Prebriefing: A Principle Based Concept Analysis

Presented by
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Conflicts of Interest and Disclosures:
Neither the planner or presenter indicated that they have any real or perceived vested interest that relate to this presentation.

OBJECTIVES

Identify	Identify the elements of a principle-based concept analysis
Discuss	Discuss the evolution of prebriefing as defined in the INASCL Standards of Best Practice
Propose	Propose research recommendations based on the findings of the principle-based concept analysis of prebriefing

WHY DO A CONCEPT ANALYSIS?

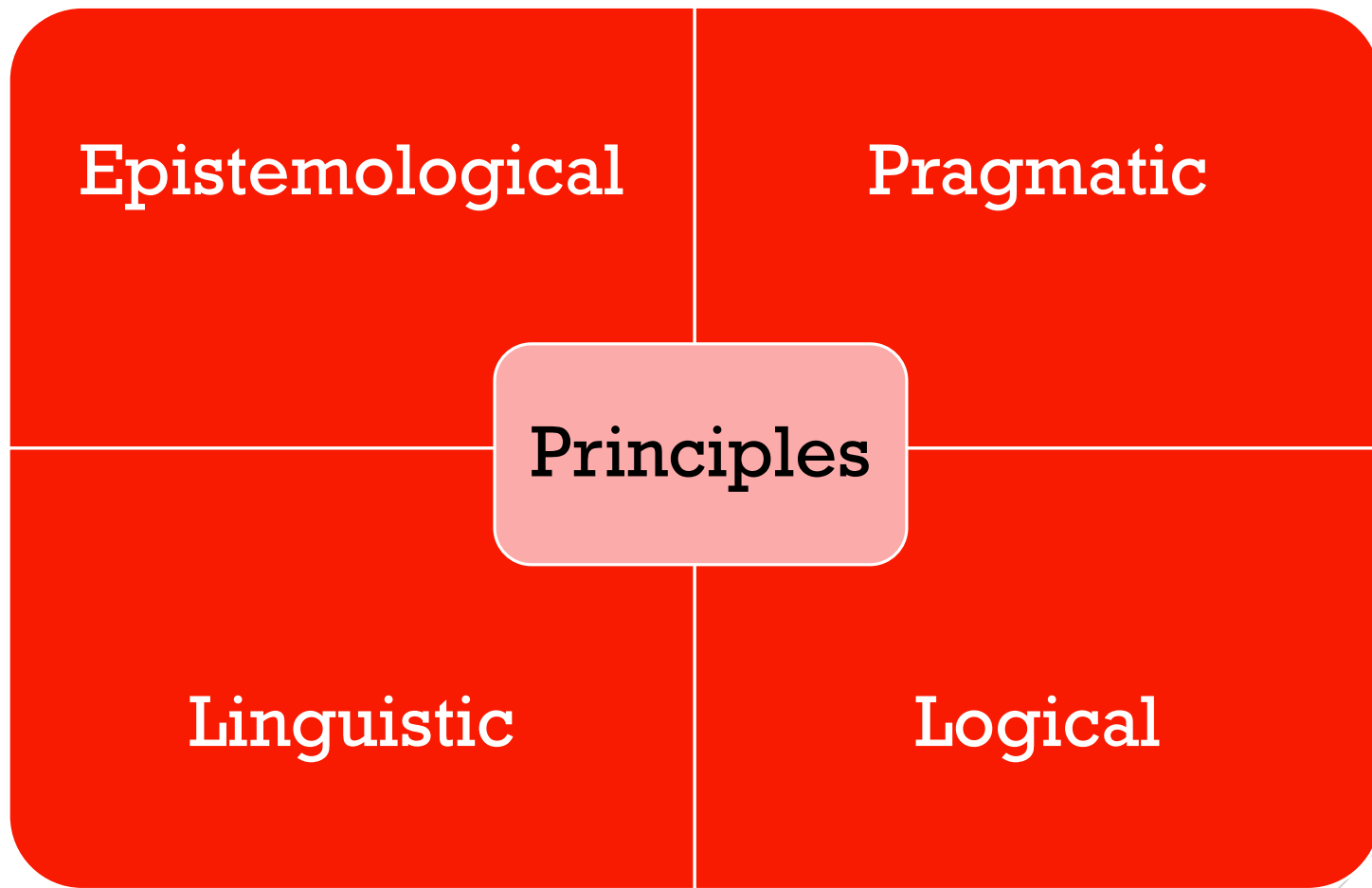Identify concepts suitable for research

Explore the state of the science of a concept based on the literature

Identify gaps in understanding of a concept

Determine appropriate methodologies for research of those concepts

Hupcey J. & Penrod J. (2005) Concept analysis: examining the state of the science.

