ASSESSMENT OF CLINICAL DECISION-MAKING MODELS AND SKILLS IN NURSING NEW GRADUATES IN A MEXICAN UNIVERSITY

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Methods

Mentorship
In analytical stages and solving intuitive problems, it is used to describe the CDM process focusing on critical thinking skills, reflection, clinical judgment, and problem solving (Tiffen, Corbridge, Slimer, 2014).

CDM skills are developed in new nursing graduates as they face challenges in responding to challenging patient health problems, new technologies, and complex health care environments (AL-Dossary, 2013). It has been suggested that novice nurses tend to use analytical models in their decision-making processes, which are characterized as being more structured, slow, and often based on only a partial view of the total situation. (Benner & Tanner, 1987; Bjørk & Hamilton, 2011).

Lauri and Salanterä (2002) proposed four CDM models based on cognitive continuum theory (Hammond, 2000), and Benner’s model outlining the stages of clinical competence (1984). Include a fully analytical model, a fully intuitive model, an analytical-intuitive model, and an intuitive-analytical model. In addition, they identified four stages of the CDM process (Figure 1).

In Mexico, bachelor nurses spend the first year after graduation providing social service, but usually it doesn’t include structured orientation and mentorship.

Purpose

The purpose of this study was to describe the cognitive models and skills used by new graduates in their social service, to guide their clinical decision-making during the four stages of the CDM process.

Methods

A descriptive cross-sectional design was used.

The sample: 119 new nursing graduates in their one year of social service. They completed the “Nursing Decision-Making Instrument” (Lauri & Salanterä, 2002), with 56 items ranked on a Likert scale to describe the predominant cognitive models used during the four stages of the CDM process, and to provide a measure of CDM skills (ranging from 0-224).

Results

Figure 1. Clinical decision making stages

Figure 2. Predominant cognitive model in clinical decision making

Figure 3. Predominant cognitive model by stage of clinical decision making

Table 1. Predominant cognitive decision making skills

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Dirección General de Asuntos del Personal Académico de la UNAM. Project PAPIIT IN302614 Problem solving and clinical decision making in nursing graduates. The perspective of reflective practice.

Conclusions

This study suggest that the primary analytical model used by the new graduates was the analytical-intuitive model, consistent with the stages of clinical competence proposed by Benner (1984).

The finding of low CDM skills in identifying patient problems suggests that basic and continuing nursing education programs should focus on helping students and new graduates learn to use clinical data to identify priority problems and plan patient care.

Also they need guidance to progress using more intuitive models so they can better recognize patterns and initiate nursing actions to solve complex patient problems.

Teaching strategies such as problem-based learning, case studies and simulated clinical experience can help them to develop more effective CDM skills and cognitive models.

Mentorship could support their professional development as critical thinkers who incorporate effective CDM models.

References


