

Welcome

How Nursing Students Learn to Care for Deteriorating Patients in Debriefing: A Mixed-Methods study

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- Conflict of Interest

- Patrick Lavoie, Jacinthe Pepin, and Sylvie Cossette report 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 the mechanisms by which the debriefed led to expected learning objectives according to nursing students
2. Identify potential avenues to optimize debriefing practices



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- Simulation to improve nursing students' clinical judgment when a patient is deteriorating¹⁻³
- Debriefing is a critical part of simulation⁴
- Previous research on debriefing⁴⁻⁷:
 - Topics (e.g., management, teamwork, leadership)
 - Methods of debriefing (e.g., duration, video playback, educator presence)

What about approaches to debriefing?



Background

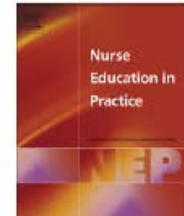
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Development of a post-simulation debriefing intervention to prepare nurses and nursing students to care for deteriorating patients

Patrick Lavoie ^{a, b, c, *}, Jacinthe Pepin ^{a, b, c}, Sylvie Cossette ^{a, c, d}

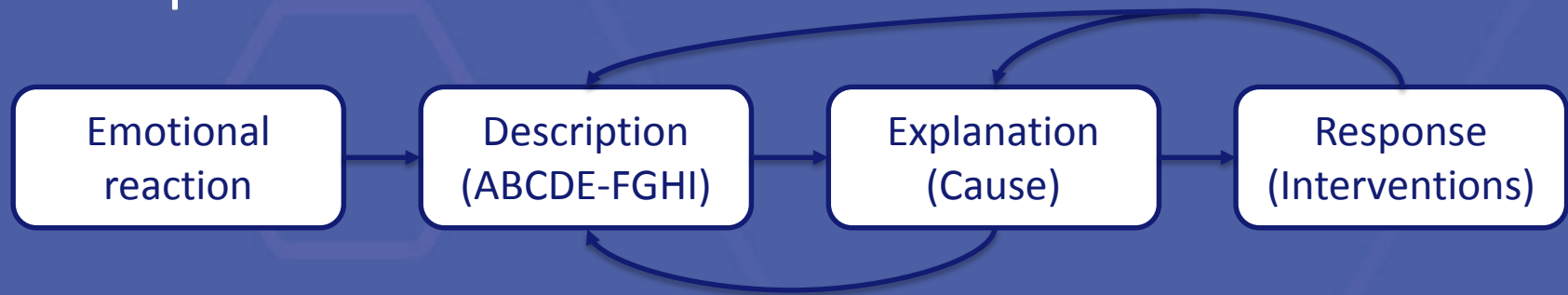
- **Reflective dEbriefing after a PatieNt Deterioration simulation⁸**
 - Medical Research Council (2008)⁹ guidelines for complex interventions
 - Dewey's (1910) account of **reflection**¹⁰
 - Tanner's (2006) model of **clinical judgment**¹¹



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- Process:
 - Guided group reflection through open-ended questions

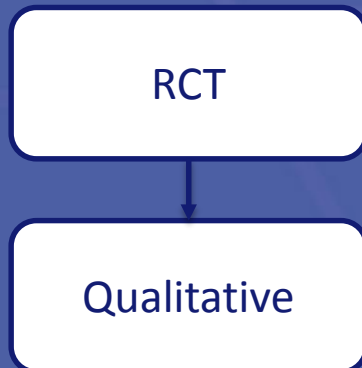


- Outcomes:



Purpose

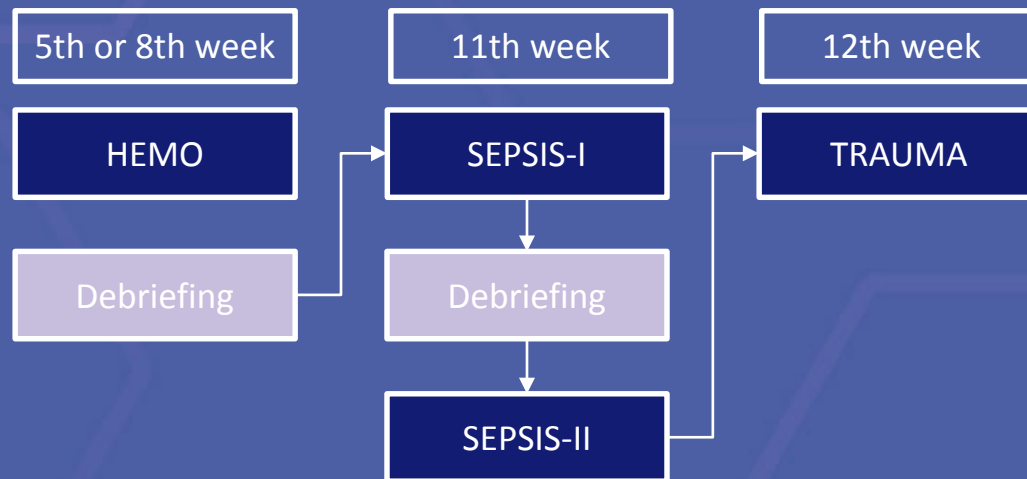
- To evaluate the contribution of REsPoND to nursing students clinical judgment in patient deterioration simulations
- Sequential explanatory mixed-methods design¹²



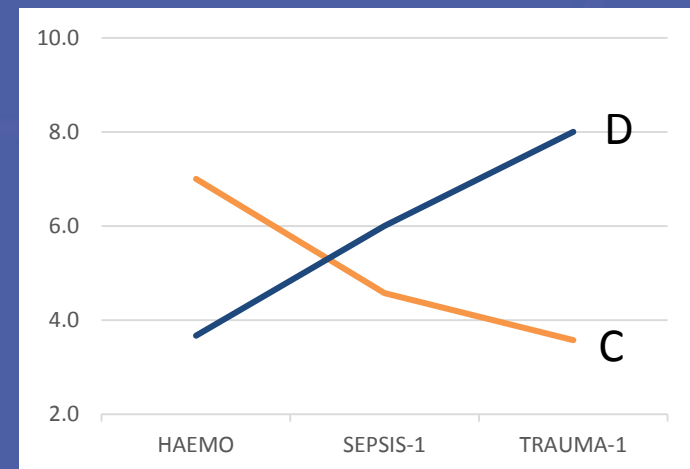
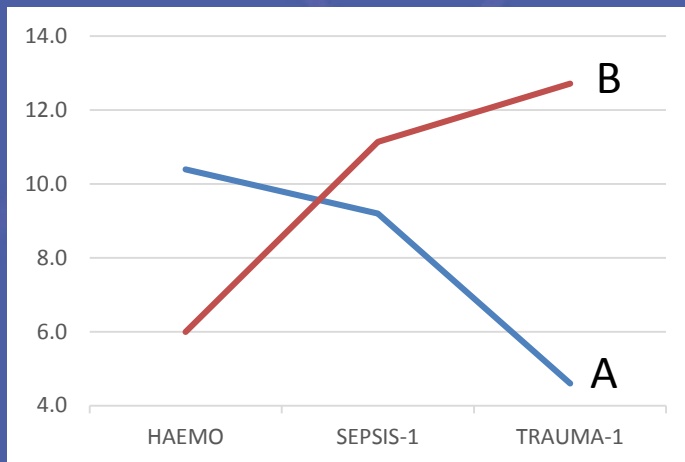
1. Effect of REsPoND

2. Active ingredients of REsPoND

- 119 nursing students from a critical care course
- Randomized to REsPoND ($n=63$) or $+/\Delta$ ($n=56$)
- Clinical judgment measured with a situation awareness instrument¹³
 - Perception of signs of deterioration
 - Comprehension



- Sample
 - Only REsPoND students ($n=63$)
 - Maximal variation on either clinical judgment subscores
- A ↓ perception ($n=9$)
- B ↑ perception ($n=12$)
- C ↓ comprehension ($n=8$)
- D ↑ comprehension ($n=12$)



