



# PREVIEW OF USING DEBRIEFING TO ENHANCE CLINICAL JUDGEMENT SKILLS

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# OBJECTIVES

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.

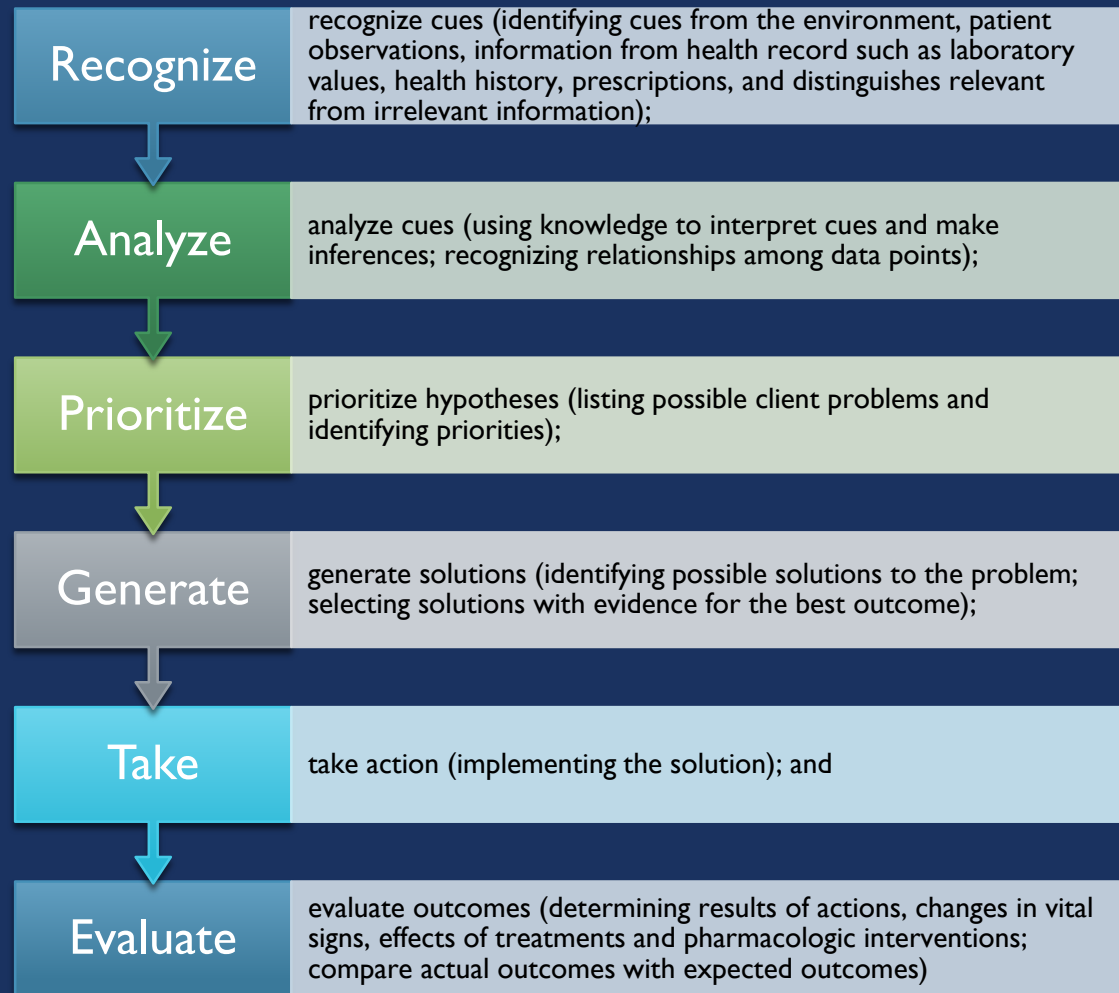


# CLINICAL JUDGEMENT

“The observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess 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



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# HOW DO WE TEACH CLINICAL JUDGEMENT??

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- “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).”

# DEBRIEFING

- “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 ACROSS THE CURRICULUM

## NLN VISION SERIES (2015)

- 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





## DATE OF PRESENTATION:

NOVEMBER 19, 2021  
(TENTATIVE)



QUESTIONS