

Prebriefing

Prebriefing improves the quality of internships for students by effectively preparing them for clinical experiences. It sets clear learning objectives, reviews critical protocols and procedures, and establishes behavioral expectations. This process helps students understand what is anticipated of them, reduces anxiety, and enhances confidence before entering clinical settings. By fostering an environment where students feel prepared and supported, prebriefing encourages active engagement, critical thinking, and reflective practice.



How:

Objective; conduct prebriefing sessions to prepare students for clinical experiences.

1. Define objectives; clearly outline the learning objectives and expectations for the upcoming clinical session. Ensure these align with the overall curriculum and competencies.
2. Review clinical protocols; brief students on relevant clinical protocols, procedures, and safety guidelines. Highlight critical steps and considerations for patient care.
3. Set behavioral expectations; discuss professional behavior, communication standards, and teamwork in the clinical environment.
4. Introduce clinical scenarios; present potential clinical scenarios or cases students may encounter.
5. Encourage questions; create an open environment for students to ask questions or express concerns about the upcoming clinical experience.
6. Discuss support resources; inform students about available support resources, including supervision, peer support, and additional learning materials.
7. Build Confidence; offer encouragement and affirm the educational purpose of clinical experiences.

Special requirements:

Schedule prebriefing sessions well in advance of the clinical experience to allow students time to mentally prepare and review necessary materials.

Tailor prebriefing content to the specific clinical setting and the level of student experience, ensuring relevance and engagement.

Ensure clinical teachers are well prepared and knowledgeable about the clinical environment

and learning objectives to effectively guide the prebriefing.

Time required:

Allocate 30-60 minutes prior to the session for preparing materials and reviewing upcoming clinical scenarios.

Sessions typically last between 30 to 60 minutes, designed to cover objectives, expectations, protocols, and to address student queries.

Plan for additional time (15-30 minutes) after the session for students who may need individual consultation or further clarification.