Transitions to different nursing practice roles provide stress and anxiety for the novice potentially leading to attrition and expense to organizations (Latham, Ringl, & Hogan, 2011). Although mentoring can assist in successful role transitions, nurse preceptors commonly describe a lack of mentoring communication skills. Development of these mentoring communication skills requires formalized training ((Cho, Ramanan & Feldman, 2011; Eller, Lev & Feurer, 2014; Wolak, McCann, Queen, Madigan & Letrak, 2009). Effective interpersonal skills are also necessary for effective interprofessional collaboration and teamwork among health care professionals. Certain mentoring communication skills such as patience, open communication, mutual respect and trust and sharing of knowledge are skills which also enhance interprofessional communications. Simulation has been shown to be an effective means for health care professionals to learn these communication skills (Jeffries, Beach, Decker, Dlugasch, Groom, Settles, & O’Donnell, 2011; Doyle, Copeland, Bush, Stein, & Thompson, 2011; Norgiaard, Ammentorp, Kyvik & Kofoed, 2012). Simulation has also been shown to effectively increase knowledge, critical thinking ability, satisfaction in learning experience and self-efficacy in nursing education (Cant & Cooper, 2009; Franklin & Lee, 2014). Rudolph, Simon, Rivard, Dufresne, & Raemer’s (2007) Debriefing with Good Judgment Model has been commonly utilized for debriefing at the end of simulations. This model was utilized to develop a communication skills simulation for use with nurse practitioner preceptors with the goal of improving their mentoring communication skills when handling difficult communications. A convenience sample of 15 nurse practitioner preceptors divided into groups of 4 attended a two-hour simulation session centered on three difficult communication areas. Comfort level in handling situations related to defensiveness, incivility and disrespect was evaluated pre-post simulation. Findings indicated that the use of a communication simulation as a continuing education opportunity for preceptors may be beneficial in improving skills. Participants reported the use of the Debriefing with Good Judgment Model as an effective tool in handling difficult communications between preceptors and preceptees (Murray & Buckley, 2017).

Title:
Using the Debriefing With Good Judgment Model to Create a Simulation for Handling Difficult Communications

Keywords:
Communication Skills, Nurses and Simulation

References:


Abstract Summary:
The Debriefing with Good Judgment Model is often used for debriefing after a simulation. The focus of this session is how utilizing the Debriefing with Good Judgment model as a communication method within the simulation itself will help to improve the handling of difficult communications amongst the participants.

Content Outline:
I. Introduction

A. Simulation as an instructional method in nursing education has been found to be effective.

B. Effective interpersonal communication skills are necessary for effective teamwork and interprofessional collaboration.

II. Main Points

A. Effective communication skills are essential between nurses.

1. Nurse to Nurse communication between preceptors and preceptees during role transitions may influence attrition and job satisfaction (Lathan, Ringl & Hogan, 2011)


B. Value of Simulation as an instructional Method for nurses

1. Simulation effectively increases knowledge, critical thinking ability, satisfaction with learning experience and self-efficacy (Cant & cooper, 2009; Franklin & Lee, 2014).
2. Use of simulation to learn effective communication skills and increase self efficacy in communication skills (Jeffries, Beach, Decker, Dlugasch, Groom, Settles, & O’Donnell, 2011; Doyle, Copeland, Bush, Stein, & Thompson, 2011; Norgaard, Ammentorp, Kyvik & Kofoed, 2012).

C. Debriefing with Good Judgement Model

1. Description of Model (Rudolph, Simon, Rivard, Dufresne, & Raemer, 2007)

2. Discussion of how model was integrated within the simulation

3. Evaluation of the effectiveness of the model when used within a communication simulation (Murray & Buckley, 2017).

III. Conclusion

A. Summary of the effect of a communication simulation on increasing self-efficacy in handling difficult communications

B. Future uses

First Primary Presenting Author

Primary Presenting Author

Linda Aveni Murray, DNP
University of Maryland Baltimore
School of Nursing
Assistant Professor, Director of RN to BSN Program
Baltimore MD
USA

Professional Experience: 1981-1989 Educational Coordinator, Bon Secours Hospital, Baltimore, MD 1994 - Present Pediatric Nurse Practitioner 2002-2008 Assistant Professor, Anne Arundel Community College, Arnold, MD 2008-2013 Assistant Director of Nursing, Anne Arundel Community College, Arnold, MD 2013-2016 Clinical Instructor, University of Maryland Baltimore, Baltimore, MD 2016-present Assistant Professor, Director of RN to BSN Option, University of Maryland Baltimore, Baltimore, MD Have been involved in nursing education for over 36 years in a variety of roles from staff development, to faculty to administration. Have personally experienced multiple role transitions and the use of mentoring communications within these transitions. Have precepted NP students for 6 years.

Author Summary: Dr. Murray has been a PNP for 24 years and a full time faculty member for 16 years. She also served as an assistant director of a community college nursing program and currently serves as Director of the RN to BSN option at University of Maryland School of Nursing.