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# The Effect of a Model Demonstration During Debriefing on Students' Clinical Judgment, Self-confidence, and Satisfaction During a Simulated Learning Experience

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## KEYWORDS

simulation;  
debriefing;  
clinical judgment;  
satisfaction;  
self-confidence;  
role modeling

## Abstract

**Background:** Through debriefing, students reflect on their learning and performance during a simulation and accommodate new information into their existing knowledge base. Combining a videotaped model demonstration within a debriefing session provides an opportunity to enhance students' clinical, self-confidence, and satisfaction with the learning experience.

**Method:** Students participated in a simulation followed by either the usual structured debriefing or the usual structured debriefing that included a videotaped model demonstration of the simulation scenario. Students participated in a similar simulation 1 week later followed by the usual structured debriefing.

**Results:** The use of a model demonstration during debriefing was effective in developing clinical judgment and, to a lesser degree, self-confidence.

**Conclusions:** A model demonstration of a simulation scenario can be used to develop clinical judgment and possibly self-confidence during debriefing.

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Traditional pedagogical approaches to nursing education are not sufficient to keep up with the increasingly complex patient care environment. With the current emphasis on bridging the theory–practice gap, simulation is an ideal

solution to address this area. Complex simulations can be used by faculty because students may have limited access to these real-life opportunities. Simulation can help learners build their knowledge in preparation for caring for patients. This knowledge can be further reinforced in debriefing sessions after the simulation. During debriefing, students can assimilate knowledge from the classroom and the simulation scenario and reflect on how they can apply it to their overall learning experience.

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## Debriefing

Debriefing has been identified as a critical element of a simulation experience (Cantrell, 2008; Dreifuerst, 2012; Neill & Wotton, 2011). The purpose of debriefing was to

### Key Points

- Clinical judgment can be developed through a video-taped model demonstration of during debriefing during a simulated learning experience.
- Self-confidence may be improved through a video-taped model demonstration during debriefing.
- There was no relationship found between a video-taped model demonstration during debriefing and learner satisfaction.

facilitate learning by assisting learners to make sense of a simulation experience. In an educational context, debriefing should facilitate an understanding of what happened, find out what the learner learned, and compare this with the learning objectives of the experience (Lederman, 1992). This is accomplished through the learners' reflection on actions and behaviors and insight into emotions connected to the experience (Overstreet, 2008). Learners reflecting on their performance, thinking about what they did correctly to incorrectly and determining how they can improve, has the

potential to improve their future performance.

## Model Demonstration

Demonstration has been used traditionally to show learners how to perform psychomotor skills; however, it can also be used to show the learner why things occur (Quinn, 2000). Billings and Halstead (2011), who suggested that "showing a process often aids in retention" (p. 269) of the skill, also purported that demonstration is useful for complex mental or psychomotor skill acquisition. Billings and Halstead stated that in a technology-rich learning environment that includes simulation, demonstration can be used to facilitate learning through the interpretation of a real situation.

Simulation, specifically debriefing, is an ideal time to provide a demonstration. When a faculty member models a procedure or an active decision-making process in the clinical setting, it is done at the expense of the student who would not be able to repeat the process immediately (Bradshaw & Lowenstein, 2007). Simulation can replicate the clinical setting and allow the faculty member to act as a role model through demonstration during debriefing and then allow the student to practice afterward to apply what has been recently learned (Bradshaw & Lowenstein, 2007).

## Clinical Judgment, Learner Satisfaction, and Self-confidence

Debriefing is essential for the development of clinical reasoning and reflective practice (Lasater, 2011). Reflection as a learning opportunity occurs when learners recollect, review, and analyze what their thinking processes were during a simulation. It is a critical concept that informs clinical judgment. During this time, learners "call out," that is, they state out loud their thought process during simulation (Dreifuerst, 2012).

Clinical judgment as an outcome of debriefing is demonstrated in the literature. Structured debriefing can be used for the development of clinical judgment in nursing students (Dreifuerst, 2012; Lasater & Nielsen, 2009; Overstreet, 2009), especially when students perceived the debriefing as being a quality learning experience (Dreifuerst, 2012). Moreover, debriefing can be used to identify clinical judgment ability in nursing students (Dillard et al., 2009; Lasater & Nielsen, 2009) and to help faculty fill in the gaps in learners' thinking to contribute to clinical judgment development (Shinnick, Woo, Horwich, & Steadman, 2011).

Satisfaction is the learner's evaluation of a learning experience (Feingold, Calaluce, & Kallen, 2004). Crouch (2010) posited that learner satisfaction can be the desire to feel good about oneself through intrinsic and extrinsic motivation. This application and recognition can transpire during debriefing as students reflect on their responses to the simulation experience. Self-confidence is one's judgment about perception of ability that directs one's performance (Leigh, 2008). Brown and Chronister (2009) describe it as a sense of one's ability to carry out a desired task.

## Purpose

The purpose of this study was to examine the effect of a model demonstration of a simulated learning experience during a debriefing session on students' clinical judgment, satisfaction, and self-confidence in learning. This study sought to identify if a videotaped model demonstration conducted as a part of a debriefing session using the plus/delta method versus the usual structured plus/delta debriefing without the demonstration improved students' clinical judgment, learner satisfaction, and self-confidence.

The plus/delta method uses a matrix of two columns. The first column, plus, lists examples of correct actions during the simulation. The second column, delta, discusses what actions learners would like to change and improve on (Fanning & Gaba, 2007). Objectives of the simulation are listed in rows in the matrix. Actions are discussed and reflected on according to each objective.

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