Simulation and Structured Debriefing: Making Connections

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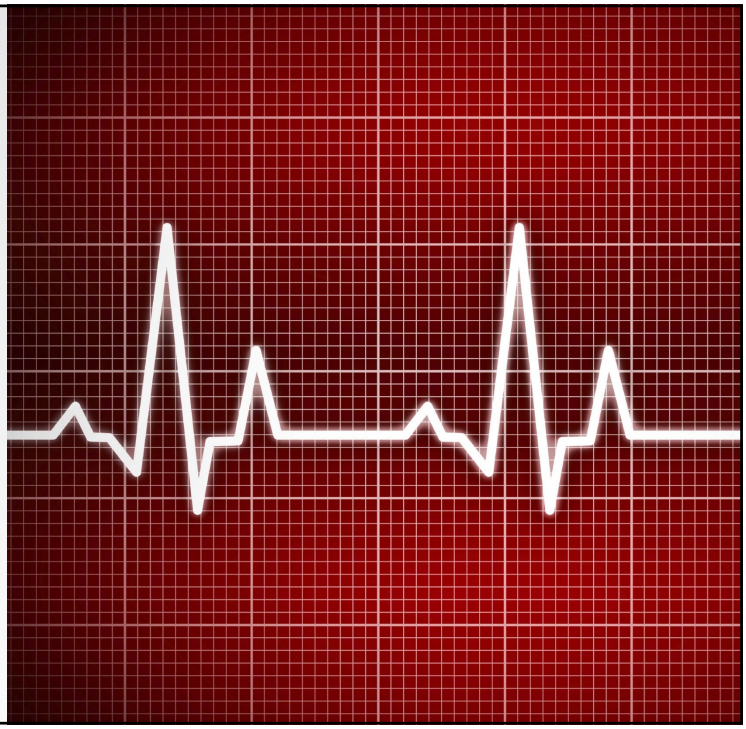
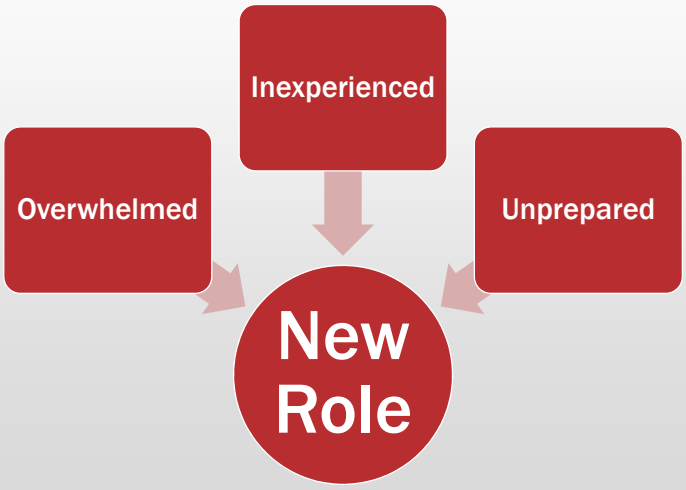


New Graduates Report....



Odland et al., 2014

New Evidence

Both clinical and simulation settings are effective when structure and preparation can be achieved, leading to excellent outcomes

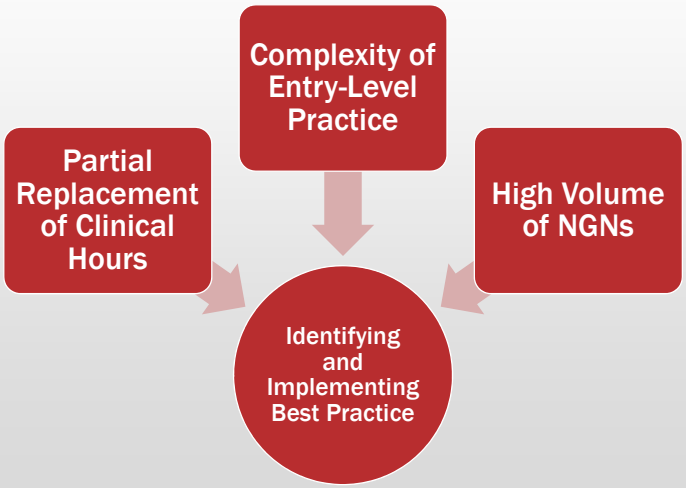
Hayden et al., 2014

Benefits of Simulation

- Safe environment
- Real-life scenarios
- Specific outcomes
- Learner can make mistakes

