

# University of South Carolina Lancaster: BSN Program

## Debriefing for Meaningful Learning: Expanded Across Student Interactions

Dr. Courtney Catledge DNP MPH APRN FNP-BC

Leigh Pate MSN APRN FNP-BC

Ann Scott MSN CNE CCRN



BACKGROUND FOR DEBRIEFING IN  
NURSING EDUCATION  
CLINICAL SIMULATION



# What is simulation related to experiential learning?

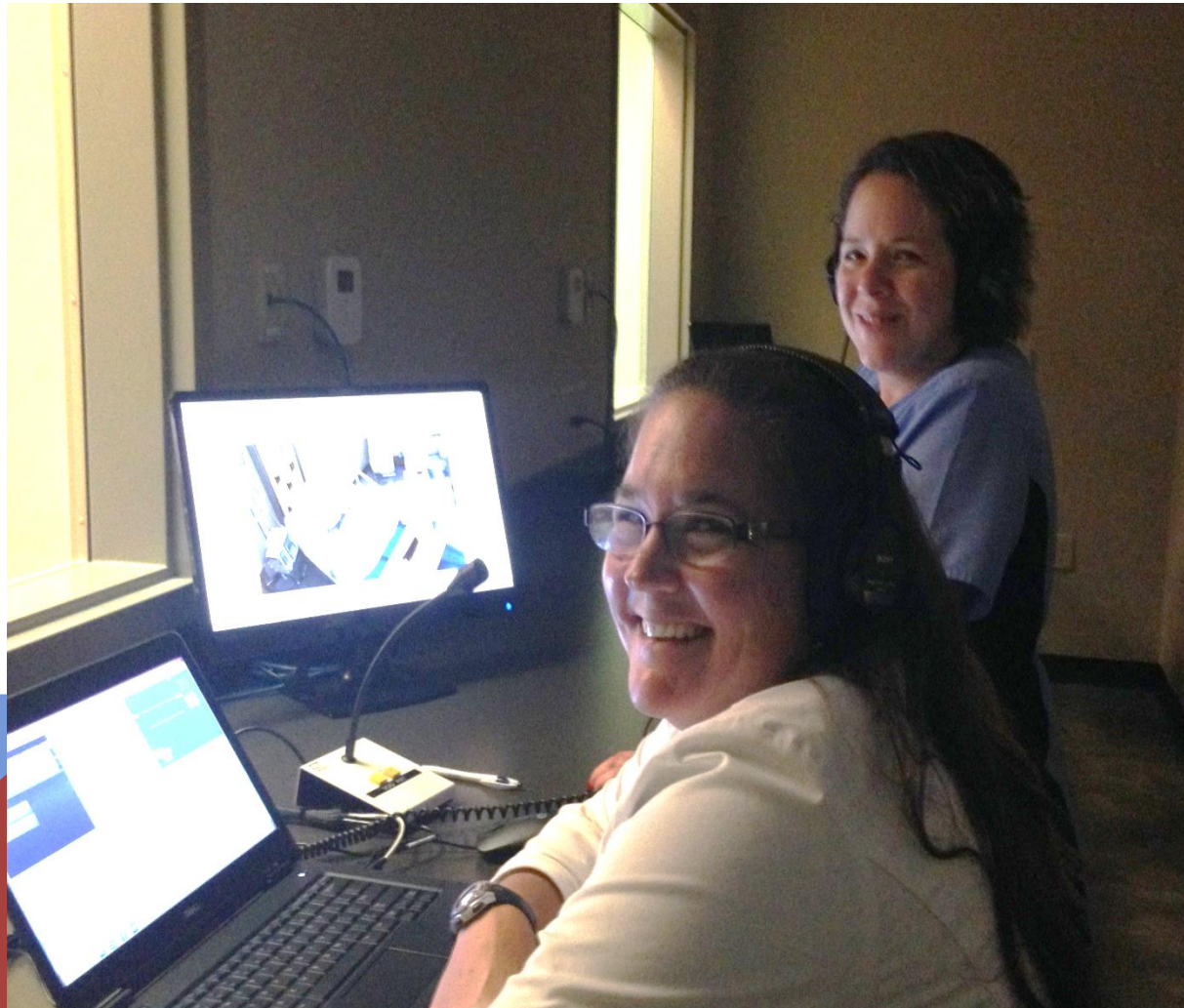
Type of experiential learning:

