TEAMS REFLECT: A Framework-Derived Tool for Interprofessional Debriefing After Experiential Interprofessional Activities

May 29, 2025

Kanzawa-Lee, G, Edwards, H, Miwa, C, Vanderboll, K, Abuelenain, A, Brown, L, Brenner, M, Mangrulkar, R

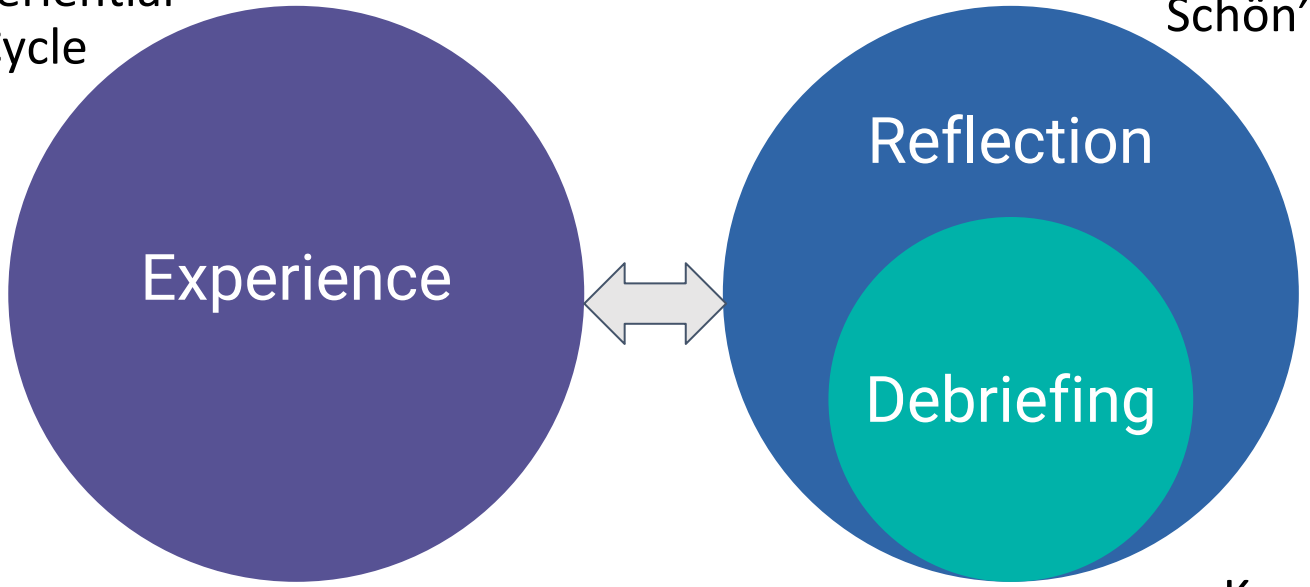
CENTER FOR INTERPROFESSIONAL EDUCATION
UNIVERSITY OF MICHIGAN

COLLABORATING ACROSS BORDERS IX 2025

Why Debriefing?

Improves performance by 25%[1,2]

