



Dear Students,

We are conducting a research study to explore the potential link between debriefing and metacognition for students enrolled in their third year with the Faculty of Nursing at the University of Calgary. Metacognition is thinking about thinking. It is an important skill to develop as a nurse. This skill supports the development of clinical judgement necessary to inform safe care. This study has been approved by the University of Calgary Conjoint Health Research Ethics Board.

Participation in this study involves completion of a web-based questionnaire about metacognitive awareness. The Metacognitive Awareness Inventory will take about 15 minutes to complete. After 2-weeks you will participate in an educational escape room, which is expected to take 30 minutes to complete. An educational escape room is a live-action, team-based activity, where you will search for clues and solve problems related to nursing content. Participants will participate in a debriefing session following the escape room, which is anticipated to take 30 minutes. Following your participation in the escape room/debriefing you will complete a second Metacognitive Awareness Inventory.

Participation in this study is completely voluntary and you may refuse to participate altogether, may refuse to participate in parts of the study, may decline to answer any and all questions, and may withdraw from the study at any time without penalty. Your decision to participate or not participate will not affect your grade in the class and your instructor will be unaware of who is participating.

In appreciation of your time commitment, participants will receive a Tim Horton's gift card (\$10).

If you are interested in participating or have further questions, please contact Tracey Clancy via email ([tclancy@ucalgary.ca](mailto:tclancy@ucalgary.ca)) or phone (403-210-9678). We will then send you a confirmation email and provide you with further information concerning the study.

Sincerely,  
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**Ethics ID:** REB20-0565

**Study Title:** Exploring the Influence of Debriefing on Metacognition in Undergraduate Students

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