The Effect of Debriefing With Good Judgment on Acute Care Nurse Practitioner Students'
Reflective Ability and Perspective Transformation

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Abstract
Debriefing has been identified as a critical element of experiential learning in high-fidelity human patient simulation (HPS); however, identification of best practices in conducting debriefing sessions is lacking in the literature (Dreifuerst, 2009; Issenberg & Scalese, 2008; Jeffries, 2005)**.** Nonetheless, it has been proposed that more significant or deeper learning occurs when using a facilitated, structured debriefing rather than an unstructured approach (Fanning & Gaba, 2007). *Debriefing with Good Judgment* is a structured facilitated model of debriefing designed for use in the simulated health care learning environment that has used extensively with medical trainees, but its effectiveness has not been investigated with graduate nursing students (Rudolph, Simon, Dufresne, & Raemer, 2006; Rudolph, Simon, Rivard, Dufresne, & Raemer, 2007). This model of debriefing has three phases: reactions, understanding and summary. The understanding phase is guided by the advocacy-inquiry approach to uncovering participant's internal mental frames and has an emphasis on rigorous self-reflection.
The purpose of this descriptive experimental, repeated measures study is to explore the effectiveness of a structured model of debriefing, *Debriefing with Good Judgment*, on ACNP students' reflective ability and perspective transformation. Student engagement and the practice of rigorous self-reflection may contribute to perspective transformation and the development of a life-long reflective practice. Perspective transformation is a primary goal of graduate nursing education along with the development of skills to prepare the student for their expanding clinical responsibilities.
The researcher is experienced with this model of debriefing, has incorporated simulation into the ACNP curriculum and participated in developing interdisciplinary simulation experiences.

Significance
The use of HPS is increasing at all levels of nursing education and the need to develop evidence-based pedagogies in this environment is apparent. The call to develop evidence-based HPS educational strategies is supported by the National League of Nursing (NLN), which has identified simulation as one of the research priorities in nursing education (NLN, 2008). The use and integration of simulation in undergraduate and graduate nursing curricula are important steps in re-envisioning and enhancing nursing education, but the implementation is labor-intensive, and can involve a significant capital expense. Therefore, it is imperative that nursing faculty members effectively leverage this experiential learning opportunity to achieve optimal student learning. Despite the identification of debriefing as an essential element of HPS, a knowledge gap exists regarding best practices and the study of debriefing models. This proposed study will address that disparity.

Research Questions

1. Is there a significant difference between acute care nurse practitioner students' perceptions of their reflective thinking ability as measured by the Groningen Reflective Ability Scale (GRAS) after participation in debriefing with good judgment compared to students' perception of their reflective thinking ability after participation in usual debriefings?

2. Is there an interaction effect between number of exposures to *debriefing with good judgment* and acute care nurse practitioner students' reflective thinking ability?

3. Is there a significance difference in the incidence of reported perspective transformation after participation in *debriefing with good judgment* compared to incidence of reported perspective transformation after participation in usual debriefings?

Qualitative Research Questions

1. What is the acute care nurse practitioner students' experience of perspective transformation after participating in *debriefing with good judgment sessions*?

2. What is the acute care nurse practitioner students' experience of perspective transformation after participating in the usual debriefing sessions?

Methodology

The proposed study is a descriptive experimental, repeated measures design. Reflective ability will be measured with the GRAS and perspective transformation will be measured with the Learning Activities Survey (LAS) (Aukes, 2008; Aukes et al., 2007; Aukes, et al., 2008; King, 1997; 2009).

The GRAS is a 23-item, 5-point Likert scale that was developed as a practical measure of the ability of medical students and physicians to personally reflect (Aukes, et al., 2007; Aukes; Aukes et al., 2008). Reliability of the GRAS is reported to be 0.83 and 0.74 and concurrent validity ranges from 0.67 to 0.32 (Aukes, 2008). Content validity was established by external review by experts for relevance, conceptual clarity and social desirability (Aukes et al., 2007; Aukes et al., 2008).

The LAS is a two-part instrument developed by Kathleen King PhD (1997) to measure perspective transformation related to an educational experience. The survey consists of a three-page tool and a follow-up, semi-structured interview. Questions were modified and items were added to original LAS (King, 1997; 2009) in order to determine what role, if any, a structured model of debriefing after HPS plays in the perspective transformation experiences of ACNP students. Permission for use of the instruments and approval for modifications of the LAS was obtained from the respective authors.

