

Title:

Clinical Judgment and Simulation in an Associate Degree Nursing Program

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Session Title:

Strategies in Simulation

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Keywords:

Clinical Judgment, Nursing education and Simulation

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Abstract Summary:

Traditional clinical has long thought to increase clinical judgment in nursing students, but does simulation? Using a quasi-experimental retrospective design, two cohort's ATI 2010 clinical judgment scores were examined. Using a t-test, the clinical judgment scores were evaluated. The cohort exposed to simulation had a statistically higher clinical judgment score.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Explain the significance of clinical judgment and simulation in nursing education	Simulation significance as the learning activity relates to nursing student clinical judgment

Examine implications of simulation and the development of clinical judgment in nursing education	How simulation develops clinical judgment skills in nursing students
Examine other nursing topics and simulation would enhance in nursing education	Simulation can enhance personal comfort and psychological nursing skills in the nursing student

Abstract Text:

Purpose: The purpose of this project was to examine the effect of simulation on the clinical judgment levels of Associate Degree Nursing (ADN) students. An assessment tool, RN Fundamentals ATI 2010 was used to measure and compare the clinical judgment scores of cohort 1 and cohort 2. Cohort 1 did not have any simulations during the first year of nursing school but had classroom activities, skills, and traditional clinical. Cohort 2 experienced the same as cohort 1 but had a series of simulations in addition to the instructional activities.

Methods: A quasi-experimental retrospective design was determined to be the most appropriate research design due to the ethical considerations noted for the participants in this project. A quasi-experimental design was selected because the sample could not be randomized. Also, the manipulation of the dependent variable fit well with a quasi-experimental design. The measurement tool was selected to coincide with the research design. The RN Fundamentals ATI 2010 was chosen as the measurement tool for the project.

Data: Data were analyzed using the University of Georgia Statistical Consulting Center. Using the composite clinical judgment scores retrieved from the RN Fundamentals ATI 2010 from both cohort 1 and cohort 2, a two sample or non-paired t-test was used to evaluate the data. The results of the t-test answered the project question of whether simulation increased clinical judgment scores.

Results: The results of the project were that there was a statistically significant difference in scores between cohort 1 and cohort 2. Cohort 2 had a higher statistically significant clinical judgment score over cohort 1.

Conclusion: Recommendations based on the findings of the capstone project focused on additional research in the area of simulation. Nursing educators and leaders need to examine the ratio of traditional clinical and simulation in the nursing education realm. Is traditional clinical education still a necessary component of nursing education? Besides, further research in the elements in any given simulation, length of simulation, and preparation of the student for simulation, the effect on clinical judgment and the other subcategories of RN Fundamentals ATI 2010 examination warrant additional follow up.