



Shadow Health Faculty Debriefing Guide

Fundamentals DCE

This guide will provide comprehensive faculty debriefing resources for the Shadow Health Fundamentals DCE that are designed to connect theory to practice, including key takeaways, customizable questions, and scripted prompts. You can leverage these resources to facilitate discussions that help students reflect on their decision-making, improve critical thinking, and enhance clinical judgment skills.

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Introduction and Utilization

Debriefing after a patient encounter is a crucial component of nursing education, offering students a structured opportunity to reflect on their clinical experiences. It allows them to process what occurred, analyze their clinical decision-making, and gain insight into their strengths and areas for improvement. The same is true after nursing students go through a Shadow Health patient encounter. Through guided discussion, students can connect theory to practice, reinforce clinical skills, and deepen their understanding of patient-centered care. Debriefing also fosters critical thinking, emotional intelligence, and professional development by encouraging open dialogue about challenges, ethical dilemmas, and interpersonal communication. Ultimately, it enhances learning outcomes and prepares nursing students for real-world practice by transforming experience into meaningful growth.

This document will go through each of the patient care rounds in the Fundamentals DCEs and give you some ideas on how to debrief with your students in a meaningful way. Pick and choose from a list of questions to customize the discussion for your students, use the GAS question format, or follow our script to help create a meaningful discussion and learning opportunities for your students.

Debrief Patient Care Rounds: Post-Operative Check-In (John Larsen)

10 Minutes or Less

If you have 10 minutes or less, choose a few key questions from this list to focus your debrief and highlight the most important takeaways for your students:

- How thorough was the hand-off communication between the pre-operative and post-operative care teams?
- Look back at your documentation, were there any gaps in the patient's documentation that could have impacted post-operative care?
- What were the key findings from Mr. Lawson's post-operative assessment?
- Did you notice any signs of potential complications, such as wound infection or pain management issues?
- How would you rate Mr. Lawson's understanding of his post-operative care instructions?
- Were there any challenges in communicating with Mr. Lawson or addressing his concerns?
- Did you observe any discrepancies between Mr. Lawson's subjective reports and your objective findings?
- How did you prioritize Mr. Lawson's care needs based on your assessment?
- What aspects of the post-operative check-in do you feel went particularly well?
- How did you address Mr. Lawson's anxiety and worries about his condition?
- What follow-up actions or interventions did you implement based on your assessment?
- How confident do you feel about Mr. Lawson's readiness for discharge, based on this check-in?

If you're really short on time, we can suggest the following three questions as some of the most important takeaways from this scenario:

1. What were the key findings from Mr. Larsen's psychosocial assessment, and how did they impact your post-operative care plan?
 - Rationale: This question addresses the critical aspect of psychosocial assessment in post-operative care, as highlighted in the textbook material. It encourages reflection on how the patient's psychological, social, and emotional state influences care decisions.
2. How effectively did you assess and manage Mr. Larsen's post-operative pain and anxiety?
 - Rationale: Pain management and addressing anxiety are crucial components of post-operative care. This question prompts consideration of the effectiveness of interventions and the patient's comfort level.
3. Were there any challenges in communicating with Mr. Larsen or his family about the surgical outcomes and post-operative care instructions?
 - Rationale: This question focuses on the importance of clear communication with the patient and family, ensuring they understand the surgical results and post-operative care requirements, which is essential for successful recovery and patient satisfaction.

If you would like to utilize the GAS (Gather, Analyze, Summarize) Model, we suggest these three questions to encourage reflection on the nurse's observations, critical thinking process, and application of person-centered care principles in the post-operative setting:

- **Gather:** What were your observations during Mr. Larsen's post-operative check-in, particularly regarding his pain levels, vital signs, and emotional state?
- **Analyze:** How did you apply critical thinking to form questions about Mr. Larsen's expectations and familiarity with the surgery, and how did this influence your care plan?
- **Summarize:** Based on your assessment and interaction with Mr. Larsen, what are the key elements of your person-centered care approach for his post-operative recovery, and how do these align with professional perioperative standards?

