Open symposium by Advanced Cognitive Ethnography Lab, SDU

Location changed! Now in room U9

Engaging Skillful Cognitive Systems in Healthcare

Simulation Training and E-consultations

Sep. 19th 2019, 14:00-18:00

Room U9, SDU campus, Odense

(moved from Rasmus Rask room to U9!)

Program

14:00-15:00

TALK 1: "Leveraging skillful cognitive systems of healthcare simulation as co-researchers"

Malte Lebahn, PhD Fellow at Institute for Communication and Language, SDU

- Coffee break

15:15-16:15

TALK 2: "A hybrid cognitive framework for investigating e-consultations in healthcare"

Line Maria Simonsen, PhD Fellow at Department for the Study of Culture, SDU

- Cake break

16:30-17:30

KEYNOTE: "Debriefing as epistemic practice: conversational remembering and distributed metacognition in healthcare simulation"

Mads Solberg, *associate professor and deputy head of innovation in the Department of Health Science, NTNU Ålesund.*

- Time for Questions - ends at 18:00

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Keynote abstract

"Debriefing as epistemic practice: conversational remembering and distributed metacognition in healthcare simulation"

'Simulation' refers to a broad class of practices related to knowledge-acquisition. Simulation-based education in healthcare is a pedagogic method used to train both students and more experienced personnel, as part of modern patient safety regimes. Healthcare simulations commonly share a tripartite structure composed of a pre-briefing event, a practical exercise, and a final phase known as 'debriefing'. Many professionals consider debriefing to be the most epistemically productive aspect of simulation-based training.

The fundamentals of simulation in the social and natural sciences have been thoroughly dissected. However, the cognitive and epistemic aspects of simulation-based education have not received similar scrutiny. Here, I account for some central properties of simulation debriefing as a peculiar type of epistemic engineering in modern healthcare. Drawing on the framework of distributed cognition, I argue that the conversational structure of debriefing functions as a coordination device for two key phenomena: collaborative, conversational remembering and distributed metacognition.

In debriefing, trainees participate in acts of joint remembering to produce publicly available representations carrying information about the state of the simulation. These shared linguistic artefacts then become vehicles for distributed metacognitive work on salient aspects of the simulated world. The structure of debriefing conversations stabilizes a cascade of representations of past events, affording reflexive engagement and mutual elaboration from different professional vantage points.

Distributed cognition challenges both the individual as the proper unit of analysis, and popular assumptions about epistemic outcomes in simulation-based learning. In the spirit of naturalized epistemology, I suggest that cognitive ethnography can help us gain a better empirically grounded understanding of how simulations contribute to human knowledge. By stressing what information goes where, when and in what form, the method is well-suited to open the black box of simulation-based learning in naturalistic settings.

Bio

Mads Solberg *is associate professor and deputy head of innovation in the Department of Health Science, NTNU - Ålesund. He is received his Ph.D. from the University of Bergen in 2017, and currently uses tools from anthropology and cognitive science to make sense of how humans interact with technology in health-care.*