



Review Article

Debriefing Quality Evaluation in Nursing Simulation-Based Education: An Integrative Review

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KEYWORDS

debriefing;
HFS debriefing;
debriefing evaluation;
nursing education;
debriefing tools

Abstract

Background: In simulation-based learning, debriefing is considered a core component. Both the National League for Nursing and the International Nursing Association for Clinical Simulation and Learning emphasize the importance of debriefing in simulation-based learning. Debriefing quality assessment is an important source of constructive feedback.

Method: The aim of this integrative review was to assess the use of tools for debriefing quality evaluation in nursing education. This review included studies that reported debriefing after high-fidelity simulation between 2006 and 2016.

Results: A total of 20 articles were included. Only six studies reported using of debriefing evaluation tools. A description of used instrument was provided. Despite the importance of debriefing quality evaluation in simulation-based learning, there is a lack of using valid and reliable tools in the nursing literature.

Conclusions: Debriefing evaluation tools are essential in simulation-based learning. More systematic tool development and analysis are required, focusing on all key debriefing elements.

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In simulation-based learning, debriefing is considered a core component (Dieckmann, Molin Friis, Lippert, & Ostergaard, 2009; Fanning & Gaba, 2007; Gardner, 2013). Debriefing is an important phase in the cycle of experiential learning where learners critically reflect on their simulated experience (Neill & Wotton, 2011).

Debriefing allows learners to analyze and synthesize thoughts and ideas as well as reflect on their emotions related to simulation learning experiences (Shinnick, Woo, Horwich, & Steadman, 2011). The purpose of this reflection is to evaluate the learners' performance and improve the acquired knowledge, skills, and attitudes. Both the National League for Nursing (NLN) and the International Nursing Association for Clinical Simulation and Learning emphasize the importance of debriefing in

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simulation-based learning. According to NLN and International Nursing Association for Clinical Simulation and Learning, integrating debriefing in simulation and across the curriculum has the potential to transform nursing education (Meakim et al., 2013; NLN, 2015). Debriefing

Key Points

- Regular evaluation and/or appraisal of debriefing are necessary for simulation-based learning.
- Debriefing evaluation tools are critical in identifying areas to improve practice and optimize learning.
- The development of debriefing evaluation tools is challenging.

is considered crucial in nursing education using technology advancement to create reflective students and/or practitioners who are essential in today's health system (Meakim et al., 2013; NLN, 2015).

It is important to evaluate the quality and effectiveness of debriefing to effectively use simulation-based learning to advance nursing education (NLN, 2015). Debriefing evaluation is essential to accomplish program goals and increase confidence in the

learning strategy (NLN, 2015). Debriefing quality evaluation or debriefing feedback is an essential element in simulation, especially for the debriefer (Abatzis & Littlewood, 2015). The purpose of this feedback is to review the debriefer's practices in debriefing and compare them with known best practices. In addition, it allows them to reflect on their own performance offering an opportunity for continuous improvement in their debriefing skills (Cheng et al., 2015; Raemer et al., 2011). Also, providing this feedback is essential for professional growth and development as it can improve their performance and enhance debriefing quality (Raemer et al., 2011). Despite the vital importance of debriefing in nursing education, the components of effective debriefing and how best to deliver it remains lacking. Also, the lack of guidelines can lead to numerous variations in debriefing practice, resulting in many missed opportunities for learning. As a result, instructors and learners need tools that provide organized objective feedback. Those tools must be evidence based to enhance the debriefing quality, and they must be linked to various learning outcomes.

There is an increasing body of work investigating the role and effectiveness of debriefing in the learning process, yet there is a lack of reliable and valid instruments to evaluate debriefing quality and effectiveness. According to Fey, Scrandis, Daniels, and Haut (2014), research on the reliability and validity of debriefing assessment instruments is necessary. According to the NLN, all debriefing tools should be analyzed for their applicability to evaluate debriefing in multiple settings. The purpose of this review is to provide an analysis of the reported instruments for debriefing evaluation in nursing literature and to provide a synopsis of available instruments used in debriefing quality

evaluation. Furthermore, challenges in designing debriefing evaluation instruments will be discussed. The population, intervention, comparison group, and outcomes question that guided this review is summarized in Table 1.

Method

Search Strategy

A systematic search was performed to identify primary research articles. All types of study designs and nonempirical articles were included: quantitative (experimental and quasi-experimental) and qualitative studies. Keywords included were nursing, debriefing, post-HFS, debriefing evaluation, and debriefing instrument using different keyword combinations as debriefing in nursing, HFS and debriefing, and nursing evaluation in nursing. Systematically searched databases include MEDLINE, PubMed, CINAHL, and Scopus. The Web search engine Google Scholar, EMBASE, and Web of Science were used to cover the gray literature, such as presentation, conference articles, or posters. All databases were initially searched up to April 30, 2016 and then, immediately before submission, up to August 2017. Although meta-analysis was not undertaken, reporting complies with the recommendations of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses statement (Moher, Liberati, Tetzlaff, & Altman, 2009).

Inclusion and Exclusion Criteria

The inclusion criteria were studies that reported debriefing after high-fidelity simulation (HFS) experience in nursing education and published in English between the years 2006 and 2016.

All debriefing nursing studies were included (different levels: graduate/undergraduate, various outcomes, and intervention). In this review, we choose to review the studies conducted in the last 10 years to provide an analysis of the reported instruments for debriefing

Table 1 Review PICO Question

Population	Nursing Students/Nursing Programs (Undergraduate/Graduate)
Intervention	HFS and using debriefing methods (e.g., video-assisted debriefing, verbal debriefing, debriefing for meaningful learning)
Comparison group	HFS with no debriefing or with using usual debriefing method
Outcomes	Debriefing evaluation/using instruments to evaluate debriefing

Note. HFS = high-fidelity simulation.

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