

## Chapter 4

# Comparison of Baccalaureate Nursing Students' Experience of Video-Assisted Debriefing vs. Oral Debriefing Following High-Fidelity Human Simulation

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### **ABSTRACT**

*High-Fidelity Human Simulation (HFHS) is used in many disciplines, including nursing, as an innovative teaching pedagogy that offers an active learning process. The simulation process involves a number of stages with the most critical stage identified as debriefing. The main focus of debriefing is to stimulate reflection and encourage communication while exploring the emotions of the participants. These emotions assist in framing the experience that aids in enhancement of learning for the student. This quantitative, quasi-experimental study explored the comparison of two debriefing processes, video-assisted and oral, by assessing the students' opinion of the debriefing experience and the students' rating of the importance of the debriefing experience. Participants were first semester baccalaureate nursing students. The overall finding and the four subscales for both dependent variables showed no statistical significance. This article provides further evidence to guide educators to a preferred method of debriefing students after a simulated experience.*

## **INTRODUCTION**

Debriefing is an essential and important stage in the simulation process (Dieckmann, Molin Friis, Lippert, & Ostergaard, 2009; Dreifuerst, 2009; Grant, Moss, Epps, & Watts, 2010; Mayville, 2011). The debriefing process offers a constructivist reflective teaching strategy that enriches learning and is an essential stage of all simulations regardless of fidelity (Cantrell, 2008). Research has shown that debriefing is critical in the facilitation of learning in simulations, especially in the specific areas of cognitive development and decision-making (Shinnik, Woo, & Mentis, 2011).

Even though debriefing is a critical stage in the simulation process, little research is available in the area of video-assisted versus oral debriefing processes (Jeffries & Rogers, 2012). Debriefing allows students to reflect on what they have experienced (Nehring & Lashley, 2010). This reflection may be enhanced by video-assisted feedback. This form of feedback has been proven useful in other professions such as medicine (Scherer, Chang, Meredith, & Battistella, 2003).

Few studies (Raemer et al., 2011; Reed, 2012; Savoldelli et al., 2006) have considered the student experience in different debriefing processes, including video-assisted and oral. An important component of debriefing is to encourage the student to reflect critically on the simulation experience and integrate theory into practice. Nursing leaders must have evidence to guide nursing educators' choice of debriefing technique. Further research is necessary to offer nurse educators evidence to select the most effective debriefing process as indicated by students.

The purpose of this quantitative, quasi-experimental study was to explore the comparison of two debriefing processes, video-assisted and oral, by assessing the students' opinion of the debriefing experience and the students' rating of the importance of the debriefing experience. Nursing educators must understand the nursing students' experiences with the debriefing process and the importance students place on the debriefing experiences when comparing these post-simulation debriefing processes.

## **BACKGROUND**

Nursing education uses High-Fidelity Human Simulation (HFHS) as an innovative teaching method that offers an active learning process. A high-fidelity human simulator allows the simulation to reach a higher interactive level while maintaining boundaries of practice and safety prior to the hands-on experience with patients (Campbell & Daley, 2009). Simulation offers a creative approach to tackle the challenges confronting nursing education, such as the increased acuity level of patients, nursing faculty shortage, reduced clinical sites, and the shifting role of nurses (Campbell & Daley, 2009).

HFHS is used in nursing education to offer an authentic learning experience, teach critical thinking and clinical judgment, facilitate skill acquisition, evaluate skill mastery, encourage teamwork, decrease performance anxiety, and reduce the possibility of medical errors (Cato, 2012; Owen & Follows, 2006). This cost- and time-intensive teaching method provides hands-on experience with a life-like mannequin and a debriefing session where guided reflection occurs allowing students to reflect and analyze their thoughts, feelings, and actions following the simulation experience.

As mentioned, HFHS is one method to use when teaching nursing students clinical experiences through an authentic learning strategy; however, there are a number of issues hindering the use of simulation in many organizations: simulation is expensive, requires highly technical support, and additional training for faculty (Dowie & Phillips, 2011). For this reason, HFHS is not available in every school of nursing.

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