PROMOTING NURSING WORKPLACE HAPPINESS THROUGH PEER DEBRIEFING: A SHARPER MODEL

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Abstract

Background: Nurses experience constant stresses due to high expectations from their clients, frequent quality control, and tensions from working with interdisciplinary team. Shift works resulting in disruptions of sleep and social patterns inevitably affects nurse’s quality of life and increases the chance of clinical errors. A survey of nurse satisfaction between 2015-2017 revealed that only 58.06%, 53.93% and 74.65% of nurses felt they were satisfied with their work. It is therefore urgent that workplace happiness be put in place to reduce stresses among nurses. Peer support has shown to be effective with workplace stress reduction and team learning promotion.

Objectives: We developed and evaluated the peer debriefing or a SHARPER Model

Methods: Based on SHARP Model, we developed a SHARPER Model for peer debriefing, and piloted it with 16 nurses who identified themselves as needing an emotional support. We conducted baseline and post-implementation assessments of nurse satisfaction and workplace happiness.

Results: The SHARPER Model consists of 7 steps: Set objective, How did it go?, Address concern, Review point, Plan ahead, and Emotional Release. Nurses reported much higher satisfaction and happiness in terms of emotional release, express of concerns/needs, interpersonal relationships, teamwork, competency development/learning, and workplace happiness.

Keywords: Peer debriefing, SHARPER, Workplace happiness

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Introduction

Nurses experience constant stresses due to high expectations from their clients, frequent quality control, and tensions from working with an interdisciplinary team. A study about nurses and job stresses conducted by Yang, et al. in 2004, showed that nursing profession has higher working stress than other occupations especially in role insufficiency, role clash, and responsibility. Reasons that cause nurses stressful due to over workloads, high demand of the patients and their families and high expectation of the society. Furthermore, nurses work with and coordinate with other professions in a multidisciplinary team (Yang, et al., 2004). And, nurses must work in a shift that makes sleep is not time because service need to be available 24 hours a day, leads to many opportunities for mistakes (Doungrut, et al., 2010). Thus, it affects their life and their quality of life (Aiken, et al., 2001). The survey of the organizational climate which related to the happiness of the providers and the environment of work places in Lampang Hospital between years 2014-2016 showed that the mean scores of happiness were 58.06, 53.93 and 74.65, respectively which is lower than the target set of 80%. Consistent with Tangchatchai, et al.(2011) studied about factors related to turnover rate and job retention of nurses and found that professional nurses rated their average job turnover accounted to 38 % and two organization factors: characteristics of an organization and job design and work, affected job retention of professional nurses, which have influence rate =1.08, 1.06 (Odds ratio=1.08,1.06).

Presently, an environment of the work place is more likely caused stresses of the personnel especially, job performance. Internal and external factors sometimes induce adverse events in the organization such as the personnel lack of self-confidence and morale in their work. Department of Mental Health, the Ministry of Public Health, Thailand, has proposed how to reduce stress in working, the technique is to discuss about the problem or something repressed in the mind with best friends or people close. This technique sometimes even though cannot solve the problem but draining stresses from the mind or being comforted the brain is getting clear enough to solve problems. The authors have come up with innovative ideas, using the Debriefing technique that may help nurses reduce their stress. This is a technique for discussion that the narrator reflect on what is happening, understand and analyze the situation, resulting in learning, confidence and help reduce stress and anxiety. The narrators can develop themselves better that is a received of emotional support. In addition, debriefing technique is a process that focuses on teamwork to lead a more effective teamwork atmosphere.

Tannenbaum, Beard, & Cerasoli (2013) defined Debriefing as a quick and powerful experiential learning tool for promoting team work performance. During a peer debriefing process, team members may reflect upon their recent experiences, discuss what went well and what went wrong, then, identify opportunities for the improvement. The members of the team attempt to build up a common understanding and establish their agreements together to ensure their future success. A debriefing may be conducted after any team experience, and may be used as a follow-up to leadership or team training, or as a stand-alone experiential learning tool. Members of the team require little planning and may conduct the debriefing periodically to promote team and leader learning. This also helps a team stay on track, and ensure that the team can perform effectively (Imperial College London, 2008).
Therefore, the authors intend to develop the concept model of Peer Debriefing by using the SHARP Model which S: Set learning objectives, H: How did it go, A: Address concerns, R: Review learning points, P: Plan ahead. The SHARP Model is appropriate with learning, improving, and performance. However, nurses faced to stressful situations, these may not be possible for learning and improving. The authors would seek for more additional concepts into the peer debriefing process that were encouraging and reducing stress, anxiety, adaptation to work, or conflict in working within the team. Department of Mental Health, the Ministry of Public Health, Thailand, has suggested a technique to reduce stress in working is that to discuss about the problem or something repressed in the mind with best friends or people close. These came up with two more concepts that may help including: E: Emotional support and R: Release. Therefore, a new Model for Debriefing is the SHARPER. The authors expect that the SHARPER Model may help reduce stress for nurses, lead to the leadership, learning, and improving the nurses’ performance, happiness and quality of life, ultimately, quality of care services and the people’s health.

