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
References


References


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