30 Minutes or More

If you have 30 minutes or more to debrief with students, we recommend following our debriefing script to support a thoughtful and comprehensive reflection.

- **Opening:** Welcome, everyone. We've just completed a simulation of post-operative care for John Larsen. Let's take some time to reflect on this experience and learn from it together.
- **Reaction Phase:** Before we dive into specifics, I'd like to hear your initial thoughts:
 - How do you feel the post-operative check-in went?
 - What was most challenging for you during this experience?
- **Analysis Phase:** Now, let's examine some key aspects of the post-operative care:
 - Communication and Handoff:
 - How effective was the handoff from the pre-operative team?
 - Were there any gaps in information that affected your care?
 - Assessment and Documentation:
 - What were the most critical elements of Mr. Larsen's post-operative assessment?
 - How did you prioritize and document your findings?
 - Patient Interaction:
 - How did you address Mr. Larsen's concerns and anxiety?
 - What strategies did you use to explain post-operative care instructions?
- **Summary Phase:** Let's conclude by reflecting on our learning:
 - What are the top three takeaways from this experience?
 - How will you apply what you've learned to your future practice?
 - Are there any areas where you feel you need additional training or resources?

Debrief Patient Care Rounds: Infection Control (Su Yeong-Ju)

10 Minutes or Less

If you have 10 minutes or less, choose a few key questions from this list to focus your debrief and highlight the most important takeaways for your students:

- How effectively did you implement standard precautions during your interaction with Su Yeong-Ju?
- What specific infection control measures did you observe in Su Yeong-Ju's room, and were there any areas for improvement?
- How did you assess Su Yeong-Ju's risk factors for healthcare-associated infections (HAIs)?
- Describe your hand hygiene practices during the care rounds. Were there any moments when you should have performed hand hygiene but didn't?
- How did you communicate infection control practices to Su Yeong-Ju and their family members?
- How did you ensure proper use and disposal of personal protective equipment (PPE)?
- What strategies did you use to prevent the spread of potential infections between Su Yeong-Ju and other patients?
- What educational information did you provide to Su Yeong-Ju about preventing the spread of infections?
- How did you document any infection-related concerns or interventions in Su Yeong-Ju's medical record?
- What would you do in future patient interactions to enhance infection control measures?
- How can you contribute to improving the overall infection control practices in your unit based on this experience?

If you're really short on time, we can suggest the following three questions as some of the most important takeaways from this scenario:

- How effectively did you implement standard precautions and aseptic techniques during your interaction with Su Yeong-Ju?
 - Rationale: This question addresses the fundamental aspects of infection control, encouraging reflection on the proper implementation of standard precautions and aseptic techniques, which are crucial in preventing the spread of healthcare-associated infections.
- What specific patient education did you provide to Su Yeong-Ju and their family about infection prevention and control?
 - Rationale: This question focuses on the importance of patient and family education in infection control, as highlighted in the textbook material. It prompts consideration of how effectively the nurse communicated essential infection prevention strategies.
- How did you assess and address environmental factors in Su Yeong-Ju's room that could impact infection prevention and control?
 - Rationale: This question encourages reflection on the nurse's awareness of environmental factors that influence infection control, such as room cleanliness, organization, and minimizing interruptions during sterile procedures, as mentioned in the textbook material.

If you would like to utilize the GAS (Gather, Analyze, Summarize) Model, we suggest these three questions to encourage reflection on the nurse's observations, critical thinking process, and application of person-centered care principles:

- **Gather:** What specific signs and symptoms of infection did you observe during your assessment of Su Yeong-Ju?
- **Analyze:** How did you interpret the data collected from Su Yeong-Ju's assessment, and what potential infection risks did you identify based on this analysis?

- **Summarize:** Based on your gathered information and analysis, what key infection control interventions did you implement or recommend for Su Yeong-Ju's care plan?

30 Minutes or More

If you have 30 minutes or more to debrief with students, we recommend following our debriefing script to support a thoughtful and comprehensive reflection.

