

6th International Conference on **Gynecology and Obstetrics**
 &
 13th International Conference on **Alzheimer's Disease & Dementia**
 &
 28th World Nursing Education Conference
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Development of an evidenced- based debriefing guidelines for quality clinical learning

Debriefing, the process whereby faculty and students revisit clinical encounter, enhances development of clinical reasoning and judgment skills through a reflective learning process (Dreifuerst & Decker, 2012). Debriefing occurs as faculty and students take part in recollection, appraisal, and analysis of the events and the thinking processes of students during the training experience. Debriefing of an experience therefore helps participants connect what they have learned to the outside world. It is a generally accepted view that learning will not happen without debriefing.

Effective debriefing is a dynamic process requires participants, trainers, and facilitators to be actively involved and to contribute specific perspectives and behaviors (Gururaja, Yang, Paige, & Chauvin, 2015). Therefore, it is believed that improving practices related to debriefing has the potential to influence learning outcomes, resulting in more meaningful learning for students so they can be better prepared to care for patients (Dreifuerst, 2010).

Evidence based practice, which is the use of theory-derived research-based findings is essential for purposes of enhancing optimal debriefing for quality clinical learning through incorporating research findings, the experts' experience, and beneficiary preferences (i.e. students) (Pintz, 2008). The learning that occurs during the process of translating research into practice is valuable information to capture and feedback into the process. Several different models and approaches to debriefing have been described in the literature, however, previous studies comparing different debriefing strategies are few and inconsistent in their results, generally focusing on one type of factor such as different types of technology, grouping or timing (Bilgin, Baek & Park, 2015).

It is contended that poorly executed debriefing can also result in unresolved negative emotions related to performance, and lost learning opportunities. Careful thoughtfulness to the characteristics of effective debriefing based on evidence for best practice when planning and implementing training can enhance success in achieving desired outcomes (Gururaja, Yang, Paige & Chauvin, 2015).

Recent Publications:

1. Bilgin, C.U., Baek, Y. and Park, H. (2015). How debriefing strategies can improve student motivation and self-efficacy in game-based learning. *Journal of Educational Computing Research*, 1-19. doi: 10.1177/0735633115598496
2. Dreifuerst, K.T. (2010). Debriefing for meaningful learning: Fostering development of clinical reasoning through simulation. Indiana University. PhD.USA
3. Dreifuerst, K.T. and Decker, S. (2012). Debriefing: An essential component for learning in simulation pedagogy. In P. R. Jeffries (Ed.), *Simulation in nursing education: From conceptualization to evaluation* (2nd ed., pp. 105-

JOINT EVENT

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129). New York, NY: National League for Nursing.

4. Gururaja, R.P., Yang, T., Paige, J and Chauvin, S.W. (2015). Examining the Effectiveness of Debriefing at the Point of Care in Simulation-Based Operating Room Team Training Advances in Patient Safety: New Directions and Alternative Approaches (3): 1-18.
5. Pintz, CISLMT-L. (2008). Decision-making in nursing: Thoughtful approaches for practice Sudbury, MA: Jones and Bartlett Publishers. pp. 145-158).

Biography

Hala Mohamed Mohamed Bayoumy was an Assistant Professor of Nursing in the College of Nursing Jeddah, King Saud Bin Abdul-Aziz University for Health Sciences; National Guard Health Affairs, Saudi Arabia in 2008. She has completed her DSc in the Faculty of Nursing at Cairo University with scholarship of joint supervision with Case Western Reserve University, Frances Bayne Bolton School of Nursing, USA in 2004; MSc from Faculty of Nursing at Cairo University in 1998 and BSc in the Faculty of Nursing at Cairo University in 1992. She has extensive knowledge of research methodologies and statistical packages (SPSS and Structural Equation Modeling programs). She is an Editorial Board Member for *International Journal of Nursing & Clinical Practices*. She is the Special Issue Editor of "Self Care Skills and Quality of Life of Patients" which was published under the *International Journal of Nursing & Clinical Practices*. She is a Reviewer for multiple journals published under Dove Publications: *Advances in Medical Education* and *Practice and Journal of Healthcare Leadership*.

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