Eyikara & Baykara, 2017

Key Factors



Standards of Best Practice

- Each simulation experience should include a planned debriefing session
- Debriefing process is often cited as the most important aspect of simulation
- Lack of debriefing methods in literature

Objectives

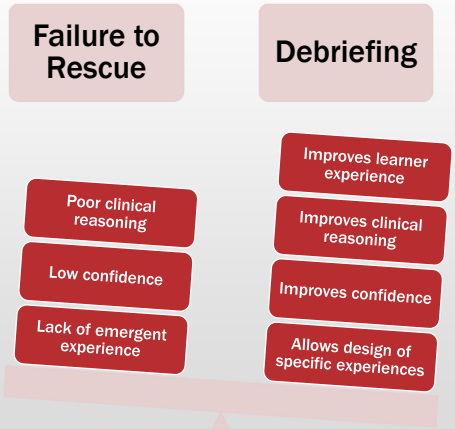
- Develop and implement Structured Debriefing Guide (SDG) to improve learner experience and significance and to standardize the debriefing process.
- Collect quantitative and qualitative data exploring learner experience.
- Analyze whether there are significant differences between experimental and independent groups.

Debriefing Defined

- "Method used in which a facilitator guides students through reflective thinking exercises. Reflective thinking helps students to connect theory to practice and to understand concepts within the simulation scenario"
- "Distinct instructional activities"
- Proposes two-way communication and the reflective nature of the discussion are hallmarks of debriefing

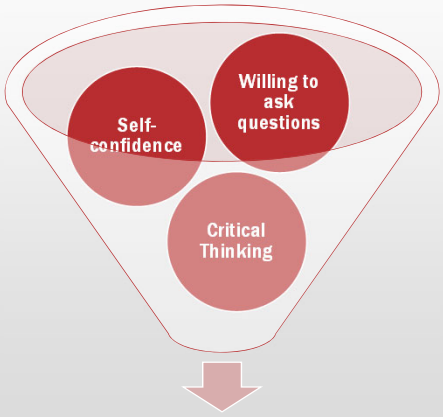
(Bussard, 2016; Cheng et al., 2014)

The Evidence



Boling & Hardin-Pierce, 2016; Letcher et al., 2017 Herron, 2018; Innes & Calleja, 2018

The Evidence: Quality and Safety



Rush et al., 2013; Wolff et al., 2010

The Evidence: Reflective Thinking

Johnston et al., 2017; Lestanderet al., 2016; Reierson et al., 2017; Forneris et al., 2015, Koo et al., 2014; Tanner, 2006; Abelsson & Bisholt, 2017

Kolb's Experiential Learning Theory

Concrete Experience	• High fidelity simulation
Reflective Observation	• Structured debriefing
Abstract Conceptualization	• Additional reflection to consider 1) significance of experience and 2) how outcome could be improved
Active Experimentation	• Clinical time with established preceptor

Kolb, 1984; Lisko & Odell, 2010

Methods

- Informed consent obtain
- 82% participation rate (n=60)
  - Convenience sample NGN
  - 50% ADN; 50% BSN
  - 86% Female; 14% Male
- Debriefing Experience Scale
  - Experience & importance
  - Four categories
  - Likert scale
- Randomly assigned
  - Experimental group debriefed using Structured Debriefing Guide
- Online survey immediately following debriefing
- Post-hoc discussion groups several weeks later

Structured Debriefing Guide

Getting Started (3-5 minutes)

Provide copy of objectives. Allow students to review.
Explain role of the facilitator and learner.
My role as the facilitator is to support you and to help you reflect to make sense of your learning. I realize it might be awkward to watch yourselves but reflection is often the most important part of the learning experience.
Your role as the learner is to reflect on actions and thoughts so you can get the greatest benefit from this simulation experience.

Reflection (10-15 minutes)

Replay short sections of the recording which relate directly to learning objectives.
Allow learner to interpret the scenario.
Tell me about your simulation experience.
How did you identify the priority problem for the patient?
How did you determine the best patient outcome for this situation?
Utilize plus/delta debriefing method.
What did you do that went really well? Why?
What did you do that you would change? Why?

Wrap Up (10-15 minutes)

Link to practice:
What would have happened if this was a real patient?
How does this change the way you take care of patients?
Review objectives for scenario
Were the objectives met?
Do you have any unanswered questions about what happened?

