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2009-01-01

## Comparison of Debriefing Methods Following Simulation

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### Original Publication Citation

S. J. Reed, P. K. Ravert, (29). Comparison of Debriefing Methods Following Simulation.

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### BYU ScholarsArchive Citation

Reed, Shelly J. and Ravert, Patricia K., "Comparison of Debriefing Methods Following Simulation" (2009).  
*Faculty Publications*. 46.

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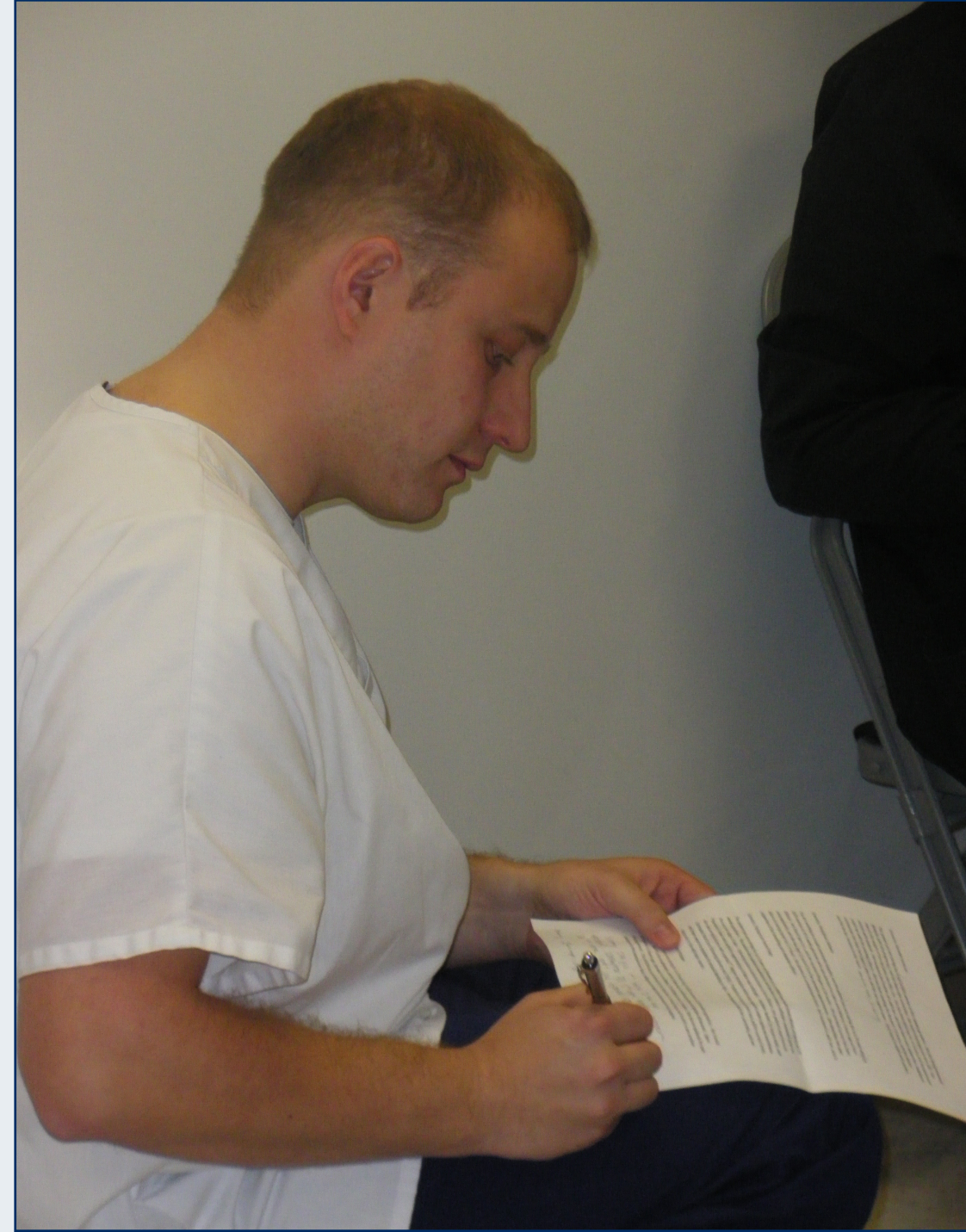
### Purpose

To examine and compare the student nurse experience between three debriefing methods:

- oral discussion
- journaling
- blogging

### Method

Following informed consent, student simulation groups were randomized into one of the three debriefing methods. Once debriefing was finished, students completed the Debriefing Experience Scale to determine their experience during debriefing.



