

SCOPING REVIEW: DEBRIEFING TYPES IN HEALTH SCIENCE SIMULATIONS

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THIS STUDY MAPS EVIDENCE ON THE EFFECTIVENESS OF PEER-, INSTRUCTOR-, AND PROFESSIONALS-LED DEBRIEFING IN HEALTH SCIENCE SIMULATIONS, FINDING ALL TYPES BENEFICIAL, WITH A COMBINATION OF PEER-LED AND OTHER METHODS ENHANCING LEARNING OUTCOMES.

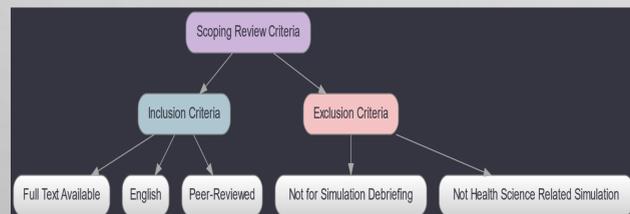
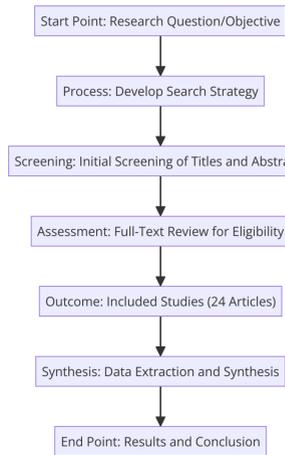
BACKGROUND

DEBRIEFING IS A PIVOTAL ELEMENT OF SIMULATION-BASED LEARNING IN HEALTH SCIENCES. THE NEED TO INVESTIGATE THE EFFICACY OF DIVERSE DEBRIEFING METHODS REMAINS EVIDENT. AMID TECHNOLOGICAL ADVANCEMENTS, SIMULATIONS HAVE GAINED PROMINENCE ACROSS HEALTH DISCIPLINES, ENCOMPASSING COMMUNICATION SKILLS AND INTRICATE TASKS. WHILE EFFICIENT SIMULATION SESSIONS HAVE BEEN DEVELOPED, THE SIGNIFICANCE OF DEBRIEFING WARRANTS EXPLORATION. VARIETIES OF DEBRIEFING INVOLVE PEERS, INSTRUCTORS, AND PROFESSIONALS. THIS STUDY SYNTHESIZES LITERATURE ON THE EFFECTIVENESS OF DEBRIEFING METHODS IN HEALTH SCIENCE SIMULATIONS.



METHODS

EMPLOYING THE JBI MODEL, A SCOPING REVIEW WAS CONDUCTED TO MAP EVIDENCE ON PEER-, INSTRUCTOR-, AND PROFESSIONALS-LED DEBRIEFING'S EFFECTIVENESS IN HEALTH SCIENCE SIMULATIONS.



RESULTS

OUT OF 24 SCHOLARLY JOURNAL ARTICLES, FINDINGS INDICATE EFFECTIVENESS ACROSS ALL THREE DEBRIEFING TYPES, WITH PEER-LED AND COMBINED APPROACHES YIELDING RICHER LEARNING EXPERIENCES.

| N=24 | Instructor-led | Peer-led | Professional-led |
|---------------|----------------|----------|------------------|
| Sector | | | |
| Nursing | 5 | 4 | 1 |
| Non-nursing | 5 | 6 | 3 |
| Method | | | |
| Quantitative | 2 | 4 | 3 |
| Qualitative | 4 | 4 | 1 |
| Mixed-methods | 4 | 2 | 0 |

OVERALL BENEFITS OF DEBRIEFING

- ENRICHES LEARNING BY FOSTERING A REFLECTIVE AND IMMERSIVE EXPERIENCE.
- SUPPORTS EMOTIONAL SAFETY AND ESTABLISHES CONSTRUCTIVE INTERPERSONAL CONNECTIONS.
- DEVELOPS CRITICAL THINKING AND DECISION-MAKING SKILLS.
- FACILITATES SMOOTH TRANSITION OF THEORETICAL KNOWLEDGE INTO PRACTICE.
- PREPARES STUDENTS TO HANDLE STRESS AND CONFLICT IN CLINICAL SETTINGS.



RESULTS CON'T

INSTRUCTOR-LED DEBRIEFING

- TARGETS INTERPROFESSIONAL LEARNING SUPPORT FOR STUDENTS.
- AIDS IN THE REFLECTION PROCESS THROUGH CONTENT AND TOPIC DISCUSSION.
- BRIDGES THE GAP BETWEEN KNOWLEDGE AND PROFESSIONAL PRACTICE.
- LINKS COMMUNICATION STYLES WITH LEARNING OUTCOMES.

PEER-LED DEBRIEFING

- COLLECTIVE AND INDIVIDUAL SESSIONS FOUND EFFECTIVE.
- PROMOTES FEELINGS OF BEING VALUED, SAFE, AND CONNECTED.
- CO-LED BY ACADEMICS AND PEERS YIELDS BETTER RESULTS THAN ACADEMIC-ONLY LEADERSHIP.
- ADVOCACY-INQUIRY METHOD (AIM) IS WELL-RECEIVED BY STUDENTS.
- IMPROVES TEAM COMMUNICATION THROUGH CROSS-PROFESSIONAL SIMULATIONS.
- ADDRESSES PSYCHOSOCIAL, COGNITIVE, AND AFFECTIVE DIMENSIONS..
- CHALLENGES INCLUDE CONFLICT MEDIATION AMONG PEERS.

PROFESSIONAL-LED DEBRIEFING

- BENEFITS FROM SPECIALIZED COMMUNICATION STYLE TRAINING.
- ENCOURAGES REFLECTIVE PRACTICE THROUGH TARGETED QUESTIONING.
- REPORTED TO SIGNIFICANTLY ENHANCE LEARNING.

CONCLUSION

BOTH INSTRUCTOR-LED AND PEER-LED DEBRIEFING METHODS HAVE UNIQUE BENEFITS THAT CONTRIBUTE TO EFFECTIVE LEARNING IN SIMULATION EDUCATION. WHILE INSTRUCTOR-LED DEBRIEFING IS STRUCTURED AND INFORMED BY EXPERIENCE, PEER-LED DEBRIEFING EMPHASIZES THE VALUE OF SHARED LEARNING AND PEER SUPPORT. PROFESSIONAL-LED DEBRIEFING STANDS OUT FOR ITS EFFECTIVE COMMUNICATION AND REFLECTIVE PRACTICES. OVERALL, DEBRIEFING, AS AN EDUCATIONAL STRATEGY, PLAYS A CRUCIAL ROLE IN DEVELOPING COMPETENT NURSING PROFESSIONALS.

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