starry Night' by Vincent van Gogh. It features a dark, swirling blue sky with bright yellow stars and a crescent moon, set against a dark, turbulent sea and a dark, silhouetted landscape with a prominent cypress tree on the left. Three white, brushstroke-like shapes are overlaid on the painting, each containing text.

Brief

Huddle

Debrief



RADIO CALL

6-month-old

Not breathing

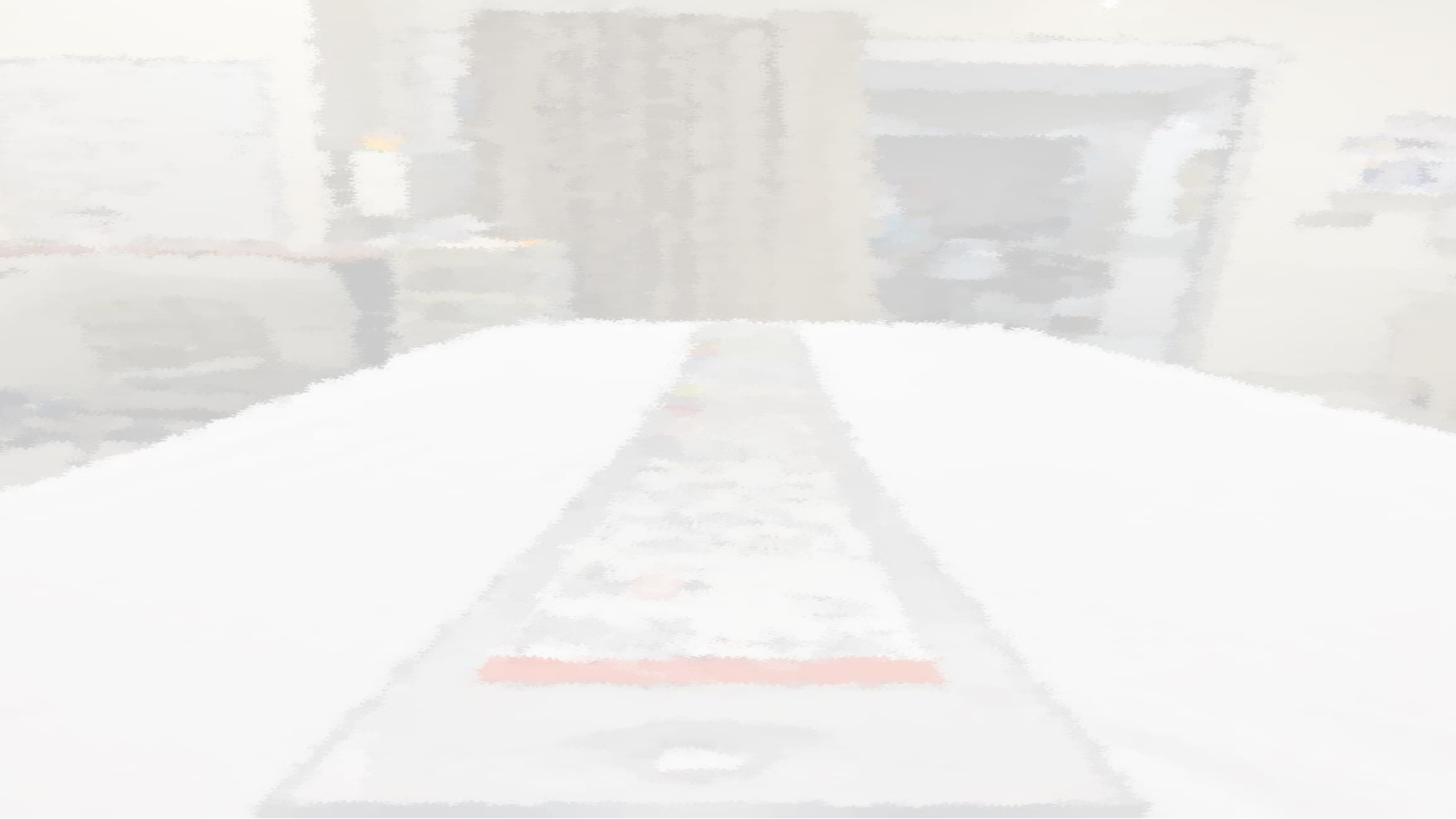
CPR in progress

OBJECTIVES

Assemble Team

Introductions

Assign Tasks



ON ARRIVAL

2-month-old

Oxygen Mask

CPR in progress



The background of the image is a reproduction of the painting 'The Starry Night' by Vincent van Gogh. It features a turbulent, swirling blue sky with bright yellow stars and a crescent moon, reflected in a dark, choppy sea. A dark, silhouetted cypress tree stands on the left side of the foreground.

Brief

Huddle

Debrief

MEDICATION BOARD

HPI:

AGE:

WEIGHT:

BROSELOW COLOR:

ETT:

BLADE:

INUBATION MEDS:

- SUCCINYLCHOLINE(1-2MG/KG)
- ROCURONIUM(1MG/KG)
- ETOMIDATE(0.3MG/KG)
- VERSED(0.1MG/KG;MAX 2MG)
- KETAMINE(1-2MG/KG)
- FENTANYL(1-2MICROGR/KG;MAX 100MICROGRAMS)

CARDIAC MEDICATIONS:

- ATROPINE(0.02MG/KG)
- EPINEPHRINE 0.1MG/ML(0.01MG/KG;MAX 1MG)
- EPINEPHRINE 1MG/1ML(0.1MG/KG IN ETT;MAX 2-2.5MG IN ETT)
- ADENOSINE(0.1-0.2MG/KG;MAX 6MG-12MG)
- AMIODARONE(5MG/KG;300MG)
- LIDOCAINE(1MG/KG;MAX 100MG)

AMS/SEIZURE MEDICATIONS:

- ATIVAN(0.05-0.1MG/KG;MAX 4MG)
- VERSED(IN 0.2MG/KG;IV/IM 0.1MG/KG;MAX 10MG)
- FOSPHENYTOIN(15-20PE/KG) OR PHENYTOIN(20MG/KG)
- VALPROIC ACID 20-40MG/KG(MAX 3 GRAMS)
(MAY GIVE ANOTHER 20MG/KG IF STILL SEIZING)
- KEPPRA(20-40MG/KG)
- PHENOBARBITAL(10-20MG/KG)
- MANNITOL(1G/KG)
- D10(5CC/KG)
- D25(2CC/KG)
- 3%NS(2-3CC/KG)



