



VIDEO ASSISTED DEBRIEFING IN NURSING EDUCATION

Nursing

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ABSTRACT

Background: In nursing education, debriefing is the active interaction between the educator and the students, whereby the re-examination of the students' nursing interactions related to process, outcome, and application of knowledge and skills to clinical practice occurs. This reflection is a central tenet of the experiential learning process, in which students are facilitated to further develop knowledge, insights, and mental representations to guide future clinical encounters. Importance is therefore placed on the narrative to reconstruct what happened, through students' thinking aloud about their experiences. This open reflection allows students to translate experiences into actionable knowledge. **Objective:** To compare video assisted debriefing versus oral debriefing alone among BSC nursing students. **Methods:** Quasi experimental, 2 group Post - test design was used. 28 Bsc nursing students were taken as sample. Tool used was Modified Debriefing Experience Scale (DES). **Results:** The mean value of experimental group was higher than in the control group. The computed 't' value of 5.37 was greater than table value 3.707 ($t_{26}=3.707$), $p<0.01$). On the basis of this null hypothesis was rejected and research hypothesis was accepted. This indicates that the video assisted debriefing was more effective compared to oral debriefing.

KEYWORDS

INTRODUCTION

The aim of debriefing, therefore, is to reconstruct real-time representations of students' interactions and to build on existing knowledge to form mental representations of clinical problems through pattern recognition and cognitive inference. To consolidate their learning, students tend to prefer immediate debriefing provided by faculty members who were present during the simulation event.

Videos can be used as medium for debriefing wherein students can compare their performance in comparison with procedural videos. However, availability of authenticated videos mimicking Indian health scenarios are equal to none. This particular thought has led to conceptualization of present study. Present study comprises of two phases. During first phase, project is undertaken for development of procedural videos in real life setting where students are posted for their clinical experience.

During second phase, these videos are utilised for debriefing sessions providing an opportunity for students to compare their performance against performance of senior students in a similar setting.

PROBLEM STATEMENT

Quasi experimental study to assess Effectiveness of Video assisted debriefing versus oral debriefing on Debriefing experience scale among BSC nursing students.

PRIMARY OBJECTIVE

To compare video assisted debriefing versus oral debriefing alone among BSC nursing students.

METHODS AND PROCEDURES

Phase I: Development and Validation customized procedural videos
Phase II

	Control Group	Experimental Group
Step I	Performance of Procedure in clinical area	Performance of Procedure in clinical area
Intervention	Debriefing session (Standard method)	Debriefing session (Procedural videos)
Step II	Debriefing experience scale	Debriefing experience scale

RESEARCH APPROACH: Quasi experimental study

RESEARCH DESIGN: Two group post-test design

INDEPENDENT VARIABLE: Debriefing with video, Debriefing alone

DEPENDENT VARIABLE: Nursing student's experience during debriefing.

SAMPLE AND SAMPLING TECHNIQUE:

Sample for the study consist of 28 students and selection was done by convenience

INCLUSION CRITERIA:

- Willing to participate in the study.
- studying in 2nd year and 3rd Year Basic BSc Nursing

TOOL: Modified Debriefing Experience Scale (DES)

RESULTS:

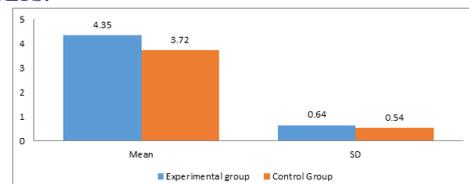


Figure 1: Clustered bar diagram showing mean of Modified Debriefing Experience Scale (DES)

The data presented in Figure 1 shows that the mean value of experimental group is higher than in the control group. The computed 't' value of 5.37 was greater than table value 3.707 ($t_{26}=3.707$), $p<0.01$). On the basis of this null hypothesis was rejected and research hypothesis was accepted. This indicates that the video assisted debriefing is more effective compared to oral debriefing.

DISCUSSION:

Results in present study in line with a study conducted by Chronister & Brown, (2012), on the topic 'Comparing the Effectiveness of Debriefing Methods in High Fidelity Simulation in a Nursing Baccalaureate Program'. The purpose of the study was to evaluate the effect of two different debriefing styles (video-assisted verbal debriefing VA+V, verbal debriefing only V) on quality of student skills (assessment and psychomotor), skills response time, and Knowledge retention. A Convenience sample of 37 baccalaureate Nursing students was taken. Group 1 received debriefing with video and group 2 received debriefing without video (debriefing alone). The result of the study denotes that Quality of skill improvement was higher and response times were faster for students in the VA+V group. Higher knowledge retention was seen in the V group.

CONCLUSION:

The debriefing session of simulation learning plays an important role in nursing education. The aim of this study is to compare the

effectiveness of verbal debriefing versus video-assisted verbal debriefing on students' learning experiences, and the importance of those experiences to the student. The results of this study suggest that video-assisted verbal debriefing enhanced undergraduate students' learning experience, and their importance ratings on the debriefing experience scale.

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