WHAT IS PRINCIPLE BASED CONCEPT ANALYSIS?

Epistemological

Pragmatic

Principles

Linguistic

Logical

Penrod, J., & Hupcey, J. E. (2005). Enhancing methodological clarity: Principle-based concept analysis.

HOW ARE THE PRINCIPLES DEFINED?

Pragmatic

"Is the concept **applicable and useful** within the scientific realm of inquiry? Has it been **operationalized**?"

Principles

Penrod & Hupcey, 2005 p. 405

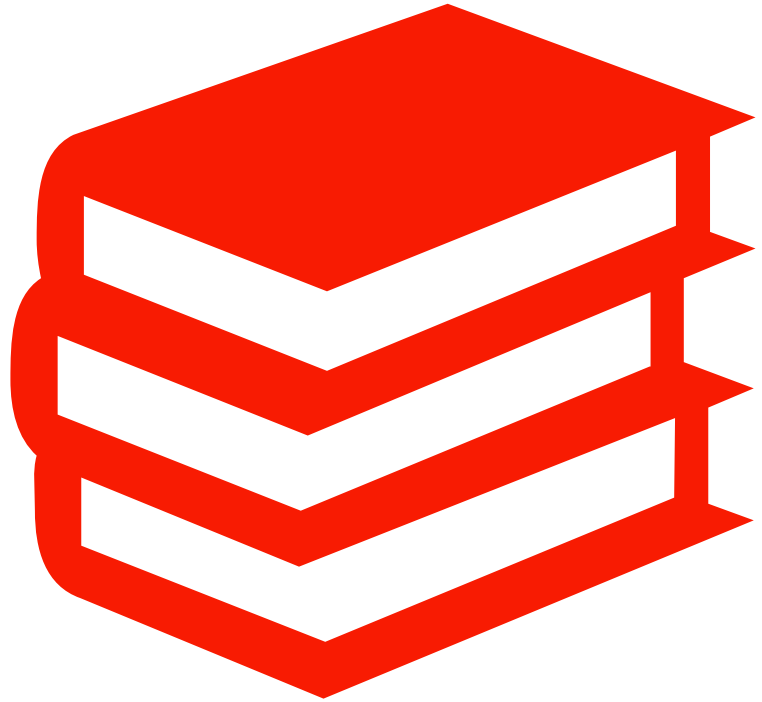**HOW** ARE THE PRINCIPLES DEFINED?

"Does the concept **hold its boundaries** through theoretical integration with other concepts?"

Logical

Penrod & Hupcey, 2005 p.406

How is

PREBRIEFING

Defined in the Literature?

DEFINITION

*"An information or orientation session immediately prior to the start of a Simulation Based Experience in which **instructions or preparatory information** is given to the participants. The purpose of prebriefing is to establish a **psychologically safe environment** for participants."*

From: INACSL Standards Committee (2016, December). INACSL standards of best practice: Simulation[SM] Simulation glossary. Clinical Simulation in Nursing, 12(S), p s43.

Discussion:
What does simulation prebriefing look like at your institution?

Design

Prebrief

Scenario

Facilitate

Evaluate

Debrief

Adapted from: INACSL Standards Committee (2016, December). INACSL standards of best practice: SimulationSM Simulation design. Clinical Simulation in Nursing, 12(S), S5-S12.

WHAT IS THE CURRENT STATE OF PREBRIEFING SCIENCE?