- **Introduction:** Welcome, everyone. Let's reflect on our patient care rounds focusing on infection control for Su Yeong-Ju. We'll use the GAS method: Gather, Analyze, and Summarize.
- **Gather:** What specific observations did you make regarding Su Yeong-Ju's condition and the infection control measures in place?
 - Prompt for details about:
 - Patient's symptoms
 - Hygiene practices observed
 - Environmental factors in the room
- **Analyze:** Let's interpret these observations. What potential infection risks did you identify, and why?
 - Encourage discussion on:
 - Risk factors specific to Su Yeong-Ju
 - Effectiveness of current infection control measures
 - Areas for improvement in infection prevention
- **Summarize:** Based on our analysis, what key interventions should we implement or modify in Su Yeong-Ju's care plan?
 - Guide the group to:
 - Prioritize infection control interventions
 - Develop a patient education plan
 - Identify necessary changes to the care environment
- **Action Plan:** Let's create an action plan. What specific steps will we take to enhance infection control for Su Yeong-Ju?
 - Facilitate the creation of:
 - Concrete action items
 - Assignment of responsibilities
 - Timeline for implementation
- **Conclusion:** To wrap up, let's each share one key learning from this debriefing that we'll apply in our future practice.
 - Encourage individual reflections and commitments to improving infection control practices.

Debrief Patient Care Rounds: Bowel Diversion (Miguel Flores)

10 Minutes or Less

If you have 10 minutes or less, choose a few key questions from this list to focus your debrief and highlight the most important takeaways for your students:

- How did you assess Miguel's stoma and peristomal skin condition?
- What specific observations did you make regarding the color, size, and appearance of Miguel's stoma?
- How did you measure the stoma size, and why is this important?
- How did you educate Miguel about proper stoma care and appliance change techniques?
- What nutritional considerations did you discuss with Miguel regarding his bowel diversion?
- How did you assess for potential complications such as dehydration or electrolyte imbalances?
- What strategies did you use to help Miguel adapt psychologically to living with an ostomy?
- What resources or support groups did you recommend to Miguel for ongoing support?
- How did you assess Miguel's understanding of when to seek medical attention for ostomy-related issues?
- What techniques did you use to ensure Miguel's privacy and dignity during ostomy care?
- What pain management strategies did you implement related to Miguel's bowel diversion?
- How did you document Miguel's ostomy care and education in his medical record?

If you're really short on time, we can suggest the following three questions as some of the most important takeaways from this scenario:

1. How did you assess Miguel's stoma and peristomal skin condition, and what were your key findings?
 - Rationale: This question addresses the critical aspect of stoma assessment, which is fundamental to providing appropriate care and preventing complications. It encourages reflection on the assessment process and its outcomes.
2. What specific patient education did you provide to Miguel about ostomy care, and how did you ensure his understanding?
 - Rationale: This question focuses on the crucial element of patient education, which is essential for successful self-management of an ostomy. It prompts discussion on the content and effectiveness of the education provided.
3. How did you address Miguel's psychosocial needs related to his new bowel diversion, and what resources did you offer for ongoing support?
 - Rationale: This question highlights the importance of holistic care, addressing not just the physical aspects of ostomy care but also the psychological and social impacts. It encourages consideration of the patient's emotional well-being and long-term adaptation.

If you would like to utilize the GAS (Gather, Analyze, Summarize) Model, we suggest these questions:

- **Gather:**
 - What specific observations did you make about Miguel's stoma and peristomal skin condition?
 - How did Miguel express his feelings about his new ostomy?
 - What concerns or questions did Miguel or his family raise during your interaction?
- **Analyze:**
 - Why did you choose the particular ostomy appliance for Miguel?
 - How did Miguel's psychosocial needs influence your approach to patient education?
 - What potential complications did you consider when developing Miguel's care plan?
- **Summarize:**
 - What are the key points we've learned about caring for a patient with a new bowel diversion?

- How can we apply these insights to improve our ostomy care for future patients?
- What specific actions will you take to enhance your skills in supporting patients with bowel diversions based on this experience?

30 Minutes or More

If you have 30 minutes or more to debrief with students, we recommend following our debriefing script to support a thoughtful and comprehensive reflection.