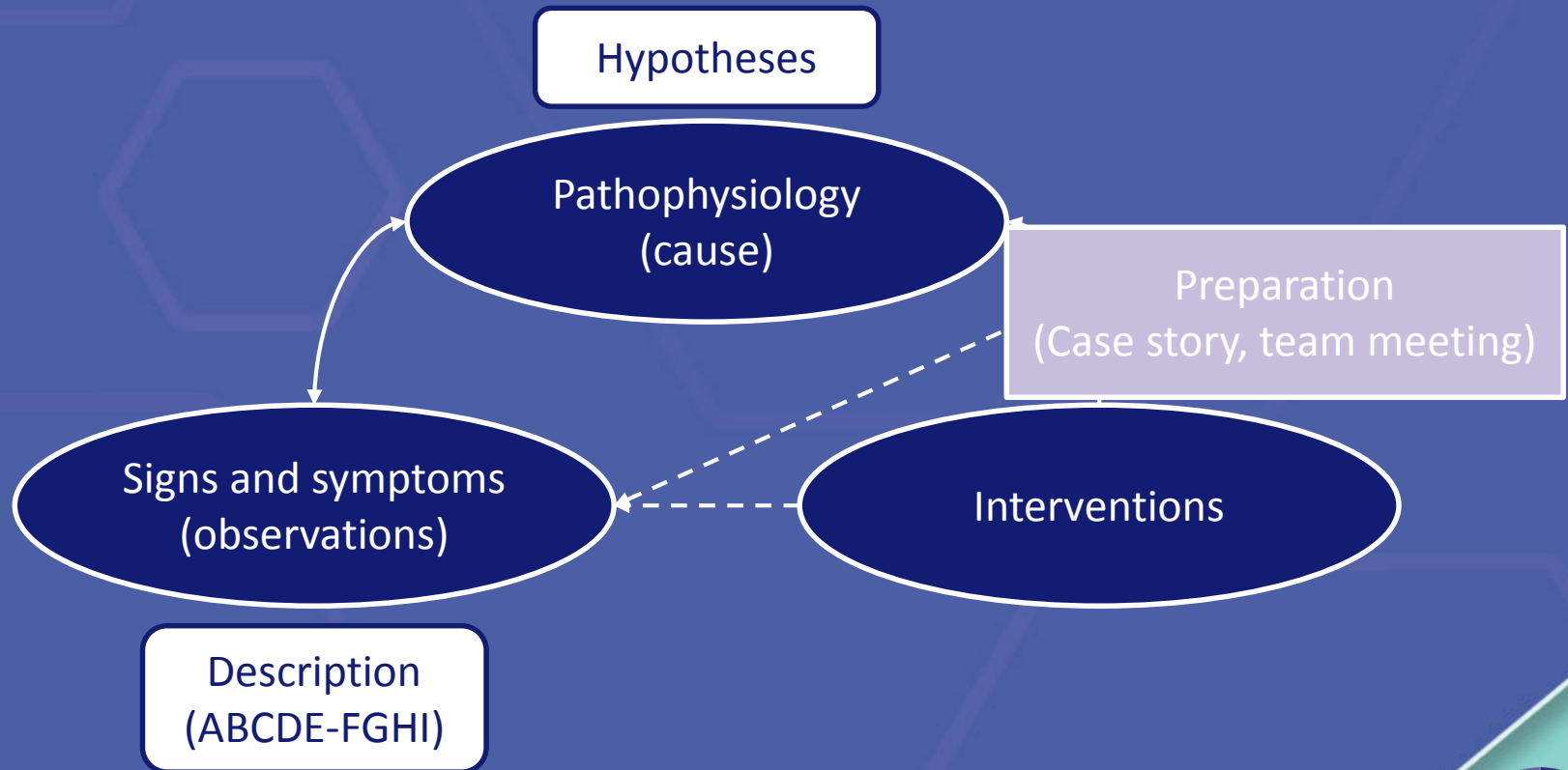
- Research questions
 1. How do nursing students perceived that the reflection in REsPoND fostered learning?
 2. How did REsPoND contributed to their clinical judgment in patient deterioration simulations?
- Individual semi-structured interview
 - Interview guide designed after the research questions
 - 20 - 30 min.