### Statistical Analysis

With data from both groups distributing normally, parametric inferential statistics were used to determine the magnitude and significance of difference. Because three groups were being compared, an ANOVA was run. With significance found in the ANOVA, Scheffe post hoc tests were run to identify the source of difference.



### Findings

In three out of four of the learning items, significant differences between types of debriefing were found ( $p < .001$ ).

Scheffe post-hoc analysis showed students significantly preferred the experience they received during the oral discussion type of debriefing in the areas of learning, making connections, emotions, role and relationships, and self-reflection.

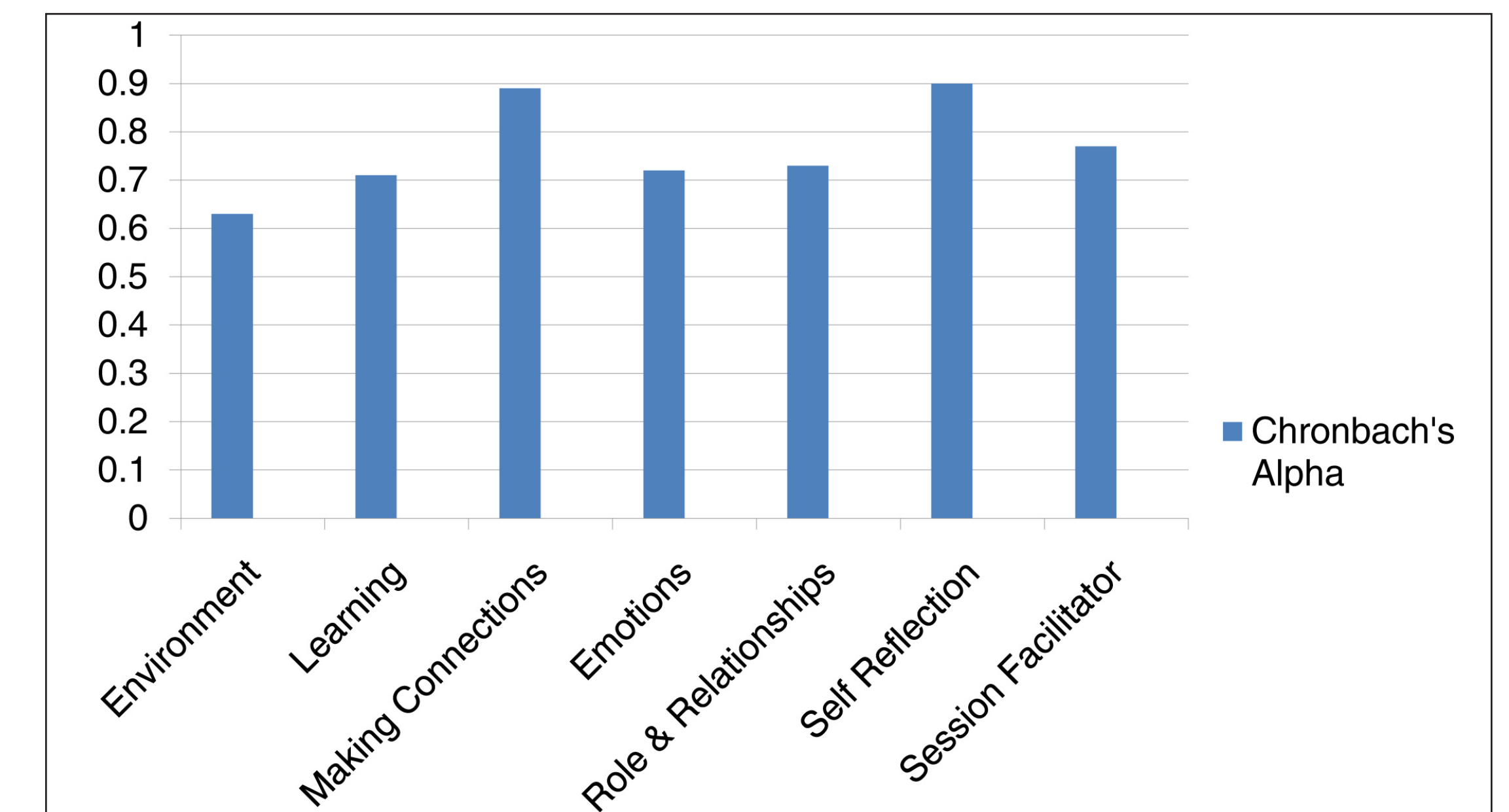
No significance in the area of environment