INACSL

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GRANT OPPORTUNITIES

The "**Debra Spunt**" Research Grants are made possible through ge funding provided by:

CHAMBERLAIN UNIVERSITY   Laer helping s

CALL FOR PROPOSALS IS NOW CLOSED
2019 Application Period - Fall 2018
Introduction

The International Nursing Association for Clinical Simulation and Learning (INACSL) invites pr conduct investigations on issues relevant to nursing simulation. The INACSL "Debra Spunt" Re are designed to fund research that advances the science of simulation in healthcare and is rel least one of the the INACSL research priorities. Rigorously designed research proposals, both quantitative are welcome. Proposals must target at least one of the following research prioriti

- Translational research
- Evaluation methods
- Validity and reliability of instruments
- Ratio of clinical time to simulation time
- Pre-briefing
- Use of theory in simulation
- Measurement of higher order thinking (e.g. clinical reasoning)
- Faculty development
- Facilitator competence
- Communication

Find Books and Materials

SEARCH IT

Spring 2017

- "*prebrief*" (102)

- "*prebrief,* nursing simulation" (34)

- "pre-brief, simulation" (47)

- "*prebrief*" AND "nursing" AND "simulation" AND "education"
  - 47 articles and dissertations
  - 13 relevant

Updated search in 2018: added "preparation"

- 10 additional articles

Literature Review

Is prebriefing *clearly defined* and *well-differentiated* from other concepts?

Epistemological

- The formal definition has evolved and continues to evolve
- Not consistently differentiated in the literature

INACSL STANDARDS

2011

Standard I Terminology: an information session held before the simulation that provides instructions, preparatory information and orientation to equipment

2013

Standard IV Facilitation:

- a facilitation method that occurs before the simulation

- includes orientation to the equipment, ground rules, expectations and background information on the scenario

- provide a psychologically safe environment

2015

Standard IX Design Standard

Criterion 7: Introduced "briefing"

Criterion 10: Participant Preparation

The INASCL Board of Directors. (2011); Franklin, A., et al. (2013).; Lioce, L., et al. (2015).

2016
Design Standard revised

Criterion 7 Prebriefing:

- required orientation phase of simulation

- structured and consistent element of simulation

- orientation to equipment, space, time and other logistical aspects of the simulation

- behavior expectations, establishment of trust, ground rules, and a fiction contract

Criterion 10 Participant Preparation:

- "address the knowledge, skills, attitudes, and behaviors that will be expected of the participants during the simulation-based experience"

2016 INACSL Standards of Best Practice: Simulation^SM

INACSL Standards Committee. (2016). INACSL Standards of Best Practice: Simulation^SM Simulation Design.

2016
Facilitation Standard revised

2016 INACSL Standards of Best Practice: Simulation^{SM}

Criterion 3:

"Facilitation methods prior to the simulation-based experience include **preparatory activities** and a **prebriefing** to prepare participants for the simulation-based experience."

INACSL Standards Committee. (2016). INACSL Standards of Best Practice: Simulation^{SM} Facilitation

Essential elements of PB

- Discuss the **detail and expectations** of the simulation-based experience based on the purpose, goal, and/or objectives

- Provide participants **necessary background information**

- **Orient** to the simulation environment, modality for delivery, manikins, and equipment

- Provide **clear descriptions of assigned roles** for the scenario

- Discuss the **process to contact others** and ways to seek further information

- Provide **time for participants to prepare** before the start of the simulation experience

FROM: INACSL Standards Committee. (2016). INACSL Standards of Best Practice: Simulation^{SM} Facilitation

DEFINITION

*"An information or orientation session immediately prior to the start of a Simulation Based Experience in which **instructions or preparatory information** is given to the participants. The purpose of prebriefing is to establish a **psychologically safe environment** for participants."*

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Examples in the Literature

PAGE-CUTRARA & TURK, 2017

- *prebriefing* was "… structured by concept mapping- type activities and guided reflection"

CHAMBERLAIN, 2017

- Two preparation activities, both referred to as *prebriefing*: learning engagement and orientation.

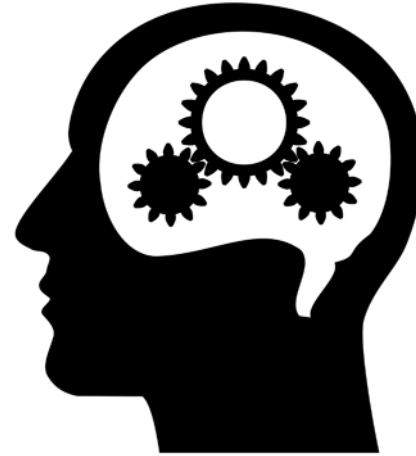*Is prebriefing **clearly defined** and **well-differentiated** from other concepts?*

Epistemological

The concept of *prebriefing* is continuing to mature epistemologically and develop its own distinction within the knowledge base of simulation.