- Analysis

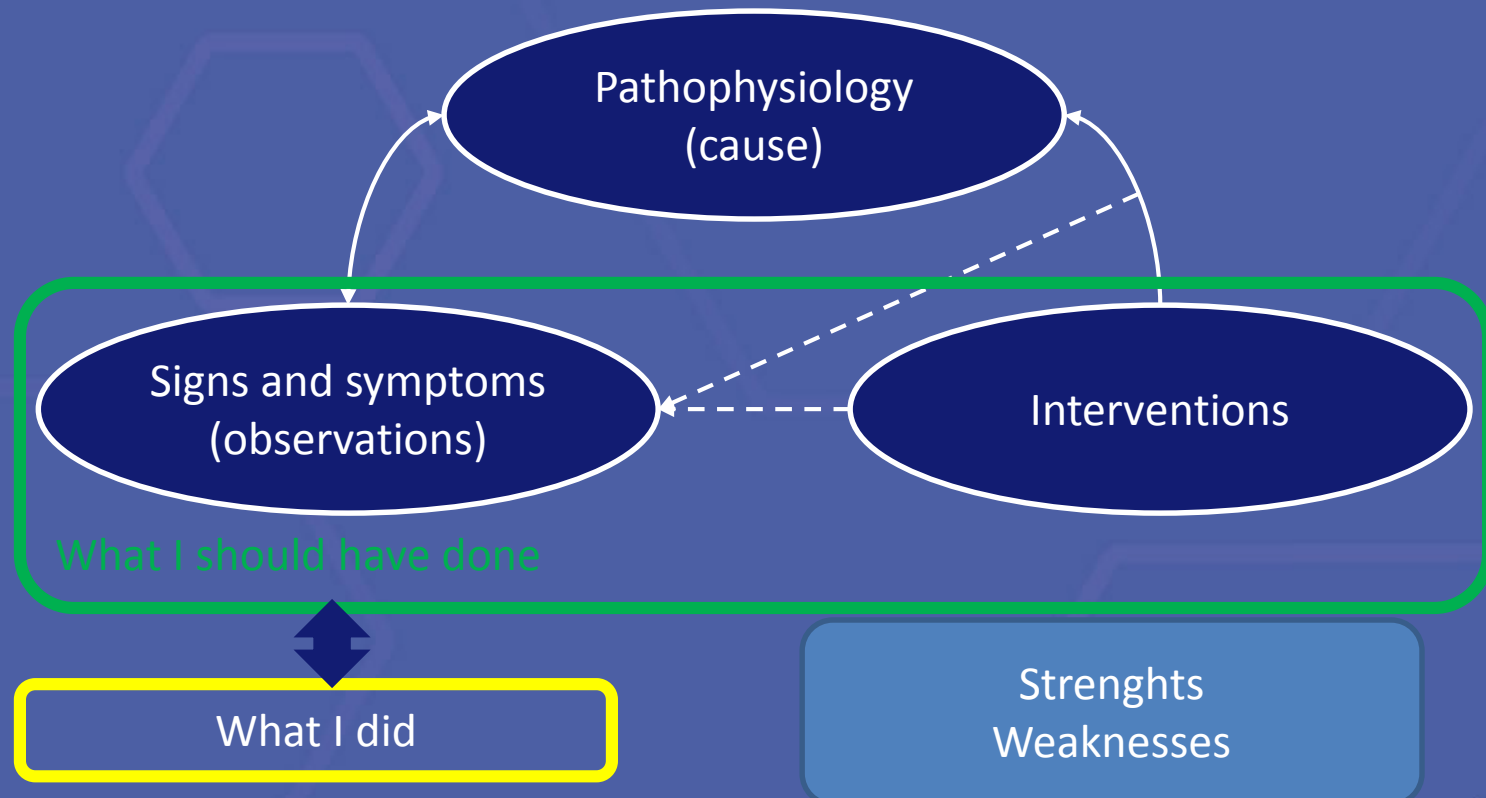
1. How do nursing students perceived that the reflection in REsPoND fostered learning?
 - Thematic analysis¹⁴
 - All data from the interviews
2. How did REsPoND contributed to their clinical judgment in patient deterioration simulations?
 - Themes contrasted according to learning profiles
 - Comparison of the profiles' characteristics

1. How do nursing students perceived that the reflection in REsPoND fostered learning?
 - Students' configuration of a framework and appraisal of their own performance
 - Guided exchanges between students as sources of insight

- Students' **configuration of a framework** and appraisal of their own performance



- Students' configuration of a framework and appraisal of their own performance



- Guided exchanges between students as sources of insight

Groups of students

- Positive dynamic
- Mutually added to each others insight
- Small size allowed to talk
- Staying with the same group