Kolb's Experiential Learning Cycle



Schön's Reflective Practice

Gibb's Reflective Cycle

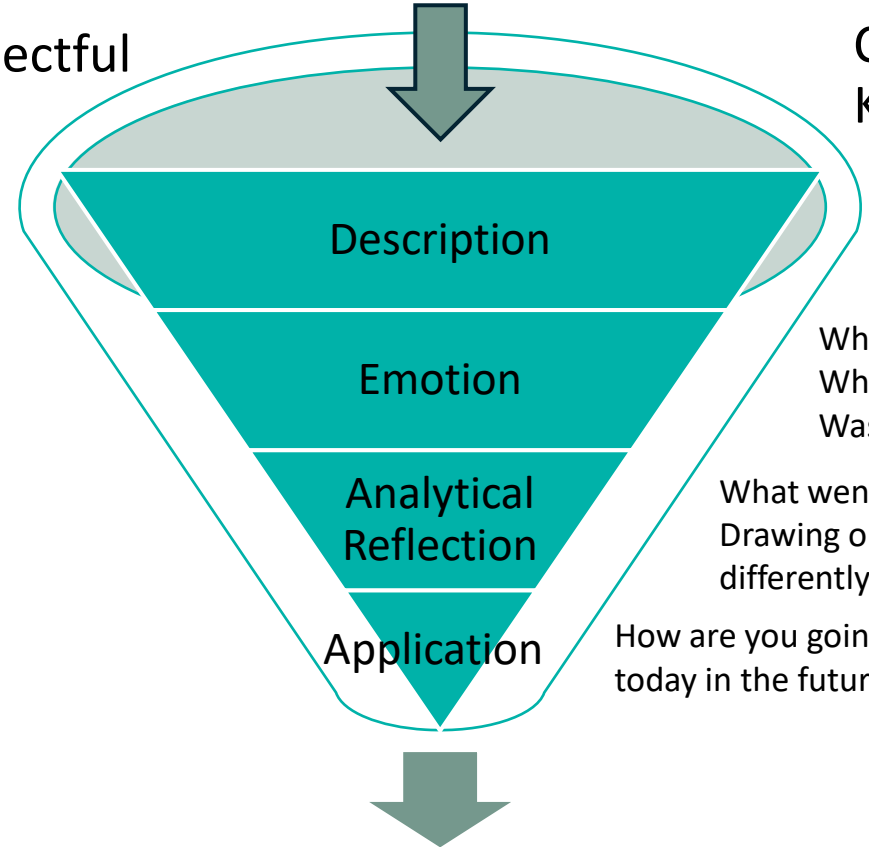
Knowles' Adult Learning Theory

Debriefing

Experience(s)

Supportive & respectful environment

Competent & Knowledgeable Facilitator



Can you recall an example of…?
Describe a situation or event…

What is your overall feeling about…?
What was the effect of that occurrence?
Was there anything you weren't expecting?

What went well; why? (and vice versa)
Drawing on other learning, what might you do differently next time?

How are you going to use what you experienced today in the future?

Knowledge, thinking, confidence, performance, teamwork, communication

Project Roadmap



Presentation Objectives

1. Describe the current landscape/gaps in the literature on debriefing among pre-licensure healthcare students after non-simulation interprofessional experiential activities (IPEAs).

1. Propose strategies for tailoring and implementing the TEAMS REFLECT tool for interprofessional debriefing after IPEAs
   a. considering factors (timing, group composition, & facilitation methods).

Methods

Methods

- June 2024 literature search of Scopus for publications on debriefing after interprofessional healthcare activities.
- Keywords: debrief* and interprofessional, health professions, teams, or teamwork.
- Debriefing framework evaluation:
  - Use among pre-licensure health professional students, applicability to IPEAs, and alignment with Interprofessional Education Collaborative (IPEC) competencies and Bloom's Taxonomy.

Results

Existing literature on debriefing in pre-licensure healthcare students following IPEAs

- Search yielded 12 relevant reviews.
  - 6 focused on interprofessional simulations and 6 on clinical settings.
- Predominantly involved post-licensure professionals.
- None evaluated debriefing after IPEAs in pre-licensure students.

Insights on Effective Debriefing

- Identify and train enthusiastic facilitators who have relevant content knowledge
- Promote strong learner engagement
- Foster an environment and culture of psychological safety
- Align the structure with the objectives of the IPEA
- Focus on affective, cognitive, and situational factors that contribute towards successful & unsuccessful behaviors/events

There are **NO** clear best practices in terms of debriefing physical environment, timing, duration, group size & composition

Existing Debriefing Tools & Frameworks



TEAMS REFLECT

for Interprofessional Debriefing

Why interprofessional debriefing?