Research Objectives

Objectives of this study are two folds as the follows:

1. To develop the peer debriefing or a SHARPER Model
2. To test for an effectiveness of the SHARPER Model

Research Scope

The authors would like to divide the scope of this study into 3 parts as follows:

1. Scope of the content
   This study involves the scope of the content as a SHARP model along with emotional support and release then comes up with the new model that is SHARPER. The acronym in SHARPER Model can be explained in brief as follows: S: Set learning objectives, H: How did it go, A: Address concerns, R: Review learning points, P: Plan ahead, E: Emotional support and, R: Release

2. Scope of the population
   In this study, the population included register nurses in Lampang Hospital.

Methodology

Participants

This study is a research and development design. After the Ethics Committee on Human Research of Boromarajonani College of Nursing, Nakhon Lampang (BCNLP) had reviewed the proposal of this research project and allowed the authors to conduct the project. The authors called for the volunteers to participate into this project. There were 16 registered nurses, who worked at Lampang Hospital, identified themselves as needing for an emotional support, and
volunteered to participate into the study. All of them were informed about the project, benefit, data collection for the research. No names are disclosed. Data presentation would be an overview. The participants were entitled to cancel this study and were entitled to know the results after the research ended.

**Instrumentation**

1. **A debriefing model for nurses.**

This model is developed based on the SHARP Model (Imperial College London, 2008), and added up with Emotional support and Release to be the SHARPER Model. The SHARPER Model is a tool for reducing stresses for nurses and help to promote nursing workplace happiness, leadership, learning, improving the nurses’ performance and the quality of life. Peer debriefing process includes 7 steps: 1. Set learning objectives, 2. How did it go?, 3. Address concerns, 4. Review learning points, 5. Plan ahead, 6. Emotion support, and 7. Release.

The SHARPER Model was written along with a manual by the authors. Then, 3 experts had reviewed and validated the document.

2. **Data collection tools.**

For assessing the effectiveness of the SHARPER Model, the Authors used 2 sets of data collection tools as follows:

2.1 **The Benefits of Debriefing Assessment Form**, is a 10-item, 5-point, rating scale, developed by the authors. This assessment form covers perceived benefits of the target group that participated in the peer debriefing process.

2.2 **The Reflection of Debriefing**, this reflection includes outcomes of the peer debriefing process in terms of emotional release, express of concerns/needs, interpersonal relationships, teamwork, competency development/learning, and workplace happiness.

**Procedures**

After the Ethics Committee on Human Research of BCNLP had reviewed the proposal of this project and allowed the authors to run the project. The authors called for the volunteers to participate into this project. There were 16 registered nurses, who worked at Lampang Hospital, identified themselves as needing for an emotional support, and volunteered to participate into the study. All of them were informed about the research project objectives, process of the project, benefit and harm, data collection, confidentiality, and data presentation. Then, the authors run the project as the following steps:

1. **Preparation or Pre-briefing**

The authors met 16 nurses who identified themselves as needing for an emotional support, and volunteered to participate into the project of study. The authors explained to the participants about the objectives of the study, the SHARPER Model and a manual, the roles of the authors as facilitators, the roles of the nurses in peer debriefing process. This step took 10-15 minutes.
2. Peer debriefing process

In this step, the authors and the nurses conducted pilot test of the SHAPER Model as follows.

2.1 S. Setting the Objectives, the authors and the nurses set the objectives and expected outcomes for each step of the peer debriefing process.

2.2 H. How did it go, the nurses described the events or situations that each of them had met. The events or situations may be an adverse event, start or change the new job, stressful or conflict in a team work, and/or interpersonal relationship. The authors needed to listen to the nurses consciously. The nurses have to understand the situations or events, causes and effect of the events/situations.

2.3 Address concerns, the nurses and the authors identified the issues or concerns from the narratives, and prioritized the issues or concerns.

2.4 Review learning points, the nurses and the authors’ together chose the issue or area needed to be improved such as knowledge, rules & regulations, policy, environment, clinical skill, management skills, and/or interpersonal skills. The nurses were aware the opportunities for them to learn, to improve themselves, their performance, their services, and their knowledge and learning.

2.5 Plan ahead, after the nurses and authors agreed together to choose the issue or area needed to be improved. Set the objectives for improvement. Then, the nurses and authors indicated the expected outcomes. And, indicated the process, method, technique, to achieve the expected outcomes such as happiness, stress reduction, skillful, lesson learned, and/or knowledge. The how to process may be depending upon resources, and context such as man, money, or the equipment that had to prepare. The nurses had to review the consistent of the process to ensure that input, process, and expected outcomes were compatible. After that, the nurses had to plan for evaluation.

2.6 Emotional support, authors provided emotional support for the nurses throughout the peer debriefing process in positive ways both verbal and nonverbal communications. Emotional support could help the nurses draining stresses from their mind, and were comforted.

2.7 Release, this emotional release happened after the emotional support. When the nurses could drain stresses from their mind, and were comforted. The stresses and tension were released, their brains were clear enough to solve the problem, learn and practice to improve them as they have planned to achieve the expected outcomes.

