

Evaluating the Debrief 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

	Cronbach's alpha	ICC
Engage	.390	.272
Explore	.510	.369
Explain	.730	.691
Elaborate	.792	.789
Evaluate	.777	.731
Extend	.694	.698
Total Scale	.883	.860

Conclusion

DML-S demonstrates internal consistency and interrater reliability.

Future testing is warranted to:

- Further test validity measures
- Test within a larger sample.

References

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