Title:
Simulation Pre-Briefing: Supporting Competency and Judgment Development in Nursing Learning

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Session Title:
Transforming Nursing Knowledge, Education, and Practice Through Pre-Briefing and Debriefing
Slot:
L 05: Sunday, 30 July 2017: 8:30 AM-9:45 AM
Scheduled Time:
8:30 AM

Keywords:
Nursing knowledge and practice, Prebriefing and Simulation learning

References:
Chamberlain, J., 2015. Prebriefing in nursing simulation: A concept analysis using Rodger's methodology. Clin. Simul. Nurs. *11* (7), 318–322. http://dx.doi.org/10.1016/j.ecns.2015.05.003

Decker, S., Moore, A., Thal, W., Opton, L., Caballero, S., Beasley, M. (2010). Synergistic integration of concept mapping and cause and effect diagramming into simulated experiences. Clinical Simuluation in Nursing, 6 (4), e153–e159. http://dx.doi.org/10.1016/j.ecns.2009.11.010.

Page-Cutrara, K. (2014). Use of prebriefing in nursing simulation: A literature review. *Journal of Nursing Education, 53*(3), 136-141. doi:10.3928/01484834-20140211-07

Rudolph, J. W., Raemer, D. B., & Simon, R. (2014). Establishing a safe container for learning in simulation: The role of the presimulation briefing. *Simulation in Healthcare, 9*(6), 339-349. doi: 10.1097/SIH.0000000000000047.

Abstract Summary:
In this interactive session, nursing researchers will present findings from their work on prebriefing and debriefing applicable to simulation and clinical settings in academe and practice. Speakers will engage the audience in a discussion of ways to translate these findings into strategies that can transform nursing knowledge, education and practice.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Identify important components of a model-based prebriefing activity.	The model developed for and used in this research study will be described in detail.
Describe ways to incorporate a model-based structured prebriefing activity into academic learning experiences or clinical settings for enhancing competency and judgment in nursing practice.	Examples of using this model-based prebriefing activity and outcomes will be described and discussed with the audience in an interactive format.

Abstract Text:

Purpose: The purpose of this experimental study was to describe a newly developed model-based, structured prebriefing intervention and its effect on nursing students' competency performance, clinical judgment, and their perceived prebriefing experience, and to describe its application to teaching practice. Prebriefing begins the simulation process and introduces the participants to the simulation, learning experience (Chamberlain, 2015; Rudolph, Raemer, & Simon, 2014). However, little nursing education research is available on this activity, and how it relates to the development of nursing knowledge and practice. Reflection theory and concept mapping underpinned the development of a model on which this intervention was based, to prepare students for meaningful simulation learning (Decker et al., 2010; author, 2014).

Methods: An experimental group-randomized design was used to compare the intervention group, which received structured prebriefing and the control group, which received customary orientation activities. This study was conducted at a university school of nursing in Canada. Baccalaureate nursing students (N = 76) in a traditional four-year program, who were enrolled in a fourth-year medical-surgical course, participated. Competency performance, clinical judgment, and the perceptions of the prebriefing experiences in each group were examined, in addition to the relationship between simulation performance and students' self-rated prebriefing experience. Scores from the *Creighton Competency Evaluation Instrument* and the *Prebriefing Experience Scale* were analyzed using parametric and non-parametric statistics.

Results: A statistically significant difference was demonstrated between groups for competency performance ($p < 0.001$), clinical judgment ($p < 0.001$) and prebriefing experience ($p < 0.001$). No relationship was found between students' self-perceptions of prebriefing experience and the researcher-rated simulation performance.

Conclusion: Theory-based, structured prebriefing can impact nursing student competency performance, clinical judgment and perceptions of prebriefing, and may enhance meaningful simulation learning. A detailed description of the model-based prebriefing intervention worksheet will be provided, and an interactive discussion of possibilities for its use in varied academic and clinical settings, with global applications, will be facilitated. Prebriefing, as the first phase of simulation, has implications for transforming nursing knowledge, education and practice throughout the entire simulation process, and beyond.