*"Is prebriefing **applicable and useful** within the scientific realm of inquiry? Has it been **operationalized?**"*

Pragmatic

- Defined by experts in a variety of ways

- Use of role-modeling as prebriefing?

McDermott, 2016

DELPHI Study

*"Prebriefing is an essential **three phase process of planning, briefing, and facilitating** that occurs prior to the SBL experience based upon the purpose/learning objectives of the scenario."*

Planning: Learning activities

Briefing: Standardized orientation

Facilitating: Discussion and planning

"Prebriefing is essential for a successful debriefing"

McDermott, D. S. (2016). The Prebriefing Concept: A Delphi Study of CHSE Experts.

Expert Role Modeling

Examples in the Literature

CORAM, 2016

- "Both the control and treatment groups received standard **prebriefing.**"

- "The treatment group received the intervention of viewing an expert role modeling video."

FRANKLIN, ET AL., 2014

- Compared three **simulation preparation** methods

- "**Pre-simulation assignments**"

- Expert modeling, voice-over PowerPoint lectures and reading assignments

- Never referred specifically to prebriefing

"*Is prebriefing **applicable and useful** within the scientific realm of inquiry? Has it been **operationalized?**"*

Pragmatic

This inconsistency between the standard-based definition and description of *prebriefing,* its manifestations in the literature, and how it is identified by experts present a pragmatic challenge.

"Is prebriefing used consistently and **appropriately within context**?

Linguistic

- Preparatory activities that occur **before** a simulation experience
- Consistently context bound to the activities that occur in the period **preceding** the simulation scenario
- Lack of consensus of the specific components

Examples in the Literature

MARIANI, ET AL, 2017

"all students received standardized *prebriefing*, including objectives, case overview, and preparatory work. The preparation included readings and review questions. In addition, students were oriented to their surroundings and given the opportunity to ask questions."

WODA, ET AL, 2016

"activities… included orientation to the simulation room and manikin, *prebriefing*, a pre-quiz, the patient care scenario, and debriefing"

Systematic Review Protocol

Tyerman, et al, 2016

"What are the characteristics/activities of effective pre-simulation preparation and briefing?"

Three stages: Preparation, Participation, Debriefing

Pre-simulation preparation: "…material provided at unspecified times **in advance** of the simulation experience."

Pre-briefing and briefing: "…the interaction between the facilitator and the learner, **just prior to** the simulation experience."

"Is prebriefing used consistently and **appropriately within context**?

Linguistic

While there a lack of consensus in the literature as to what specific components comprise *prebriefing*, conceptually it is a component of the activities occurring prior to the simulation scenario.

"Does the concept **hold its boundaries** through theoretical integration with other concepts?"

Simulation is linked to a variety of learning theories

- Situated cognition
- Constructivist learning
- Learning through reflection
- Cognitive load theory
- Kolb's Experiential Learning theory
- Bandura's Social-Cognitive theory
- Knowles adult learning theory
- Brain-based education/cognitive science
- NLN Jeffries Simulation Theory

Logical

(Kaakinen & Arwood, 2009)

Situated Cognition

Theoretical Frameworks in Research

CHAMBERLAIN, 2017

- Prebrief learning activities allow students to fully immerse
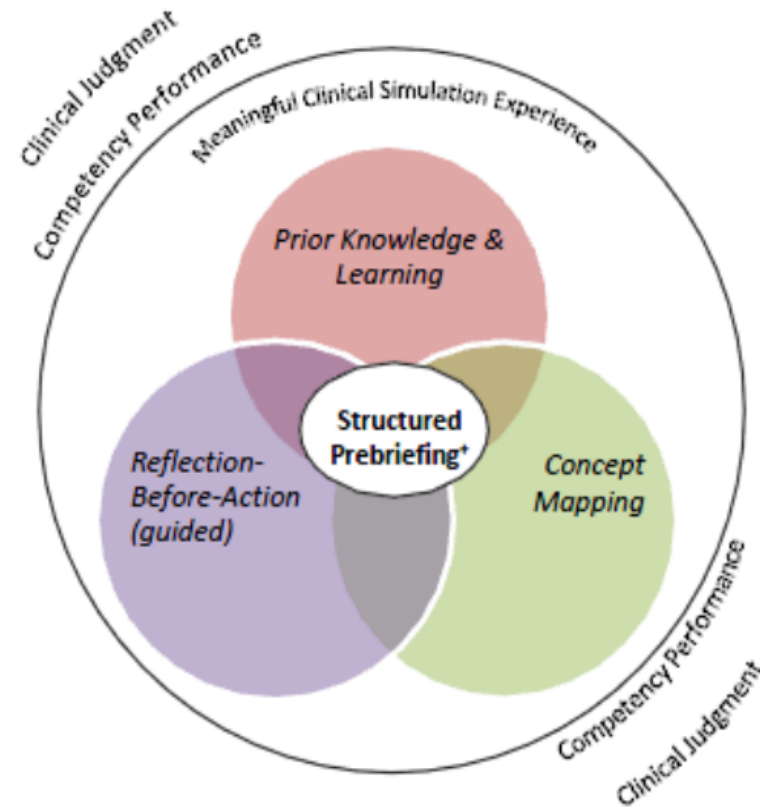- More in-depth dialogue
- Followed cues