Quantitative Results

Agree/Disagree

Importance

Qualitative Themes

Awareness	• Debriefing helped me realize things I need to work on and focus on; I realized I was forgetting things and see now what I can do better
Reflection	• During the simulation I was exposed to a situation or thought, then in debriefing I could elaborate on that thought with the educator
Framework	• Helped me see the disease process and put everything together; it helped me piece things together…like I had a totally different patient diagnosis but the concepts were still the same (elevated heart rate) so I still knew what to do
Communication	• The debriefing helped me with talking to doctors by making me more aware of what I am doing
Resolution	• I have a lot of questions going into simulation, but I have so many more questions coming out of simulation…. Like I need to get these answered or else they are going to bug me. So many things come up when I am in there, like I actually don't know how to handle this…I feel less nervous now (on the floor) because I think I know what to expect
Reflection	• When you go into sim, you have a certain perspective and during (sim) you are not really thinking and then after (debriefing) you think wow, I didn't even think of that so it definitely helps

Significantly More Important Categories

- Analyzing Thought and Feelings
- Learning and Making Connections
-
- Facilitator Skill

Tanner, 2006

The NGN had to really think about and reflect on what they did instead of me just telling them

Educator

Facilitator skill was very important & educators utilizing SDG did a better job facilitating than those who did not

NGN

Learners are more satisfied when they take an active role in learning process because more meaningful understanding occurs

Du Toit-Brits, 2018

Applying Kolb's ELT

New Insight

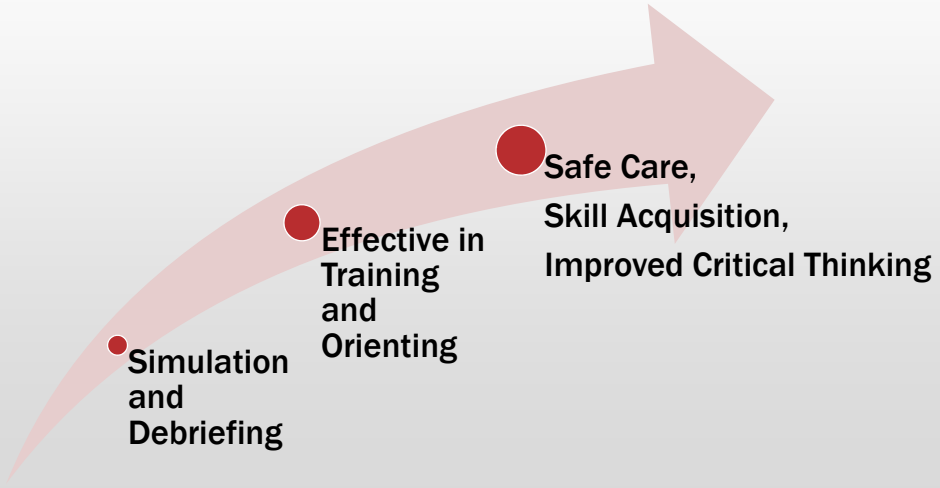
Debriefing & Reflection

Concrete Experience

Changed Behaviors

Laerdal.com

Return on Investment



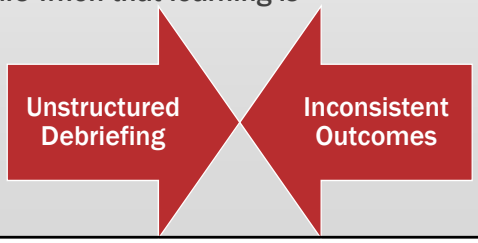
Discussion

- Structured debriefing helped NGN make connections
- Simulation created a **framework for practice**
  - Aided them in making connections, learning from their mistakes, and knowing how to apply the knowledge in a clinical setting
- Breakdown in clinical judgment is vital for the **development of clinical judgment and reasoning**
- When knowledge gained from simulation and debriefing is applied in clinical settings, there is a **direct impact on patient outcomes**

Tanner, 2006

Impact of Practice

- Simulation is widely accepted as effective modality
- Need to evaluate effectiveness of simulation to train NGN
- Debriefing needs to be defined, explored, and studied
- Adds value by defining the debriefing process and sharing SDG
- Learning through simulation and debriefing is important
  - Link to **improved patient outcomes** occurs when that learning is translated to "real world scenarios"



Cronenwett et al., 2007

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