Recording Simulation: The Use of Self-Evaluation as a Positive Debriefing Tool

Holly Stokley, MSN, RN
Introduction

• Holly Stokley
  – MSN, RN
  – EHR Champion
  – Clinical Instructor
Objectives

- Define debriefing
- Discuss self-evaluation during debrief
- Identify benefits to student led debriefing
Debriefing

debrief verb
de·brief | \\ (ˌ)dē-'brēf
debriefed; debriefing; debriefs
Definition of debrief

1: to interrogate (someone, such as a pilot) usually upon return (as from a mission) in order to obtain useful information

*The hostages were later debriefed by police.*

2: to carefully review upon completion

*debrief the flight*
Background

• Occurs after completion of simulation
• Most important phase of simulation experience- 80% learning
• Used to help improve clinical decision making
• Frequently faculty dominated
Question!

What does debriefing look like at your facility?
Quality Debriefing

- Student focused
- Time frame
- Positive outcome
- Learning opportunity
- Clinical judgment
- Critical thinking
The Problem

What I’ve seen in the simulation lab
Methods

• Reviewing performance through video recording
• Student self-evaluations utilizing rubric
• Faculty facilitated/ student focused debriefing
Intervention

- Recorded simulation viewed after completion of scenario
- Students complete Lasater Clinical Judgment Rubric while viewing
- Discussion of students self-evaluations and simulation experience
Lasater Clinical Judgment rubric

Noticing
- Context
- Background Relationship
- Initial Grasp

Interpreting
- Expectations
- Analytic Patterns
- Intuitive Narrative
- Reflection-in-Action

Responding
- Action
- Outcomes

Reflection-on-action and Clinical Learning
- Reflecting
Question

Do you use a rubric in sim? If so, tell us about your rubric!
Expected Results

- Project currently in implementation phase
- Anticipated results:
  - Introducing students to professional behaviors and skills of self-reflection
  - Students actively participate in debrief
  - Positive learning experience and debriefing
  - Self-guided reflection on performance
Potential Problems

• Students can struggle evaluating themselves
  – Too harsh
  – Too easy
  – Scared to be honest
  – Feel like they did worse or better than others
Overcoming Potential Problems

- Encourage students to be honest
- Stress that this is not a grade
- Encourage non-judgmental environment
- Stress the learning process
Conclusion

• Utilizing video playback and self-evaluation engages students during the debriefing period
• Students become active leaders
• Faculty are seen as facilitators instead of evaluator
• Positive learning experience vs. negative learning experience
Questions?