

Play It Again



Anita Mikasa MN, RN, Associate Professor
Terry Cicero MN, CCRN, Instructor
Seattle University
Seattle, WA. USA



“Play It Again---”

Effect of Simulation Recording on
Evaluation During Debriefing

Challenges in Nursing Education

- S. Dreyfus -mathematician & H. Dreyfus –philosopher (1977-1982)
 - Dreyfus Model of skill acquisition
 - Developmental→Situating Performance→Experiential Learning
- Benner –nurse educator (2011):
 - Teaching knowledge for performance
 - Redefining educator roles into “situation coaches”
 - Experiential or Situated learning

HFS Pedagogy

- Inspire collaboration
 - Opportunity to become your best self
 - Get up after a failure and try again
 - Motivation to do something that matters
-
- “An outcome so extraordinarily positive, you had no idea it was possible until you achieved it.”

Jane McGonigal

Creating an Epic Moment



Simulated learning provides:

- A little bit of fear
- A sense of urgency
- Intense Concentration
- Deep focus on tackling difficult problems

Debriefing: *Reflective learning*

- “Enables students to recognize and correct errors in their thinking.” (Bransford, Brown and Cocking 2000)
- “Telling never ensures learning or sustainable practice” “Seeing something someone else points out is not the same as self recognition” (Benner 2011)
- “Reflection that transpires afterward so students recognize and come to terms with clinical issues raised by the simulation.” (Fanning, R.M., Gaba, D.M. 2007)

Video Recording in Debriefing

- Qualitative Findings Related to Perceptions and Confidence from Videotaping and Debriefing Teaching Techniques (Chronister, C. The University of Akron OH 2008 NTI Poster Presentation)
- Impact of Debriefing Sessions following viewing of Recorded High Fidelity Simulation Scenarios on Knowledge Acquisition, Self Confidence and Satisfaction (Zulkosky, K.D. , 2010 Doctoral Dissertation)
- High Fidelity Patient Simulation: Considerations for Effective Learning (Garrett,B., MacPhee,M., Jackson,C. 2010)

Faculty as Facilitators

- “Wide variation among three faculty in how debriefing was conducted—despite discussion and agreement on process prior to the study.”
(Leighton, K. 2009)
- “Video shown during debrief, stop, ask questions ”
“Learn/develop strategies to overcome weaknesses”
 - (Rutledge, et al 2008)

Purpose



- To determine if the use of video recording with playback during debriefing augments student evaluation of the simulation experience, and enhances their ability to identify strengths and areas for growth.

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Research Questions

- Does the student's evaluation of their team performance during simulation compare to the faculty's evaluation when video playback is viewed during the debriefing session compared to discussion alone.
- If a student's evaluation of their team performance changed from pre-debriefing to post-debriefing, what did the student see or hear that made them change their evaluation?

Seattle University Evaluation Tool ©

- Developed in 2007 by Cicero/Mikasa
- Fusion of AACN Baccalaureate Competencies and Clinical Objectives
 - Clinical performance objectives
 - Leveling of student performance
 - Likert numeric scale
 - Comments section
 - Professional behavior statement

CRITICAL THINKING/CLINICAL DECISION MAKING

Demonstrates astute clinical judgment making appropriate and responsive clinical decisions	Inconsistent use of rationale and nursing concepts for clinical decision making	Clinical decision making based on scientific/nursing concepts missing, unclear or inaccurate
Demonstrates well developed critical thinking	Uses appropriate and logical critical thinking strategies	Critical thinking about concept is illogical or missing
Links multiple nursing concepts and processes during patient care	Correlates theory with client data	Inadequate depth of knowledge or application of nursing principles
5 Exceeds Expectations	3 2	1 0 Below Expectations

Methods

Senior practicum acute care clinical nursing students

- Convenience sample of 84 subjects for study
- Teams of 3-5 students
- Roles randomly determined
- Randomly assigned to 2 different debriefing regimens
 - Discussion only ∞ Video playback with discussion

- Pre-simulation all students were provided:
 - Learner module (Liver failure - GI Bleed - Anaphylaxis)
 - Pre-session orientation
 - Consent form
- All simulations were video recorded
- Post-simulation all students:
 - Completed pre-debriefing simulation evaluation tool
 - Participated in faculty facilitated debriefing session with guided debriefing questions post simulation
 - Completed post-debriefing simulation evaluation tool