- **Introduction:** Welcome, team. Let's reflect on our care for Miguel Flores, who has a new bowel diversion. We'll use this time to discuss our observations, decisions, and areas for improvement.
- **Assessment:** First, let's discuss Miguel's stoma and peristomal skin assessment.
 - Key Question: What were your observations of Miguel's stoma and surrounding skin, and how did these inform your care decisions?
 - Encourage discussion on:
 - Stoma color, size, and appearance
 - Peristomal skin condition
 - Any signs of complications
- **Patient Education:** Now, let's consider the patient education we provided.
 - Key Question: What specific ostomy care techniques did you teach Miguel, and how did you ensure his understanding?
 - Prompt for details about:
 - Appliance changing procedure
 - Skin care around the stoma
 - Diet and hydration guidelines
 - Signs of complications to watch for
- **Psychosocial Support:** Let's discuss how we addressed Miguel's emotional needs.
 - Key Question: How did Miguel express his feelings about the ostomy, and what strategies did you use to provide emotional support?
 - Guide the discussion towards:
 - Miguel's expressed concerns or anxieties
 - Techniques used to boost self-esteem and body image
 - Resources offered (e.g., support groups, counseling)
- **Challenges and Solutions:** What challenges did we face in Miguel's care, and how did we overcome them?
 - Encourage team members to share difficulties and successful strategies.
- **Action Plan:** Based on our discussion, what specific actions can we take to improve our care for patients with bowel diversions?
 - Facilitate the creation of 2-3 actionable steps
- **Conclusion (3 minutes):** To wrap up, let's each share one key learning from Miguel's case that we can apply to future ostomy care.
 - Encourage individual reflections and commitments to improving ostomy care practices.

Debrief Patient Care Rounds: Pressure Injury (Isabella Fischer)

10 Minutes or Less

If you have 10 minutes or less, choose a few key questions from this list to focus your debrief and highlight the most important takeaways for your students:

- How did you use the Braden Scale to assess Isabella's pressure injury risk?
- What specific areas of Isabella's skin did you examine, and what were your findings?
- What preventive measures did you implement to reduce Isabella's risk of developing pressure injuries?



- How did you involve other healthcare professionals in Isabella's pressure injury prevention plan?
- If pressure injuries were present, how did you document their location, stage, and characteristics?
- What treatment plan did you develop for existing pressure injuries?
- How did you educate Isabella about pressure injury prevention and management?
- What self-care strategies did you recommend to Isabella?
- How often did you reassess Isabella's skin condition and pressure injury risk?
- How did you ensure adequate nutrition to support skin health and wound healing?
- What pressure-redistributing techniques or devices did you use for Isabella?
- How did you manage Isabella's pain related to pressure injuries or prevention measures?
- What factors specific to Isabella's condition influenced your pressure injury prevention and management approach?
- How did you document the progress of pressure injury healing using standardized tools?

If you're really short on time, we can suggest the following three questions as some of the most important takeaways from this scenario:

1. How did you assess Isabella Fischer's pressure injury risk using the Braden Scale, and what were your findings?
 - Rationale: This question is crucial because it addresses the fundamental step of risk assessment. The Braden Scale is a validated tool that helps predict pressure injury risk, allowing for early intervention. Understanding the assessment process and results is essential for developing an appropriate care plan.
2. What specific preventive measures did you implement based on Isabella's risk assessment, and how did you involve the interprofessional team?
 - Rationale: This question focuses on the critical aspect of prevention, which is paramount in pressure injury management. It encourages reflection on the specific interventions chosen and emphasizes the importance of collaborative care, which is essential for comprehensive pressure injury prevention and management.
3. How thoroughly did you document Isabella's skin condition, including any existing pressure injuries, and what is your plan for ongoing reassessment?
 - Rationale: This question addresses the importance of accurate documentation and continuous monitoring. Proper documentation is crucial for tracking progress, ensuring continuity of care, and modifying treatment plans as needed. It also emphasizes the need for regular reassessment, which is vital in pressure injury management to prevent worsening and promote healing.

