

KEYNOTE PLENARY PRESENTATION

Dr. Walter Eppich

- Northwestern University Feinberg School of Medicine, Chicago/USA

Title:

Learning through talk: exploring synergies between simulation and workplace learning

Although the workplace learning literature has focused on ‘doing’, clinical practice involves ‘talking’ not only *with* patients but also *about* patients within team-based healthcare settings. This realization has led to an emphasis on ‘communicative competency’ as a learning outcome, which detracts attention away from other important considerations. This presentation will take a complementary view and treat ‘talk’ as joint social activity between conversation partners and as a medium of learning *for* practice as well as learning *from* practice in line with sociocultural perspectives. I will address the following overarching question: *How does ‘talk’ contribute to learning in clinical education?* Three specific instances of healthcare talk serve as the point of departure for this exploration: (a) healthcare simulation debriefing, (b) workplace telephone talk, and (c) team reflection before, during and after patient care episodes.

I will integrate main findings from my research program to discuss how talk contributes to clinical education. Lessons from the structured talk of feedback and debriefing in healthcare simulation demonstrate the potential in deliberately steering the talk of practice by attending to both process and content of learning conversations. When viewed through a socio-cultural lens, talk represents social activity that drives learning. Thus, relationships and rapport enable learning through talk. One of my key research findings about ‘productive conversational tensions’ adds a more nuanced view to our understanding of workplace talk in recognizing that some tensions motivate junior doctors to adapt their telephone talk in ways to minimize future tensions. Along these lines, talk plays an integral role in conceptions of individual competence in clinical education, namely in developing competence, appearing competent, and assessing competence. Further, talk drives the development of shared understandings within healthcare team that promotes collective competence. Health professions educators should steer the talk of practice in two ways: (a) through formal and informal means, such as structured feedback and debriefings that attend to relevant process and content, and strategies that foster relationships and supportive learning environments, and (b) through simulations designed to sensitize clinicians to the affordances of future workplace talk.

KEYNOTE WORKSHOP

Presenters:

Dr. Walter Eppich

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Dr. Ignacio del Moral

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Title:

Healthcare debriefing: from simulation to clinical practice

Debriefing conversations are recognized as essential components of healthcare simulations to provide feedback and promote reflection, yet debriefings in clinical practice remain relatively infrequent. Various elements impact debriefing conversations, including: (a) the learning culture; (b) participants' perceived psychological safety; and (c) the educators' ability to facilitate honest discussions about performance. During this session, attendees will explore their debriefing successes and challenges and identify opportunities to strengthen their debriefing conversations using a blended approach adaptable for clinical event debriefings.

This workshop is designed for educators who want to enhance their debriefing skills. During the workshop, attendees will gain valuable insights into healthcare debriefing through interactive didactic inputs, video review and group discussion, and structured debriefing practice with role-play.

After this session, attendees will be able to:

1. Demonstrate strategies to establish a supportive learning environment
2. Apply a structured approach to debriefing structure
3. Facilitate focused discussion around relevant topics