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Review Article

Prebriefing in Nursing Simulation: A Concept Analysis Using Rodger's Methodology

Jill Chamberlain, RN, MS, CNE, CHSE*

Nursing Research Facilitator, Memorial Medical Center, Springfield, IL 62781, USA

KEYWORDS

prebriefing;
nursing simulation;
concept analysis;
Rodger's evolutionary
framework

Abstract: The before phase of simulation, prebriefing, is a concept that is not clearly portrayed in the nursing literature. A concept analysis, utilizing Rodger's evolutionary framework, was performed to provide clarity to prebriefing. More than 20 articles were reviewed to construct the proposed definitive description of prebriefing which can be used to support the rigors of simulation research and development.

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Nursing programs have been utilizing simulation as a teaching strategy in undergraduate nursing for over a decade. The International Nursing Association for Clinical Simulation and Learning (INACSL) defined simulation as a "pedagogy using one or more typologies to promote, improve, and/or validate a participant's progression from novice to expert" (INACSL, 2011, p. 56). INACSL (2013) described the three phases of simulation as prebriefing, scenario, and debriefing.

Overwhelmingly, the nursing literature highlights the last phase of simulation, debriefing (Dieckmann, Friis, Lippert, & Ostergaard, 2009; Dreifuerst, 2012; Fanning & Gaba, 2007; Jeffries, 2005; Maryville, 2011; Neill & Wotton, 2011; Shinnik, Woo, Horwich, & Steadman, 2011) with little focus on prebriefing. In 2011, INACSL defined prebriefing as an information

session before the simulation scenario with suggested activities of orientation to the environment and review of learning objectives. However, review of nursing literature revealed various prebriefing terminologies and practices from INACSL's definition which may cause challenges for educators when designing and implementing prebriefing practices in their simulation programs. Jeffries (2005, p. 97) states that "when simulation is conducted in an unorganized manner, it is difficult to pinpoint effective and ineffective development and practice".

The goal of this article was to provide a concept analysis of prebriefing utilizing the framework developed by Rodgers (1989). There is an identified gap in the nursing literature regarding the standardization of terminology and practices of prebriefing. This concept analysis will define and clarify current prebriefing practice to support future simulation theory development and design.

* Corresponding author: Chamberlain.jill@mhsil.com (J. Chamberlain).

Material and Methods

Rodger's concept analysis approach was selected for its detailed process of clarifying the current use of a concept and its ability to further lead the inquiry process (Rodgers,

Key Points

- The simulation phase of prebriefing is not well defined in the nursing literature.
- Prebriefing encompasses both orientation tasks and learner engagement activities.
- Clarity in the concept of prebriefing will enhance simulation learning and research.

1989). To determine suitable material for developing the concept analysis, a literature search was performed to assist in constructing the steps of Rodger's concept analysis which include describing the concept, surrogate terms, attributes, antecedents, consequences, related concepts, and a model case exemplar (Rodgers, 1989).

A literature search between the years of 2000 and 2015 in the database of the

Cumulative Index to Nursing and Allied Health Literature (CINAHL) was conducted. CINAHL database was chosen for the search because of its broad content coverage of health care specialties including nursing, medicine, and specialty therapies that might use simulation as a teaching pedagogy. For example, within CINAHL alone, the Boolean keyword of *simulation* elicited over 17,000 articles. Because of the overabundance of simulation articles, the search was narrowed to prebriefing. However, when the Boolean keyword *prebriefing* was utilized, only three articles were populated. Similar terms to *prebriefing* were also utilized in hopes of expanding the research but yielded limited results; keywords *prescenario* retrieved two articles, and *presimulation* retrieved seven articles. To further expand the search of prebriefing, the Boolean keywords *simulation* AND *phases* were utilized which populated 86 articles. On closer analysis, only a few truly addressed prebriefing. In addition, the Boolean keyword *briefing* was used which populated more than 800 articles; therefore, the Boolean keywords *simulation* AND *briefing* were used to make the data set more manageable. This combination of terms narrowed that data set to 10 articles in which some of the articles were duplicate from previous searches. Therefore, to ensure a comprehensive view of prebriefing for the concept analysis that was conducted, several articles were reviewed from the *simulation* Boolean keyword search. At the end, a total of 23 articles, which mainly represented the nursing discipline, were utilized. Articles were selected on their identification and description of prebriefing in the methodology, scenario development, and/or implementation.

Identification of Prebriefing

Commencing with the first step of Rodger's concept analysis is the identification of the concept prebriefing.

Rodgers (1989) explains that a concept is identified through a particular situation, and its understanding is passed on through social interactions and education. In 2005, Jeffries developed a model to guide nursing faculty in creating, implementing, and evaluating outcomes of simulations. Jeffries (2005) stated that there are five essential design elements to simulation: (1) objectives; (2) fidelity; (3) complexity; (4) cues; and (5) debriefing. Although Jeffries (2005) did not formally identify the prebriefing phase, she stated that planning activities should include providing students with objectives and theoretical concepts for the scenario, role guidelines, and the components of evaluation.

Since the introduction of Jeffries (2005) simulation model, the nursing literature revealed varied descriptions regarding the prebriefing processes. One common identified process of prebriefing is orientation to the manikin and equipment that will be used in the simulation (Beattie, Koroll, & Price, 2010; Christian & Krumwiede, 2013; Chunta & Edwards, 2013, Hinchey, De Maio, Patel & Cabanas, 2011; Leighton, 2009; Mason & Lyons, 2013; Miller, Riley, Davis, & Hansen, 2008, Murphy, 2013). Another common prebriefing process discovered in the literature is for students to complete preparatory work such as reviewing knowledge and skills that will be utilized during the simulation (Brackney & Priode, 2015; Brewer, 2011; Distelhorst & Wyss, 2013; Leighton, 2009; Garrett, MacPhee, & Jackson, 2010; Waxman, 2010). Other identified prebriefing processes included informing participants of the upcoming components related to debriefing (Arafeh, Hansen, & Nichols, 2010; Chunta & Edwards, 2013), the suspension of disbelief (Mason & Lyons, 2013; Miller et al., 2008), and roles during the scenario (Chunta & Edwards, 2013; Miller et al., 2008).

The literature also suggested various goals for prebriefing process. One of the common identified goals of prebriefing in the literature is to create a safe and trusting learning environment (Arafeh et al., 2010; Beattie et al., 2010; Miller et al., 2008; Murphy, 2013; Ruldolph, Raemer, & Simon, 2014). Other common goals of prebriefing included identifying simulation learning objectives (Arafeh et al., 2010; Beattie et al., 2010; Brewer, 2011; Chunta & Edwards, 2013) and student expectations (Arafeh et al., 2010; Brewer, 2011; Leighton, 2009).

Surrogate Terms

Rodgers (1989) stated that concepts are not always associated with one specific term but rather may have several terms serve as indicators of the concept. This was true of prebriefing. Prebriefing has also been called: *prescenario* (Waxman, 2010); *presimulation* (Davis Bye, 2011); *preparation* (Brewer, 2011); *briefing* (Miller et al., 2008); *prescenario huddle* (Blazeck, 2011); *presimulation briefing* (Ruldolph et al., 2014); and *reflection-before-*

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