Comparing Students’ and Faculty Scores of Clinical Judgment during Human Patient Simulation

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Continuing Nursing Education

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• Conflict of Interest
  – Haley Strickland, Michelle Cheshire and Alice L March report no conflicts of interest
  – Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
  – Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

• Successful Completion
  – Attend 90% of session
  – Complete online evaluation
Upon completion of this presentation, participants will be able to:

1. Discuss the benefits of assessing clinical judgment during simulation
2. Interpret the research findings
3. State the implications of findings for nursing education
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Presentation Outline

- Why assess clinical judgement in simulation
- Findings of research questions
- Implications for Nurse Educators
- Subsequent research
Why Simulation?

- Increases in student enrollment
- Low-availability of clinical sites
- Shortage of nurse educators
- Patient safety
- Incorporation of technology into curriculum
- Development of clinical judgment skills
What is Clinical Judgment?

The ability to recognize the relevant aspects of a clinical situation, interpret the meaning, and respond appropriately to provide optimal patient outcomes

Tanner (2006)
Benefits of Assessing Clinical Judgment during Simulation

- Safe environment
- Faculty to student ratio
- Clinical performance
  - Situational responses
  - Critical thinking skills
Research Question

- What is the relationship
  - between the students’ self-assessment of clinical judgment skills
  - and faculty’s assessment of clinical judgment skills
  - assessed during human patient simulation?
Sample

- IRB Approval
- Convenience Sample
  - Third semester of traditional BSN program
- Sample Size
  - Recruited 99 students
  - 94 completed the study
  - Sex/Ethnicity
Methods

- Quantitative Instrument:
  - Lasater Clinical Judgment Rubric (LCJR)
**Findings**

*Correlation between Faculty Assessment Score and Students’ Self-Assessment Score*

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<th>Self-Assessment Score</th>
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*Correlation significant at 0.05 level (2-tailed)
Implications for Nursing Education

- Use of standardized tool to measure clinical judgment skills
  - Quantify performance
  - Self-assess/reflect

- Linkage between clinical judgement and outcomes scores

- Benefit of experiential education using HPS
Limitations

- Convenience sample
- Homogeneity of participants
- Student workload
- Content area
Recommendations for Future Research

- Replication
  - Multiple sites
  - Content areas

- Longitudinal study following a cohort of students throughout the curriculum/into nursing practice
Conclusion
Questions