- Team debriefing is best when the objectives are focused on improving teamwork and communication.
  → Hypothesis: Interprofessional debriefing is best when the objectives are focused on achieving IPEC competencies.

- To role model healthy debriefing habits

TEAMS REFLECT Debriefing Tool

Review the event
Encourage team participation
Focused feedback
Listen to each other
Emphasize key points
Communicate effectively
Transform the future

Active Participation

Teamwork

Future Improvements*

Siloed Reflections → TEAMS REFLECT

Bachelor of Science in Nursing (BSN) Student

Shadowed a Respiratory Therapist



Doctor of Occupational Therapy (DOT) Student

Analyzed team interactions a Physical Therapist. Also interacted with OT/PT Aide



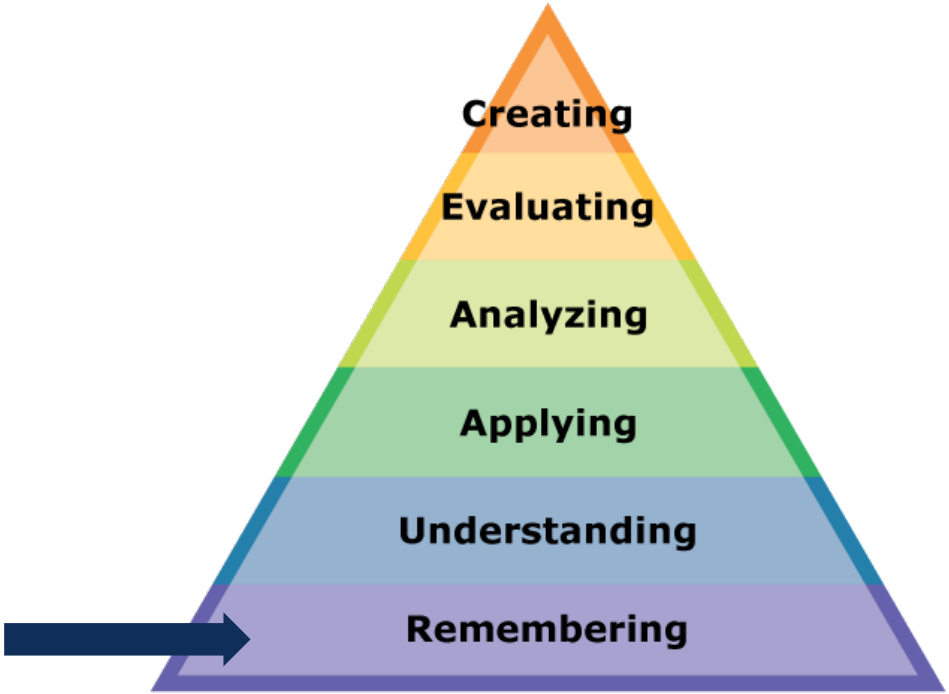
Medical (MD) Student

Collaborated in IP teams (Nurse, Audiologist, Speech Language Pathologist, and Dentist)



