Evaluating the Debriefeer through the Debriefing for Meaningful Learning © Evaluative Scale

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ANCC Required Disclosures

Cynthia Sherraden Bradley MSN RN CNE CHSE reports no conflict of interest.
Purpose

The purpose of this pilot study was to test if a formative evaluative scale based on the structured debriefing method of Debriefing for Meaningful Learning © (DML) measures a debriefer’s ability to implement the process and elements of DML.
Sample:

Three debriefers in a Midwestern associate degree nursing program were purposively solicited and selected:

• Received training in the DML method in conjunction with the NCSBN National Simulation Study.
• Uses debriefing with the DML method for a minimum of one year
• Currently facilitates debriefing using the DML method
Method

3 debriefers each submitted 5 recorded debriefing sessions, for a total of 15 recordings

3 DML experts individually and privately scored each recording with the DML-S after receiving training
DML-E Scale Development

Construct to be measured: the ability of a debriefer to implement each element of the DML method

Behaviorally anchored in the iterative steps of the DML method

6 elements of DML:
- Engage, Explore, Explain, Elaborate, Evaluate, Extend

Observational scoring of behaviors: (1) present or (2) not present
## Results

<table>
<thead>
<tr>
<th></th>
<th>Cronbach’s alpha</th>
<th>ICC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>.390</td>
<td>.272</td>
</tr>
<tr>
<td>Explore</td>
<td>.510</td>
<td>.369</td>
</tr>
<tr>
<td>Explain</td>
<td>.730</td>
<td>.691</td>
</tr>
<tr>
<td>Elaborate</td>
<td>.792</td>
<td>.789</td>
</tr>
<tr>
<td>Evaluate</td>
<td>.777</td>
<td>.731</td>
</tr>
<tr>
<td>Extend</td>
<td>.694</td>
<td>.698</td>
</tr>
<tr>
<td>Total Scale</td>
<td>.883</td>
<td>.860</td>
</tr>
</tbody>
</table>
Conclusion

DML-S demonstrates internal consistency and interrater reliability.

Future testing is warranted to:
- Further test validity measures
- Test within a larger sample.
References


