



The Impact of Debriefing Following Nursing Assessments

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Abstract

Nursing curriculums are demanding programs which may precipitate intense feelings of worry, tension, and stress in nursing students(Perpetua Moreire & Ferreira Furegato, 2013). The impact of these feelings can hinder their self-efficacy. Furthermore, their well-being may have a long-term effect transferrable to patient care(Jun & Lee, 2017). It's important to seek out ways to reduce these negative feelings and further support the mental health of nursing professionals. Debriefing experiences are used as they provide emotional support. Debriefing is a stress reduction technique that allows individuals to express and reflect upon their performance in a safe, non-judgmental space.

The goal of this research is to develop a comprehensive study on the impact of debriefing after nursing assessments.

Experimental Plan

1. Class roster used to randomize an experimental group and a control group
2. Class has an exam
3. Groups will take part in debriefing session (*Independent Variable*)
4. Post self-assessment (*Dependent Variable*)

Experimental Group (A)

- 3D model of debriefing session

Control Group (B)

- Unstructured debriefing session

PICO Question

For nursing students, immediately after taking an exam (P), how does a 3D model of debriefing (I) compare with an unstructured debriefing method (C) reduce self-reported stress and instill self-reported confidence as measured by a post debriefing survey.

Results

Group Statistics

	Which group were you in?	N	Mean	Std. Deviation	Std. Error Mean
Use the slider to indicate how you resonate with the given statements. - I feel run down and drained of physical and/or emotional energy.	Group A	5	32.8000	22.86263	10.22448
	Group B	6	47.6667	16.86021	6.88315
Use the slider to indicate how you resonate with the given statements. - I feel that I am achieving less than I should.	Group A	5	68.8000	21.75316	9.72831
	Group B	6	66.5000	23.99792	9.79711
Use the slider to indicate how you resonate with the given statements. - I feel under an unpleasant level of pressure to succeed.	Group A	5	30.6000	31.98124	14.30245
	Group B	6	25.5000	18.21812	7.43752
Use the slider to indicate how you resonate with the given statements. - I feel that there is more work to do than I practically can do.	Group A	5	50.6000	36.08047	16.13567
	Group B	6	38.3333	25.84312	10.55041
How do you feel right now? - I'm feeling...	Group A	5	21.0000	18.93410	8.46759
	Group B	6	19.5000	10.21274	4.16933

Test Statistics^{a,b}

	Use the slider to indicate how you resonate with the given statements. - I feel run down and drained of physical and/or emotional energy.	Use the slider to indicate how you resonate with the given statements. - I feel that I am achieving less than I should.	Use the slider to indicate how you resonate with the given statements. - I feel under an unpleasant level of pressure to succeed.	Use the slider to indicate how you resonate with the given statements. - I feel that there is more work to do than I practically can do.	How do you feel right now? - I'm feeling...
Chi-Square	2.700	.034	.075	.000	.008
df	1	1	1	1	1
Asymp. Sig.	.100	.854	.784	1.000	.927

a. Kruskal Wallis Test

b. Grouping Variable: Which group were you in?

$p > 0.05$

Kruskal-Wallis Test

	Ranks		
	Which group were you in?	N	Mean Rank
Use the slider to indicate how you resonate with the given statements. - I feel run down and drained of physical and/or emotional energy.	Group A	5	4.20
	Group B	6	7.50
	Total	11	
Use the slider to indicate how you resonate with the given statements. - I feel that I am achieving less than I should.	Group A	5	5.80
	Group B	6	6.17
	Total	11	
Use the slider to indicate how you resonate with the given statements. - I feel under an unpleasant level of pressure to succeed.	Group A	5	6.30
	Group B	6	5.75
	Total	11	
Use the slider to indicate how you resonate with the given statements. - I feel that there is more work to do than I practically can do.	Group A	5	6.00
	Group B	6	6.00
	Total	11	
How do you feel right now? - I'm feeling...	Group A	5	6.10
	Group B	6	5.92
	Total	11	

Note: sample size was small (limitation)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Use the slider to indicate how you resonate with the given statements. - I feel run down and drained of physical and/or emotional energy.	Equal variances assumed	.382	.552	-1.243	9	.245	-14.86667	11.96189	-41.92635	12.19302
	Equal variances not assumed			-1.206	7.255	.266	-14.86667	12.32549	-43.80538	14.07205
Use the slider to indicate how you resonate with the given statements. - I feel that I am achieving less than I should.	Equal variances assumed	.551	.477	.165	9	.873	2.30000	13.94371	-29.24286	33.84286
	Equal variances not assumed			.167	8.902	.871	2.30000	13.80664	-28.98507	33.58507
Use the slider to indicate how you resonate with the given statements. - I feel under an unpleasant level of pressure to succeed.	Equal variances assumed	1.810	.211	.333	9	.747	5.10000	15.30646	-29.52562	39.72562
	Equal variances not assumed			.316	6.099	.762	5.10000	16.12069	-34.19115	44.39115
Use the slider to indicate how you resonate with the given statements. - I feel that there is more work to do than I practically can do.	Equal variances assumed	2.128	.179	.657	9	.527	12.26667	18.65991	-29.94497	54.47831
	Equal variances not assumed			.636	7.111	.545	12.26667	19.27877	-33.17593	57.70926
How do you feel right now? - I'm feeling...	Equal variances	2.347	.160	.168	9	.870				21.69139
				.159	5.897	.879				24.69270

A value greater than .05 means that the variability in the two conditions is about the same. The scores in one condition do not vary too much more than the scores in your second condition.

Significant number is larger than 0.05 meaning there was no statistical significance.

Participant Commentary

"This debriefing after the exam **helped alleviate some stress** prior to taking the OSCE next."

"I am **thankful** for this time to discuss. It was **helpful** for me to talk with others and discuss the study techniques. Thanks for putting this together! I am interested to read up on the results to better prepare for exams and destress before exams:)"

"It felt like a **needed therapy session**, I'm not the only one."

Moving Forward

- Continue research in peer-led debriefing
 - Clinical debriefing experience
 - Research class
- Obtain larger class size
- Conduct during in school session
- Look into evidence-based practice of academic stress relief
- CASE program 2019



Thank You!

Professor Brennan

Dr. Sexton-Radek

Dr. Westbury

Dr. Goetz

Professor Scanlon