

Transforming Nursing Education: Using Clinical Peer Mentoring to Improve Clinical Reasoning

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Introduction

NCSBN survey found that over a 5 year period:

- ~50% of American nurses nationwide were involved in patient care errors.
- ~65% of these errors were attributable to poor clinical reasoning skills.
- ~**ONLY** 20% of employers were happy with the decision-making skills of their novice nurses.

Background

Clinical reasoning is the “ability to interpret a patient’s needs, concerns or health problems and/or the decision to take action, use or modify standard approaches or improvise new ones as deemed appropriate by the patient’s response.”

NCSBN conducted long-term research to include the assessment of a candidate’s clinical reasoning skills as a critical component of the NCLEX-RN.

AACN “having content knowledge alone is not sufficient to foster clinical reasoning skills.” Clinical experiences which provide consistent opportunities for students to grow their clinical reasoning abilities are needed.

One of the ways to engage novice student nurses and enhance their clinical learning is through clinical peer mentoring.



Purpose

Design and implement a clinical peer mentoring program in hopes of reinforcing the skill of clinical reasoning among novice nursing students at the clinical site.



Intervention

Developed with Tanner’s Model of Clinical Judgement.

Two groups of 8 students had peer mentor and 10 did not.

Two senior mentors were hired to work with novices in clinicals.

Trained how to use clinical reflection guide. (see handout)

Pre and post assessment of clinical reasoning of student group was completed.

Findings

Non-CPM Group

Pretest	Posttest
Background 75/78 (96.1%)	Background 70/70 (100%)
Noticing 14/78 (17.9%)	Noticing 15/70 (21.4%)
Interpreting 8/78 (10.2%)	Interpreting 15/70 (21.4%)
Responding 8/78 (10.2%)	Responding 11/70 (15.71%)

CPM Group

Pretest	Posttest
Background 14/15 (93.3%)	Background 15/15 (100%)
Noticing 3/15 (20%)	Noticing 11/15 (73.3%)
Interpreting 2/15 (13.3%)	Interpreting 11/15 (73.3%)
Responding 2/15 (13.3%)	Responding 11/15 (73.3%)

Results

Both groups had similar results on the pre-test.

Post test results showed that students in both groups were able to recognize pertinent patient background. However, the mentored group showed a greater ability to notice changes in patient status, interpret the assessment data correctly and respond appropriately.

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