BLADE

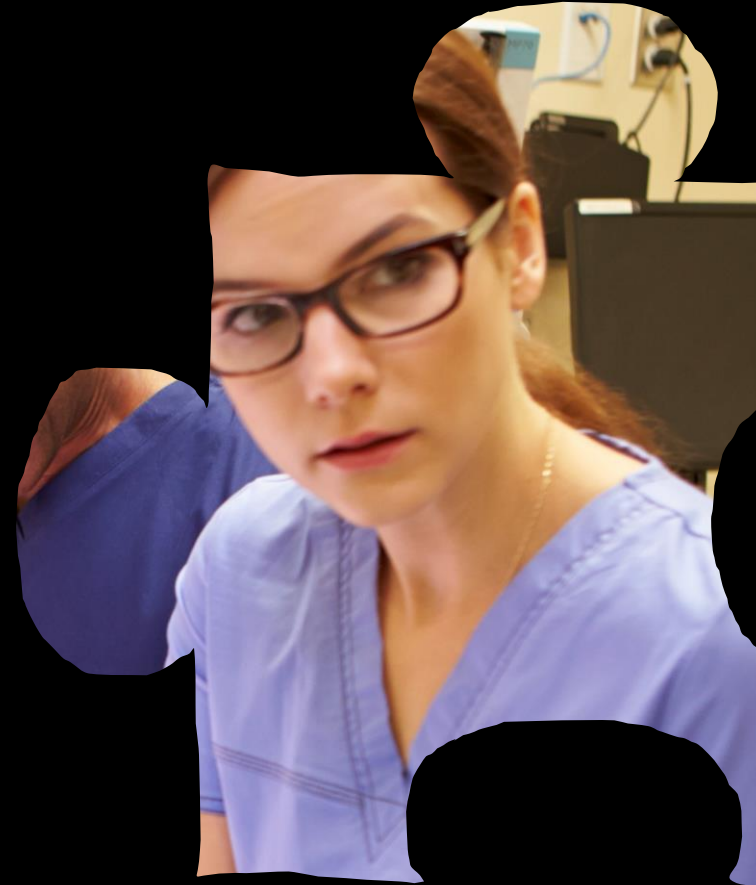
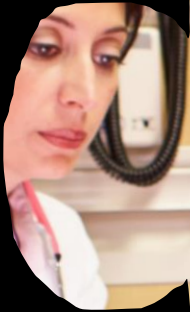


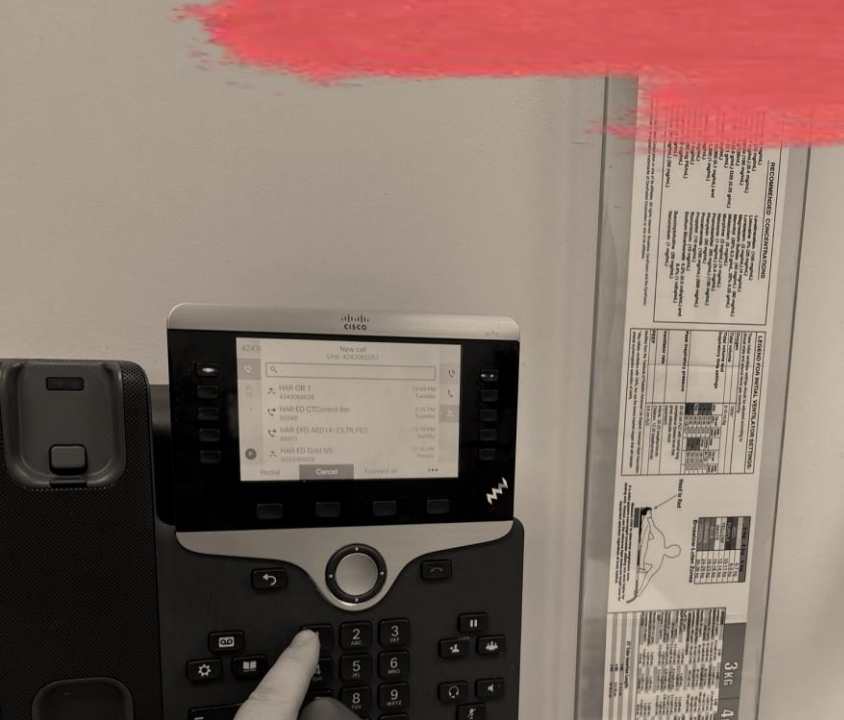
OBJECTIVES

Declare

Summarize

Ask





OUTCOME

Family Presence

Time of Death

Moment of Silence

The background of the image is a reproduction of the painting 'The Starry Night' by Vincent van Gogh. It features a turbulent, swirling blue sky with bright yellow stars and a crescent moon, reflected in a dark, choppy sea. A dark, silhouetted cypress tree stands on the left side of the foreground.

Brief

Huddle

Debrief

EXIT



PEDIATRIC TRAUMA



EXIT

Emergency Exit
No Re-entry
Alarm Will Sound

Emergency Exit
No Re-entry
Alarm Will Sound

Move on?

Now what?

Back to work?

See the inpatient URI?

WE NEED:

Connection

Support

Clarity



Tools



A blurred background image showing a group of people in a meeting. One person in the foreground is pointing towards a screen or document. The overall scene is brightly lit and slightly out of focus.

Summarize the case

Things that went well

Opportunities to improve

Points of action





Target

Analysis

Learning Points

Key Actions



A group of people, including children and adults, are sitting on the floor in a circle. They appear to be engaged in a discussion or activity. The background is slightly blurred, focusing attention on the text.

