Reflective Debriefing Discussions with Nursing Students: “I will go if I don’t have to talk”

Elizabeth Ann Andersen, PhD, RN.
Jaqueline Denison, MSN, RN

The University of British Columbia, Okanagan Campus
Kelowna British Columbia Canada
Reflective Discussions:

- Sharing information
- Analyzing situations
- Therapeutic debriefing
- Reflection
DIFFICULTIES PROMOTING INTROSPECTION AND REFLECTION

- Fear of being reprimanded
- Fear of revealing lack of experience or ability
- Fatigue
- Anxiety
- Physical symptoms
DIFFICULTIES PROMOTING INTROSPECTION AND REFLECTION

- Feeling overwhelmed
- Mental exhaustion, perceptions of inadequacy, and detachment or depression
- Focused on the evaluative roles and behaviours of their instructors
What are undergraduate nursing students’ attitudes, beliefs, and intentions towards reflective, debriefing post-clinical discussions?

What are the effects of an intervention on undergraduate nursing students’ capacities and intentions to participate in reflective, debriefing post-clinical discussions?

• A multi-site study

• Repeated Measures Design

• To test the effectiveness of an intervention

• 15 clinical groups of first year students (N=106)
**5 Steps**

1. Instrument Development - 34-item Theory of Planned Behaviour Questionnaire (TPBQ)
2. Recruitment
3. Random assignment to intervention
4. Data collection at two time points using four tools
5. Data analysis

**4 Tools**

1. A 34-item Theory of Planned Behaviour Questionnaire (TPBQ)
2. The Brief Fear of Negative Evaluation Scale II (BFNE II)
3. The Positive and Negative Affect Questionnaire (PANAS)
4. A basic satisfaction rating on a semantic differential scale
## Characteristics of Our Student Sample

<table>
<thead>
<tr>
<th>Age</th>
<th>n</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>69</td>
<td>65.1%</td>
</tr>
<tr>
<td>20-24 years</td>
<td>31</td>
<td>29.2%</td>
</tr>
<tr>
<td>25-29 years</td>
<td>6</td>
<td>5.7%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>93</td>
<td>87.7%</td>
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<tr>
<td>Male</td>
<td>13</td>
<td>12.3%</td>
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<table>
<thead>
<tr>
<th>Education</th>
<th>n</th>
<th>%</th>
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<tbody>
<tr>
<td>Completed High School</td>
<td>60</td>
<td>56.6%</td>
</tr>
<tr>
<td>Started another undergraduate degree</td>
<td>41</td>
<td>38.7%</td>
</tr>
<tr>
<td>Completed another undergraduate degree</td>
<td>4</td>
<td>4.7%</td>
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</tbody>
</table>
• Students’ existing positive or negative attitudes towards reflective, debriefing discussions

• The extent to which they perceive social pressure to participate

• Whether they find it difficult to participate in post conferences in the given context
An unrelated repetitive distracting task with light cognitive load
MIND WANDERING
# Repeated Measures or Crossover Design

<table>
<thead>
<tr>
<th>Group One = students who were randomly assigned to start with the intervention</th>
<th>After 6 weeks with the intervention, students completed questionnaires and the intervention was discontinued</th>
<th>After 6 weeks without the intervention, the students completed questionnaires again</th>
<th>12-week clinical rotation ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Two = students who were randomly assigned to start without the intervention</td>
<td>After 6 weeks, the students completed questionnaires and the intervention was initiated</td>
<td>After 6 weeks with the intervention, the students completed questionnaires again</td>
<td>12-week clinical rotation ends</td>
</tr>
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</table>
1. Student Attitude
   On a scale from 17 to 119, mean attitude ranged from 31.12 to 33.37 = negative attitude

2. Student Beliefs
   On a scale from -168 to 168, beliefs ranged from 121.25 to 128.25 = positive beliefs

3. Generalized Intent to Talk
   On a scale from 5 to 35, intent to talk ranged from 5.60 to 5.828 = students arrive at post conference with an underlying intent NOT to talk

Some Results
Students experience cognitive and sensory overload.

Students feel overwhelmed after clinical practice experiences and want relief.

Most students need time to process events.

Most instructors are as exhausted as the students.

Routine reflective post clinical discussions should not occur in the clinical setting.
Thank you! Any Questions?

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