**Post-conference Template: *Teachable Moments***

1. **Purpose: Debriefing for Meaningful Learning (using reflection-in-action, reflection-on-action, and reflection-for-action).**

* R*eflection-in-action*- takes place during an action. (Ex: student to discuss nursing concept, goal, ECO, and nursing assessment and intervention—*PLANNING PHASE*).
* *Reflection-on-action*- occurs after an action has taken place. (Ex: how did the patient respond to the nursing intervention? —*REFLECTION)*.
* *Reflection-for-action*- thinking about future actions/recommendations. (Ex: If the goal was or was not achieved for the patient, what needs to occur to meet the patient’s needs next time? This could be an educational piece that occurs with the patient. —*Improving or changing a practice to meet patient goal(s).*

1. **Steps to take for a successful post-conference debrief (in order):**
2. **Student verbalizes nursing summary-**

* Students to take “report” with nursing report sheet as fellow student is discussing nursing summary
* High points to discuss and capture: HPI, VS and labs (looking at trends), hospital complications (if any)
* Medically ready for discharge why or why not? Explain.

*(Helpful hint: have students write PMHx, VS & lab trends, and goals on the whiteboard for all to visualize.)*

1. **Students pair up and share thoughts (*think, pair, share*)- Should occur prior to presenter discussing their goals, ECO, intervention, etc. Gives fellow students the ability to “talk it out” and critically think and use clinical reasoning skills.**

* Given the information provided by presenter, what priorities/goals are warranted for said patient?
* Presenter to then discuss their priorities/goals they had for said patient and compare with group. Was there a higher priority than I thought? Why or why not?
* Presenter to discuss evaluation of goals—what was the end outcome? What went well/not well? If goal achieved, what was patient response? If goal not achieved, what could be improved/changed for the next time (next best action)?

1. **At the end of post conference (after students have presented their patients)**-

* Instructor to ask group- “If you were the bedside nurse for the day, which of the patients would you assess first, and why?” (Discuss ABC priority- *airway, breathing, circulation*, immediate threat to life, needs the most attention right in the moment). This helps to think about prioritization management. What can we delegate to another staff member?