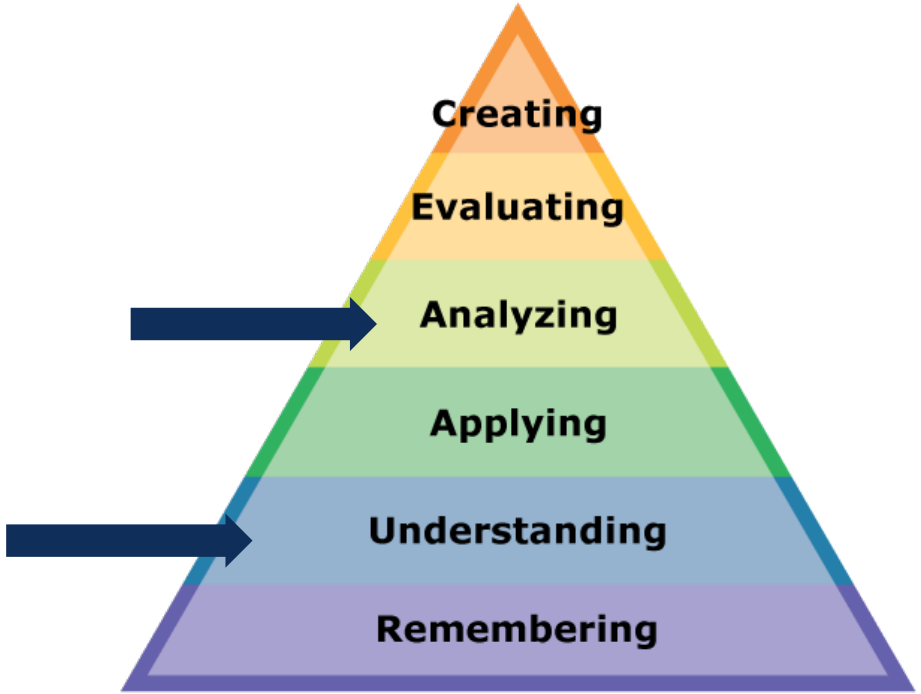
TEAMS REFLECT

Review the Event



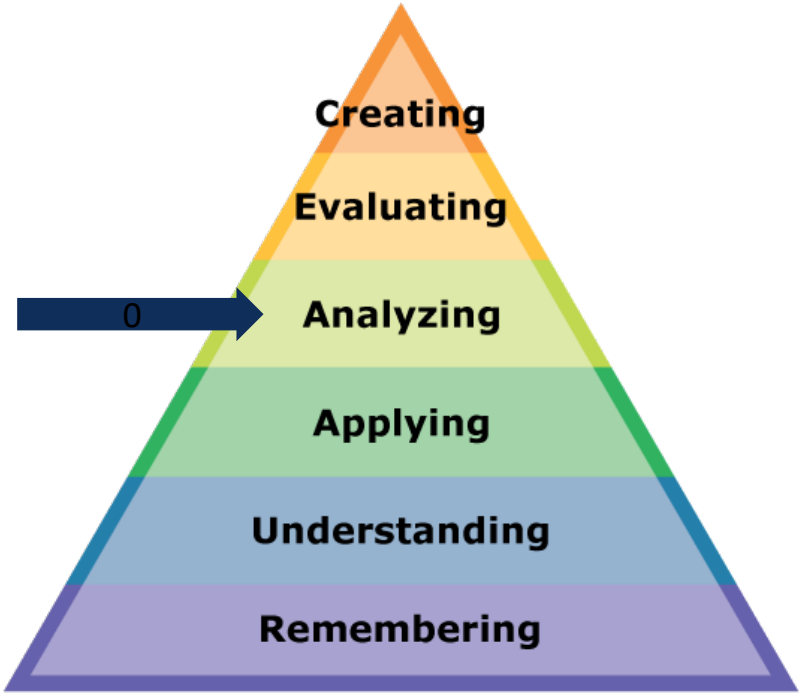
TEAMS REFLECT

Encourage Team Participation



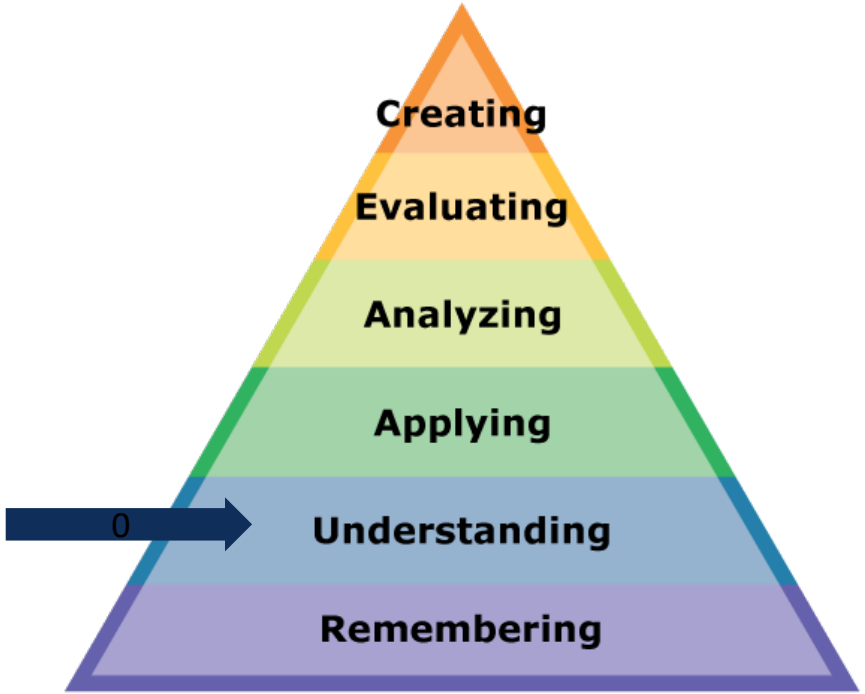
TEAMS REFLECT

Focused Feedback



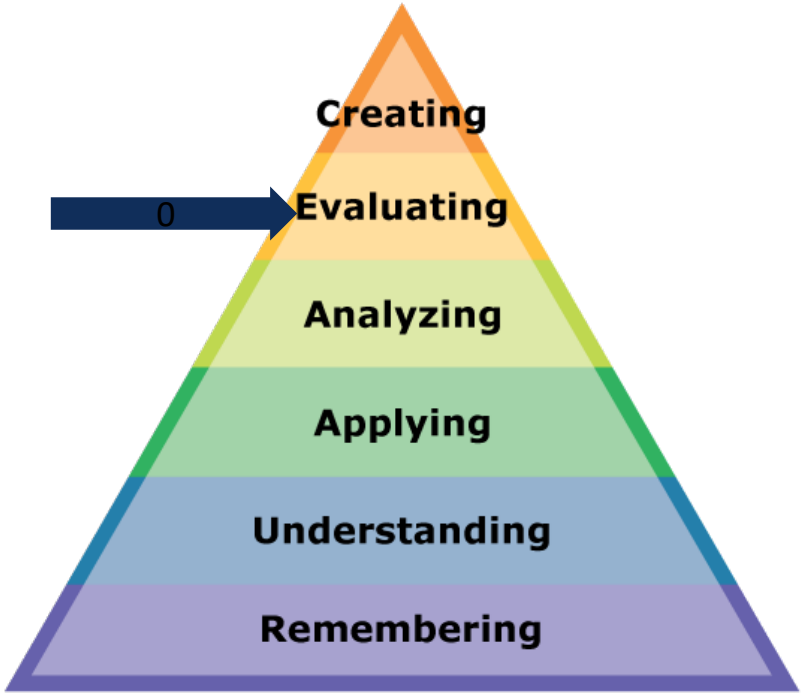
TEAMS REFLECT

Listen to Each Other



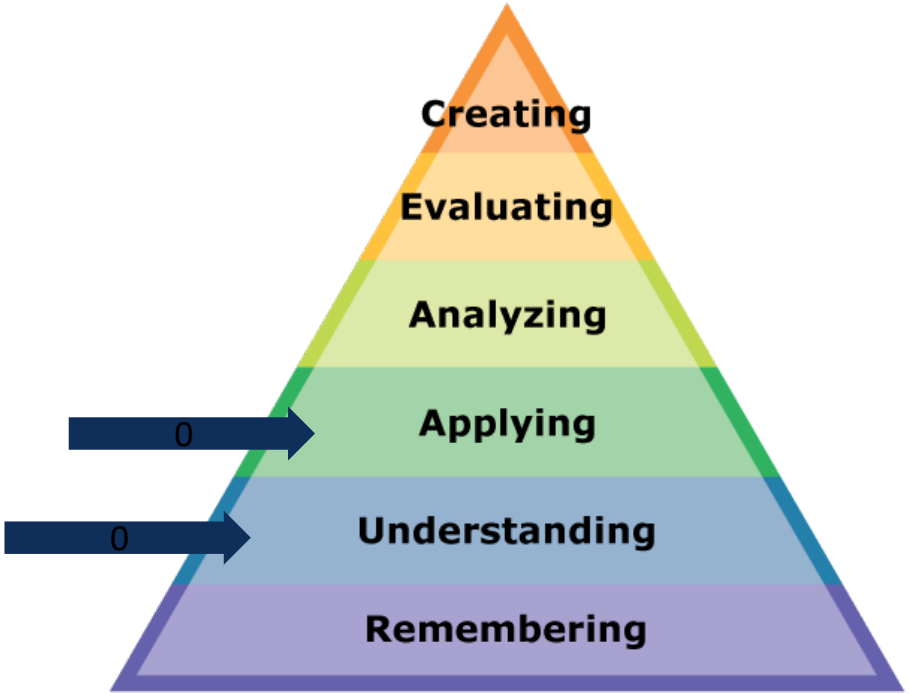
TEAMS REFLECT

Emphasize Key Points



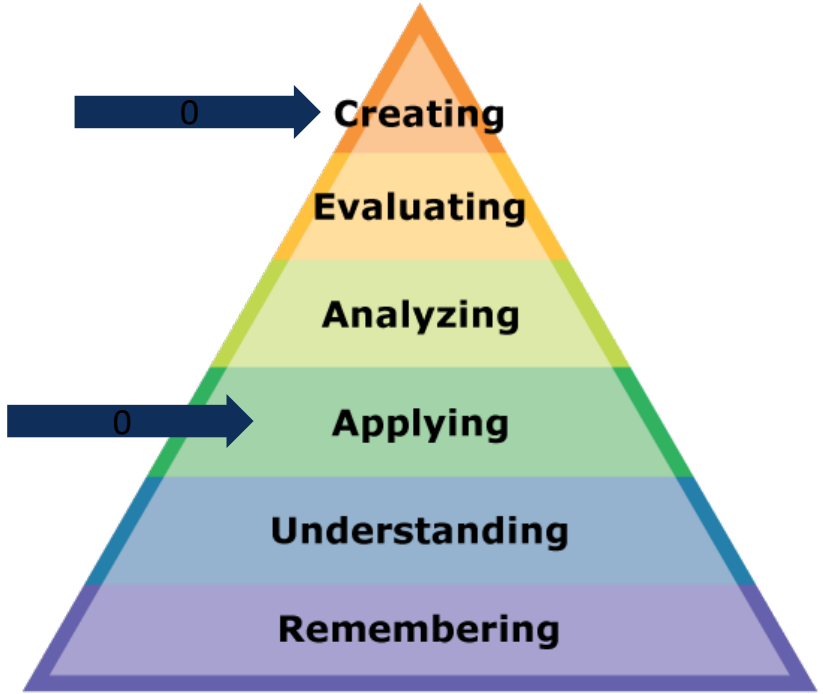
TEAMS REFLECT

Communicate Effectively



TEAMS REFLECT

Transform the Future



Closing Thoughts

What might implementing the TEAMS REFLECT tool look like?

- **Who:** Students from different health profession schools led by trained faculty or student facilitators.
  - Separate debriefing sessions for TEAMS 1, 2, & 3.
- **What:** Facilitated 30-60 min interprofessional debriefing sessions to reinforce the TEAMS learning outcomes, using TEAMS REFLECT.
- **When:** Uniprofessional debriefing immediately post-IPEA then interprofessional debriefing within a month post-IPEA.
- **Where:** Virtual to include students from various campuses



Conclusions and Future Directions

- The lack of studies addressing interprofessional debriefing in pre-licensure students after IPEAs indicates need for further research.
- The TEAMS REFLECT tool can help address this gap and will undergo validity testing.
- Further investigations of debriefing formats (e.g., uni-professional versus interprofessional group composition) after IPEAs can also clarify best practices to support learning.

