

The impact of power negotiations on nursing students learning processes in simulation scenario debriefing

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INTRODUCTION:

Clinical simulation in nursing improves student`s ability to critical thinking, clinical judgement and clinical decision- making(1). The key elements to success are planning, pre- briefing, engagement, a realistic scenario with interruptions and debriefing (2).

Debriefing is highlighted as the key element to obtain critical reflection and learning (3). During debriefing students and facilitators jointly explore what happened in the scenario, and what should be focus of the prospective learning process (4).

The aim of this paper is to explore how the negotiations of power (5) in the simulation scenario debriefing have an impact on the learning process for novice nursing students.

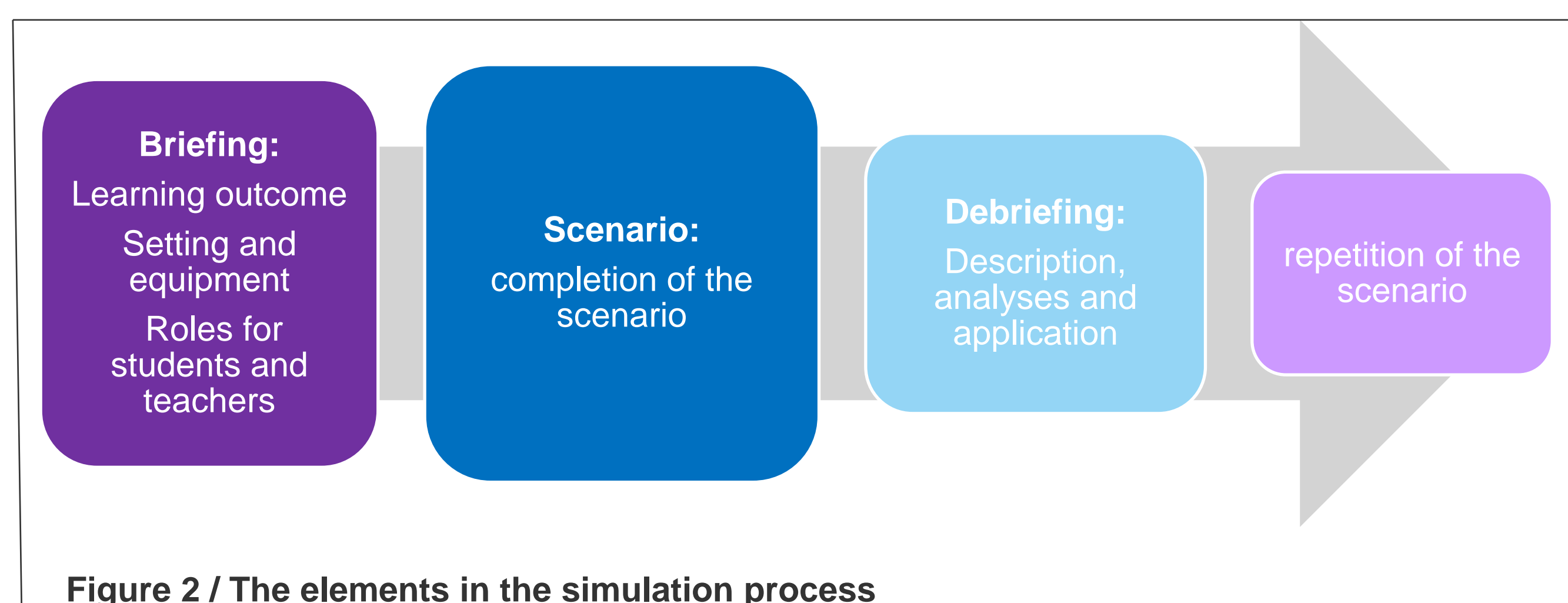


Figure 2 / The elements in the simulation process

METHODS:

The project is a part of a large 3-year pedagogical Project. Crosswise aims at developing clinical competencies in nursing students by implementing four educational experiments. The project is inspired by action research(figure 1). As part of the project, 40 novice students participated in simulation scenarios facilitated by clinical nursing teachers. The students played the roles as patient, nurses and observers. The scenario contained briefing, scenario, debriefing and repetition of the scenario to ensure a successful learning experience(figure 2). Debriefings was audio recorded, transcribed and analysed thematically(6) to answer the research question: "Which learning processes are privileged, when clinical judgement is trained in the simulation room, why and how?"