BRACKNEY & PRIODE, 2014

- RN reflection on a first code
- Discussed the experience
- Ways to prevent a code
- Take away:
- "Knowing how", "Increasing confidence", "Understanding roles"

https://pixabay.com/en/brain-cognition-design-art-2029391/

PAGE-CUTRARA & TURK 2017

Theoretical Frameworks in Research

Structured Prebriefing Model

Page-Cutrara, 2015

- Reflective practice and constructivism
- *Reflection-before-action*
- Theoretically based model

Cognitive Load Theory

Theory- Based Instructional Design

REEDY, 2015

- Provide brief of scenario and clinical protocols in advance

- Refresh clinical skills before

- Focus on nontechnical skills during the simulation

- Lessens the extraneous cognitive load

JOSEPHSEN, 2015

- *Scaffolding:*

  practice a skill in a simple to complex manner

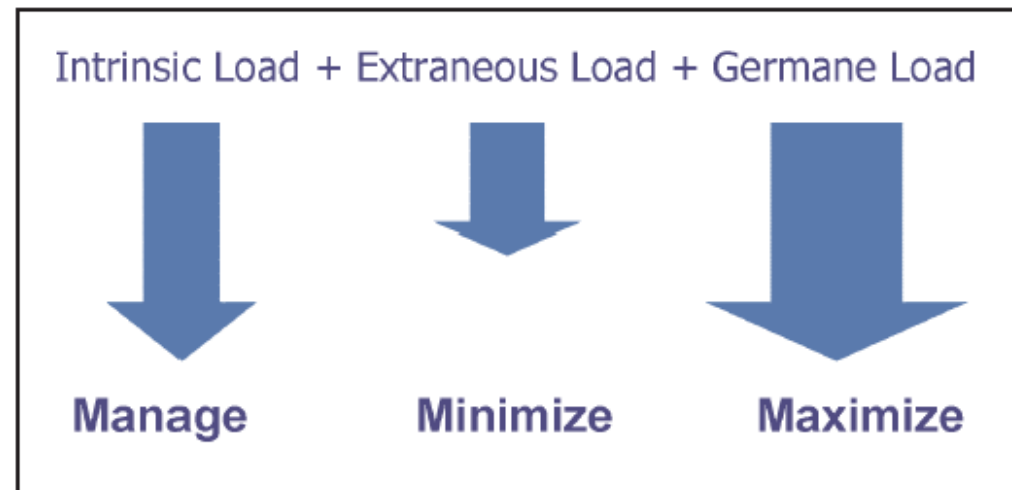- *Worked out example:*

  expert modeling before the simulation

Cognitive Load Theory

Theory- Based Instructional Design

FRASER, AYRES & SWELLER, 2015

Design recommendations:
- Pretraining
- Segmenting
- Scaffolding

Intrinsic Load + Extraneous Load + Germane Load

Manage   **Minimize**   **Maximize**

Situated Cognition

Theory- Based Instructional Design

ONDA, 2012

- *Reflection-before-action*
- Informed prior to lab day
- May use resources to prepare
- Reflect on actions that will be expected

