Ben-Gurion University of the Negev Simulation Research
IDEAS Talk

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Background
The use of art during debriefing may help deepen self-reflection and add a new and heretofore unexplored dimension to simulation.

Purpose: To evaluate the use of 5 x 7 pictures and words from magazines mounted on cards to help students with their reflections on "Clinical takehome" , after a medical surgical simulation compared to a similar scenario not using enhanced debriefing.

Question: Is there a qualitative difference in the words used by learners with and without cards?

Theoretical framework: Simulation and art therapy are rooted in experiential learning. In art therapy, reflecting on knowledge and experience gained from self-reflection facilitates understanding and assist participants to articulate their thoughts. 1 Art based research uses expressive qualities of form to convey meaning. 1 Images convey meaning forming memories are hard to erase. 1,2,3

Methodology and methods: • Quasi-experimental design 3 • Students served as their own control 3 • One simulation and one without use of CARDS 3 • Card chosen from an array on the debriefing table 3 • Debriefings recorded and transcribed verbatim 3 • Words used to describe participant 'clinical take home' messages were evaluated

Sample: Forty-two (42) nursing students participated in two medical surgical scenarios.

Qualitative analysis: 3 key themes when cards used in for 'take home messages'

Channels feelings: examples

- "I chose number 15 again because there was a picture and I want to frame it in my room. I got a lot of reinforcement. I became very aware of the always on thing that needs to flower up at any moment and it's a means of facing an anxious way" (9:23:50).

- "I chose 25. I feel I always get cholesterol and I'm just out of the tools. I mean how do you do a bunch of things like that when you're all tight. I don't know which one to choose" (9:5:15).

Making sense

- My friend is to a person that I never knew and I don't know but there's a lot of things that I don't know about my friend. (9:33:15).

- "I chose 25. I felt it was a bit slow and I'm just out of the tools. I mean how do you do a bunch of things like that when you're all tight. I don't know which one to choose" (9:5:15).

Facilitating becoming

- "I picked number 11 in a way that "thank you" can be directed at an appreciation of all the teaching, all the efforts that we put in the teaching" (9:25:5).

- "I picked number 15 again because the first picture and I want to frame it in my room. I got a lot of reinforcement. I became very aware of the always on thing that needs to flower up at any moment and it's a means of facing an anxious way" (9:23:50).

Conclusion: Art enhanced debriefing may help students to integrate learning and emotions in new ways and reinforce understanding.

References:

Opportunity for research using phonic.ai
Using the tag team training approach for business executives


Observer roles and telepresence

CLECS 2.0 outcomes—Clinical learning environment comparison (traditional, screen-based, and manikin-based sim)

https://sites.google.com/view/evaluatinghealthcasimulation/home?authuser=0

Need an evaluation of what concepts are actually in commercial screen-based sim programs

Qualitative and quantitative outcomes of nursing education


Social media and snowball sampling for research