If you would like to utilize the GAS (Gather, Analyze, Summarize) Model, we suggest these questions:

- **Gather:**
 1. What specific observations did you make during Isabella's skin assessment?
 2. How did you determine Isabella's pressure injury risk using the Braden Scale?
 3. What preventive measures did you implement based on your assessment?
- **Analyze:**
 1. Why did you choose those particular preventive strategies for Isabella?
 2. How did Isabella's individual risk factors influence your care plan?
 3. What challenges did you face in implementing pressure injury prevention for Isabella?
- **Summarize:**
 1. What are the key points we've learned about assessing and preventing pressure injuries in Isabella's case?
 2. How can we apply these insights to improve our pressure injury care for future patients?

3. What specific actions will you take to enhance your pressure injury prevention skills based on this experience?

30 Minutes or More

If you have 30 minutes or more to debrief with students, we recommend following our debriefing script to support a thoughtful and comprehensive reflection.

- **Introduction:** Welcome, everyone. Let's reflect on our patient care rounds focusing on pressure injury management for Isabella Fischer. We'll use a structured approach to discuss our observations and decisions.
- **Assessment:** First, let's discuss how we assessed Isabella's pressure injury risk.
 - Key Question: How did you use the Braden Scale to assess Isabella's pressure injury risk, and what were your findings?
 - Encourage discussion on:
 - Specific components of the Braden Scale
 - Isabella's risk level
 - Any challenges in assessment
- **Prevention and Management:** Now, let's consider the preventive measures and management strategies we implemented.
 - Key Question: What specific preventive measures did you implement based on Isabella's risk assessment, and how did you involve the interprofessional team?
 - Prompt for details about:
 - Skin care interventions
 - Positioning and mobility strategies
 - Nutritional support
 - Collaboration with other healthcare professionals
- **Documentation and Monitoring:** Let's discuss our documentation and plan for ongoing care.
 - Key Question: "How thoroughly did you document Isabella's skin condition, including any existing pressure injuries, and what is your plan for ongoing reassessment?"
 - Guide the discussion towards:
 - Detailed wound description
 - Frequency of reassessment
 - Use of wound assessment tools
 - Plan for treatment modification
- **Action Plan:** Based on our discussion, let's create an action plan for Isabella's ongoing care.
 - Facilitate the creation of:
 - Specific interventions to be implemented or modified
 - Responsibilities for each team member
 - Timeline for reassessment
- **Conclusion:** To wrap up, let's each share one key learning from this case that we can apply to future pressure injury prevention and management.
 - Encourage individual reflections and commitments to improving pressure injury care practices.

Patient Care Rounds Debrief: Complex Post-Operative Care (Sonia Best)

10 Minutes or Less

If you have 10 minutes or less, choose a few key questions from this list to focus your debrief and highlight the most important takeaways for your students:

- How did you assess Sonia's pain levels and what interventions did you implement?
- What specific observations did you make regarding Sonia's surgical site and dressings?
- How did you monitor Sonia's vital signs and what trends did you notice?
- What potential post-operative complications did you watch for and why?
- How did you evaluate Sonia's fluid and electrolyte balance?
- What strategies did you use to prevent venous thromboembolism?
- How did you assess Sonia's respiratory status and what interventions did you perform?
- What approach did you take to manage Sonia's nausea and vomiting?
- How did you address Sonia's nutritional needs in the post-operative period?
- What patient education did you provide regarding post-operative care and recovery?
- Did you involve Sonia's family in her care plan? If not, how would you?
- What challenges did you face in managing Sonia's complex post-operative care?
- How did you prioritize your nursing interventions for Sonia?
- What interdisciplinary collaboration occurred during Sonia's care?
- How did you address Sonia's emotional needs and concerns about her recovery?

