

*Documents to support this are underlined*

## Beforehand

- A foundation doctor (FD) makes an appointment to do a CBD with a trained MITS debriefer, who may be a doctor, pharmacist, nurse or service user
- The FD receives the CBD proforma, the MITS rules of thumb, and SMAC<sup>2</sup>/Top Tips card (which they should also have previously received) when the CBD appointment is confirmed, which should be at least 24 hours before it takes place
- The FD selects an insulin prescribing event in which (s)he has been involved using the (NDIA) criteria on the proforma to help them choose an appropriate one
- The FD completes the proforma by referring to the rules of thumb – they bring this with them to the CBD

## The MITS CBD

- 30 minutes is scheduled for this
- It takes place in a quiet, comfortable setting, where it is possible to talk without being interrupted and is unhurried
- The CBD does not proceed unless the FD attends punctually having already completed the CBD proforma and brought it with them
- The debriefer acts more as a facilitator than an expert or critic (facilitation skills are explained later)

## Beginning

- The debriefer, who has the, the SMAC<sup>2</sup> card, MITS Top Tips, MITS Rules of Thumb a blank Debriefers record sheet, and a blank Trainee record sheet:
- Introduces him/herself and explains his/her role – to help the FD learn reflectively from experience of prescribing insulin
- Asks the FD to introduce him/herself
- Asks FD their grade
- Agrees when they will finish
- Asks the FD not to identify any patients or clinical staff concerned
- Undertakes to maintain absolute confidentiality about the discussion
- Explains (s)he wants this to be a 'safe space' where it is possible to talk about things that are difficult without being criticised

## The prescribing event (about 10 minutes)

The debriefer:

- Asks the FD to talk through the prescribing event, following the structure of the CBD proforma, preferably from memory rather than by reading what they wrote beforehand
- Listens attentively; if needed, asks simple, open questions to help the FD 'open up'
- Pays more attention to what matters to the FD than to slavishly following the proforma
- May use the the SMAC<sup>2</sup> card, MITs Top Tips and/or MITs rules of thumb to provide helpful questions
- During this, the debriefer writes a brief note about the event being described

## Enabling the FD to optimise their insulin prescribing (5-10 minutes)

The debriefer helps FD identify learning and make SMART commitment to future behaviour:

- Gives the FD a blank Trainee record sheet
- Places a copy of SMAC<sup>2</sup> card and the MITs top tips in front of themselves and the trainee.
- Asks the FD to record answer to the questions below on a blank FDs' record sheet and does the same on a Debriefers' record sheet using S, M, A, C or O (other) for each point
  - Asks 'In what aspects of SMAC<sup>2</sup> will you change your behaviour?'
  - Asks 'When and how will you do this?'
  - Asks FD to record this and does so themselves
  - Asks 'What might make you unsuccessful?' and 'How will you prevent that?'  
(May prompt FD by referring to other people's suboptimal behaviour)
  - Asks 'Overall, what have you learned about prescribing insulin well?'

## Ending

The debriefer:

- Asks FD to upload their completed CBD proforma and Trainee record sheet to their ePortfolio
- Invites FD to ask any questions or make any final comments before finishing
- Wishes FD success in optimising their insulin prescriptions
- Invites FD to send a "ticket" via email for a CBD entry to be completed by the debriefer in their ePortfolio
- Completes the final section of the record sheet:
  - Rates potential harm/benefit to patient
  - Rates emotional impact of event on trainee
  - Rates how clinically challenging the event was
  - Completes the sentence: 'This CBD taught me (the debriefer) that a systemic issue, or issues, affecting learning to prescribe or prescribing insulin is/are ...'
- Returns Debriefers record sheet to site MITS implementer, who forwards it to Deborah Millar for analysis

### Attributes of an effective facilitator

Effective facilitators show 'relationship leadership' and 'task leadership'

They Model:

- Relationship behavior
- Transparency of thought processes
- Openness to question and criticism
- Willingness to express emotions

They show:

- Consideration and sensitivity towards learners

They 'initiate structure' in:

- Roles
- Procedures
- Communication

A facilitator will suit most learners best if they are not too controlling; they can stimulate people by exercising less control than the learner might at first want ('constructive friction'). That argues for a sensitive and flexible style of facilitatorship, which senses the needs of the group, but exercises the least control that is acceptable to them.

### Facilitation Skills

Useful skills are:

1. Listening attentively
2. Paraphrasing
3. Making appropriate use of open and closed questions
4. Summarising
5. Responding positively to learners' contributions
6. Clarifying what learners have said
7. Negotiating when needed
8. Challenging appropriately
9. Contributing content knowledge appropriately
10. Managing time
11. Closing the session on a positive note

It may be helpful to ask an FD to reflect on:

- Positive affects: i) Motivation  
ii) Confidence
- Negative ones: i) Ambivalence  
ii) Uncertainty  
iii) Resistance  
iv) Denial

As the debriefer helps the FD commit to change, they encourage positive feelings by, for example

- Encouraging the FD to identify and reflect on past successes
- Talk positively about the FD's capability to change
- Giving praise when it is due
- Helping the FD to construct the self-identity of a safe insulin prescriber