

The DMLES: An Instrument to Assess Competence in Debriefing for Meaningful Learning

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Background

- NCSBN National Simulation Study methodology
- INACSL Standards of Best Practice
- Regulation of the use of simulation & debriefing
- Increased use of Debriefing for Meaningful Learning



DML Assessment

- DMLES (Bradley & Dreifuerst, 2016)
 - Cronbach's alpha = 0.88), interrater reliability (0.86, total scale ICC [$p < .01$], and content validity (scale-level CVI 0.92
- DMLI (Bradley, 2018)
 - confirmatory factor analysis supported a six-class model



Purpose

- The DMLES and DMLI were modified into a 20-item behavioral rating scale that can be used as self-assessment and objective assessment to further understand how well debriefers apply DML.
- The aim of the study was to psychometrically test the revised DMLES.



Methods

- Debriefers at five Midwest prelicensure nursing programs received a four-hour face to face DML training, then facilitated debriefing with prelicensure nursing students.
- Debriefing recordings were viewed and scored with the DMLES by DML experts.



Results

- Statistically significant agreement in the assessment of a recorded expert demonstration DML
 - ($W=1.0, p < .001$)
- Statistically significant agreement in the assessment of two recorded novice demonstrations
 - ($W= 0.67, p < .001$; $W=0.61, p < 0.001$).



Conclusions

- Testing of the DMLES demonstrated reliability and validity
- Continued psychometric testing will provide further validity and reliability of the DMLES



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