Setting the Scene

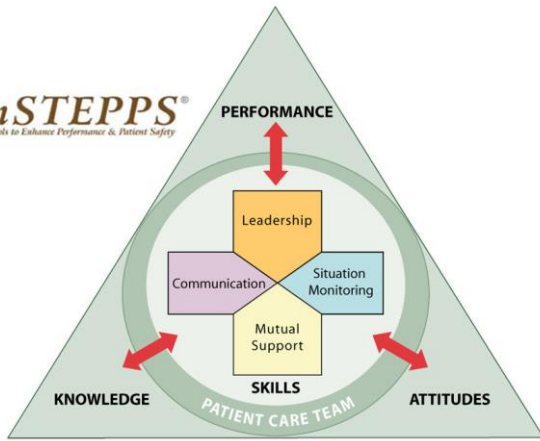
Reactions

Description

Analysis

Application

TeamSTEPPS®
Team Strategies & Tools to Enhance Performance & Patient Safety



STOP for 5 Minutes

Thank the full team and ask **"Is everyone ok?"**
If **YES** then continue as below and **STATE FIRST**:

- We are going to have a 5 minute team debrief
- Purpose is to improve quality of patient care; it is not a blaming session
- Your participation is welcomed but not compulsory
- All information discussed during this debrief is confidential

S Summarise the case
T Things that went well
O Opportunities to improve
P Points to action and responsibilities

Current Case Criteria:
-
-
-
For every case please complete a Hot Debrief Form. These are located:
-
-
Completed Hot Debrief Forms are to be collated and placed:
-
-
If you have any questions or feedback please contact:
-
-