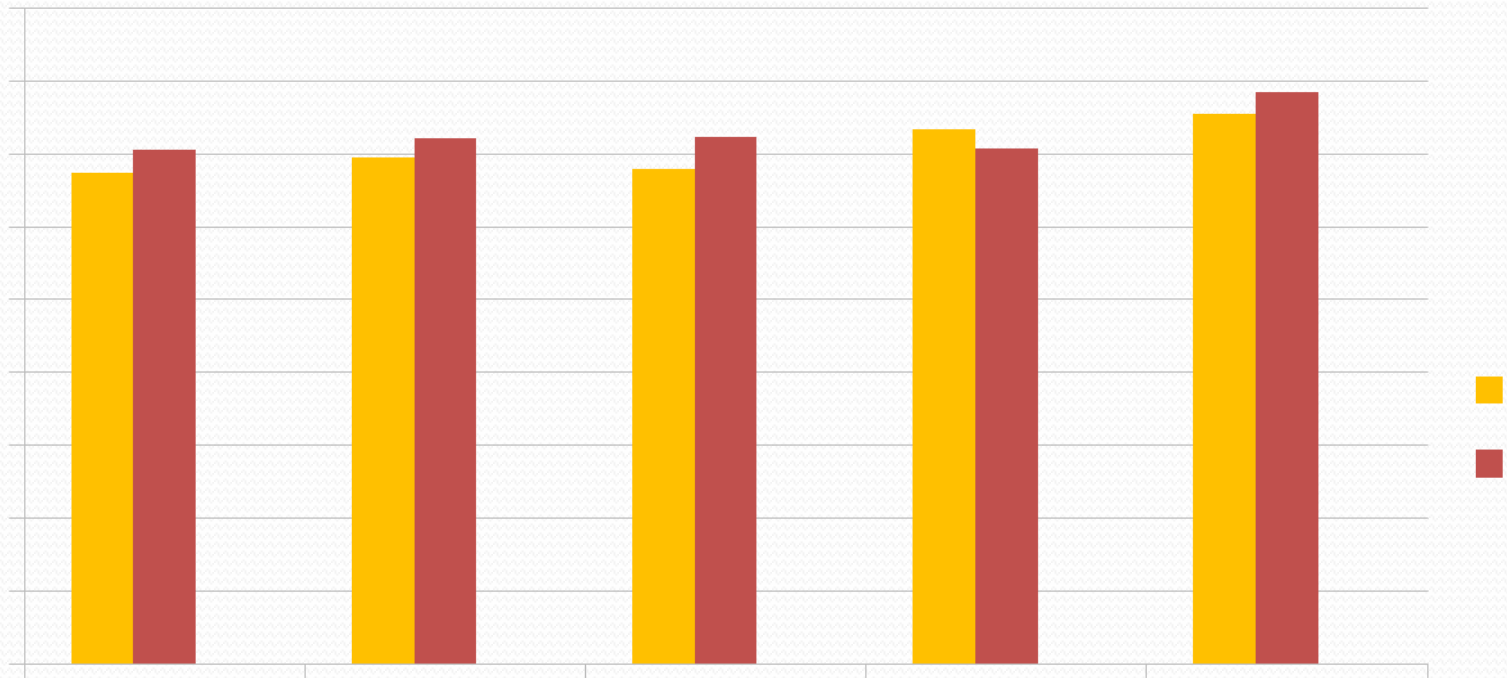
Results : $N = 82$

- Data Groups:
 - Discussion Debriefing
 - Video/Discussion Debriefing
- Paired sample T Test :
 - Pre and post debriefing evaluations scores
 - Each of 5 categories on tool & total score
 - Assess – Critical Thinking – Direct Patient Care
Communication – Professional Behaviors



