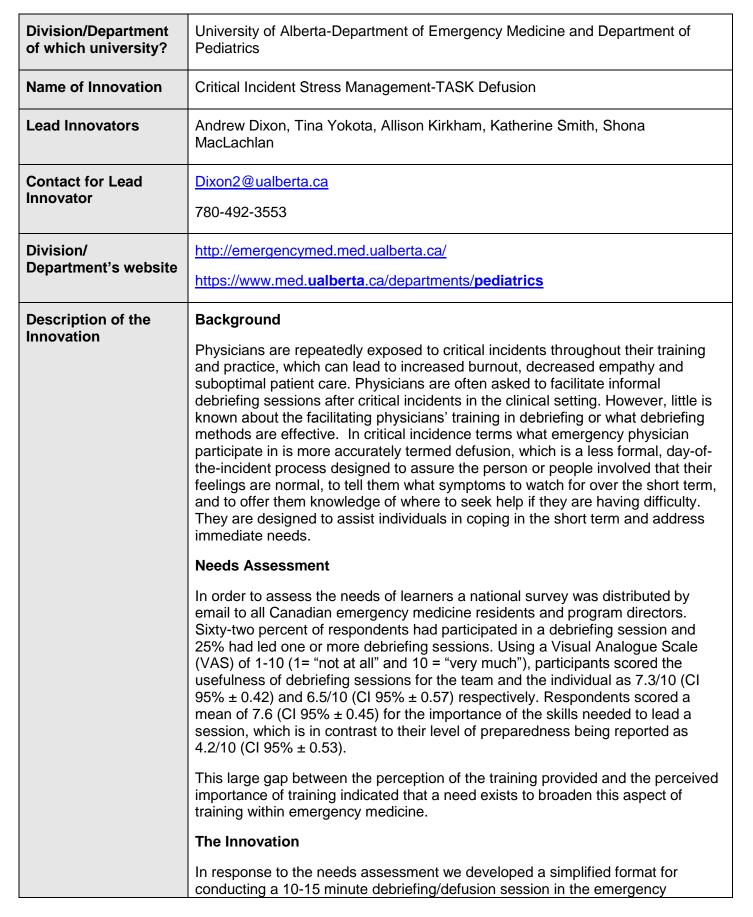
Academic Section of CAEP: Featured Education Innovation

CMU Association canadienn



	department. It involves 4 phases:
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	TASK DEFUSION
	 Introduction – discussion of who is present, roles and expectation of debriefing.
	 Management Phase – covers important topics in the medical case management, answers questions from the team about why and how decisions were made.
	• Reaction Phase – asks team members to share their reaction to the situation. For example: If you had the power to erase one single aspect, without changing the outcome, what would you most want to eliminate from this experience?
	 Teaching Phase – Assure that stress is a normal reaction to an abnormal event.
	Give basic strategies for COPING such as: Talk to people Eat and sleep normally Exercise Do something nice for yourself
	This method was taught during a 4 hour workshop including PGY 1-5 emergency medicine residents. There was a short didactic introduction of the method with example questions and methods of transition between the phases. Then there was a stop start group practice with interruptions for questions and discussion. This was followed by residents participating in smaller group mock debriefings (each resident having an assigned role) that were observed by a trained facilitator. The whole group then met back to discuss the experience.
	Limitations
	Although the workshop has only been performed once, the resident feedback was excellent. They found the session very practical and useful. We intend to survey the residents in a year to see if they are actually using the tool in the "real world". We are also developing an app that leads a facilitator through the debriefing process.
Summary written by:	Andrew Dixon

Glassick's Criteria for Quality in Educational Scholarship (Same as the CAEP innovation abstract criteria) (From Glassick C. Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching. Acad. Med. 2000; 75: 877–80.)

Clear Goals	States Basic Purpose (Goals & Objectives outlined).
	Feasible (realistic, achievable) outcomes for success identified.
Adequate Preparation	Describes how project is related to existing literature (research or theory).
Appropriate methods	Contextually sound methods that are linked to stated goals, objectives and outcomes.

Significant Results	Presents results of interest for discussion. Ideally, significant, highly impactful or novel results.
Reflective critique	Presents a clear reflection about lessons learned from this project. May
(optional)	suggest future directions and/or link to existing literature.
Effective	Abstract is written in a way that clearly explains innovation for the general
Presentation	emergency medicine community.

ED Defusing-TASK defusing

- Timing: 1-2H post event (possibly end of shift)
- Structure: 4 phases
 - Introduction
 - Management Phase
 - Reaction Phase
 - Teaching Phase



- Duration 15-20 minutes
- Where: anywhere where interruptions can be minimized