- Simulation
- Case study
- Role play
- Gaming
- Group Exercises
- Student teaching
- Dress Rehearsals
- Mock Trial
- Debating/Presentation/Speech

CHINESE PROVERB

- I hear and I forget
- I see and I remember
- I do and I understand

# Simulation provides valuable learning experiences



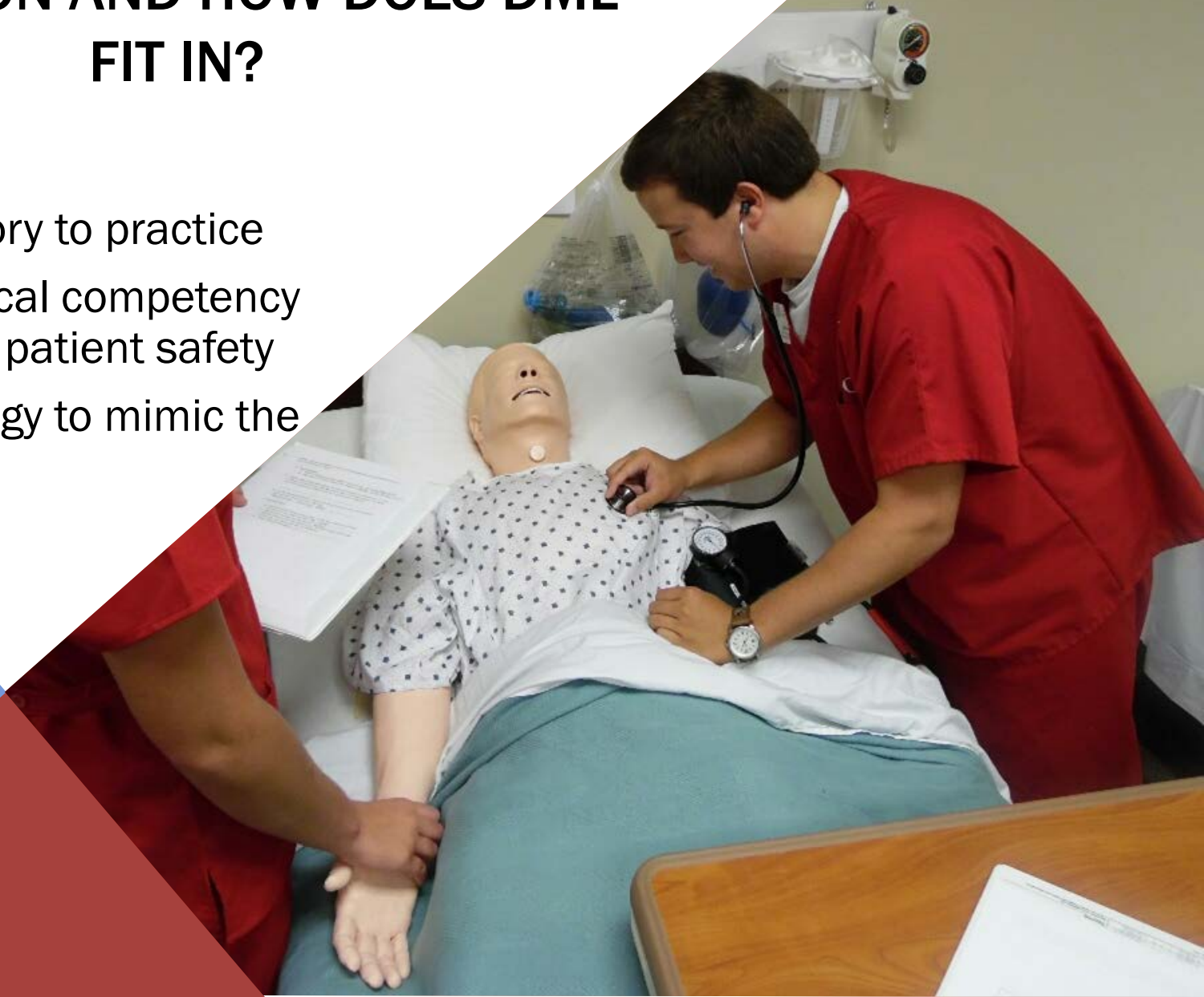
Students are equipped with valuable experiences.  
They work with patients in the simulation lab across the lifespan