EDINBURGH
EMERGENCY
MEDICINE

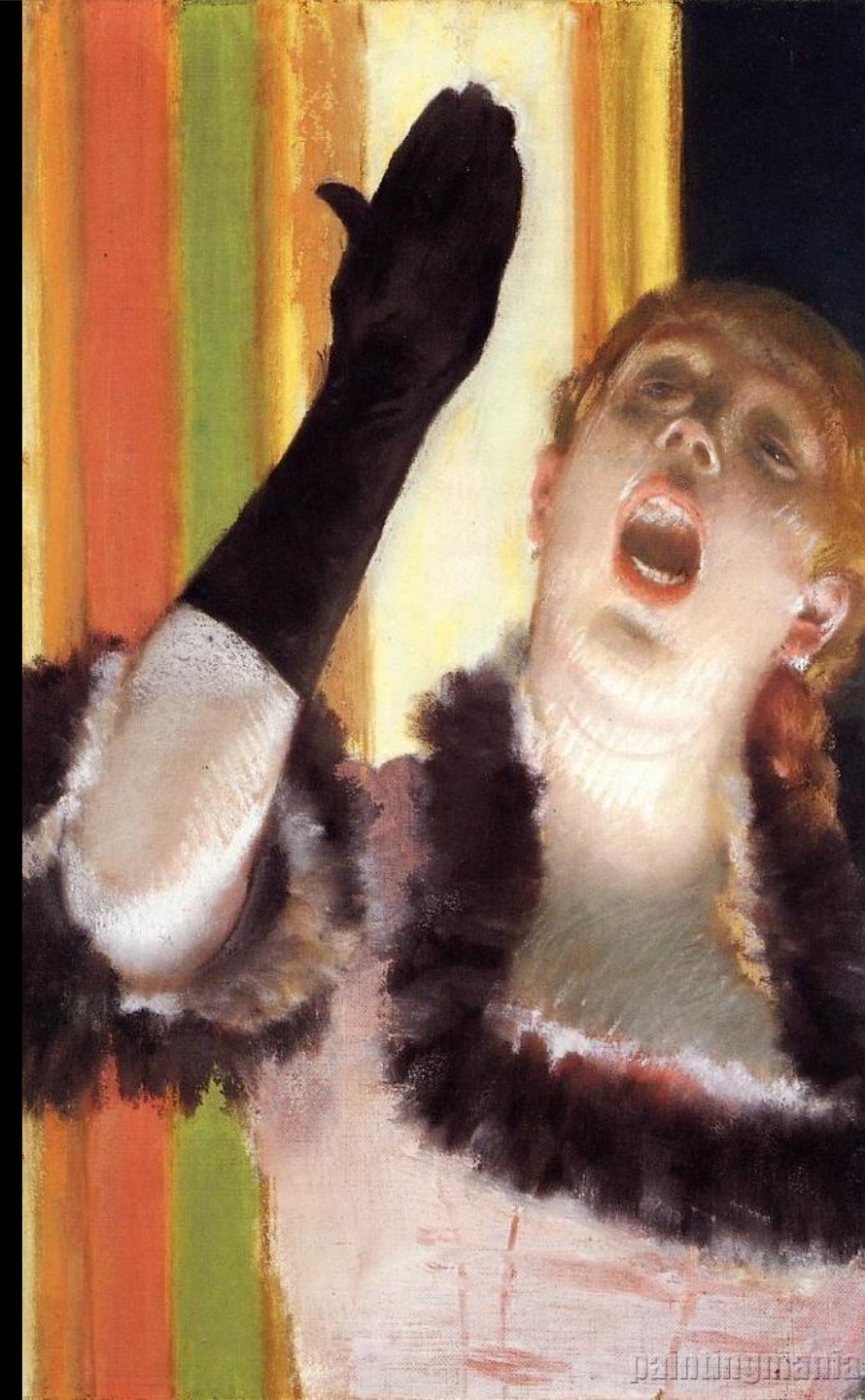


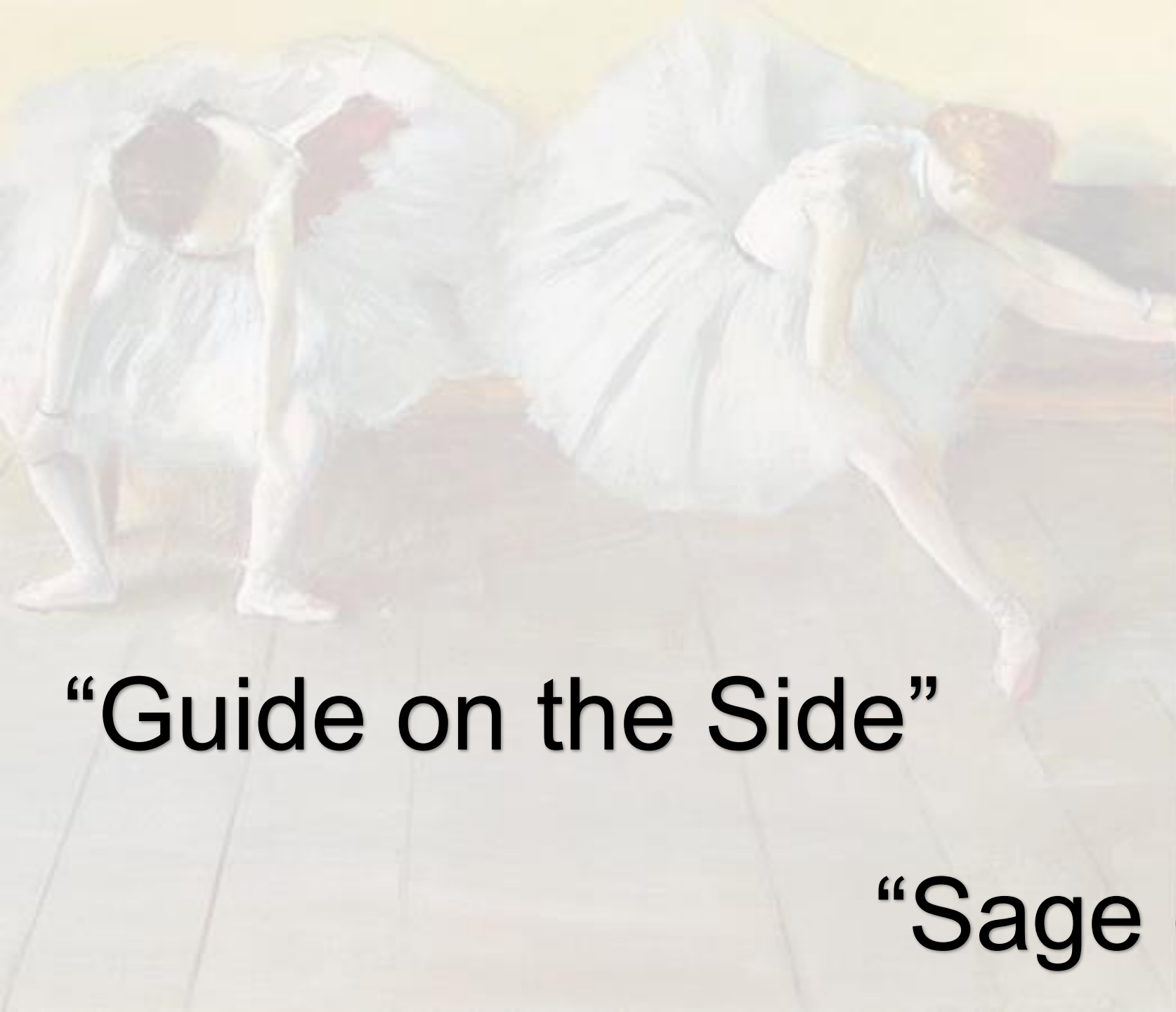
A TOOL FOR STRUCTURED
talk[®]
CLINICAL DEBRIEFING

The Pearls Healthcare Debriefing Tool			
	Objective	Task	Sample Phrases
1	Setting the Scene	Create a safe context for learning State the goal of debriefing, articulate the basic assumption	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2	Reactions	Explore feelings Solicit initial reactions & reactions	"Any initial reactions?" "How are you feeling?"
3	Description	Clarify facts Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis?" Does everyone agree?"
4	Analysis	Explore variety of performance domains See backside of card for more details	Preview Statement (Use to introduce new topic) "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]" Mini Summary (Use to summarize discussion of one topic) "That was great discussion. Are there any additional comments related to [insert performance gap here]?"
Any Outstanding Issues/Concerns?			
5	Application/Summary	Identify take-aways Learner centered ----- Instructor centered	"What are some take-aways from this discussion for our clinical practice?" ----- "That was great discussion. Are there any additional comments related to [insert performance gap here]?" The key learning points for the case were [insert learning points here]"

Teach to close clear knowledge gaps as they emerge

I noticed [behavior]. Next time you may want to consider [suggested behavior], because [rationale].





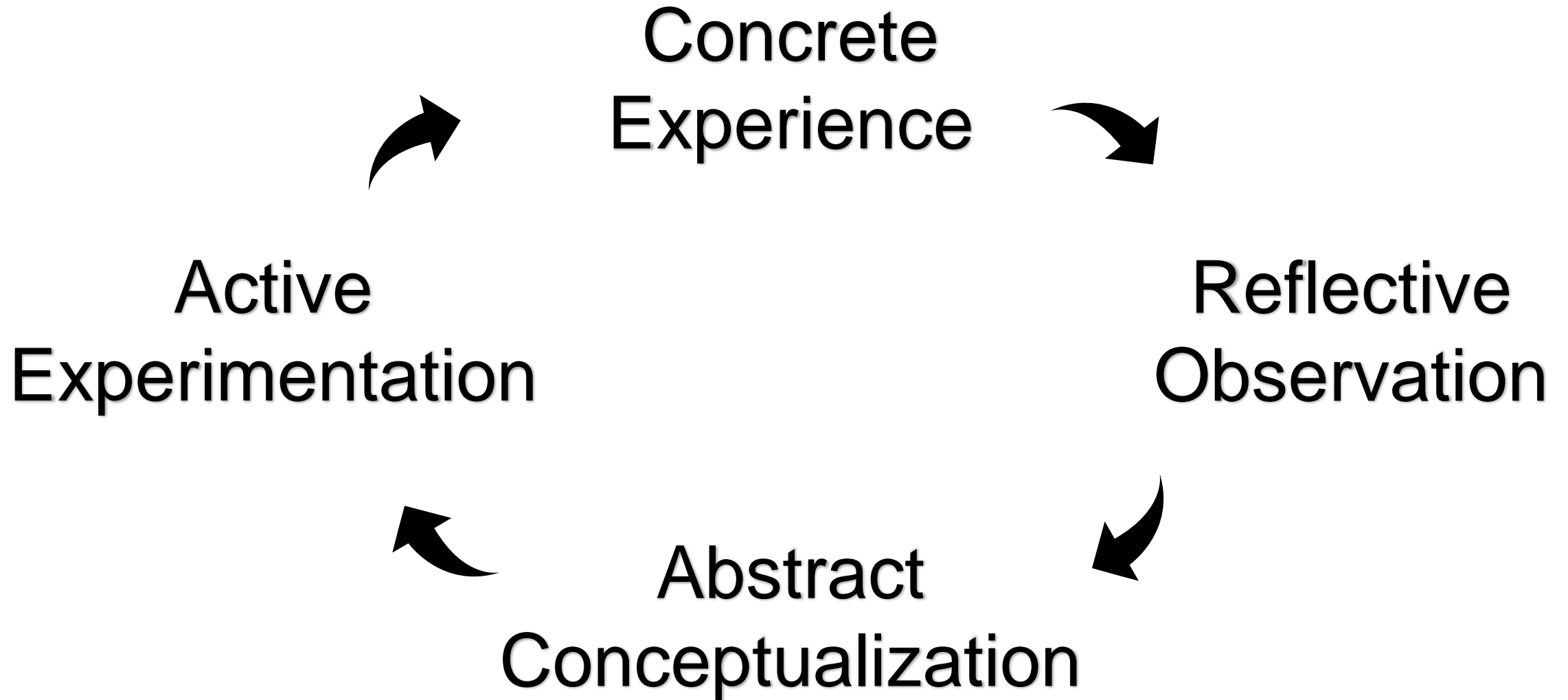
“Guide on the Side”



