

GET YOUR MONEY'S WORTH: DEBRIEF!



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Purpose of Study



Investigate whether participation in debriefing impacted the effectiveness of the simulated clinical experience

Methods

- **Population:**
 - Undergraduate BSN nursing students; 13 courses
 - All courses have used simulation several years
- **Sample Size:** 482 **Response Rate:** 98.77%
- Simulation Effectiveness Tool (SET) completed immediately following scenario and again immediately following debriefing
- **Measurement Scale:**
 - 0 = Do Not Agree
 - 1 = Somewhat Agree
 - 2 = Strongly Agree
- **Reliability & Validity of SET:** Tested in a multi-site study

Simulation Effectiveness Tool (SET)

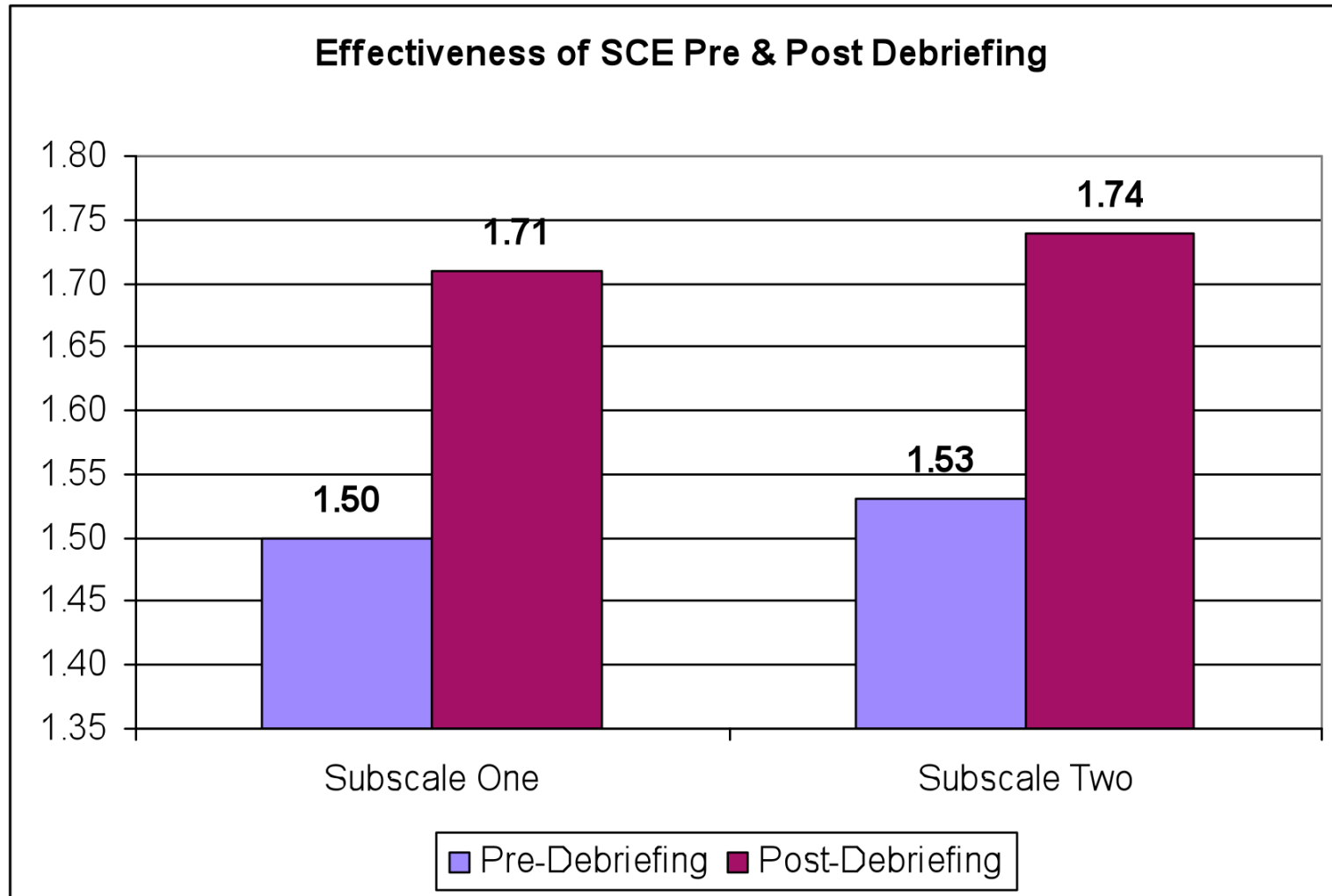
- Developed by (METI); PNCI
- Data analysis by Ohio State University
 - ▣ Principle components factor analysis
 - ▣ Strong internal consistency and small SEM

Subscale	Items	Cronbach's α	Standard Error of Measurement(SEM)
Learning	10	.87	2.42
Confidence	5	.84	1.45
Combined	15	.92	2.84

FINDINGS & RECOMMENDATIONS



Total Means Pre/Post Debriefing



Effectiveness of Simulated Clinical Experience (SCE)

- Statistically significant findings:
 - ▣ Novice students (sophomore level) rated higher than junior and senior students
 - ▣ Experiencing 2-3 SCEs/semester more effective than those experiencing 1 or 5
 - ▣ Effectiveness decreased as number of SCEs increased over time (6-10, 11-16+)
 - ▣ Amount of preparation time impacted effectiveness of SCE (30-60 min)

Effectiveness Post-Debriefing



- Statistically significant findings:
 - Novice students (sophomore level) rated higher than junior and senior students
 - Experiencing 2-3 SCEs/semester more effective than those experiencing 1 or 5
 - Effectiveness decreased as number of SCEs increased over time (6-10, 11-16+)
 - Amount of preparation time impacted effectiveness of SCE (30-60 min)

Value of SCE



- Males valued SCEs ($M=2.0$, $SD=0$) more than females ($M=1.9$, $SD=.30$) [sig $<.0001$]
- Value decreased as total number SCEs increased
 - ▣ Most value in first 1-5 SCEs, then 6-10
- GPAs 3.5-4.0 valued more than 3.0-3.49 ($p=.015$)

Discussion



- SCEs highly valued
 - ▣ Value decreased as number of SCEs increased
- Novice students found SCEs an effective way of learning, with sig increase post debriefing
- Experiencing 2-3 SCEs/semester most effective

Discussion (cont)



- 30-60 min prep time impacted effectiveness but not value placed on SCE
- All courses with $n > 13$ had significantly increased effectiveness post debriefing
- Able to differentiate between courses and levels of students in effectiveness—quality of debriefing mattered

Recommendations



- Begin simulation early in program of study
- Provide 2-3 SCEs/semester
- Carefully consider objectives and content of additional SCEs to ensure effectiveness and value
- Utilize SET to evaluate effectiveness of learning for individual SCEs and courses

Questions?

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