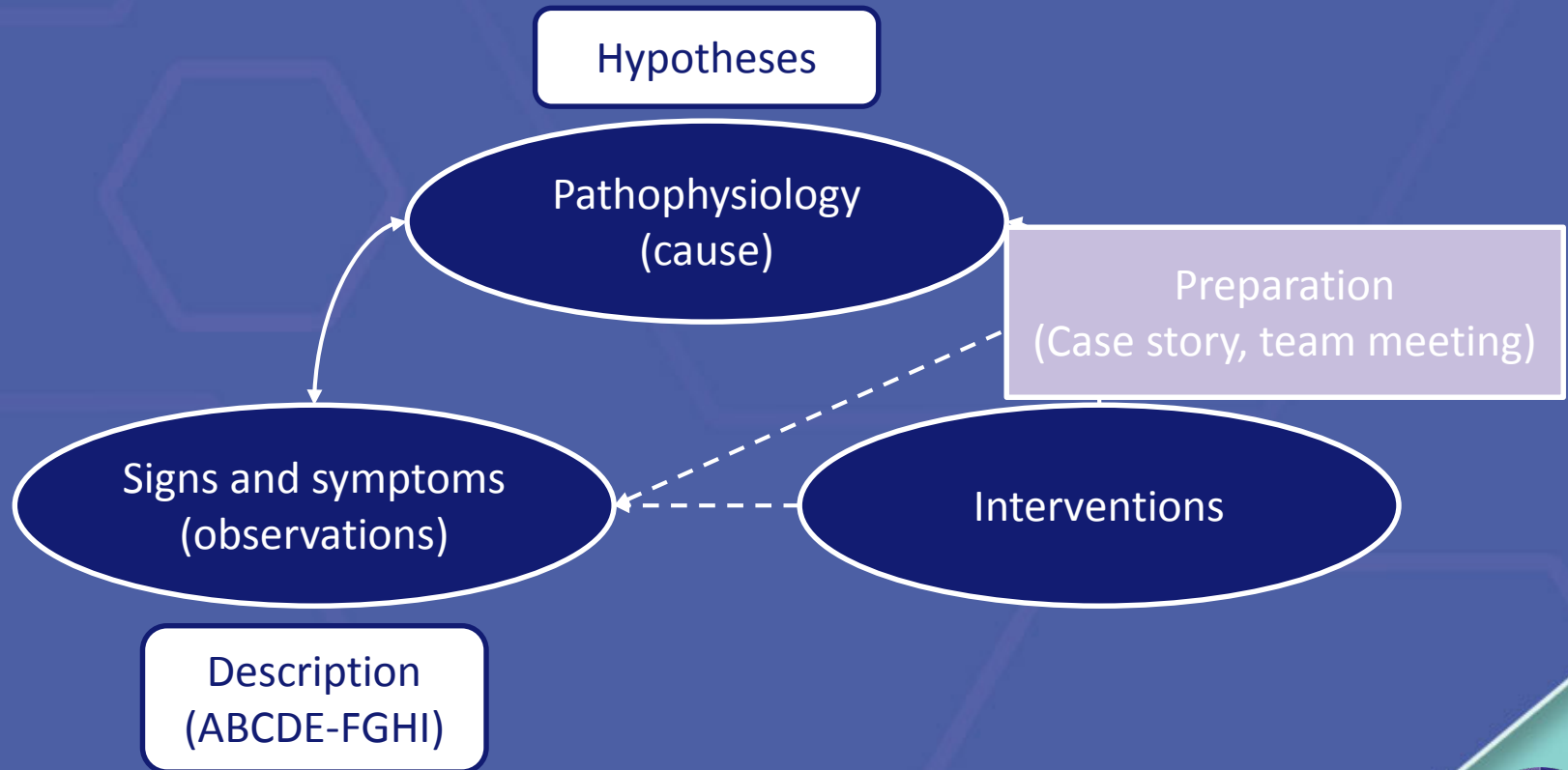
Debriefer

- Role of guidance
- Pushed students' reflection beyond description towards analysis
- Practical experience and knowledge