If you're really short on time, we can suggest the following 3 questions as some of the most important takeaways from this scenario:

1. How did you assess and manage Sonia's pain, and what factors influenced your decision-making process?
 - Rationale: This question encourages students to reflect on their pain assessment skills, pharmacological knowledge, and critical thinking in complex post-operative care.
2. What potential post-operative complications did you prioritize in your assessment, and how did you intervene to prevent or address them?
 - Rationale: This question prompts students to consider their ability to anticipate and manage risks in complex surgical cases, focusing on patient safety and proactive care.
3. How did you balance Sonia's physical care needs with her emotional and educational needs during the post-operative period?
 - Rationale: This question emphasizes the importance of holistic care, encouraging students to reflect on their ability to address multiple aspects of patient care simultaneously in a complex post-operative setting.

If you would like to utilize the GAS (Gather, Analyze, Summarize) Model, we suggest these questions:

- **Gather:**
 1. What were your initial observations when you first assessed Sonia?
 2. How did Sonia's vital signs trend during your care?
 3. What specific concerns did Sonia express about her post-operative recovery?
 4. How would you describe Sonia's pain levels and management throughout your shift?
 5. What was the condition of Sonia's surgical site and dressings?
- **Analyze:**
 1. How did you prioritize Sonia's care needs, and why did you choose that order?
 2. What potential post-operative complications did you consider, and how did this influence your care?
 3. How did you balance managing Sonia's physical symptoms with addressing her psychological needs?
 4. What challenges did you face in providing Sonia's complex post-operative care, and how did you overcome them?

5. How did your assessment findings guide your interventions and patient education?
- **Summarize:**
 1. What are the key lessons you learned from caring for Sonia?
 2. How will this experience influence your future approach to complex post-operative care?
 3. What specific skills or knowledge areas do you feel you need to improve based on this experience?
 4. How can the team collaborate more effectively to provide comprehensive post-operative care?
 5. What strategies will you implement in your next post-operative patient care to enhance outcomes?

30 Minutes or More

If you have 30 minutes or more to debrief with students, we recommend following our debriefing script to support a thoughtful and comprehensive reflection.

- **Introduction:**
 - Welcome, everyone. Let's reflect on our experience caring for Sonia Best, our complex post-operative patient. This debriefing will help us consolidate our learning and improve our future practice.
- **Gather:**
 - What were your initial observations when you first assessed Sonia?
 - How did you prioritize her care needs?
 - What were Sonia's main concerns during her post-operative period.
- **Analyze:**
 - How did you assess and manage Sonia's pain?
 - What factors influenced your decisions?
 - What potential post-operative complications did you watch for, and why?
 - How did you balance Sonia's physical care with her emotional and educational needs?
- **Interventions and Outcomes:**
 - What specific interventions did you implement for Sonia's care?
 - How did you evaluate the effectiveness of these interventions?
 - What challenges did you face in managing Sonia's complex care?
- **Patient Education and Discharge Planning:**
 - What key points did you include in Sonia's post-operative education?
 - How did you prepare Sonia and her family for discharge and home care
- **Interdisciplinary Collaboration:**
 - How did you collaborate with other healthcare team members in Sonia's care?
 - What was the impact of this collaboration on Sonia's outcomes?
- **Summarize:**
 - What are the main takeaways from this complex post-operative care experience?
 - How can we apply these insights to future post-operative patients?
 - What specific areas of your practice do you plan to enhance based on this experience?
- **Conclusion:**
 - Thank you all for your thoughtful participation. Remember, complex post-operative care requires a holistic approach, addressing physical, emotional, and educational needs while anticipating potential complications. Let's carry these lessons forward in our nursing practice to provide excellent care for all our surgical patients.

Patient Care Rounds Debrief: Tracheostomy Care (Nancy Gilbert)

10 Minutes or Less

If you have 10 minutes or less, choose a few key questions from this list to focus your debrief and highlight the most important takeaways for your students:

- How did you assess Nancy's respiratory status and tracheostomy site?
- What specific observations did you make about Nancy's tracheostomy tube and stoma?
- How did you determine the need for suctioning, and what technique did you use?
- What steps did you take to maintain a sterile environment during tracheostomy care?
- How did you ensure proper humidification of Nancy's airway?
- What methods of communication did you use with Nancy, and how effective were they?
- How did you educate Nancy about her tracheostomy care?
- What potential complications did you monitor for during your care?
- How did you involve Nancy in her own care, if at all?
- What challenges did you face in providing tracheostomy care, and how did you overcome them?
- How did you address Nancy's psychological needs related to having a tracheostomy?
- What safety measures did you implement to prevent accidental decannulation?
- How did you document your tracheostomy care and Nancy's response?
- How would you modify your approach to tracheostomy care based on this experience?