### Debriefing Experience Scale

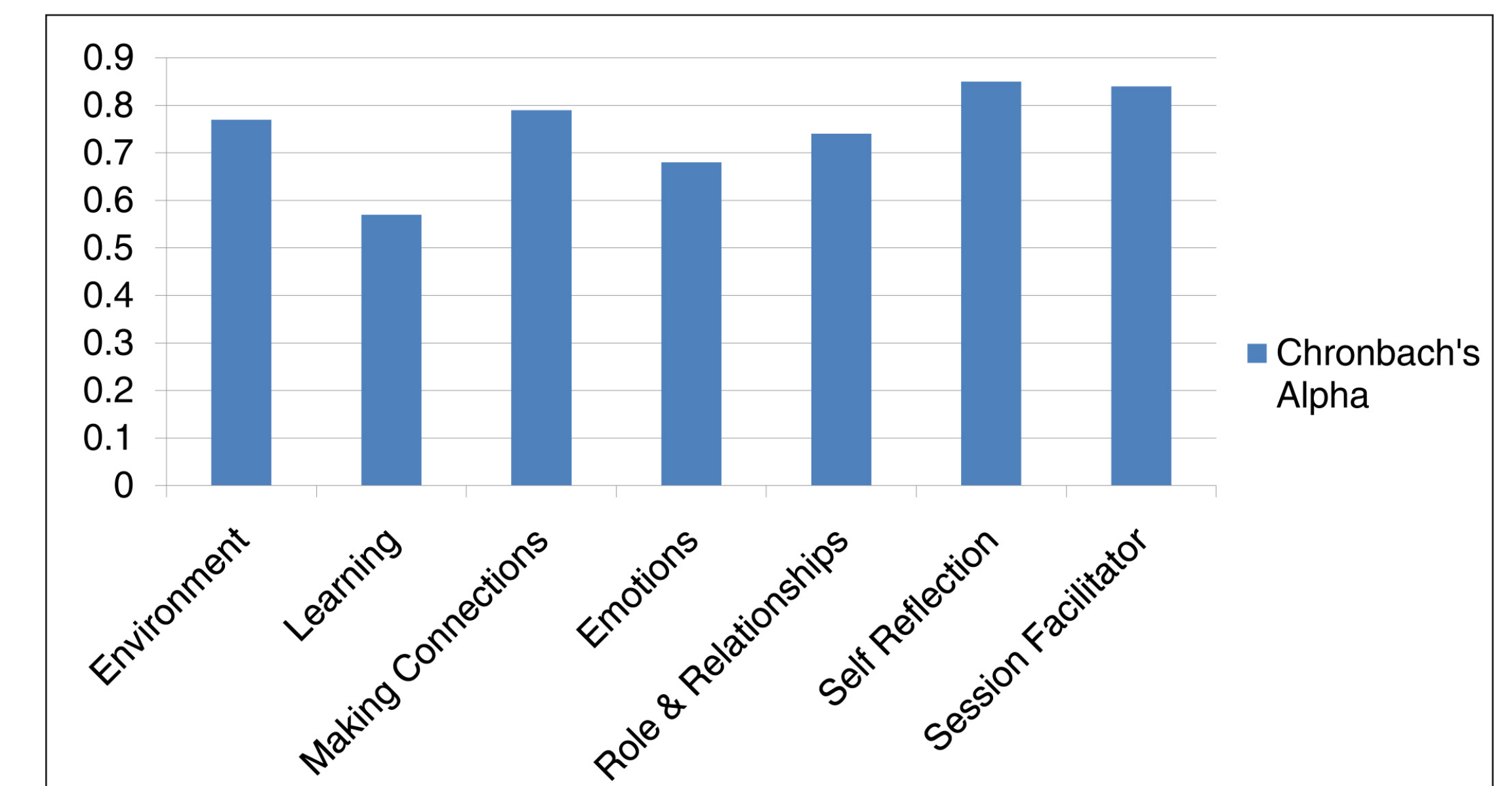
Reliability testing was performed on the Experience items and Importance Items separately. Chronbach's alpha was higher than .71 on six out of seven subscales in reliability analysis of the Experience items, and higher than .74 on five out of seven subscales of the Importance items.

### Reliability

Experience Items:



Importance Items:



### Implications

With simulation use increasing in nursing education, understanding the student debriefing experience is essential to promote learning. The findings contribute initial information concerning debriefing methods used following simulation used in a nursing education setting. Continued refinement of the Debriefing Experience Scale is necessary, and with additional psychometric analysis may prove to be a reliable instrument to investigate debriefing methods, and provide additional information regarding the student debriefing experience.