DEBRIEFING FOR MEANINGFUL LEARNING: CONNECTING THE DOTS

CONNECT THE DOTS

- ADVISEMENT
- UNDERGRADUATE RESEARCH
- CLINICAL SIMULATION
- POST-CLINICAL CONFERENCES
- GROUP WORK
- STUDENT-LED ORGANIZATIONS

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BACKGROUND

Cantrell, (2008)
CONNECTING THE DOTS – DEBRIEFING DEFINED

CONNECT THE DOTS

- Challenged to think critically
- Enhances clinical reasoning
- Enriches judgment
- Fosters new understanding
- Actionable knowledge
- Reflective learning

Dreifuerst, (2012)
THE DEBRIEFING PROCESS INCLUDES:

3 Phases:
• Reaction/Diffusing/Initial thoughts
• Understanding/Discovering
• Summary/Deepening/translation of knowledge

RECOMMENDED STRUCTURE

• Setting the Agenda
• Video Debriefing
• Think-Pair-Share
• Plus Delta
• Reflective Journals

Dusaj, (2014)
IDENTIFY PURPOSE

The Facilitator must decide:

1. Analyze and evaluate performance through reflection?
   - Cognitive-increase mental understanding of behaviors through inquiry.

2. To allow participants to express or “vent” emotions related to an experience?
   - Reactions/emotional response

3. To apply lessons from an experience and make connection for the future?
   - Focused on deepening understanding/application

Zigmont, Kappus, & Sudikoff (2011)
DML- WHAT IT IS NOT

- Not designed to be used as a competency tool
- Not as an assessment or forum to judge students/participants or their abilities
- Random or haphazard occurrence
- Not faculty/teacher driven
- Not a mechanism to provide all of the right answers

Zigmont, Kappus, & Sudikoff, (2011)
CONNECTING THE DOTS - STUDENT INTERACTIONS

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### CONNECTING THE DOTS.... THEORY TO PRACTICE

**Simulation Case- Stroke Scenario**

**Goal** - Safely transfer to a wheelchair

<table>
<thead>
<tr>
<th>What is the first thing that comes to mind about the simulation?</th>
<th>What went right and Why?</th>
<th>What would you do differently and why?</th>
<th>Translation into practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMG</td>
<td>Got her up</td>
<td>Placed w/c on the other side of bed</td>
<td>I learned to talk with patient and the value of teamwork</td>
</tr>
<tr>
<td>Harder than I thought</td>
<td>Good assessment</td>
<td>Placed w/c facing foot of bed</td>
<td>Work slowly</td>
</tr>
<tr>
<td>Can’t believe I dropped her</td>
<td>Identified the weak side</td>
<td>Locked the w/c</td>
<td>Patient falls cost organizations tons of money that can’t be recovered</td>
</tr>
<tr>
<td>I froze</td>
<td>Used gait belt</td>
<td>Used better body mechanics</td>
<td></td>
</tr>
<tr>
<td>Mind went blank</td>
<td>Lowered the bed</td>
<td>Address all of AIDET</td>
<td></td>
</tr>
<tr>
<td>Should have put the w/c on the other side of the bed</td>
<td>AIDET correctly - most of it</td>
<td>Do better assessment of patient strength</td>
<td></td>
</tr>
<tr>
<td>Help me</td>
<td>ID patient</td>
<td>and not just take their word</td>
<td></td>
</tr>
<tr>
<td>Anxious</td>
<td>Washed hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stupid</td>
<td>Team work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good teamwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>success</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SARAH’S STORY
CONNECTING THE DOTS - ADVISEMENT
CONCLUSION

• Proven to be effective to enhance student encounters in the Nursing Field
• Evidence support the use of DML in reflection of student and participant experiences
• The tools are available to put this into practice
• Be creative, work with your peers to discover ways to enhance student and participant encounters by incorporating the DML approach!
REFERENCES


QUESTIONS???