If you're really short on time, we can suggest the following 3 questions as some of the most important takeaways from this scenario:

1. How did you assess Nancy's respiratory status and tracheostomy site, and what were your key findings?
 - Rationale: This question encourages students to reflect on their assessment skills, critical thinking, and ability to identify potential complications related to tracheostomy care.
2. What specific steps did you take to maintain a sterile environment and prevent infection during tracheostomy care?
 - Rationale: This question focuses on the crucial aspect of infection prevention, prompting students to consider their adherence to aseptic technique and patient safety protocols.
3. How did you address Nancy's communication needs and provide psychological support related to her tracheostomy?
 - Rationale: This question highlights the importance of holistic care, encouraging students to reflect on their ability to address both the physical and emotional aspects of caring for a patient with a tracheostomy.

If you would like to utilize the GAS (Gather, Analyze, Summarize) Model, we suggest these questions:

- **Gather:**
 1. What specific observations did you make about Nancy's tracheostomy site, tube, and surrounding skin?
 2. How did you assess Nancy's respiratory status and comfort level?
 3. What were Nancy's primary concerns or questions about her tracheostomy care?
- **Analyze:**
 1. Why did you choose the particular suctioning technique and frequency for Nancy?
 2. How did you determine the effectiveness of your interventions in maintaining Nancy's airway patency?
 3. What potential complications did you consider when providing tracheostomy care, and how did this influence your approach?

- **Summarize:**
 1. What are the key learning points from this experience in providing tracheostomy care?
 2. How can we apply these insights to improve our care for future tracheostomy patients?
 3. What specific actions will you take to enhance your skills in tracheostomy care based on this experience?

30 Minutes or More

If you have 30 minutes or more to debrief with students, we recommend following our debriefing script to support a thoughtful and comprehensive reflection.

- **Introduction:**
 - Welcome, everyone. Let's reflect on our experience caring for Nancy Gilbert, our patient with a tracheostomy. This debriefing will help us consolidate our learning and improve our future practice
- **Gather (5 minutes):**
 - What specific observations did you make about Nancy's tracheostomy site and tube?
 - How did you assess Nancy's respiratory status?
 - What were Nancy's main concerns about her tracheostomy?
- **Analyze:**
 - Why did you choose your particular approach to suctioning and tracheostomy care?
 - How did you determine if your interventions were effective?
 - What potential complications did you consider, and how did this influence your care?
- **Psychological Support:**
 - How did you address Nancy's emotional needs related to her tracheostomy?
 - What communication methods did you use, and how effective were they?
- **Patient Education:**
 - What key points did you include in Nancy's education about tracheostomy care?
 - How did you ensure Nancy understood the information?
- **Summarize:**
 - What are the main takeaways from this experience?
 - How can we apply these insights to future tracheostomy care?
 - What specific actions will you take to enhance your skills in this area?
- **Conclusion:**
 - Thank you all for your thoughtful participation. Remember, providing excellent tracheostomy care involves not just technical skills, but also addressing the patient's psychological needs and ensuring proper education. Let's carry these lessons forward in our nursing practice.

Postmortem Care Debrief: Samuel Green

10 Minutes or Less

If you have 10 minutes or less, choose a few key questions from this list to focus your debrief and highlight the most important takeaways for your students:

- How did you maintain Samuel's dignity throughout the postmortem care process?
- What specific steps did you take in providing postmortem care for Samuel?
- How did you communicate with Samuel's family during this sensitive time?
- What cultural or religious considerations were important in Samuel's case?
- How did you balance the needs of the family with necessary postmortem procedures?
- What emotions did you experience during this process, and how did you manage them?
- How did you ensure all legal and documentation requirements were met?
- What challenges did you face during the postmortem care, and how did you overcome them?
- What aspects of postmortem care do you feel you handled well?
- Are there any areas where you feel you need more practice or knowledge?
- How will this experience influence your future approach to end-of-life and postmortem care?
- What strategies can you implement to provide better emotional support to families in similar situations?
- How did this experience affect your understanding of the nurse's role in end-of-life care?
- What key lessons from this experience will you apply to your future nursing practice?

