MOVING TOWARDS BEST SIMULATION DEBRIEFING PRACTICES: THE SIMULATION DEBRIEFING STUDY

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DISCLOSURES

Conflict of Interest

• Annette R. Waznonis (Primary Investigator) reports no conflict of interest
• Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
• Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

Successful Completion

• Attend 90% of session
• Complete online evaluation
OBJECTIVES

Upon completion of this presentation, participants will be able to:

1. Describe three themes that reflect faculty experiences of using debriefing in simulation.

1. Identify two recommendations that will advance the science and practice of simulation debriefing.
ACKNOWLEDGMENTS

• Doctoral Dissertation Committee

• External Advisor/Mentor and Expert Consultants

• Marion Bender Scholarship

• National League for Nursing

• Potter Scholarship

• Delta Lambda Chapter Sigma Theta Tau International

• INACSL
• Simulation debriefing incorporates both feedback and reflection, with the goal of improving future practice (Meakim et al., 2013).

• Debriefing is a necessary component for learning to occur from simulation (Shinnick, Woo, Horwich, & Steadman, 2011).

• Expert opinions on effective simulation debriefing practices (SDP) are widely published, but research is minimal, with weak methodological designs and poor reporting of debriefing characteristics (Levett-Jones & Lapkin, 2014; Raemer et al., 2011).

• Use of a structured framework and evaluation of simulation debriefing are lacking in nursing education (Fey, 2014; Waznonis, 2015).
### Elements of Debriefing

1. Length of time for the debriefing
2. Timing of debriefing in relation to simulation
3. Physical environment
4. Atmosphere
5. Faculty experience
6. Faculty role
7. Student role
8. Objectives of the debriefing
9. Methods
10. Phases
11. Approaches
12. Means for evaluation
13. Challenges

(Waznonis, 2014)
Large-scale mixed methods study conducted to describe SDP of faculty in accredited, traditional, baccalaureate in nursing degree (BSN) programs in the United States

Background and survey findings reported elsewhere (Waznonis, 2014; 2015)

**Purpose of interviews** = to identify and describe faculty experiences of using debriefing in simulation with traditional BSN students and to explore faculty perceptions of the effectiveness of their SDP
STUDY DESIGN

Recruitment Process

• One particular survey question – “What specific methods/models do you use to facilitate debriefing?”

• Identified two groups of faculty:
  Reported using a specific method of debriefing
  Did not report using a specific method of debriefing

• End of survey contact information provided

• First 10 faculty from each group who agreed to interview were chosen to participate
STUDY TOOLS

Interview demographic form

Interview guide: 11 main questions with probes

60-minute interviews via Skype™

Interviews audio-recorded using Audio Hijack Pro (Rogue Amoeba Software, Inc., 2013) and back-up digital recorder

Unstructured field notes

Thematic analysis with help of Dedoose [web application] (Sociocultural Research Consultants, LLC, 2015)
Data Analysis

Verified transcripts for accuracy

Open coding to identify semantic themes

Multiple readings of transcripts, field notes, interview abstracts, reflective notes, and analysis journals

Member checking

(Braun & Clark, 2006)
FINDINGS

Participant characteristics ($n=23$)

- 17 states represented
- 100% ($n=23/23$) full-time
- 82% ($n=18/23$) university/college setting
- 61% ($n=14/23$) urban
- Mean (M) = 55 years of age
- 91% ($n=21/23$) female
- 57% ($n=13/23$) master’s degree; 39% ($n=9/23$) doctoral
- M = 27 years of clinical practice experience
- M = 12 years of teaching experience
- M = 6 years of teaching in simulation (mode = 7)
- M = 6 years using debriefing in simulation (mode = 2)

Three Themes Emerged

- Having the students’ best interest at heart
- Getting over the emotional hurdle
- Intentional debriefing evolves into learning
THEME 1

Sub-themes

• Knowing each other establishes trust
• Prebriefing focuses the debriefing on objectives
• A safe learning environment is comfortable
Getting Over the Emotional Hurdle

Sub-themes

- Students start the debriefing
- Paying attention to emotions
- Keeping it positive
THEME 2

Sub-themes

• Meeting the students where they are

• Getting everyone to participate to broaden the learning

• Watching the clock

• Faculty learning from debriefing
DISCUSSION

INACSL Standard for Simulation Debriefing

✔ Criterion 1: Faculty Competency

✔ Criterion 2: Environment

✔ Criterion 3: Facilitator Responsibilities

✔ Criterion 4: Structured Framework

✔ Criterion 5: Objectives and Outcomes

Study Limitations

- May not represent entire target population
- Time lapse, but not longitudinal
- Use of technology may have deterred participation

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IMPLICATIONS

Use of Consistent Language

Time

Faculty Development

Future Research
REFERENCES


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