Transforming Debriefing: Enhancing learning through the observer role tool

College of Nursing
UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

Sarah Schwartz, DNP, MSN, RN, CHSE; Kerri Reid, MS, CCRN; Heather Ponicsan, DNP, MPH, CHSE; Theresa Noonan, DNP, RN, CHSE
University of Colorado | Anschutz Medical Campus, College of Nursing, Aurora, CO

Background

- Increasing learner engagement is essential for students participating in simulation-based education (SBE) in an observer role.
- When observers are engaged during SBE and can reflect on what they have experienced, they are able to construct knowledge similarly to active participants (Johnson, 2019).
- Enhancing focus and situational awareness, defining the observer role, and assigning specific duties can help observers achieve learning objectives during SBE (El Hussein & Ha, 2023).
- The use of observer role tools can improve learner engagement and support active learning (O'Regan, 2016).

Purpose

The purpose of this project is to improve observer engagement with the development and implementation of an observer tool.
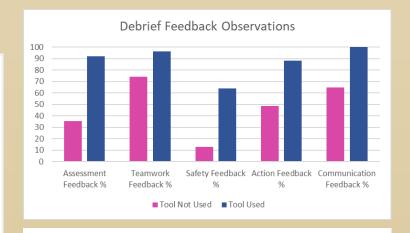
Methods

- Principles of observational learning, a component of Bandura's (1977) Social Learning Theory, were utilized to guide the development and implementation of the project.
- A tool was developed based on principles from the clinical judgment model and QSEN concepts.
- The tool guided prelicensure nursing students' thinking and reasoning during a simulation when participating in the observer role during high-fidelity manikin-based simulations.
- Qualitative and quantitative observations were gathered from simulation facilitators who evaluated the feedback and engagement of observers during the debriefing process.
- The tool was used in complex care, obstetrics, and pediatric courses.

Facilitator Observations

- Facilitators found that students participating in the observer role during SBE were more engaged during the debrief process when the tool was used.
- During the debrief, students in the observer role who used the tool shared both the insights they gained and provided substantive feedback to their peers more often than students in the observer role who did not use the tool.
- Without prompting by the facilitator, observer feedback increased with use of the tool during the debrief in all areas. The greatest improvements occurred in the areas of assessment, actions, communication, safety, and teamwork.
- Safety is an area for continued improvement as safety feedback was not as consistently given compared to other areas during the debrief process.

Observer Role Tool

Debrief Feedback Observations

(Bar chart showing Tool Not Used vs Tool Used percentages across: Assessment Feedback %, Teamwork Feedback %, Safety Feedback %, Action Feedback %, Communication Feedback %)

Facilitator Observations with Use of Observer Role Tool

"Feel like it keeps the students on task. Provided more feedback than without the form"

"Robust feedback provided during debrief, especially related to communication and teamwork"

"Observers participated as much as active participants in the debrief conversation!"

"Provided substantive feedback during debrief. Observers more engaged in debrief conversation"

Discussion/ Implications

- The use of a structured tool may be helpful in engaging students in SBE when participating in the observer role.

- An observer role tool can help to guide students participating in SBE in the observer role on providing substantive feedback to their peers during the debrief.

- Learners need clear expectations and preparation related to the specific objectives of the observer role to promote success and engagement in SBE (Johnson & Fey, 2023). To meet the outcomes of the Healthcare Simulation Standards of Best Practice (HSSOBP) for Prebriefing, students in the observer role will need guidance related to the use of the tool and expectations for participation (INACSL Standards Committee, McDermott, Ludlow, et al., 2021).

- The HSSOBP for Debriefing include incorporating multiple viewpoints while allowing for engagement of both active and passive participants (INACSL Standards Committee, Decker, Alinier, et al., 2021). The use of the observer role tool can enhance the role of the peer observer to meet these standards.

- Next steps include exploring other data points needed to inform the project, obtaining IRB approval to collect student data, and expanding the use of the tool to other courses.

References