“Sage on the Stage”

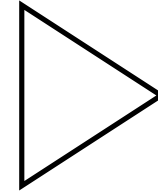


KOLB'S EXPERIENTIAL LEARNING

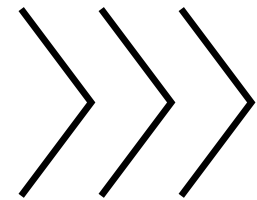


SCHÖN'S REFLECTIVE PRACTICE

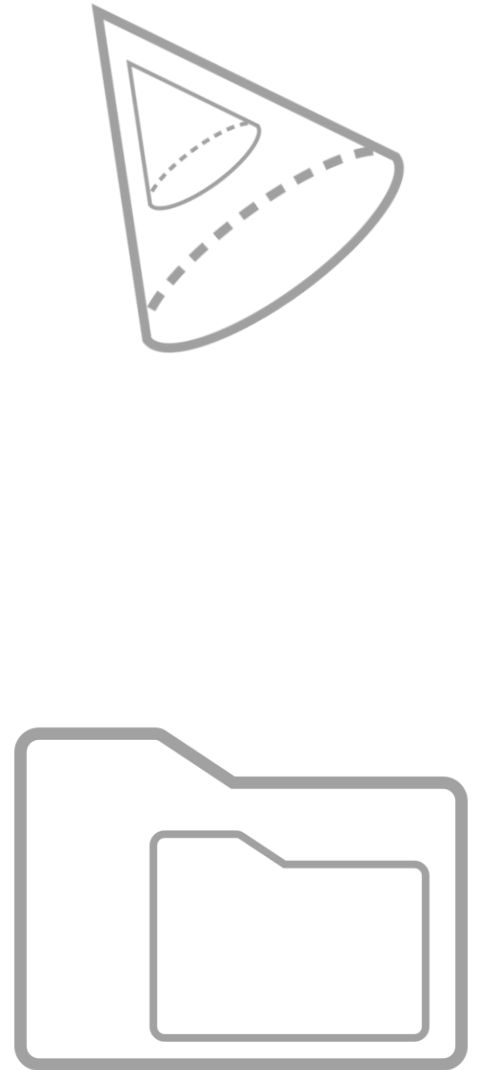
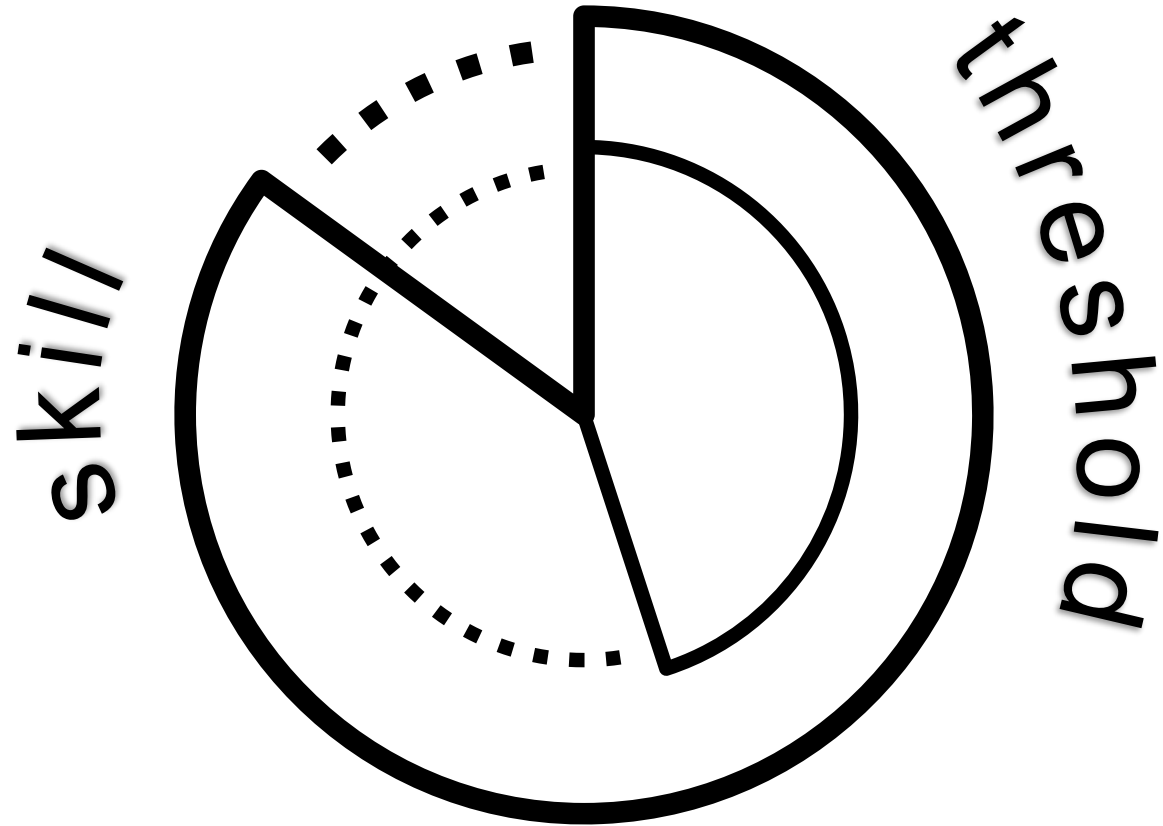
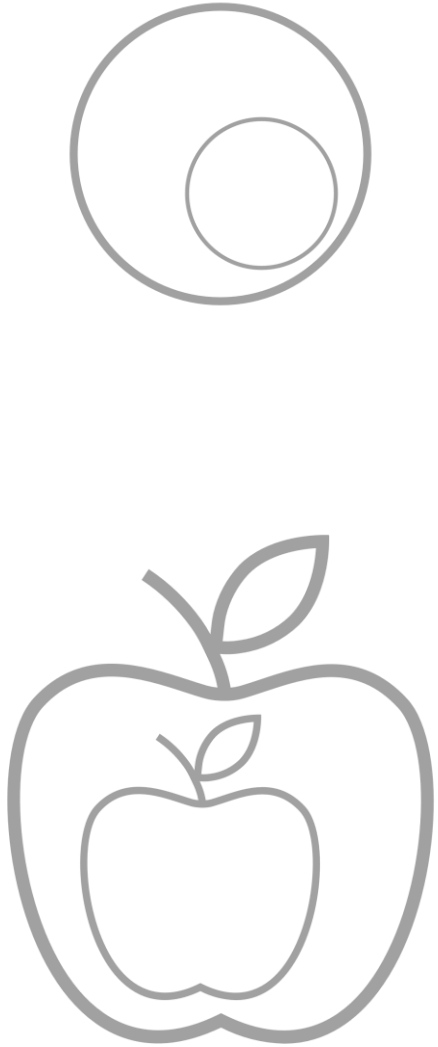
Reflection-*in*-action



