

Pursuit of Excellence in Reflective Debriefing to Improve Learner Knowledge Outcomes

Cynthia Bradley, PhD, RN, CNE, CHSE, *University of Minnesota School of Nursing*

Brandon Kyle Johnson, PhD, RN, CHSE, *Texas Tech University Health Sciences*

Kristina Thomas Dreifuerst, PhD, RN, CNE, ANEF, FAAN, *Marquette University*

Aimee Woda, PhD, RN-C, *Marquette University College of Nursing*

Ann Loomis, PhD, RN, CNEcl, *Purdue University*

Jamie Hansen, PhD, RN, CNE, *Carroll University*



1

Disclosures

The authors report no conflicts of interest.

This study was supported in part by the University of Minnesota Office of the Vice President of Research.



2

Background

- Significant learning during debriefing
- Regulatory recommendations for training (INACSL, NCSBN, NLN)
- Training required to debrief at a skill level that supports student learning outcomes has been unexplored
- Debriefing for Meaningful Learning (DML) is a debriefing method that guides reflective thinking

Study Purpose

To test the impact of formal debriefing training on:

- Debriefer implementation of DML
- Student outcomes of knowledge acquisition & application

Method

- Quasi-Experimental with Repeated Measures
- Power
- 4 hour in-person DML training
- Hyperglycemia scenario in a medical-surgical course
- Debriefings recorded and rated with DMLES
- Students completed KAS/KAPS

Instruments

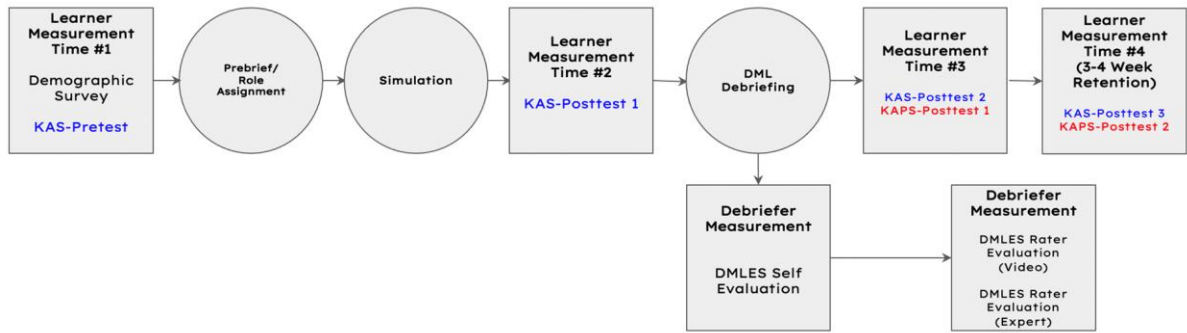
Debriefing for Meaningful Learning Evaluation Scale (DMLES)

- DMLES Self-Evaluation
- DMLES Rater-Evaluation (Video)
- DMLES Rater-Evaluation (Expert)

Knowledge Assessment Scale

Knowledge Application Scale

Procedure



Setting & Sample

5 baccalaureate prelicensure nursing programs

Debriefers:

- 79 self-evaluations of debriefings
- 61 self-evaluated video debriefings
- 81 expert evaluated debriefings

Learners:

- 457 junior level nursing students

Results

Debriefers Results

- Self-Evaluation
- Rater-Evaluation (Video)
- Rater-Evaluation (Expert)

Learner Results

- Role in Simulation
- Knowledge Change over Time

Discussion & Implications

Debriefers

- Training
- Dunning-Kruger Effect
- Purpose of DMLES Self vs. Rater Version

Learners

- Simulation-Curriculum Sequencing
- Formative Assessment
- Observer Roles

References

1. Dreifuerst, K. T. (2012). Using debriefing for meaningful learning to foster development of clinical reasoning in simulation. *Journal of Nursing Education*, 51(6), 326-333. doi:10.3928/01484834-20120409-02Insert Reference Here
2. Bradley, C. S., & Dreifuerst, K. T. (2016). Pilot testing the Debriefing for Meaningful Learning Evaluation Scale. *Clinical Simulation in Nursing*, 12(7), 277-280.
3. Bradley, C.S., Johnson, B.K., Dreifuerst, K.T. (2021). Psychometric Properties of the Revised DML Evaluation Scale: A New Instrument for Assessing Debriefers. *Clinical Simulation in Nursing*.
4. Johnson, B. K. (2020). Observational experiential learning: theoretical support for observer roles in health care simulation. *Journal of Nursing Education*, 59(1), 7-14.

Contact Information

cbradley@umn.edu
kyle.johnson@ttuhsc.edu
kristina.thomasdreifuerst@marquette.edu
aimee.woda@marquette.edu
loomis0@purdue.edu
jhansen@carrollu.edu



www.dmldebriefing.com