The peer debriefing process (steps 2.1-2.7) took 30-60 minutes.

3. The SHARPER Model was assessed for the expected outcomes by using the Benefits of Debriefing Assessment Form and the Reflection of Debriefing.
Results

Personal Data of the Participants

Participants were 16 registered nurses, who worked at Lampang Hospital, identified themselves as needing for an emotional support, and volunteered to participate into the study. Most of them (37.50%) were aged between 31-40 years, 93.75% were female. They had working experiences of 10 years or more (43.75%), work only day shift (68.75%) and the participants (70%) did not know about the peer debriefing process.

The SHARPER Model and a Manual

The SHARPER Model as a Peer debriefing process: (1) Set learning objectives, (2) How did it go, (3) Address concerns, (4) Review learning points, (5) Plan ahead, (6) Emotional support and (7) Release. The model was developed by the authors and the participants based on the SHARP Model (Imperial College London, 2008), and two more concepts of Emotional support and Release (Emotional Release). The new model is a SHARPER model.

A Manual contains situations that require a debriefing, characteristics of the debriefing providers and receivers, and the peer debriefing process.

The Effectiveness of the SHARPER Model (peer debriefing)

Recognition Benefits of the SHARPER Model

Most of the participants perceived the benefits of participating in the debriefing: SHARPER at a high level to at the highest level for all the items. The maximum score for perceived benefit in self-development accounted to 69.3%, followed by the feeling of being part of the team, promote the learning, and the ability to plan and knowledge management accounted to 61.5%.

Reflection of the Debriefing (utilizing the SHARPER Model)

Most participants reported that the process of debriefing could reduce stress caused by work, and stress from adaptation to work. The participants have opened their mind to the executives, their colleagues, and had reconciled to the person who they have conflict with. The participants could learn new ways of working, and had a continuing and reviewing of the learning process.

Therefore, the participants reported that they perceived benefit of the SHARPER Model in terms of self-development, being a part of team, learning, abilities of management. These were positive ideas toward the SHARPER which was satisfaction. Furthermore, the participants felt release from the stresses caused by work, and caused by adaptation, had positive relationship with the team, and had the happiness.

Discussion of the results

The peer debriefing process is a rapid and powerful learning experience. This tool utilized as to enhance an effectiveness of the team. During debriefing process, team members reflect current issues or experiences then discuss and confer what is happening to identify what is
highlighted and what issues need to be addressed. It is an attempt to create a common understanding of the team in terms of work and the responsibility of the team members. The best way to handle various situations is to include a mutual agreement in order to ensure the success of the future. The debriefing focuses on a teamwork rather than on the job. Focusing on the participation and ensure that all members of the team have participated, as team-building approaches, and the agreement on what to do in the future. The results of this study are consistent with the study conducted by Tannenbaum, & Cerasoli (2013) and found that teams which conduct effective debriefs outperform than other teams by an average of 25% (Tannenbaum, & Cerasoli, 2013). For example, when the U.S. Naval Officers were taught how to conduct effective debriefs, their teams performed far better than those led by other Naval Officers. Furthermore, as debriefs cost little to conduct, they are among the most cost-effective ways of promoting on-going learning and ensuring team effectiveness. (Smith-Jentsch and others, 2008).

In this study, the process of debriefing was introduced by using the SHARPER Model. The authors applied the SHARP process of Imperial College London (2008) and described how the SHARP contains the absolute basic principles of what to cover when conducting a debriefing and prompts to guide trainers and trainees in providing/receiving a structured brief. It is a practical tool which can be used when there is not enough time to carry out (Arora and others, 2012). In addition, the authors utilized the Emotional support, and Release along with the SHARP as the SHARPER Model.

The results of this study are consistent with the results of SHARP's that was conducted in a clinical study (Operation Room) by Ahmed and others (2012) and found that SHARP is an effective tool to improve the performance feedback in the operation room, thereby demonstrating its fitness for purpose. In particular, debriefings were provided to trainees more often (72% of cases when SHARP was not used vs. 100% of cases when SHARP was used). The number of cases where learning objectives were set prior to the case significantly increased from 24% to 86% when SHARP was used. Based on this consistent data, it shows that Debriefing through the SHARP process is a powerful process that can solve work problems. And, when Emotional support and Release were added into the SHARP as the SHARPER, created the positive effect on the problem solving, emotional issues and conflict, promoted the joy of working together even more.

Suggestions for utilizing the study results

1. The SHARPER Model may be implemented in the ward, in cases of new coming, or promoting into higher position of the personnel. Due to this process is an effective way to develop a team to learn together and promote the relationships. The SHARPER may be considered for either individual or groups.

2. Based on the suggestions of some participants, the SHARPER process took quite a bit of time. The activities required in each step may be clearly defined and refer to the manual for shorten time consuming.
3. A SHARPER Model as an effective debriefing process may be provided to executives or organization as a training program continuously, and may reviewed, or revised at the certain time to achieve the most effective.

4. Furthermore studies are needed for utilizing the SHARPER in groups or units to ensure the performances, quality of services and happiness.

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References