THANK YOU

CENTER FOR INTERPROFESSIONAL EDUCATION

UNIVERSITY OF MICHIGAN

Questions?

References

1. Tannenbaum, S., & Cerasoli, C.P. (2013). Do team and individual debriefs enhance performance? A Meta-Analysis. *Hum Factors, 55*(1), 231-45. https://doi.org/10.1177/0018720812448394
2. Keiser, N. L., & Arthur Jr., W. (2021). A meta-analysis of the effectiveness of the after-action review (or debrief) and factors that influence its effectiveness. Journal of Applied Psychology, 106(7), 1007–1032. https://doi.org/10.1037/apl0000821
3. Decker, S., Sapp, A., Bibin, L., Brown, M. R., Crawford, S. B., Jabeen Fayyaz, J., Johnson, B. K., & Pittman, J. S. (2024). The Impact of the Simulation Debriefing Process on Learning Outcomes – An Umbrella Review Protocol. Clinical Simulation in Nursing, 89, 101505. https://doi.org/10.1016/j.ecns.2023.101505
4. **Endacott, R., Gale, T., O'Connor, A., & Dix, S. (2019). Frameworks and quality measures used for debriefing in team-based simulation: A systematic review. BMJ Simulation & Technology Enhanced Learning, 5(2), 61–72. https://doi.org/10.1136/bmjstel-2017-000297**
5. **Loo, M. E., Krishnasamy, C., & Lim, W. S. (2018). Considering Face, Rights, and Goals: A Critical Review of Rapport Management in Facilitator-Guided Simulation Debriefing Approaches. Simulation in Healthcare, 13(1), 52. https://doi.org/10.1097/SIH.0000000000000258**
6. **Lyons, R., Lazzara, E. H., Benishek, L. E., Zajac, S., Gregory, M., Sonesh, S. C., & Salas, E. (2015). Enhancing the Effectiveness of Team Debriefings in Medical Simulation: More Best Practices. The Joint Commission Journal on Quality and Patient Safety, 41(3), 115–125. https://doi.org/10.1016/S1553-7250(15)41016-5**
7. **Kolbe, M., Grande, B., & Spahn, D. R. (2015). Briefing and debriefing during simulation-based training and beyond: Content, structure, attitude and setting. Best Practice & Research Clinical Anaesthesiology, 29(1), 87–96. https://doi.org/10.1016/j.bpa.2015.01.002**

References

8. **Levett-Jones, T., & Lapkin, S. (2014). A systematic review of the effectiveness of simulation debriefing in health professional education. Nurse Education Today, 34(6), e58–e63. https://doi.org/10.1016/j.nedt.2013.09.020**
9. Paxino, J., Szabo, R. A., Marshall, S., Story, D., & Molloy, E. (2024). What and when to debrief: A scoping review examining interprofessional clinical debriefing. BMJ Quality & Safety, 33(5), 314–327. https://doi.org/10.1136/bmjqs-2023-016730
10. Skegg, E., McElroy, C., Mudgway, M., & Hamill, J. (2023). Debriefing to improve interprofessional teamwork in the operating room: A systematic review. Journal of Nursing Scholarship, 55(6), 1179–1188. https://doi.org/10.1111/jnu.12924
11. Lorenzini, G., Zamboni, A., Gelati, L., Di Martino, A., Pellacani, A., Barbieri, N., & Baraldi, M. (2023). Emergency team competencies: Scoping review for the development of a tool to support the briefing and debriefing activities of emergency healthcare providers. Journal of Anesthesia, Analgesia and Critical Care, 3(1), Article 1. https://doi.org/10.1186/s44158-023-00109-3
12. Keiser, N. L., & Arthur, Winfred. (2022). A Meta-Analysis of Task and Training Characteristics that Contribute to or Attenuate the Effectiveness of the After-Action Review (or Debrief). Journal of Business and Psychology, 37(5), 953–976. https://doi.org/10.1007/s10869-021-09784-x
13. Toews, A. J., Martin, D. E., & Chernomas, W. M. (2021). Clinical debriefing: A concept analysis. Journal of Clinical Nursing, 30(11–12), 1491–1501. https://doi.org/10.1111/jocn.15636
14. Phillips, E. C., Smith, S. E., Tallentire, V., & Blair, S. (2024). Systematic review of clinical debriefing tools: Attributes and evidence for use. BMJ Quality & Safety, 33(3), 187–198. https://doi.org/10.1136/bmjqs-2022-015464
15. Zinns, L. , Mullan, P. , O'Connell, K. , Ryan, L. & Wratney, A. (2020). An evaluation of a new debriefing framework: REFLECT. Pediatric Emergency Care, 36(3), 147-152. http://doi.org/10.1097/PEC.0000000000001111

