

47th Global Nursing & Healthcare Conference

March 01-03, 2018 | London, UK

Exploring the experiences of nursing students in debriefing: A qualitative study

Wafaa Elarousy, Jennifer DeBeer and Hend Alnajjar

King Saud bin Abdulaziz University for Health Sciences, Jeddah, Saudi Arabia

Background: Debriefing is a process involving the active participation of learners, guided by a facilitator or instructor whose primary goal is to identify and close gaps in knowledge and skills. It promotes understanding and supports transfer of knowledge, skills and attitudes with focus on safe and high quality of patient care. Our college students' qualitative survey of fall semester academic year 2015-2016 for many clinical courses included negative feedbacks that reported by students related to debriefing period. So, the aim of the study is to explore in depth the experiences of nursing students in debriefing through a qualitative design. A debriefing task force committee was developed by College Quality Unit and the results of the current study will help the work of this committee.

Methodology: The study was conducted at College of Nursing – Jeddah, King Saud Bin Abdulaziz University of Health Sciences and included nursing students who enrolled in clinical courses using convenient sampling technique. A qualitative research design was used as the researchers believe that qualitative research will achieve the objective. Focus group discussion was used until saturation of information is achieved on the topic. Using the recorded interviews and transcription verbatim, analysis is done using content analysis.

Results: The participants within this study highlighted that learning from shared experiences of colleagues was a factor that promoted a positive attitude towards debriefing. On the other hands, long clinical days were the most prominent barrier to debriefing and debriefing sessions included that same content that was discussed in the clinical are and nothing new was added in order to promote learning during debriefing:

Conclusion: Identifying the advantages and barriers of debriefing from students' prospective is a first step toward strategies for improving debriefing.

Key words: debriefing, student nurses, qualitative study

Biography

Dr. Wafaa Elarousy is assistant professor, pediatric nursing, Chair of the Student Research Unit, college of nursing – Jeddah, King Saud bin Abdulaziz University for health Science since Academic year 2009 -2010 till now. Dr. Wafaa Elarousy completed her master degree and her PhD in Pediatric nursing from the college of nursing, Alexandria University, Egypt. She has a position of Assistant professor in the same college. She has 16 publications, her research interest: In the area of neonatology, adolescents' health, child abuse and neglect, pediatric simulation and nursing education.

Notes: