USING INDIVIDUAL SIMULATION TO PROMOTE CLINICAL REASONING AND PRIORITIZATION WITH UNDERGRADUATE NURSING STUDENTS

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INACSL is an accredited ANCC provider.
DISCLOSURES

Conflict of Interest

• Laura Kubin reports no conflict 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
OBJECTIVES

Upon completion of this presentation, participants will be able to:

1. Discuss the purpose of the study and simulation
2. Discuss the simulation methodologies
3. Discuss the outcomes of study results
INDIVIDUAL SIMULATION

The purpose of this study was to determine the effectiveness of individual simulation activities on the development of clinical reasoning.
METHODOLOGY

• Each student is assigned to two simulated patients
• Students have 30 minutes to assess and gather information
• Students debrief in groups of 5
  – Report on individual patients to each other
  – Prioritize top 5 patients from highest to lowest priority
Tyler Dryer MR#2141978
DOB: 05/31/2000

Physical Exam:
Ask for specifics from faculty member.

Forearm burn
Click on speaker to hear breath sounds
RESULTS

Study results to be presented
I feel it helps me to know where I need to focus in the future in respect to assessment skills and getting as much information as possible about the patients.

It was a great learning experience. It really allowed us to apply what we learned in class/clinical.

This was the first time I did my simulation myself. It was fun and I had a lot to learn.

Good. It helped me see where I’m lacking in prioritizing and focusing.

It was a great learning experience. I was able to assess my baseline knowledge: what I’m weak on and how to prioritize.
LESS POSITIVE STUDENT FEEDBACK

I would have liked to have feedback on my assessment findings before entering deliberation.

The actual assessment was difficult, just being in the simulated environment, but the group prioritizing was really helpful.

It made me feel very inadequate. It was hard to ask the assessment questions – I felt out of my element.

I liked it, but would have liked immediate feedback.
REFERENCES


QSEN Teaching Strategies: Utilizing SBARR: Using Peer Reviewers in a Low-Fidelity Lab Exercise
Libba Reed McMillan, RN PhD
Assistant Professor, Auburn University School of Nursing

Adapted Tools: Self-Assessment Evaluation of SBARR Communication & Student Evaluation (Peer Review) of SBARR Communication
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