



Patient Safety Learning

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What is AAR?

1. AAR is a structured approach to learning from the everyday and the exceptional, that places the focus on individual and team learning from direct experience.
2. The purpose is to identify and consolidate learning at the “sharp end” of patient care so that patient safety is improved as soon as the AAR is completed.
3. It differs from traditional debriefing models in that there is a clear “developmental intent” where participants engage in self-discovery and there is active involvement of all participants in defining the issues and creating the solutions together.

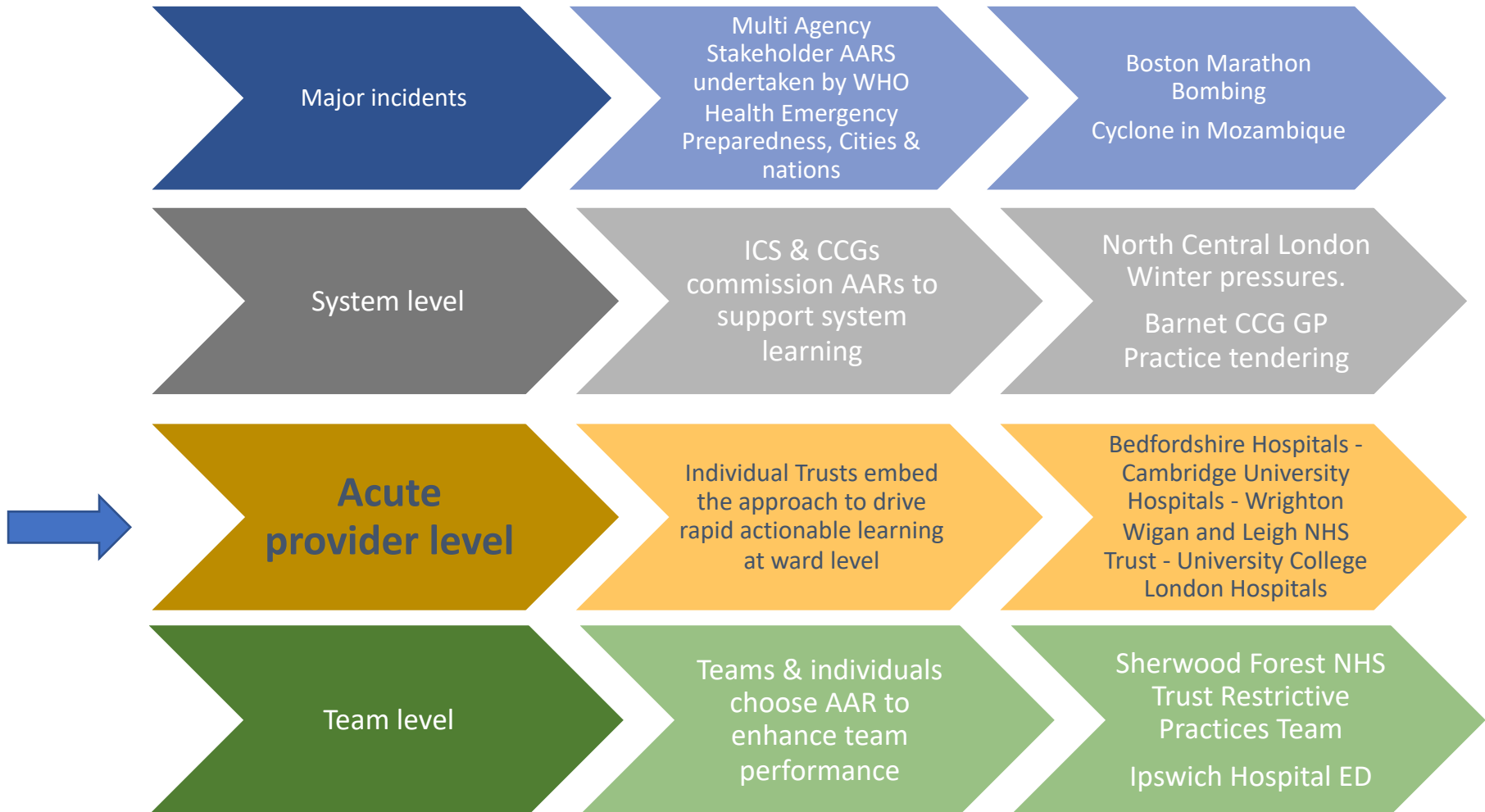


Why is it so valuable?

- None of us is as smart as all of us
- Creates a psychologically safe & inclusive environment
- AARs increase accountability
- Structures organisational learning
- Brings real clarity



Current use of AAR in Healthcare



Research evidence

Do Team and Individual Debriefs Enhance Performance? A Meta-Analysis

Scott I. Tannenbaum and **Christopher P. Cerasoli**, *the Group for Organizational Effectiveness, Albany, New York*

- **Objective:** Debriefs (or “after-action reviews”) are increasingly used in training and work environments as a means of learning from experience. We sought to unify a fragmented literature and assess the efficacy of debriefs with a quantitative review.
- **Method:** We conducted an extensive quantitative meta-analysis across a diverse body of published and unpublished research on team- and individual-level debriefs.
- **Results:** Findings from 46 samples ($N = 2,136$) indicate that on average, debriefs improve effectiveness over a control group by approximately 25% ($d = .67$). Average effect sizes were similar for teams and individuals, across simulated and real settings, for within- or between-group control designs, and for medical and nonmedical samples. Meta-analytic methods revealed a bolstering effect of alignment and the potential impact of facilitation and structure.
- **Conclusion:** Organizations can improve individual and team performance by approximately 20% to 25% by using properly conducted debriefs.
- **Application:** Debriefs are a relatively inexpensive and quick intervention for enhancing performance. Our results lend support for continued and expanded use of debriefing in training and in situ. To gain maximum results, it is important to ensure alignment between participants, focus and intent, and level of measurement

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Essential elements (Scott I. Tannenbaum and Christopher P. Cerasoli)

TABLE 1: Debriefs: Essential Elements

Element	Definition	Excludes
Active self-learning	Participants engage in some form of self-discovery or active involvement and are not merely passive recipients	Passive receipt of feedback; being told how to improve by a coach or facilitator
Developmental intent	A clear, primary intent for improvement or learning that is nonpunitive rather than judgmental or administrative	Performance appraisals or reviews; incidental learning
Specific events	Involves reflection on specific events or performance episodes rather than general performance or competencies	General discussion of a team's or person's overall strengths/weaknesses; 360° feedback about overall competencies
Multiple information sources	Includes input from multiple team members or from a focal participant and at least one external source, such as an observer or objective data source	Personal diary keeping; self-reflection

How to embed it



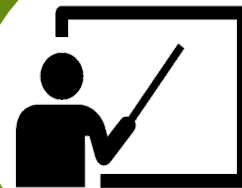
- Leadership engagement



- Organisational readiness



- Infrastructure & resources



- Trained and valued AAR Conductors

The result

All are **UNITE**d in a shared approach so they can **LEARN** from the everyday and the exceptional and **ADVANCE** team performance and patient safety

