

# MEDICAL LEARNERS' PERCEPTIONS OF VIDEO-ASSISTED SELF-REFLECTION AS A COMPONENT OF SIMULATION DEBRIEFING

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## ABSTRACT: Poster (P-1)

- Purpose:** Simulation is increasingly an important tool within medical education. Debriefing, which is a form of post-simulation feedback is a critical component of the learning process. It is unclear however how to make debriefing most optimal. It is common within medical education for there to be a face-to-face debrief with an expert facilitator to occur directly after a simulation session. We explored whether learners would further benefit from additional self-reflection while viewing a video of their own performance in the weeks following their simulation session. The objective of this study was to assess resident physicians' opinions of a debriefing technique involving additional video-assisted self-reflection.
- Methods:** Twenty pediatric residents were randomly divided into a control and experimental group. All participants completed a simulation scenario on pediatric resuscitations that was followed either by a standardized face-to-face debrief (control) or a standardized face-to-face debrief and additional access to an online video of their performance linked with a structured set of probing questions to aid in self-reflection (experimental). All residents were then surveyed about the role of video and self-reflection in debriefing, and their perceived ability to deal with a resuscitation case like the one reviewed in the simulation during real clinical situations.
- Results:** Both groups had positive responses regarding the use of simulation in medical education in general and their perceived preparation for managing resuscitation cases in real clinical scenarios. Learners in the experimental group more strongly agreed that reviewing a video of their performance as part of the debriefing process would enhance their learning experience and aid in self-reflection. They were also more likely to indicate that they would like more training on cognitive self-reflective techniques than those in the control group.
- Conclusion:** Learners viewed the use of video-assisted self-reflection as a useful tool for debriefing whether they were exposed to this method or not. Those who were exposed to video-assisted self-reflection felt more positively about it and were interested in further training in self-reflection. This study suggests that video-assisted self-reflection should be further explored as a way for improving the experiences of medical learners' during the debriefing of simulation sessions.