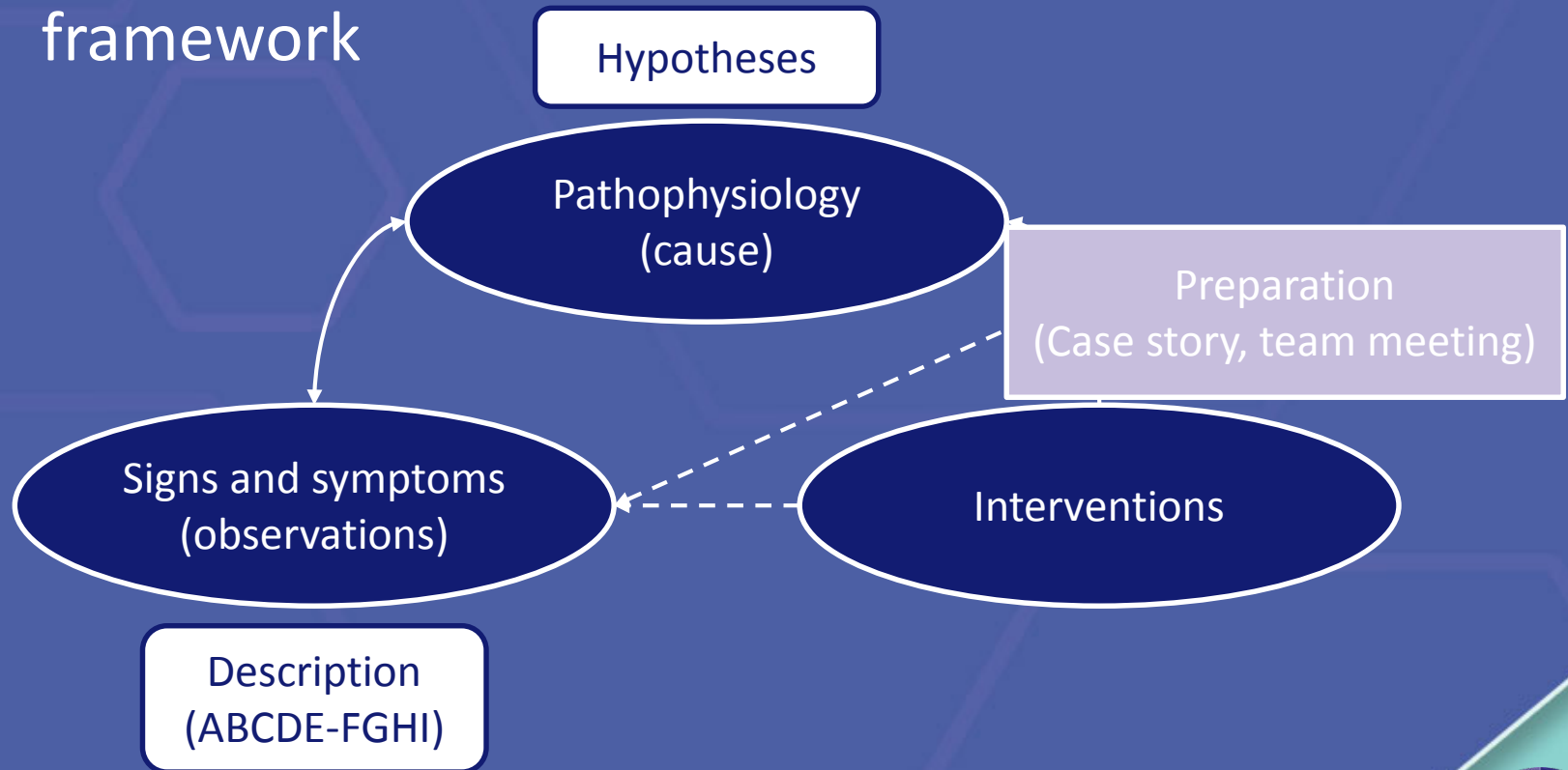
2. How did REsPoND contributed to students' clinical judgment in patient deterioration simulations?

- Systematic and chronologic review process
- Anticipation and early configuration of the framework

- Difference between profile A and B:
 - Systematic and chronologic review process



- Difference between profile C and D:
 - Anticipation and early configuration of the framework



- Mechanisms of REsPoND
 - Students' configuration of a framework and appraisal of their own performance
 - Guided exchanges between students as sources of insight
- Potential venues to optimize debriefing practices
 - Value of a systematic assessment approach
 - Importance of students' expectations
- Reflection VS self-assessment?

- Limitations:
 - Small number of interviewees
 - Delay between the debriefings and interviews
 - Results should not be considered as indicators of the effectiveness of REsPoND

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