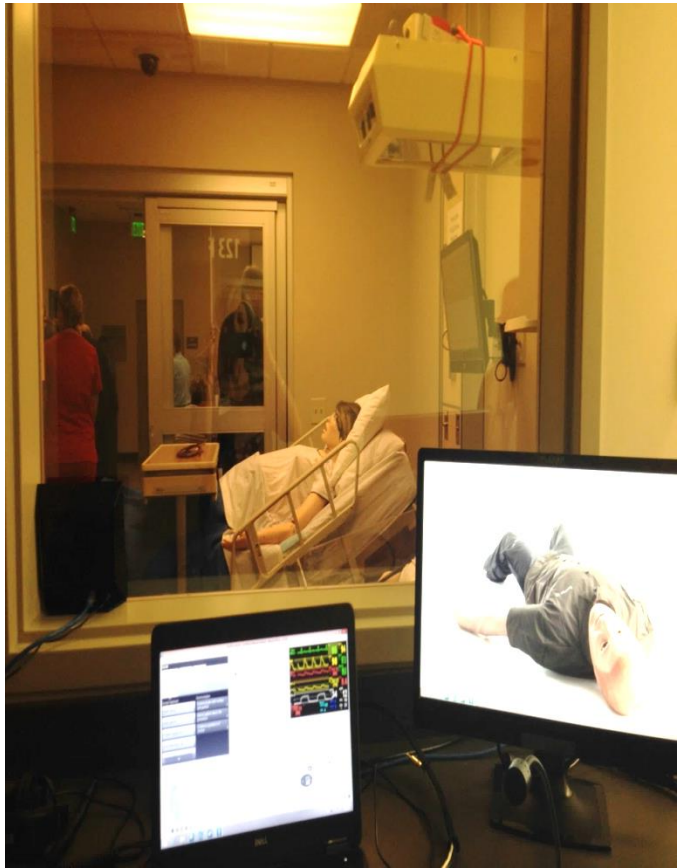
**But..... learning does not stop with practice!**

# WHAT ARE THE BENEFITS OF SIMULATION AND HOW DOES DML FIT IN?

- Connects theory to practice
- Improves clinical competency without risking patient safety
- Uses technology to mimic the workplace



# MEETING THE NEEDS OF NURSING EDUCATION



- Limited clinical sites with limited patient selection-
  - Select and tailor the experience to specific learning needs
  - Assess clinical reasoning and prioritization
- Students can make mistakes
- Simulation teaches teamwork and the value of all members of the interdisciplinary team.

## OTHER BENEFITS TO SIMULATION

- Interpersonal communication skills
- Leadership skills
- Low volume/ High risk patient scenario
- Ability to recognize trends
  - Did nurse act appropriately with care and notify HCP of change in status



**Without DML often the benefits go unnoticed!**



# WHAT HAPPENS AFTER THE SIMULATION....

## CONNECTING THE DOTS

- **Debriefing - using DML technique**
  - Enhances students' clinical reasoning and judgment skills through reflective learning
  - **Method of reflection**
    - Supports students' ability to translate their thinking, in the context of clinical experience, into actionable knowledge and decision making, thereby enhancing learning and fostering new reasoning and understanding that can be used in subsequent clinical encounters

# WHAT HAPPENS AFTER THE SIMULATION....

## DML- Debriefing for Meaningful Learning

### History:

- Practiced in military to recap events and strategize for future events
- In psychology- to inform participants in various studies
- Critical Incident response- used to reduce stress post event

### Goal:

- Learn from an experience
- Facilitate learning from an experience (simulated or real life experience)

# STUDENT LED LEARNING

- Experiential educators claim to value student-centered learning, yet the values, as evidenced in practice, are often teacher-centered.
- Teacher-centered facilitation is problematic in experiential education and justifies increasing the use of student-centered facilitation practices
- DML is student led and student centered