Reflection-*on*-action



ERICSSON'S DELIBERATE PRACTICE



START SIMPLY

Choose Technique

Invite To Participate

Ask for Feedback



A group of people are sitting around a table in a meeting room, engaged in a discussion. The image is faded and serves as a background for the text.

“How is everyone?”

“Can someone summarize what just happened?”

“What went well?”

“What could go better?”

“Would anyone like to share what he or she learned from today?”

A large, abstract brushstroke in black and yellow-green on a white background. The stroke is composed of several overlapping layers, with the black paint being the most prominent and the yellow-green paint appearing as a secondary layer. The edges of the stroke are irregular and textured, suggesting a hand-painted style. The word "Pearls" is centered within the black portion of the stroke.

Pearls



Don't go it

alone.

Meisje met de parel, Johannes Vermeer, 1665



PHILLIES

Only 5¢

America's No. 1 CUP

Right time,

right place.



Nighthawks, Edward Hopper, 1942



The painting 'Primavera' by Sandro Botticelli depicts a group of figures in a lush, wooded setting. On the left, Cupid is shown from the back, aiming an arrow. Next to him are three figures in white, possibly the Three Graces, engaged in conversation. In the center stands the Virgin Mary in a white gown with a red mantle. To her right is Flora, holding a bouquet of flowers, and then the nymph Chloris, who is being embraced by Zephyrus. On the far right, a figure is shown in a state of distress or being carried away. The scene is filled with detailed foliage and flowers, creating a vibrant and harmonious atmosphere.

**Invite,
don't require**

Primavera, Sandro Botticelli, c 1470s





Acknowledge.

L'Angélus, Jean-François Millet, 1859





Know

when.

La Femme à l'ombrelle, Claude Monet, 1875



Facilitate,

don't dominate.



Las Meninas, Diego Velázquez, 1656



Focus.

