

Quotes from debrief

Discovering my weak points when I thought I was at the top of my game was depressing but it was a relief to know I could do better

I enjoyed the debrief after the scenario as I was reflecting what went wrong and right

The feedback from my patient and the debrief were really useful and will help me in future practice.

The debrief has helped me to become more aware of mental health and physical needs

I feel taking part in the event and debrief improved my confidence and decision-making and my skills in recognising when escalation is needed

I have gained insight into my own ability and what areas I need to make improvements on. I also know I need to improve my acute knowledge

Generation Z: student nurse experiences of learning through immersive theatre

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Background

- **The use of reflective practice and feedback has always been an important aspect of nurse education.**
- One of the biggest challenges with simulated learning is to provide a robust debrief/feedback for all students to ensure learning and safe practice (Neill & Wotton, 2011).
- A qualitative study with third year nursing students set in an immersive hypothetical crisis explored the value of self-reflection, patient and staff feedback, and the benefits of debriefing in small groups immediately following an intense, realistic situation. The Immersive theatre event was designed to consolidate learning and prepare students for transition into practice pre-qualifying.
- The aim of the intervention was to improve student communication, decision making and problem-solving skills and to reduce the gap between mental and physical health in current practice through reflection, feedback and debrief.

Debrief

- Through guided reflection and debrief learners can reconstruct existing knowledge and create new insights into areas for personal and professional development (Neill and Wotton, 2011).
- The authenticity of the event and realism elicited the students own cognitive and emotional responses and acted as a catalyst to evoke a deeper level of reflection and analysis (Kolb, 2014).
- Through the debrief, students were able to understand barriers to delivering person centered care (NMC, 2019).

Conclusion

This approach to feedback allowed students to consider alternative perspectives, identify gaps in knowledge, reflect on personal behaviours, and recognise areas for further development.

References

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