Estes, C. A. ( 2004). Promoting Student-Centered Learning in Experiential Education. *Journal of Experiential Education*. 27(2) 141-160. Retrieved from <http://jee.sagepub.com/content/27/2/141.short>  
doi: 10.1177/105382590402700203

# TEACHING STRATEGIES

- Debriefing is in and of itself a teaching strategy.
- Debriefing sessions facilitate use of:
  - Therapeutic communication skills
  - Address students' emotions
  - Affirm feelings as an integral component of the teaching–learning process

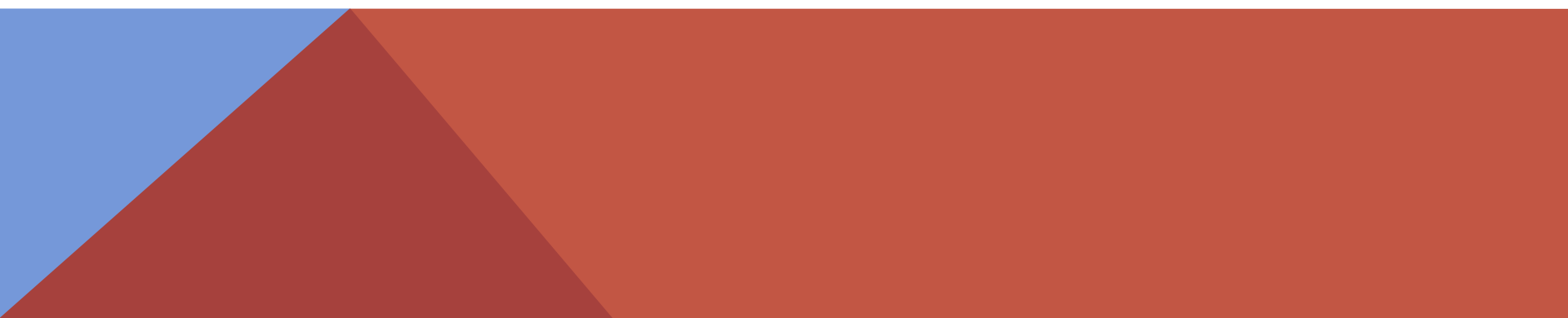


# THE DEBRIEFING PROCESS

- Debriefing after an experiential learning opportunity, it allows dissemination of active learning to every member of the group.
- It enables participants to more:
  - Fully think through and discuss what has transpired
  - Gain a more in-depth understanding and appreciation of knowledge
  - Retain knowledge and skills for future application.
- The debriefing is also a means by which individuals can process their reactions and feelings related to clinical situations.
- A successful debriefing is one in which the participants do most of the talking.
- The facilitator's role is to create a seemingly unstructured safe environment for the students to learn in during the debriefing process.

# THE DEBRIEFING PROCESS INCLUDES:

3 Phases:

1. Reaction/Diffusing/Initial thoughts
  2. Understanding/Discovering
  3. Summary/Deepening/translation of knowledge
- 

# DML TECHNIQUE OUTCOMES FOR STUDENTS

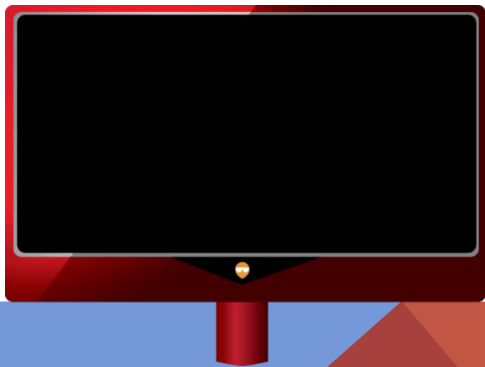
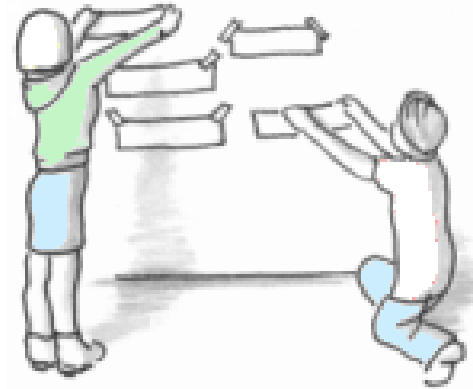
- Allowed to actually experience the consequences of their mistakes
- Allowed to play out in real time during the simulation producing a high level of clinical realism.
- Some educators believe that this type of uninterrupted simulation is essential to the simulation experience.

