Evaluating Learning with Simulation and Debriefing: Tools and Measurement

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Novice nurses begin their practice using rule-governed behavior to solve problems and thus are acontextual in their thinking. The overall purpose of this multi-site pilot study was to implement a debriefing strategy to determine its impact on clinical reasoning skills with undergraduate nursing students across four different colleges of nursing. This study replicates Dreifuerst's original study using a reflective debriefing model to enhance clinical reasoning. This presentation will provide an overview of 1) the standardized geriatric nursing simulation using the National League for Nursing's (NLN) Advancing Care Excellence for Seniors (ACES) Millie Larsen geriatric simulation scenario; 2) the Debriefing for Meaningful Learning© (DML) method; and 3) the Health Sciences Reasoning Test (HSRT) used to evaluate clinical reasoning and Debriefing Assessment for Simulation in Healthcare (*DASH*) Student Version© used to evaluate the debriefing methodology. Educators in attendance will have an opportunity to discuss the simulation strategy, debriefing method, and clinical reasoning evaluation tool following an observation of a simulation scenario used in the multi-site study.

Title:

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Keywords:

Evaluation, Research and Simulation

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SPEAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	**Example** Definitions of "curriculum" • Course of study • Arrangements of instructional materials • The subject	**Example** 20 minutes	**Example** Name, Credentials	**Example** Lecture PowerPoint presentation Participant feedback	**Example** Group discussion: What does cultural training mean to you?

	matter that is taught • Cultural "training" • Planned engagement of learners				
1. Discuss the use of the DML tool as a methodology for debriefing.	A. DML methodology a. Theoretical underpinnings b. Method components c. Student preparation	7 minutes	D. Neal PhD, RN; S. Forneris PhD, RN	Powerpoint, Group Discussion, Video	Group Discussion on debriefing method following an observation of a simulation scenario used in the multi-site study.
2. Discuss the use of standardized simulations in learning outcome evaluation.	A. Advancing Care Excellence of Seniors (ACES) project a. Unfolding simulation b. Scenario development c. QSEN integration	8 minutes	D. Neal PhD, RN; S. Forneris PhD, RN	Powerpoint, Group Discussion, Video	Group Discussion on simulation strategy following an observation of a simulation scenario used in the multi-site study.
3. Critique measures used for evaluating learning outcomes.	A. Current literature on measurement of learning with Human Patient Simulation a. Beyond satisfaction and student perceptions b. Health Sciences Reasoning Test (HSRT) c. Debriefing Assessment for	5 minutes	D. Neal PhD, RN; S. Forneris PhD, RN	Powerpoint, Group Discussion, Video	Group Discussion on measures used to evaluate clinical reasoning.

	Simulation in Health Care (DASH-SV)				

Slot:

5C: Saturday, April 5, 2014: 10:15 AM-11:30 AM

Scheduled Time:

10:15 AM