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Featured Article

Prebriefing in Nursing Simulation: A Concept Analysis

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prebriefing;
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Abstract
Background: The prebriefing phase in clinical simulation is understudied in nursing education.
Method: A concept analysis was conducted to reveal attributes of prebriefing activities and to describe model, contrary,and related cases situated in the context of nursing student learning.
Results: Antecedents and consequences of prebriefing activities are described as they align with other phases of simulation. An expansion of the current definition of prebriefing is proposed to support learning.
Conclusion: The results of the analysis indicate a need for research on the concept of prebriefing to maximize opportunities for teaching and learning.

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Simulation as a teaching and learning tool in nursing education has experienced significant growth over the last decade. For nursing students who are enrolled in programs with challenging curricula, clinical simulation learning must be meaningful and transferable to the practice setting. Strategies that support student learning have recently been the focus of simulation research studies. Although debriefing has been identified as a phase of simulation where significant learning occurs (Dreifuerst, 2012; Neill & Wotton, 2011), prebriefing activities, which comprise the first phase of the simulation learning experience, have been largely ignored for possible contributions to learning. The purpose of this analysis was to provide a conceptual understanding of the use of prebriefing in simulation and to propose an expanded definition of this concept for nursing student education.

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Background and Selection of the Concept

Simulation-based learning occurs in a safe environment where structured activities, that represent actual or potential situations, facilitate learners' development of knowledge, skills and attitudes (Meakim et al., 2013). Prebriefing, as the first simulation phase, may be relevant for establishing the methodology of learning before the scenario begins (Arafeh, Snyder Hansen, & Nichols, 2010). However, there are questions about the optimal application of this activity.

Although it is recognized that the structure of a simulation and its components are geared to the various needs of the learners (Jeffries, 2012), prebriefing activities have not been a focus in the literature, in relation to learning (Husebø, Friberg, Søreide, & Rystedt, 2012; Page-Cutrara, 2014). There is little evidence to demonstrate that the varied needs of clinically inexperienced nursing

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students are being met by specific prebriefing activities; in one study, patient case note review and orientation to the simulation area, for example, were rated low by nursing students in terms of assisting with clinical judgment development (Kelly, Hager, & Gallagher, 2014).

Key Points

- Prebriefing is a recognized component of simulation. Various terms and activities are associated with prebriefing. Little evidence supports its contribution to learning.
- The proposed expansion of the current definition of the concept builds on existing knowledge and, in consideration of the described attributes, suggests how prebriefing may contribute to learning.
- The use of a single term and a broader definition may be considered in future research and educational settings. This concept analysis may increase awareness of prebriefing's complementary role in relation to the simulation scenario and to debriefing.

Therefore, to clarify the concept of prebriefing in the context of learning and to support recommendations for simulation research relating to student support, performance, clinical decision-making, and learning outcomes (Groom, Henderson, & Sittner, 2014), a concept analysis is warranted. An eight-step process for concept analysis proposed by Walker and Avant (2011) was used to analyze the concept of prebriefing. These steps involved not only an identification of the concept itself but also a determination of uses of the concept, defining attributes, case exemplars, antecedents, consequences, and empirical referents.

Data Sources

Nursing and education databases including MEDLINE® (OVID® SP), Cumulative Index of Nursing and Allied Health Literature (CINAHL®), ProQuest® Nursing and Allied Health Source, Educational Resource Information Centre (ERIC™), PsychINFO®, and Academic Search™ Elite were searched for literature that addressed the concept of prebriefing, in the context of simulation and the education of nursing students. The *Clinical Simulation in Nursing*® journal database was also included. A 10-year search timeframe (2004-2014) was chosen to reflect the period that has seen a significant evolution in the use of simulation in nursing education. Search parameters excluded non-English titles, dissertations, and presentation abstracts and used keywords *prebriefing* and *briefing* as these terms are defined interchangeably (Meakim et al., 2013). These keywords were combined with *nursing*, *education*, and *simulation* to identify relevant and more refined results. Literature that specifically discussed prebriefing in the context of nursing student education further focused the results.

The search yielded a total of 31 articles after applying the inclusion criteria and reviewing the content for relevance to nursing student education. Four were review articles, five reported qualitative research, nine reported quantitative research, seven discussed cases or projects, and six were identified as reference or discussion papers. Of these articles, only a literature review and a qualitative study (Husebø et al., 2012; Page-Cutrara, 2014) specifically focused on prebriefing. The study examined 81 senior nursing students with limited simulation exposure and used interaction analysis to explore video-recorded prebriefing experiences (Husebø et al., 2012). In the other articles reviewed, prebriefing activities were described as part of the simulation process and were not the central focus of discussion. An analysis will serve to clarify the current use of prebriefing, opportunities for its contribution to learning, and avenues for possible research.

Uses of the Concept

The term *prebriefing* is not typically used in everyday language. It does not appear in online dictionaries and is not found in printed dictionary sources. In a recent review of the nursing literature on prebriefing, a consistent and common terminology for this component of simulation was not clearly evident; the terms *prebriefing*, *briefing*, and *presimulation* were all used to refer to the phase of simulation occurring immediately before the clinical scenario (Page-Cutrara, 2014). The use of the terms appeared to be based on author preference, institutional practices, and available supports. Therefore, as a common comparator term, *presimulation* was also considered in this concept analysis.

As defined in the International Nursing Association for Clinical Simulation and Learning (INACSL) standards, *prebriefing* serves to assist learners in outlining scenario objectives and typically includes communication of the patient presentation, roles, tasks, time allotment, and orientation to equipment and to the general environment (Meakim et al., 2013). This definition is also identified as *briefing* in the standards. The INACSL standards for participant objectives indicate the importance of providing clear information before the simulation, and that objectives should be tailored to the learners' knowledge and experience (Lioce et al., 2013). Although prebriefing was not the main focus of most of the articles reviewed in this concept analysis, preparatory strategies were often described as part of the simulation experience. To varying extents, it is evident in the articles that during the prebriefing phase, learners were asked to become familiar with the requirements of the simulation learning environment and the simulated nursing and patient context (Distelhorst & Wyss, 2012; Hermanns, Lilly, & Crawley, 2011; Posmontier,