A DESCRIPTIVE PHENOMENOLOGICAL STUDY OF NURSING STUDENT EXPERIENCES OF CLINICAL DATA USE IN CLINICAL ROTATIONS

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FOCUS OF INQUIRY

• Need student readiness to enter nursing workforce
• Need effective clinical learning experiences
• Importance of clinical rotations
• Clinical data important for learning clinical judgment
• Clinical data important for competency development

LITERATURE

• Clinical Judgment Model
• Purpose of clinical learning
• Evaluation of clinical learning environments
• Perceptions of clinical learning
• Clinical models
• Settings/strategies for clinical learning
• “Clinical data” & related competencies
• Types/foci of clinical rotations
• Simulation vs. clinical rotations
• Student experiences with EHRs

Gap
(a) Nursing student perceptions of impact of clinical data use on nursing education
(b) Nursing student experiences of clinical data use in clinical rotations

DEFINITIONS:
Clinical data - Patient-care centered information such as assessment findings, labs or health history.
Clinical rotations - Clinical nursing education experiences that do not take place in a nursing program’s labs or classrooms

PHILOSOPHY AND METHODS

• Assumptions
  • The experience of using clinical data in clinical rotations creates the phenomenon of interest
  • Each student is the expert on the phenomenon as experienced from his or her perspective.

Husserl’s Descriptive Phenomenology
• Qualitative, exploratory
• Pure descriptions of perception represent experience, experience is the true origin of knowledge
• In-depth interviews

Sample

18 participants
Mean age = 23 years
1 male & 17 females
Junior or senior level
Had completed at least one clinical course
Mean number of clinical courses completed = 3.167

RESEARCH QUESTION

“What are the experiences of nursing students with using clinical data in clinical rotations?”

Aim - to describe the student nurses’ perceptions of their use of clinical data in clinical rotations
Aim - to describe how the students perceive their use of clinical data impacts their nursing education

DISCUSSION

• Students want/need help learning how to use clinical data
• Students recognize the usefulness of clinical data and the ways that it makes sense
• Nursing students perceive themselves to be outsiders looking in
• Development of emotional intelligence
• Relationship building and professional role socialization
• Support and extension of Clinical Judgment Model