

DML Model

Debriefing for Meaningful Learning

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PURPOSE:

Links simulation directly to Tanner's Clinical Judgment Model, emphasizing reflective thinking and integration of theory into practice.

PHASES:

- **Engage:** Student performance worksheet = what went well and what did not.
- **Explore:** Thinking-in-action and thinking-on-action of learners' decision-making.
- **Explain:** Guide to connect their experience to evidence, standards, and theory.
- **Elaborate:** Encourage application to future clinical situations.
- **Evaluate:** Reflect on what has changed, including new insights, clearer reasoning, and correct knowledge to support future performance.
- **Extend:** Uses "what-if" questions to promote Thinking-Beyond-Action, helping learners anticipate and prepare for future clinical scenarios.

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Best Used For:

- ❖ Undergraduate and graduate nursing students
- ❖ Scenarios emphasizing clinical judgment, reflection, and reasoning



- Use Tanner's four domains (Noticing, Interpreting, Responding, Reflecting) to shape your questions and tie outcomes back to nursing judgment.