

# Welcome

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

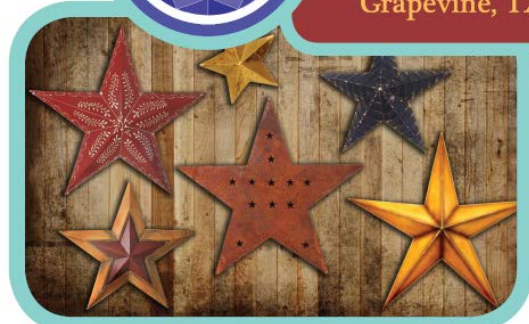
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Dr. Michelle Cheshire  
Dr. Alice L. March  
INACSL CONFERENCE, 2016

INACSL  
CONFERENCE,  
2016



June 15-18, 2016

Gaylord Texan  
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Grapevine, TX



## 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



# Objectives

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

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THE UNIVERSITY OF ALABAMA  
CAPSTONE COLLEGE OF NURSING



# 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



**SIMULATION**



# 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*

		Faculty Assessment Score	Self-Assessment Score
Faculty Assessment Score	Pearson Correlation	1	.314*
	Sig. (2-tailed)		.030
	N	48	48
Self-Assessment Score	Pearson Correlation	.314*	1
	Sig. (2-tailed)	.030	
	N	48	48

\*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





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