La Scapagliata, Leonardo da Vinci, c 1506



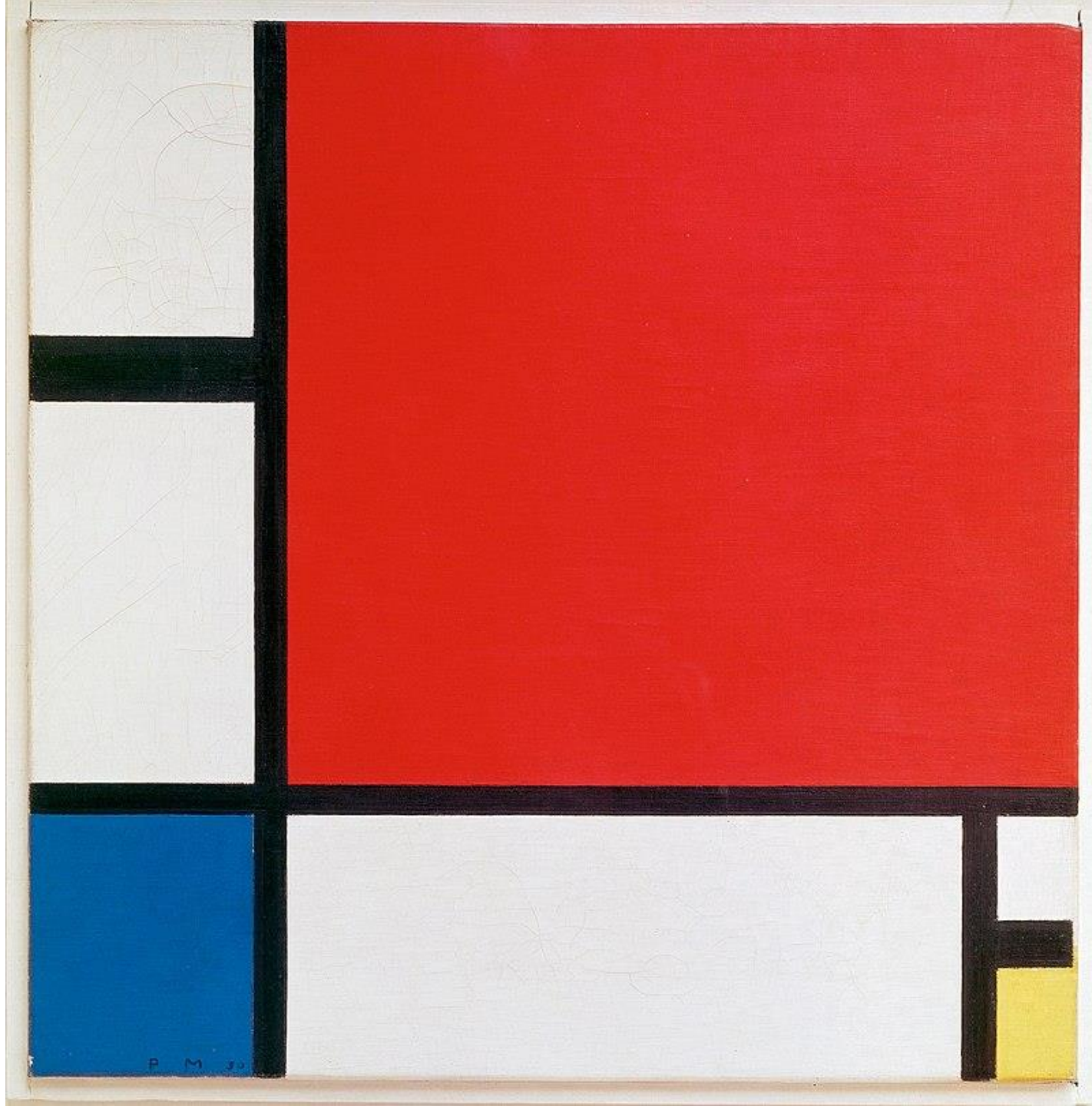


Avoid

individual

assessments.

El tres de mayo de 1808 en Madrid, Francisco Goya, 1814

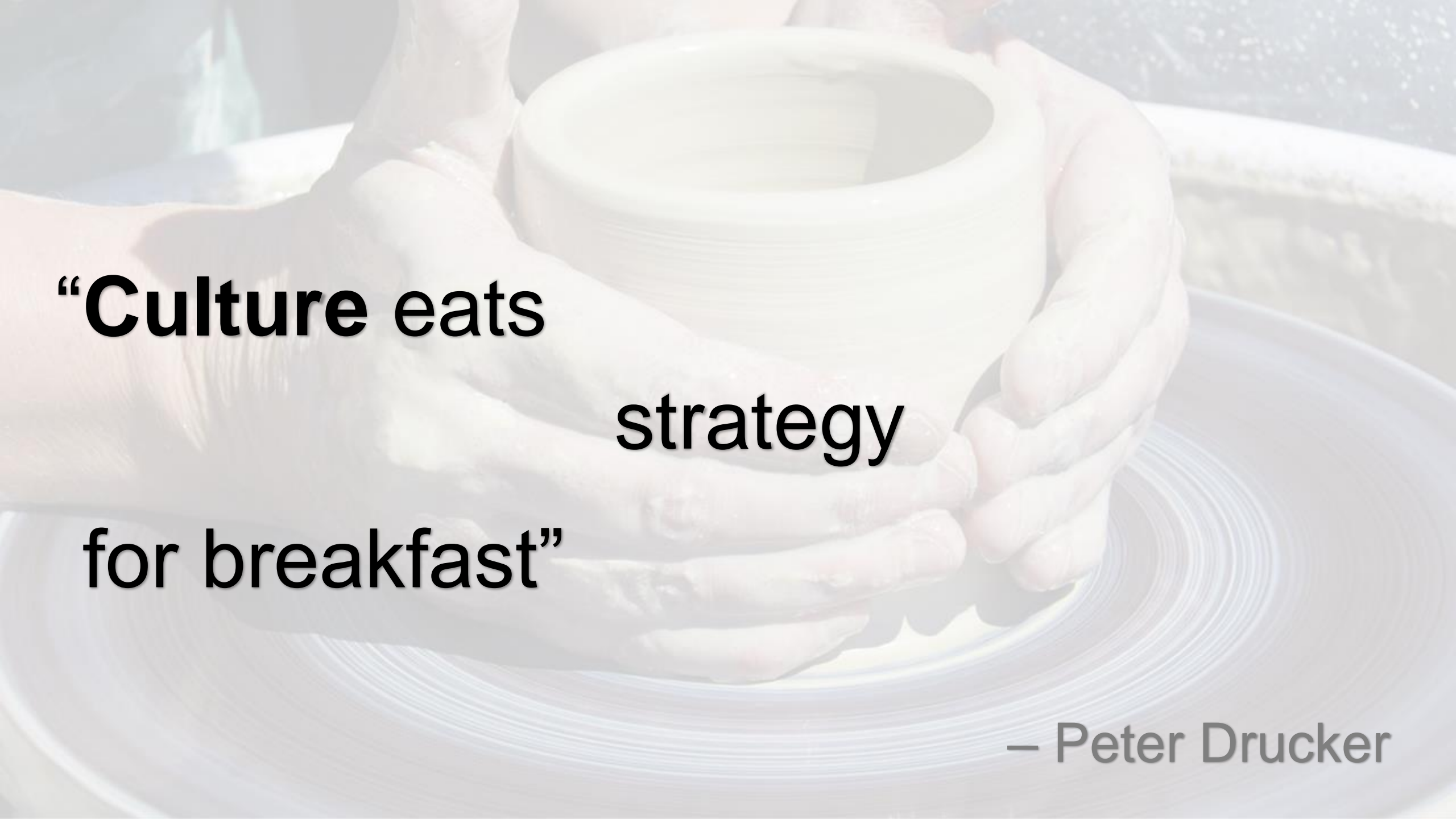


Use a recognizable

structure.

Composition with Red, Blue and Yellow, Piet Mondrian, 1930



A close-up photograph of a person's hands shaping a piece of white clay on a pottery wheel. The hands are positioned to guide the clay as it rotates, creating a smooth, rounded form. The background is slightly blurred, showing the pottery wheel and the surrounding environment.