Litterature:

1. Zapko et al 2015: Interdisciplinary Disaster Drill Simulation: Laying the Groundwork for further Research. Nurse Education Perspective Nov. Dec. 36(6):379-82
2. Motola et al 2013: Simulation in healthcare education: A best evidence practical guide. Journal Medical teacher
3. Rutherford- Hemming et al 2014: Implementing the Standards of best practice for simulation. Journal of Nurse Educator.
4. Gardner 2013: Introducing Journal of Seminars of perinatology.
5. Davies, B. (2009). Pedagogical encounters. New York: Peter Lang.
6. Brinkman & Tanggaard 2015: Kvalitet i kvalitative studier. Kap. 25 i Brinkmann & Tanggaard (red.) Kvalitative metoder, en grundbog. Hans Reitzels forlag, 2. udgave, 1. oplag

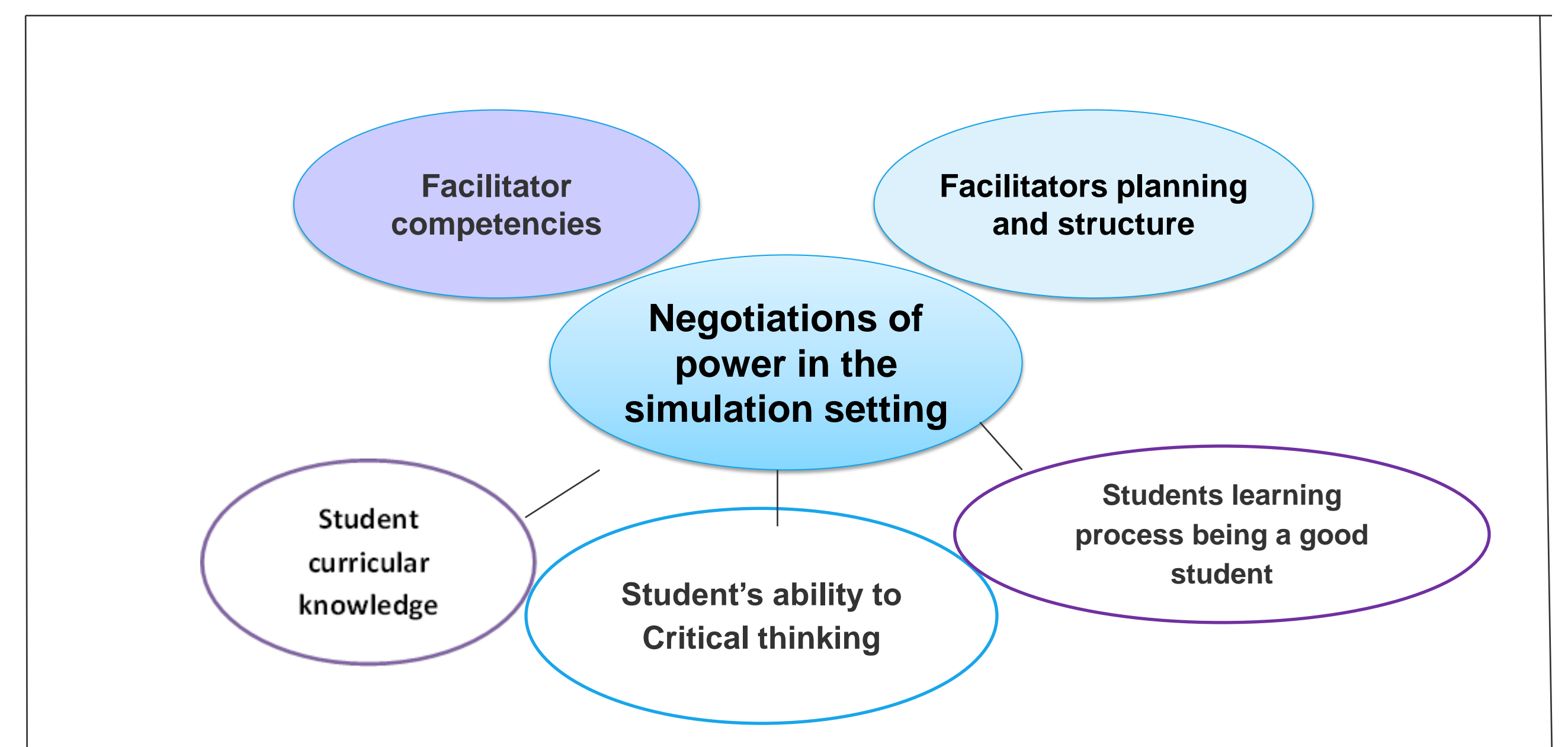


Figure 3 / visual illustration of findings

RESULTS/ FINDINGS:

The study confirms the importance of thorough planning and structure in the scenario and debriefing, and the importance of a competent facilitator. However, the study also points to the idea that less predictable interpersonal dynamics related to negotiations of power have a profound impact on the learning process and outcome. Learning processes in relation a) curricular knowledge), b)critical thinking, as well as learning processes related to c)being a good student and the connectedness to the power management of students and facilitators can be identified(figure 3)

DISCUSSION:

How can you work with the interpersonal dynamics as part of planning and carrying out simulation scenarios?