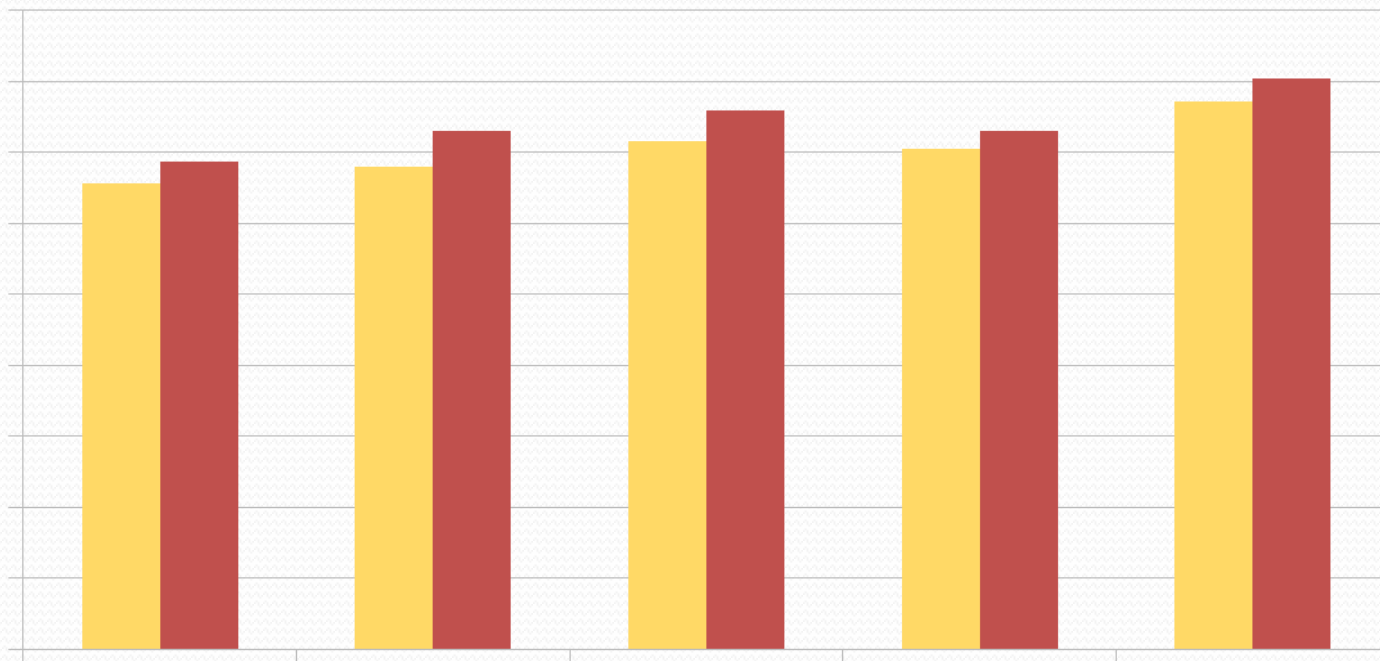
Results: Discussion Only Group

$N = 38$



Results: Video/Discussion Group

$N = 44$



Total Scores: Comparing Pre and Post Debrief

	Discussion Only <i>N</i> = 38		Video / Discussion <i>N</i> = 44	
	Pre <i>M</i> (<i>SD</i>)	Post <i>M</i> (<i>SD</i>)	Pre <i>M</i> (<i>SD</i>)	Post <i>M</i> (<i>SD</i>)
Assessment	3.4(.62)	3.5(.76)	3.3(.90)	3.4(.69)
Critical thinking	3.5(.65)	3.6(.58)	3.4(.87)	3.6(.68)*
Patient care	3.4(.67)	3.6(.74)	3.6(1.0)	3.8(.80)
Communication	3.7(.69)	3.5(.71)	3.5(.93)	3.7(.72)
Professional behavior	3.8(.71)	3.9(.50)	3.9(.96)	4.0(.64)
Total score	17.66(2.3)	18.1(2.5)	17.6(4.1)	18.5(2.8)**

Note: * $p = 0.05$

** $p = 0.05$

Implications



“Something Happened”

- Video review did influence the student scores:
 - Critical Thinking
 - Total Scores
- Timing of simulation evaluation
- Student self critique influenced by video review

EPIC MOMENT

- Qualitative Question:

“If your self evaluation changed from pre to post

debrief, what did you see



or hear



that made it change and why?

- Student comments:

Limitations

- Timing of Debriefing
- Attendance – shifting sands
- Student Issues:
 - Ability to self evaluate
 - Varied levels of prep work
- Faculty Issues
 - Consistency in debriefing
 - Silence versus Praise
 - Faculty completing evaluations
 - Individual student questions immediately following sim
 - Faculty needing “debriefing time”
 - Process changes for next sim run

Recommendations

- Pilot study
- *Replication of study*
 - Increasing numbers in study groups
 - Evaluate in a different course
 - More standardized procedures
 - Consistency in faculty
 - Consistent student numbers per simulation
 - Time marking of specific event for playback

Imagine---



Empowering people
to make a positive
outcome a reality



Providing the
means to
achieve epic wins

Ability to solve
real problems with
a game

Jane McGonigal

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