Kolb's Experiential Learning Theory

CHMIL, 2016

Theory- Based Instructional Design

- Prebriefing should be based on:
  - Experiential theory, nursing process, and outcomes
  - *Concrete experience, reflective observation, abstract conceptualization, active experimentation*
- Intro to case scenario and roles
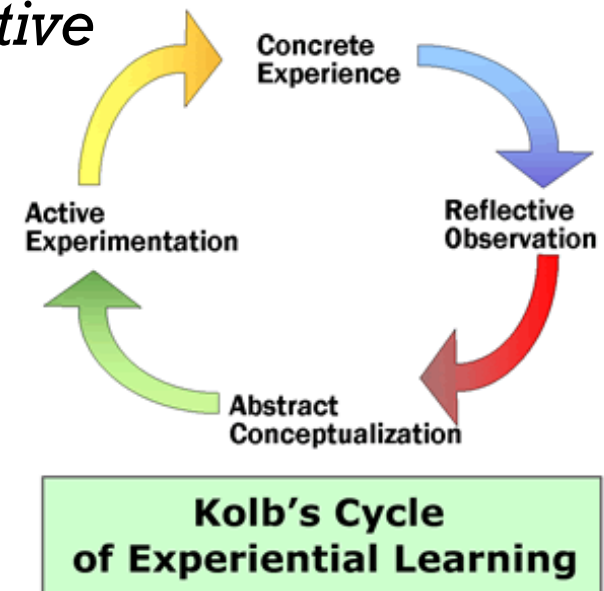- Identify expected outcomes
- Devise plan of action

Concrete Experience

Reflective Observation

Abstract Conceptualization

Active Experimentation

Kolb's Cycle of Experiential Learning

image by Karin Kirk

Bandura's Social Learning Theory

Theory- Based Instructional Design

BETHARDS, 2014

- Extrinsic motivation- promise of reward or punishment

- Orientation:
  - Clear description of the responsibilities
  - Role of observer in debrief

"Does the concept **hold its boundaries** through theoretical integration with other concepts?"

Logical

Prebriefing as a preparatory activity is an element that fits in many teaching and learning theories as they are applied to simulation as a pedagogical method.

CHAMBERLAIN, 2015

OTHER CONCEPT ANALYSES

Terms

- *Prebriefing, pre-scenario, pre-simulation, briefing +simulation*

- 23 articles

Findings

- Process: orientation to mannikin, prep work, providing information

- Goals: safe environment, identifying objectives and expectations

Surrogate terms

- Pre-scenario, pre-simulation, preparation, briefing, pre-scenario huddle, pre-simulation briefing, reflection-before-action

Chamberlain

"Prebriefing is an educator designed phase of simulation ...at a designated time prior to the 'hands-on' scenario and includes ... orientation tasks and learner engagement activities that will enhance learner satisfaction, participation, and effectiveness of the simulation experience."

PAGE-CUTRARA, 2015

OTHER CONCEPT ANALYSES

Terms:

- *Prebriefing, briefing, pre-simulation*
- 31 articles

Themes:

- Considering the situation
- Perceiving the meaning
- Anticipating a plan

Theory:

- Tanner
  - noticing, interpreting, responding, reflecting

Page-Cutrara

"Prebriefing should include information and activities …to learners in consideration of their level of knowledge, learning needs, and prior experiences; structured for anticipatory reflection and planning; and facilitated by a qualified nursing simulation educator to support decision- making, psychological safety, and debriefing activities."

WHAT IS THE FUTURE OF PREBRIEFING RESEARCH?

Prebriefing is context bound to the time period **preceding simulation scenarios** and is **linked to** learning theories. It is not yet a unique and distinct concept in the literature nor does it manifest itself consistently. The line between *prebriefing* and participant **preparation** is blurred. The goal of future research in *prebriefing* should be to **unify these elements and expand the concept of** *prebriefing* beyond an orientation phase and into a **theory driven, structured process** that takes into account the **needs of the nursing student as a learner** in simulation.

Conclusion

Proposed Model of Prebriefing

Preparatory phase (cognitive)
- learn about the content and concepts that will be encountered
- develop a foundation to build learning
- videos, case studies, concept mapping, prep sheet, chart review

Orientation phase (psychomotor)
- become familiar with space and equipment
- provide time to plan, gain comfort and eliminate distractions
- review report and chart, procedure review, skills practice

Prebriefing phase (affective)
- review expectations, psychological safety, fiction contract, confidentiality, process of debriefing and simulation elements
- interactive, discussion and answer session
- alleviate anxiety and gain sense of self-efficacy

Adapted from: McDermott, D. S. (2016). The Prebriefing Concept: A Delphi Study of CHSE Experts.

QUESTIONS??

THANK YOU!