TAKE HOME MASSAGE:

Structure and frames in the simulation and debriefing strength the learning process for novice nursing students, but not everything can be planned

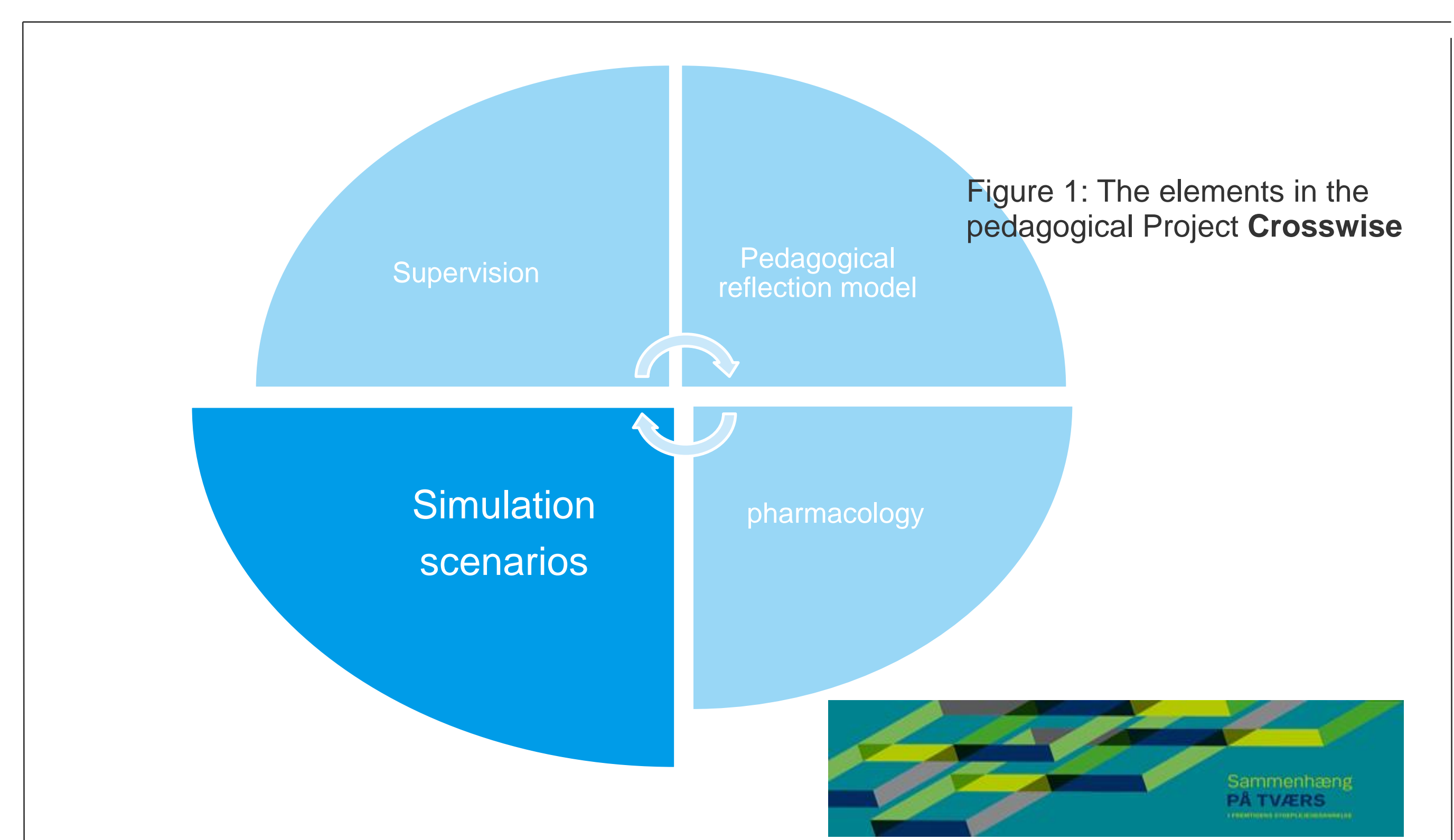


Figure 1: The elements in the pedagogical Project Crosswise