Van Heukelom, Jon N. MD; Begaz, Tomer MD; Treat, Robert PhD



## RECOMMENDED STRUCTURE OF DEBRIEFING

- Setting the Agenda
- Video Debriefing
- Think-Pair-Share
- Plus Delta
- Reflective Journals





# IDENTIFY PURPOSE OF DEBRIEF

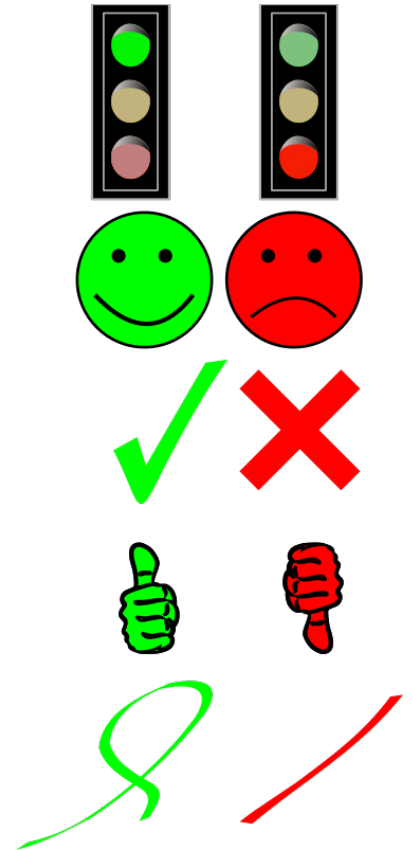


## The Facilitator must decide:

1. Analyze and evaluate performance through reflection?
  - Cognitive-increase mental understanding of behaviors through inquiry.
2. To allow participants to express or “vent” emotions related to an experience?
  - Reactions/emotional response
3. To apply lessons from an experience and make connection for the future?
  - Focused on deepening understanding/application

# DML- WHAT IT IS NOT

- Not designed to be used as a competency tool
- Not as an assessment or forum to judge students or their abilities
- Random or haphazard occurrence
- Not faculty/teacher driven
- Not a mechanism to provide all of the right answers



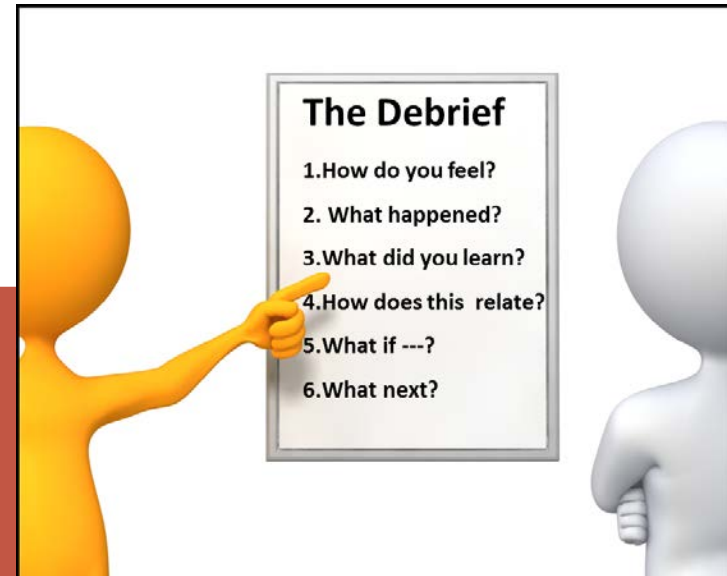


# DML AND THE STUDENT ADVISEMENT ENCOUNTER

These three questions create the foundation for debriefing:

1. Initial thoughts
2. What went well
3. What would you do different

How can we apply them to our advising encounters?



