Title:
Clinical Judgement in Baccalaureate Pre-Licensure Nursing Students

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Session Title:
Clinical Skills Assessment
Slot:
E 02: Saturday, April 9, 2016: 1:15 PM-2:30 PM
Scheduled Time:
1:55 PM

Keywords:
assessment , clinical decision making and clinical judgement

References:
Adamson, K. A., Kardong-Edgren, S., & Willhaus, J. (2013). An updated review of published simulation evaluation instruments. Clinical Simulation in Nursing, 9, e393-e400. doi.10.1016/j.ecns.2012.09.004 Ashcraft, A. S., Opton, L., Bridges, R. A., Caballero, S., Veesart, A., & Weaver, C. (2013). Simulation evaluation using a modified Lasater Clinical Judgment Rubric. Nursing Education Perspectives, 34, 122-126. Ashley, J., & Stamp, K. (2014). Learning to think like a nurse: The development of clinical judgment in nursing students. Journal of Nursing Education, 53, 519-525. doi.10.3928/01484834-20140821-14 Benner, P. (1984). From novice to expert: Excellence and power in clinical nursing practice. Menlo Park, CA: Addison-Wesley. Blum, C. A., Borglund, S., & Parcells, D. (2010). High fidelity nursing simulation: Impact on student self-confidence and clinical competence. International Journal of Nursing Education Scholarship, 7 (1), 1-14. doi.10.2202/1548-923X.2035 Jensen, R. (2013). Clinical reasoning during simulation: Comparison of student and faculty ratings. Nurse Education in Practice, 13, 23-28. doi.10.1016/j.nepr.2012.07.001 Johnson, E. A., Lasater, K., Hodson-Carlton, K., Siktberg, L., Sideras, S., & Dillard, N. (2012). Geriatrics in simulation: Role modeling and clinical judgment effect. Nursing Education Perspectives, 33, 176-180. doi.10.5480/1536-5026-33.3.176 Lasater, K. (2007). Clinical judgment development: Using simulation to create an assessment rubric. Journal of Nursing Education, 46, 496-503. Lasater, K., Johnson, E. A., Ravert, P., & Rink, D. (2014). Role modeling clinical judgment for an unfolding older adult simulation. Journal of Nursing Education, 53, 257-264. doi.10.3928/01484834-20140414-01 Mariani, B., Cantrell, M. A., Meakim, C., Prieto, P., & Dreifuerst, K. T. (2013). Structured debriefing and students' clinical judgment in simulation. Clinical Simulation in Nursing, 9, 147-155. doi.10.1016/j.ecns.2011.11.009 Schlairet, M. C., & Fenster, M. J. (2012). Dose and sequence of simulation and direct care experiences among beginning nursing students: A pilot study. Journal of Nursing Education, 51, 668-675. doi.10.3928/01484834-20121005-03 Tanner, C. A. (2006). Thinking like a nurse: A research-based model of clinical judgment in nursing. Journal of Nursing Education, 45, 204-211.

Abstract Summary:
Sound clinical judgement is essential to the delivery of quality, safe nursing care. Assessing clinical judgement is a daunting challenge but a necessity for nurse educators. This activity describes an evidence based means of assessing clinical judgement in nursing students using the Lasater Clinical Judgment Rubric in the clinical setting.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to describe the use of the Lasater Clinical Judgement Rubric (LCJR)	The theoretical foundation and development of the LCJR will be presented. Findings from the

as a method of assessing clinical judgment in nursing students.	presenter's research will be shared to provide evidence that the LCJR can be used in the clinical practice setting as well as the simulation setting as previous research suggests.
The learner will be able to integrate the use of the LCJR in their curriculum as a means of assessing students' clinical judgement.	A practical approach to the implementation of the LCJR will be discussed as demonstrated in the presenter's research study.

Abstract Text:

Good clinical judgement is an essential component of clinical competence to ensure the delivery of quality, safe nursing care. Health care administrators and experienced nurses have voiced concerns that novice nurses lack the clinical judgement necessary for entry into practice. Therefore, nurse educators have the responsibility to foster clinical judgement development in nursing students and to assess its adequacy. There is a lack of evidence-based tools to evaluate students' clinical performance and more specifically clinical judgement.

This descriptive, comparative study described and compared the clinical judgement of junior and senior baccalaureate pre-licensure nursing students in the clinical setting using the Lasater Clinical Judgment Rubric (LCJR). Tanner's Integrative Model of Clinical Judgement (IMCJ) provided the theoretical foundation for this study and the development of the research instrument. The clinical judgement of 75 junior and 61 senior baccalaureate, pre-licensure nursing students was assessed by clinical faculty using the LCJR in the medical-surgical clinical setting at the end of one semester. Statistical methods used to analyze the data included descriptive statistics, independent t-tests, and multivariate analysis of variance.

Senior baccalaureate, pre-licensure nursing students were found to have significantly higher total and subscale scores of clinical judgement on the LCJR than junior baccalaureate, pre-licensure nursing students. Additional analyses revealed that both junior and senior students with health care work experience had higher clinical judgement scores than students not working in healthcare.

The findings of this study contributed to the growing body of nursing knowledge about clinical judgement, Tanner's IMCJ, and Lasater's LCJR. Utilization of findings could guide teaching-learning strategies to foster clinical judgement development in nursing students and ultimately produce better prepared novice nurses for the practice setting. Findings from this study provide nurse managers valuable information about the level of clinical judgement of the new graduate nurse. This information can provide direction as to the content and length of mentored preceptorships programs and the type of unit a novice is best suited.