

## Trainer Activity in Debriefing Depending on Whether Students Use an Observation Grid During Simulation

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### Context : The Learning Lab

•**Objective:** Train future community pharmacists using immersive physical simulation.

•**Method:** Role-playing scenarios observed in real-time via audiovisual transmission.

- **Observers:** Trainers and other students acting as observer-students.
- **Debriefing:** Each role-playing game is followed by an immediate debriefing session.

#### Previous Years:

•**Tool:** Videos used as non-instrumented positioning tools.

•**Evaluation:** Observer-students evaluated based on personal criteria

#### This Year:

•**New Tool:** Introduction of an analysis grid for systematic and structured observation.

•**Impact:** Significant improvement in debriefing participation (p=0.018)

Photo of the Learning Lab premises: (1) Simulation room; (2) Debriefing room



### Question

Are there significant variations in a trainer's debriefing practices at the level of their verbal interventions, considering the use or non-use of an observation grid by students during the observation of their peers' role-playing games?

### Methodology

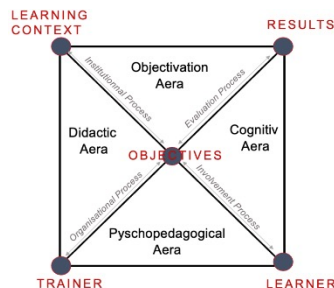
•**Sample:** 20 « hots » and collective debriefings led by a trainer with master's students (n=49).

#### •Two groups:

- **With Grid (OAG):** 12 debriefings.
  - **Without Grid (OSG):** 8 debriefings
- Different thematic between the 2 groupes

#### •Data Collection:

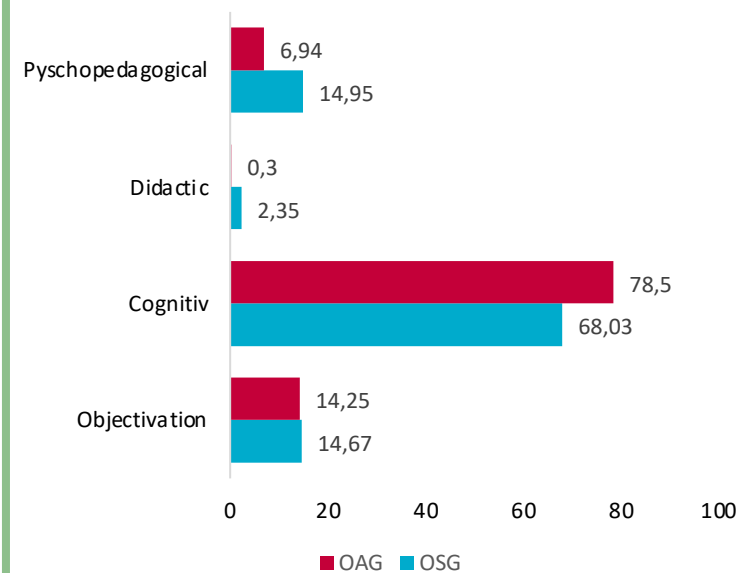
- Trainer's interventions transcribed and coded by fragments.
- Categorized using the GD-12 analysis grid based on the "Pyra Debrief" model (1). Trainer's activity balanced between four main areas:



•**Analysis:** For each aera: volume of coverage extracted and classified based on the presence or absence of the observation grid. (1)

### Results

Coverage of interventions by area (as a percentage)



**Minor changes** between trainer's intervention during OAG and OSG debriefings: mainly focused on cognitive aspects.

### Conclusion

#### Challenges for trainers:

- Balancing multiple pedagogical dimensions.
- Maintaining a learner-centered approach.
- Shifting focus from planned information transmission.

### Futur Work

Train trainers to develop guidelines for maintaining focus during dynamic debriefings and balancing objectivation, cognitiv, psycho-pedagogica and didactic dimensions.

(1) Coding table : [https://orbi.umons.ac.be/bitstream/20.500.129/0746465/1/ECE2023\\_70876%20\(13\).pdf](https://orbi.umons.ac.be/bitstream/20.500.129/0746465/1/ECE2023_70876%20(13).pdf)  
Duvivier, V., Dave, M., Bamps, J., Laumonier, C., & Patris, S. (2024). Jeu de rôle grandeur nature en officine pédagogique : le Learning Lab. In E. Luytbroeck & S. Guillet (Eds.), *Jouer un rôle pour apprendre* « On disait qu'on était... ». Pédagogies en pratiques. [En cours de publication].  
Dave, M., Laumonier, C., Bamps, J., Duvivier, V., & Patris, S. (2024). Apports et limites de la simulation immersive physique dans la formation des étudiants pharmaciens : étude qualitative. In C. Baco, I. Vivegnis, & C. Gremion (Eds.), *Simulation et immersion : quelles conditions pour l'engagement et l'apprentissage des étudiant.e.s ?* AUPTIC. [En cours de publication].