PREVIEW OF USING DEBRIEFING TO ENHANCE CLINICAL JUDGEMENT SKILLS

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Upon completion of this session, the participants will be able to:

1. Describe the theory, standards and methods of debriefing/reflective practice.
2. Discuss the advantages of utilizing debriefing/reflective practice in the simulation.
3. Apply debriefing to a simulation experience.
“The observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and access presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.”

(Clinical Judgment Model and Task Model, 2019)
The NCSBN’s six-step clinical judgment model

- **Recognize**: recognize cues (identifying cues from the environment, patient observations, information from health record such as laboratory values, health history, prescriptions, and distinguishes relevant from irrelevant information);
- **Analyze**: analyze cues (using knowledge to interpret cues and make inferences; recognizing relationships among data points);
- **Prioritize**: prioritize hypotheses (listing possible client problems and identifying priorities);
- **Generate**: generate solutions (identifying possible solutions to the problem; selecting solutions with evidence for the best outcome);
- **Take**: take action (implementing the solution); and
- **Evaluate**: evaluate outcomes (determining results of actions, changes in vital signs, effects of treatments and pharmacologic interventions; compare actual outcomes with expected outcomes)
“Prompts are teaching questions (as opposed to evaluation questions) that can be used to help learners make their ability to make judgments visible for each step of the nursing clinical judgment model (D. Billings, 2019)."
“Participants are encouraged to explore emotions and question, reflect, and provide feedback to one another. The purpose of debriefing is to move toward assimilation and accommodation to transfer learning to future situations (INACSL, 2016)”. 
• Debriefing is a critical conversation.

• Critical reflection: Must develop reflective learners.

• Debriefing should not be confined to simulation.

• Necessary to prepare intuitive nurses in complex healthcare systems.
THEORY BASED DEBRIEFING METHODS

Debriefing with Meaningful Learning

Debriefing with Good Judgement

PEARLS

Plus Delta
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