

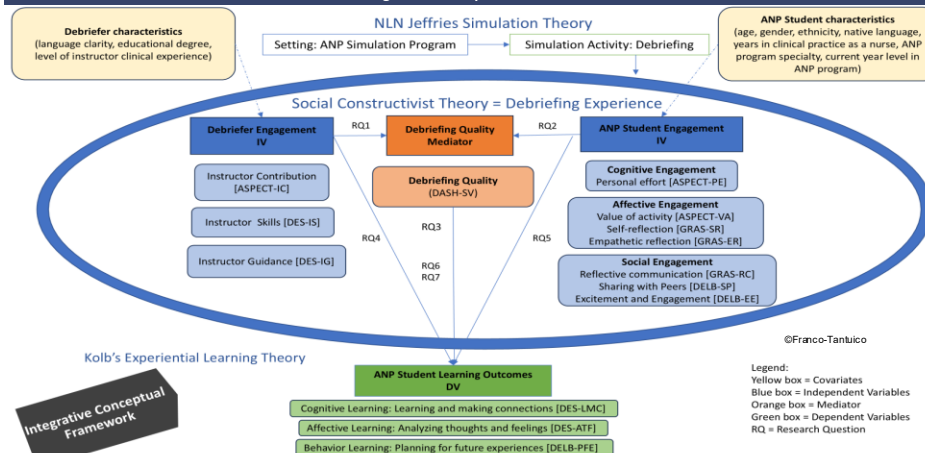
Background and Purpose

- Increasing demand to implement simulation-based learning strategies, particularly in advanced graduate practice (ANP) education.
- **Debriefing**, is a constructivist learning approach that is commonly used to transition Advanced Nursing Practice (ANP) students into their clinical role as diagnosticians and healthcare delivery leaders.
- To present a critical review of existing literature and an integrative conceptual framework on the relationships among debriefer engagement, student engagement, and student learning outcomes in graduate nursing education.

Implications

- **Implications for Practice** – Effective debriefing by ANP educators can transform graduate nursing students into empathetic and reflective practitioners, which is required in the advanced nursing practice role to diagnose and treat patients.
- **Implications for Research** – Future studies are needed to examine the potential mediation effect of debriefing quality on the relationship between engagement (debriefer and student engagement) and student learning outcomes (cognitive, affective, and behavior) in ANP simulation-based education.

Integrative Conceptual Framework



Conclusions

Findings of the literature review suggest the following:

- **Simulation debriefing** is a holistic and evidence-based pedagogy in simulation-based healthcare learning to reflect on one's performance.
- Debriefing provides opportunities to reframe one's perspective or thinking.
- Debriefing informs self-growth and perspective transformation towards professional nursing behavior or an advanced nursing practice role.
- **Deep reflection** is dependent on cognitive engagement: students' personal effort in and value of the learning activity, affective engagement: self-reflection and empathetic reflection; and social engagement: sharing with peers, excitement, and engagement.
- **Higher debriefing quality** can achieve positive learning outcomes: cognitive (learning and making connections), affective (analyzing thoughts and feelings) (Reed, 2012), and behavioral (planning for future experiences).

References



Author Info



Debriefing Quality

High-quality debriefing promotes deep reflection to improve student learning outcomes (Cognitive, affective, and behavioral).

Debriefing Quality and Student Learning Outcomes

- **Cognitive Learning Outcomes** – Clinical judgment, debriefing experience, and clinical reasoning,¹ are associated with improved critical thinking,² enhanced healthcare interprofessional learning,³ reflective abilities, professional competencies, and the ability to learn and make connections.⁴
- **Affective Learning Outcomes** – Inappropriate simulation design and facilitation can cause participant emotional damage, such as humiliation,⁵ lack of interaction, and feelings of not relaxed during the analysis of student performance.⁶
- **Behavior Learning Outcomes** – Higher levels of perspective transformation is associated with debriefer and student engagement,⁷ as well as improvements in clinical judgment and reasoning,² critical thinking,² reflection,⁸ and achievement of clinical competencies.³ In contrast, low-quality debriefing is associated with lower perceptions of “safety” due to a lack of reflective engagement in exploring performance gaps.⁷

Literature Review

Debriefing Engagement

Debriefers skill is the strongest predictor of overall simulation quality, while student reflection is the common factor for maximized learning.^{8,9,10}

Debriefing Engagement and Student Learning Outcomes

- **Cognitive Learning Outcomes** – Guided reflection is associated with improvements in clinical exams,^{1,4} learning and making connection,^{5,12} and opening new insights into the clinical situation.¹³
- **Affective Learning Outcomes** – Debriefer engagement is associated with reduced anxiety as it provides a safe and supportive environment with opportunities for decompression, discussion and questions.¹⁴
- **Behavior Learning Outcomes** – Debriefer engagement is associated with perspective transformation and student's realization of their future professional role. It is also associated with increased competency in interprofessional practice, including communication skills, clinical knowledge, organization and management of patient care activities, and teamwork.¹⁵ As a result, students have higher perception of transfer-to-practice¹³ and increased ability to create new frames to improve clinical competencies through critical thinking and enhanced technical skills.⁴

Student Engagement

Student engagement is holistic in nature and includes cognitive, affective and social forms of engagement during debriefing.

Student Engagement and Debriefing Quality – Student engagement is associated with enhanced debriefing quality through teamwork and communication,¹⁶ as well as the need to execute share decision-making with peers.^{17,18} which leads to increased student satisfaction with learning experiences.¹⁹ However, student engagement can be compromised when awkward situations are not addressed.⁵

Impact of Student Cognitive Engagement – Cognitive engagement is associated with improved clinical judgment, decision-making, and clinical knowledge,¹⁷ which results in higher levels of learning and making connections.^{8,18}

Impact of Student Affective engagement – Affective engagement is associated with increased ability to analyze own thoughts and feelings, which leads to increased student satisfaction with the debriefing experience.¹⁹ It is also associated with improvements in student ability to resolve unsettled feelings.⁴

Impact of Student Social Engagement – Social engagement is associated with improved teamwork, development of professionalism, higher organizational abilities, and enhanced management of patient care activities.¹⁰