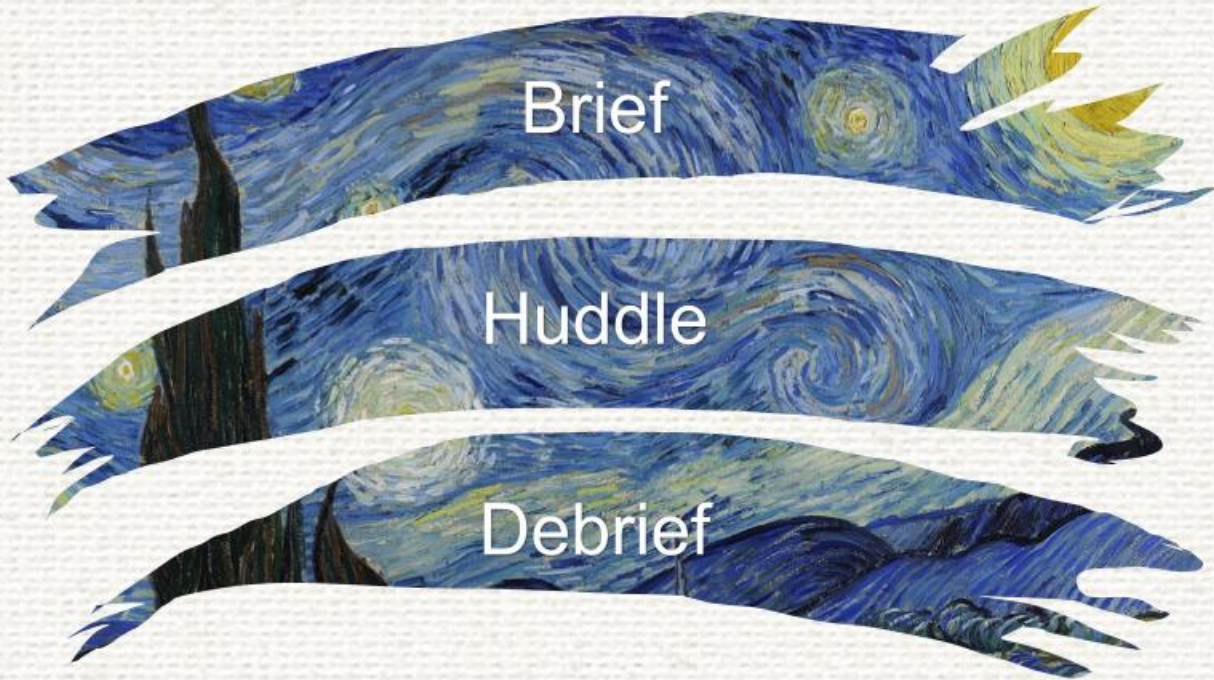
**“Culture eats
strategy
for breakfast”**

– Peter Drucker



...and
transformation

for
lunch



START SIMPLY

Choose Technique

Invite To Participate

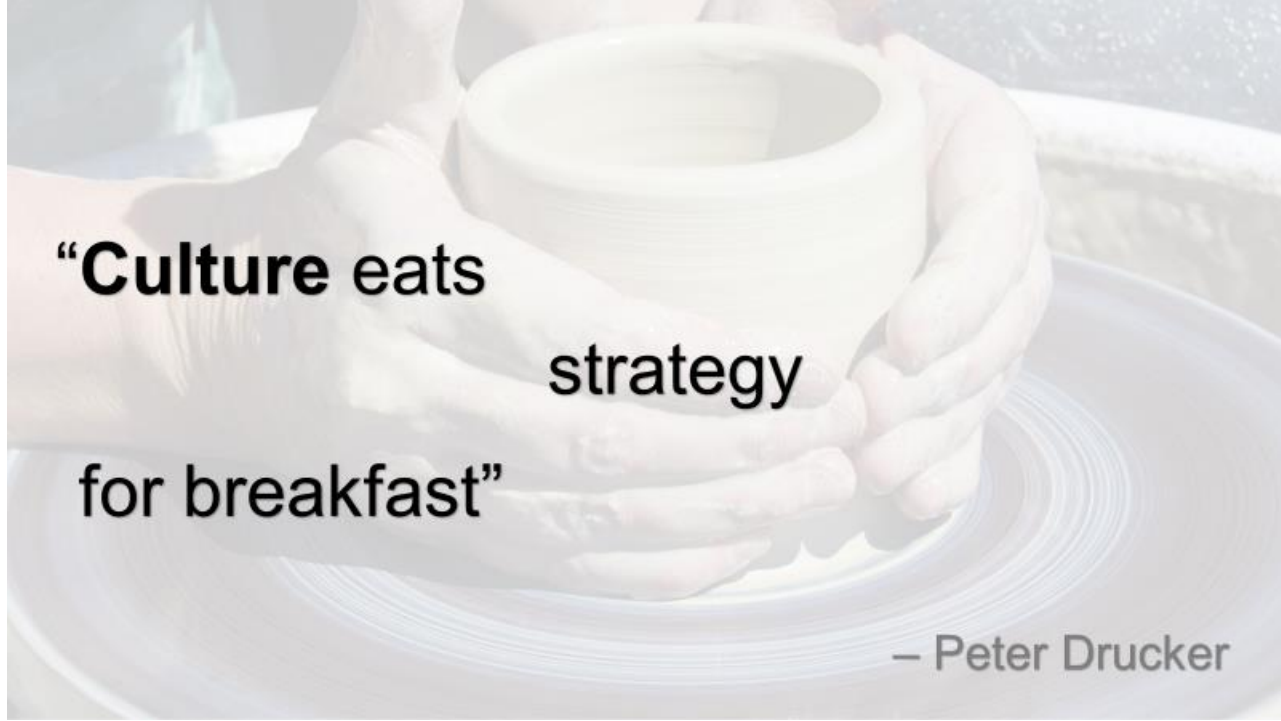
Ask for Feedback

WE NEED:

Connection

Support

Clarity

A pair of hands is shown shaping a white ceramic cup on a pottery wheel. The background is a blurred image of a pottery studio.

**“Culture eats
strategy
for breakfast”**

– Peter Drucker

Thank You!



@EMtogether

Selected References

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