

DEBRIEFING FOR MEANINGFUL LEARNING: CONNECTING THE DOTS



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BACKGROUND

Cantrell, (2008)

CONNECTING THE DOTS – DEBRIEFING DEFINED



THE DEBRIEFING PROCESS INCLUDES:

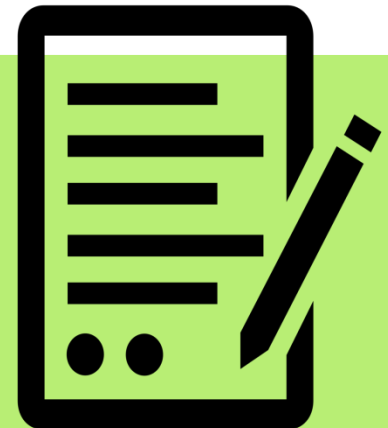
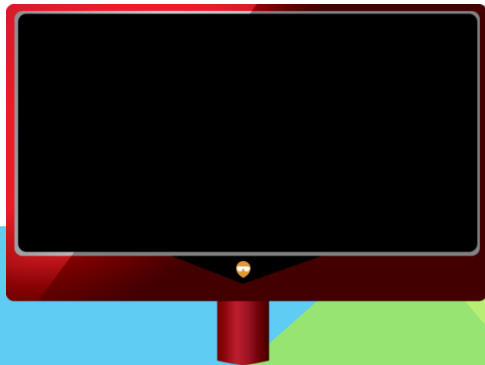
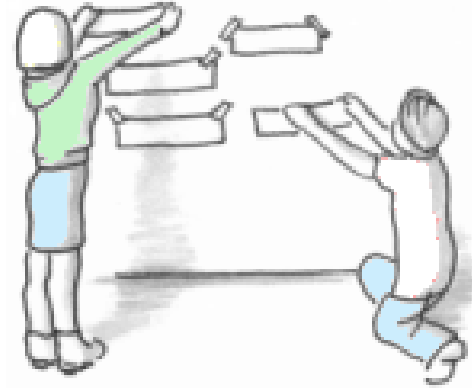
3 Phases:

- Reaction/Diffusing/Initial thoughts
- Understanding/Discovering
- Summary/Deepening/translation of knowledge



RECOMMENDED STRUCTURE

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



IDENTIFY PURPOSE

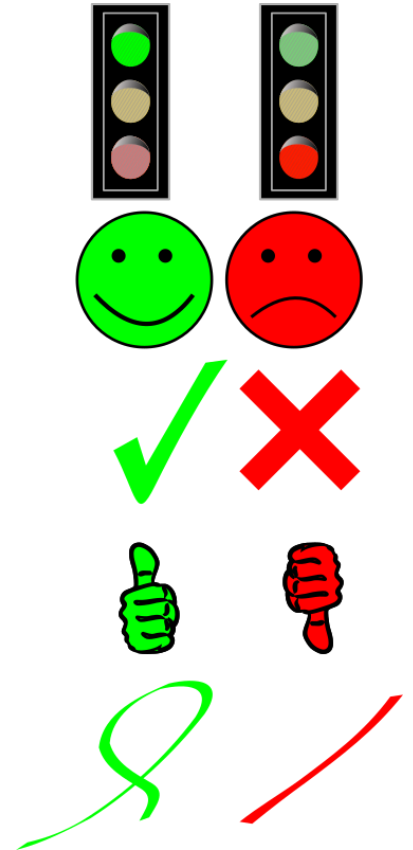
The Facilitator must decide:

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

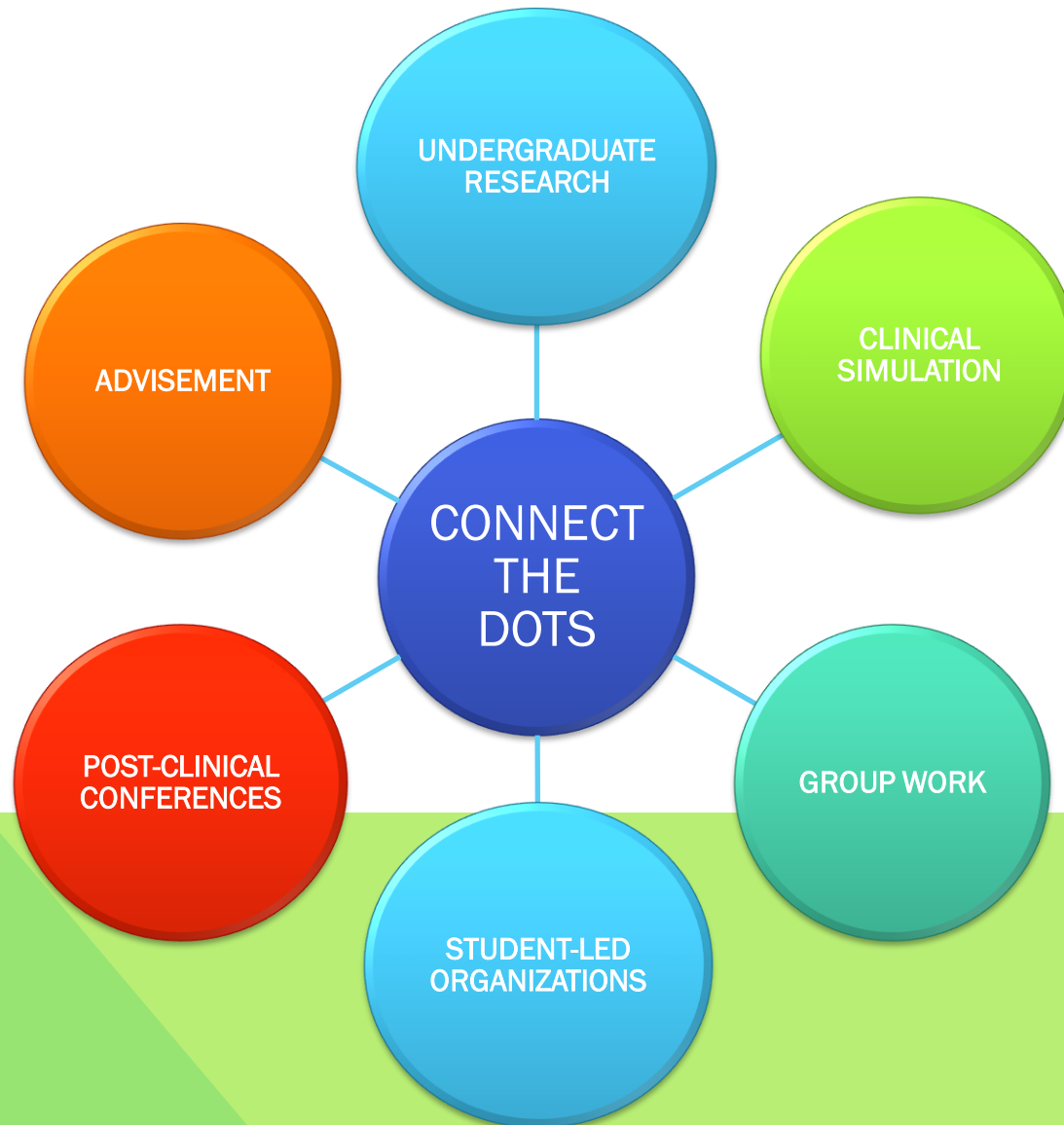


DML- WHAT IT IS NOT

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



CONNECTING THE DOTS - STUDENT INTERACTIONS



CONNECTING THE DOTS.... THEORY TO PRACTICE

Simulation Case- Stroke Scenario

Goal - Safely transfer to a wheelchair

What is the first thing that comes to mind about the simulation?	What went right and Why?	What would you do differently and why?	Translation into practice
<ul style="list-style-type: none"> • OMG • Harder than I thought • Can't believe I dropped her • I froze • Mind went blank • Should have put the w/c on the other side of the bed • Help me • Anxious • Stupid • Helpless • Good teamwork • success 	<ul style="list-style-type: none"> • Got her up • Good assessment • Identified the weak side • Used gait belt • Lowered the bed • AIDET correctly - most of it • ID patient • Washed hands • Team work 	<ul style="list-style-type: none"> • Placed w/c on the other side of bed • Placed w/c facing foot of bed • Locked the w/c • Used better body mechanics • Address all of AIDET • Do better assessment of patient strength and not just take their word 	<ul style="list-style-type: none"> • I learned to talk with patient and the value of team work • Work slowly • Patient falls cost organizations tons of money that can't be recovered

SARAH'S STORY



CONNECTING THE DOTS - ADVISEMENT




CONCLUSION

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



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QUESTIONS???