## **The Debrief**

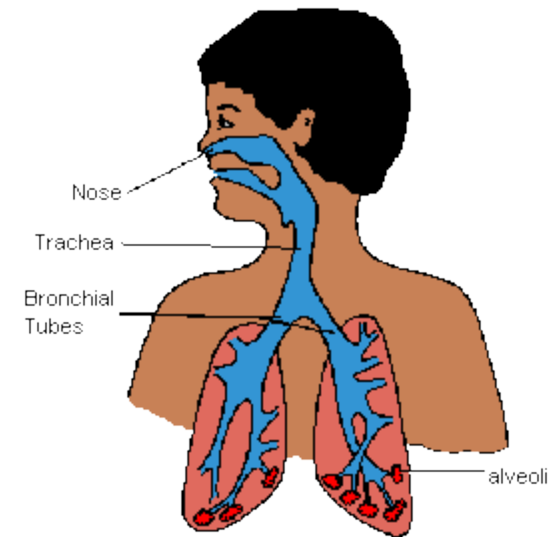
1. How do you feel?
2. What happened?
3. What did you learn?
4. How does this relate?
5. What if ---?
6. What next?

# DML AND RESEARCH EXPERIENCES

- Excellent component for Qualitative research
- Used for formative and summative evaluation of research participation
- Student researchers are given the opportunities to take ownership

## Asthma research project: debriefing purpose

1. Cognitive component-
  - what have they learned
  - can they use the equipment properly
  - do they have the soft skills needed to carry out the research
2. Emotional/Reactional component-
  - where they anxious/stressed/frustrated/annoyed
3. Deepening understanding/application-



# DML AND ATHLETICS

- Defined as a discussion between the coach and athlete
- Concerns both performance assessment and athletes' development
- Aids in learning, motivation, confidence, psychological and emotional recovery, and self-awareness
- Teams improve performance, decrease negative emotional effects, and foster coach-athlete relationships
- Components include:
  - Self-reflection
  - Information and vision sharing
  - Identification of the need for change
  - Goal setting and goal adaptation



# DML'S IMPACT ON LEADERSHIP DEVELOPMENT

- Research tells us that recreating realistic work situations fosters transfer of learning
- Rockwell International developed a program using 5 related and sequential simulation models
- Each model furthered the storyline:
- Introduce new material, respond to information, analyze and solve the problem, apply leadership skills, and debrief the learner's actions
- Debrief: the students discussed lessons learned, and shared insight of their action, and translation of knowledge

**DML FOR OTHER DISCIPLINES  
MUSIC, THEATER, TEACHING, EDUCATION, BUSINESS.....**

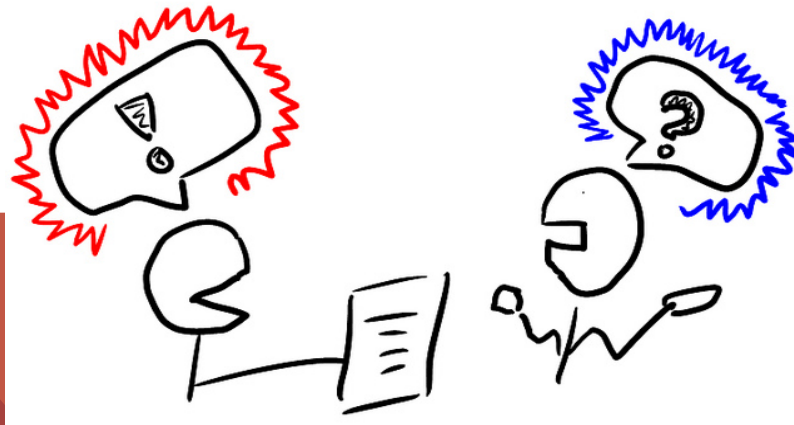


**How can this work across disciplines and  
student encounters?**

# CONCLUSION

## Debriefing for Meaningful Learning

- Proven to be effective to enhance student encounters in the Nursing Field
- Evidence support the use of DML in reflection of student experiences
- The tools are available to put this into practice
- Be creative, work with your peers to discover ways to enhance student encounters by incorporating the DML approach!







PICTURE OF DEBRIEFING SESSION  
Questions???



# Graduating Class of 2016 Seniors