References

16. Runnacles, J., Thomas, L., Sevdalis, N., Kneebone, R., Arora, S., & Cooper, M. (2014). Development of a tool to improve performance debriefing and learning: the paediatric Objective Structured Assessment of Debriefing (OSAD) tool. Postgraduate Medical Journal, 90(1069), 613-621. https://doi.org/10.1136/postgradmedj-2012-131676
17. Rudolph, J.W., Raemer, D.B., & Simon, R. (2014). Establishing a safe container for learning in simulation: The role of the pre-simulation briefing. Simul Healthc, 9(6), 339-349. https://doi.org/10.1097/SIH.0000000000000047
18. Diaz-Navarro, C., Hadfield, A., Pierce, S. (2014). Talkdebrief | TALK Materials. http://www.talkdebrief.org/startingtotalk
19. Rudolph, J.W., Simon, R., Dufresne, R.L., & Raemer, D.B. (2006). There's no such thing as "nonjudgmental" debriefing: A theory and method for debriefing with good judgment. Simul Healthc, 1(1), 49-55. https://doi.org/10.1097/01266021-200600110-00006
20. Rudolph, J.W., Simon, R., Rivard, P., Dufresne, R.L., & Raemer, D.B. (2007). Debriefing with good judgement: Combining rigorous feedback with genuine inquiry. Anesthesiol Clin, 25(2), 361-376. https://doi.org/10.1016/j.anclin.2007.03.007
21. Arora, S., Ahmed, M., Paige, J., Nestel, D., Runnacles, J., Hull, L., Darzi, A., Sevdalis, N. (2012). Objective structured assessment of debriefing: Bringing science to the art of debriefing in surgery. Ann Surg, 256(6), 982-988. https://doi.org/10.1097/SLA.0b013e3182610c91
22. Brett-Fleegler, M., Rudolph, J., Eppich, W., Monuteaux, M., Fleegler, E., Cheng, A., Simon, R. (2012). Debriefing Assessment for Simulation in Healthcare: Development and psychometric properties. Simul Healthc, 7(5), 288-294. https://doi.org/10.1097/SIH.0b013e3182620228
23. Ahmed, M., Arora, S., Russ, S., Darzi, A., Vincent, C., & Sevdalis, N. (2013). Operation debrief: A SHARP improvement in performance feedback in the operating room. Ann Surg, 258, 958-963. https://doi.org/10.1097/SLA.0b013e31828c88fc

References

24. Group for Organizational Effectiveness, Inc. (2011). Debriefs: A powerful tool for enhancing team effectiveness [White paper]. gOE Inc. https://www.groupoe.com/wp-content/uploads/2020/08/Debrief_Whitepaper.pdf
25. Fisher, M.E.M., & Oudshoorn, A. (2019). Debriefing for professional practice placements in nursing: A concept analysis. Nurs Educ Perspect, 40(4), 199-204. https://doi.org/10.1097/01.NEP.0000000000000487