Post-Simulation Reflections: A Qualitative Review After Implementation Of Video Debriefing Changes

Gunnar Larson RN, DNP, CHSE  |  UW – Eau Claire College of Nursing & Health Sciences

**INTRODUCTION**

After several years of a deteriorating patient simulation embedded in a 2nd semester Jr student clinical course, changes were made to meet best practices in simulation.

**OBJECTIVES WERE IMPLEMENTED FOR THE FIRST TIME**

- Implement a systematic physical assessment on a simulated patient
- Demonstrate adherence to infection control standards when performing nursing care
- Demonstrate evidence-based safe care for a patient receiving medications or IV therapy
- Demonstrate prioritization and then reprioritization for a deteriorating patient
- Implement nursing treatments to deteriorating patient with multiple health care needs
- Use SBAR during patient care updates
- Provide therapeutic communication and/or patient education

**OTHER CHANGES**

With one facilitator becoming a CHSE and the other retiring:
- Only one facilitator utilized for the simulation
- Debrief standardized
- Scenario progression “standardized”
- Debriefing tied to theory (Plus Delta)
- Participant evaluation implemented
- Exploration of video debriefing options

**METHODOLOGY & RESULTS**

**METHODOLOGY**

This is a phased Action Research project trying to look at more efficient ways of offering a high stakes simulation while maintaining an unexplored quality the program perceives should be maintained.

Pairs of students were randomized to view either full video of patient encounter or a partial video of a skill implemented during the encounter. Video is made available for only 4 hours post simulation. Limitations include possible student conflicts on different days of week and / time are not controlled by learner.

NVivo qualitative data analysis software used on a short reflection paper assignment graded by clinical instructor. Reflection paper assignment is unchanged in several years. Limitation includes non specificity of assignment questions.

**THEMES**

Three preliminary themes stood out
- The simulation is a valuable experience:
  - "Overall, I felt this was a worthwhile experience that gave me the opportunity to evaluate myself and identify specific areas I need to work on in order to improve and prepare for my future as a nurse."
- The simulation stimulates changing priorities:
  - "One thing I learned from this simulation was to be open to reprioritizing cares while I am with a patient."
- I noticed differences in video than what I remembered:
  - "One thing I did notice while watching my video was that the times I felt like I was pausing for several minutes on end was actually not very long."

**PRELIMINARY RESULTS**

<table>
<thead>
<tr>
<th>Student Video Review</th>
<th>Partial Video Access</th>
<th>Full Video Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to full video, watched video</td>
<td>Access to partial video, watched video</td>
<td>Access to full video did not watch</td>
</tr>
<tr>
<td>Access to full video, tried to watch after 4 hrs</td>
<td>Access to partial video, tried to watch after 4 hrs</td>
<td>Access to full video did not watch</td>
</tr>
</tbody>
</table>

**NEXT STEPS**

- New AV equipment will allow for more student control of time for review.
- Utilization of participant evaluation data

---

We thank the Office of Research and Sponsored Programs for supporting this research, and Learning & Technology Services for printing this poster.