King used a hermeneutical approach to establish the reliability of the instrument. The tool was validated in nine pilot studies with an iterative process with repeated sampling, adaptation of the tool and member-checking (King, 1997).

The study sample is all ACNP students ($n = 27$) entering their clinical year at a College of Nursing in an urban University setting that is Commission on Collegiate Nursing Education (CCNE) accredited. Participation in the simulation exercises is a mandatory course requirement, but participation in the study is voluntary. Non-participation will have no effect on the students' grades or standing in the program.

After informed consent is obtained, participants will be randomly assigned to the intervention or control group. The control group will receive "usual" unstructured debriefing by faculty. The primary researcher and a faculty member who is currently undergoing training with the researcher will conduct the experimental intervention, *Debriefing with Good Judgment*. The pre-briefing, simulated scenario and debriefing will be taped and stored on a password protected secure server.

The *a priori* calculated sample size for 2 X 5 repeated measures; within-between interaction ANOVA to assess the effect of *Debriefing with Good Judgment* on participant reflective ability is 18 participants. The following assumptions were used: Cohen's $f = 0.25$; Alpha = 0.05; Power = 0.80; Correlation between repeated measures = 0.6. The proposed study will be conducted over eight to nine months and students will participate in three simulation days.

All study participants will complete the GRAS at baseline, Time One (after summer simulation experience), Time Two (after fall simulation experience), Time Three (after winter simulation experience) and at Time Four (after Spring simulation experience). Whereas the LAS will be administered after the four simulation days are completed. All study participants will then be invited to participate in the semi-structured online follow-up LAS interviews.

Follow-up LAS interviews will be conducted in a secure, password protected online classroom. The one-on-one semi-structured interviews will be recorded and transcribed. Qualitative data will be analyzed and content themes reported.

An external blinded expert will review a random sample of the debriefings from the control and intervention groups and rate the debriefings using the Debriefing Assessment in Healthcare Simulation.[©] This will document that the experimental intervention was conducted at a consistent level and in a manner consistent with the model.

Every effort will be taken to maintain student confidentiality and data will be reported in aggregate. Students may withdraw from the study at any time without negative consequences on their grade or standing in the program.

A repeated measures analysis of variance will be used to assess the effect of *Debriefing with Good Judgment* on the GRAS scores. A Chi square will evaluate differences between groups on the reported incidence of perspective transformation measured with the Learning Activities Survey (LAS).

Demographic data will be collected and reported with descriptive statistics.

Outcomes

The results of this study have potential to contribute to the development of evidence-based pedagogies with graduate nursing students and broad application to the use of simulation in nursing education. Validation of improved reflective ability and perspective transformation with the use of a faculty time-intensive and potentially financially burdensome model of debriefing is critical to support the effective use of simulation in the education of graduate nursing students and provide protected faculty time to develop these skills.

Evaluation

If this study validates the use of a time-intensive structured model of debriefing it will lend support to additional faculty training. Additionally, it may impact the faculty paradigm of the importance of debriefing and influence time spent in effective debriefing. If the study results support the use of a structured model of debriefing the study will be expanded to include interdisciplinary groups. A multi-site nurse study focusing on nurse practitioner students will also be considered.

Project Description and Timeline
Dissertation proposal defense is April 10, 2011
A pilot study will be conducted in May 2011
The proposed study will be conducted July 2011 through May 2012
Data Analysis will be conducted March to June and tentative Dissertation defense Fall 2012

Grant Budget

	Duties	Estimated Cost
Consultant on Debriefing with Good Judgment Model	Will review and rate a random selection of debriefings. Estimated 4 - 6 debriefings will be rated by expert Each debriefing approximately 30 - 40 minutes	Rate $75.00/hr Total estimated time = 6hrs Total cost: $450.00
Transcription of Follow-up interviews	Transcription of follow-up LAS interviews Approximate length of interview 30 - 40 minutes Number of participants: maximum of 34	Rate of transcription for 2 speakers: $1.75/min Estimated time: 40 min x 34 = 1360 min 1360 min x $1.75/min = $2380

Total Proposed budget: $2830.00