If you're really short on time, we can suggest the following three questions as some of the most important takeaways from this scenario:

1. How did you ensure dignity and respect for Samuel and his family throughout the postmortem care process?
 - Rationale: This question encourages reflection on the ethical and compassionate aspects of care, even after death.
2. What challenges did you face in providing postmortem care, and how did you overcome them?
 - Rationale: This prompts students to analyze their problem-solving skills and emotional responses in a sensitive situation.
3. How will this experience influence your approach to end-of-life and postmortem care in your future nursing practice?
 - Rationale: This question helps students synthesize their learning and consider how to apply it moving forward, improving their future care delivery.

If you would like to utilize the GAS (Gather, Analyze, Summarize) Model, we suggest these questions:

- **Gather:**
 1. What were your immediate thoughts and feelings when you learned you'd be providing postmortem care for Samuel Green?
 2. Can you describe the specific steps you took in providing postmortem care?
 3. How did Samuel's family respond when informed of his passing?
 4. What cultural or religious considerations were relevant in Samuel's case?
 5. What was the condition of Samuel's body when you began postmortem care?
- **Analyze:**
 1. How did you ensure dignity and respect for Samuel throughout the postmortem care process?
 2. What challenges did you face in balancing the needs of the family with necessary postmortem procedures?
 3. How did you approach communication with Samuel's family during this sensitive time?
 4. What legal and documentation requirements did you need to consider, and how did you address them?
 5. How did your personal beliefs or emotions influence your approach to providing postmortem care?

- **Summarize:**
 1. What are the key lessons you learned from this postmortem care experience?
 2. How will this experience influence your future approach to end-of-life and postmortem care?
 3. What specific skills or knowledge areas do you feel you need to improve based on this experience?
 4. How can the healthcare team better support families during the immediate post-death period?
 5. What strategies will you implement in future postmortem care situations to enhance your practice and provide more compassionate care?

30 Minutes or More

If you have 30 minutes or more to debrief with students, we recommend following our debriefing script to support a thoughtful and comprehensive reflection.

- **Introduction:**
 - Welcome, everyone. Let's reflect on our experience providing postmortem care for Samuel Green. This debriefing will help us process the experience and improve our future practice.
- **Gather:**
 - What were your initial thoughts and feelings when you learned you'd be providing postmortem care?
 - What specific tasks did you perform during the postmortem care process?
 - How did Samuel's family respond to his passing?
- **Analyze:**
 - How did you ensure dignity and respect for Samuel throughout the postmortem care process?
 - What cultural or religious considerations did you need to address?
 - How did you balance the needs of the family with the necessary postmortem procedures?
- **Emotional Impact:**
 - How did this experience affect you emotionally?
 - What strategies did you use to cope with your feelings?
 - How can we support each other when providing end-of-life and postmortem care?
- **Family Interaction:**
 - How did you communicate with Samuel's family during this process?
 - What questions or concerns did the family express?
 - How did you provide emotional support to the family?
- **Documentation and Legal Aspects:**
 - What key elements did you include in your documentation?
 - How did you ensure all legal requirements were met?
 - What agency policies guided your actions?
- **Summarize:**
 - What are the main takeaways from this postmortem care experience?
 - How can we apply these insights to future end-of-life and postmortem care situations?
 - What specific areas of your practice do you plan to enhance based on this experience?
- **Conclusion:**
 - Thank you all for your thoughtful participation. Remember, providing postmortem care is a sensitive and important part of nursing that requires compassion, respect, and

attention to detail. Let's carry these lessons forward to provide dignified care for all our patients, even after death.