Face, Rights and Goals: Rapport Management in Facilitator-guided Simulation Debriefing

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Introduction

✓ Rapport between facilitators and learners contributes to a conducive learning environment during simulation debriefing but a theory to guide rapport management is lacking.
✓ The Rapport Management (RM) model is a potentially relevant conceptual framework because it describes three interrelated components of rapport - Face, Rights and Goals – which, when threatened, affect the rapport between interactants.
✓ This critical review explores how studies in the simulation debriefing literature describing post-event facilitator-guided debriefing approaches can be viewed through the lens of the RM model.

Methods

✓ A critical review approach was adopted which brings together different types of literatures and, as a result, offers a new perspective.
✓ Records pertaining to simulation debriefing and rapport/relationships/facilitation in health professions education were retrieved from two databases.
✓ Other publications were identified through a “snowball” search, reference lists of retrieved articles and recommendations.
✓ Two researchers extracted relevant information about the study and identified the RM components. Discrepancies were resolved by a third researcher.

Results

✓ 34 articles reviewed.
✓ Goals were least alluded to.
✓ Only 2 articles measured the outcome of a debriefing approach identified to have considered all 3 components.
✓ Positive outcomes include improved knowledge acquisition and perspective transformation.

Number of articles alluding to the RM components

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<th>Face</th>
<th>Rights</th>
<th>Goals</th>
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<td>32</td>
<td>33</td>
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Practical tips

In general across cultures, rapport is managed when facilitators…

😊 Face

…adopt the premise that every learner is operating with good will and is trying to do the right thing

⚖️ Rights

…help learners know what to expect from the facilitators during the debriefing

🔍 Goals

…explain the purpose of the debriefing, find out what learners would like to discuss and/or assign priority to learners’ agenda.

Conclusion

✓ The RM model provides a fresh lens with which to view studies in the simulation debriefing literature that describe post-event facilitator-guided debriefing approaches.
✓ The model also provides a very useful heuristic to create awareness of the importance of considering cultural contexts in the management of rapport in post-simulation debriefing.
✓ Future studies could explore how the RM model can be used to guide debriefing approaches in various contexts and clarify why or how these approaches work.

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