

HEALTH AS EXPANDING
CONSCIOUSNESS:
PATTERNS OF CLINICAL REASONING IN
BACCALAUREATE NURSING STUDENTS



Mary Woltemate Stec PhD, RN
Nursing Education Research Conference
April 20, 2018

Objectives

- Understand the theory of Health as Expanding Consciousness
- Apply the meaning and evolving pattern of clinical reasoning in designing clinical experiences for baccalaureate nursing students
- Integrate pattern recognition into clinical teaching to foster the development of clinical reasoning in baccalaureate nursing students
- Provide opportunities for students to integrate knowledge and gain insight through interaction with members of the interdisciplinary team
- Disclosure
 - Mary Woltemate Stec PhD, RN, CNE
 - Assistant Professor: Temple University
 - The author has not received any commercial or sponsorship support

Purposes of the Study

- In prelicensure senior baccalaureate nursing students:
 - Use the theoretical framework of Health as Expanding Consciousness (HEC) and Research as Praxis methodology (Newman) to explore the development of clinical reasoning.



- Describe the evolving pattern and explore the meaning of clinical reasoning in prelicensure baccalaureate nursing students.

Background

- Carnegie Foundation Study
 - Clinical reasoning is a necessary skill of professional nurses
- Forum for the Future of Nursing
 - Members included representatives of the Robert Wood Johnson Foundation and the Institute of Medicine
- National League for Nursing Task Force
 - Core competency of Nurse Educators is to create learning environments to develop clinical reasoning

Literature Review

- Clinical reasoning is a process (Tanner, 2006)
 - The nurse makes a judgment after reviewing alternative solutions
 - Recognition of patterns
- Multidimensional process (Banning, 2008)
 - Essential component of competence in healthcare practice
 - Involves metacognition
 - Demonstrated more often in experienced nurses
- Clinical judgment and clinical decision-making contribute to clinical reasoning (Levett-Jones et al., 2010)
 - Novice nurses differed from experienced nurses in ability to recognize important cues about a patient situation and predict a possible patient complication and intervene

Concept Analysis

- Researched health care professionals:
 - Nursing, Medicine, Occupational, Physical and Speech therapies
- Clinical reasoning
 - Is as active cognitive process where the health care professional recognizes existing patterns and frames the situation with integration of domain knowledge, thinks of alternative competing hypotheses while reflecting on past experiences to make an effective decision to optimize patient outcomes (Stec, 2010)
- Pattern
 - Major attribute

Theoretical Framework

- Margaret Newman's theory of Health as Expanding Consciousness
- Newman visualizes expansion of consciousness as occurring on a continuum in people's lives and expands with increasing complexity
- Pattern is a central concept of the theory

Choice Point

- In the continuum of life, choice points exist and are represented by a pattern of chaos
- Choice points provide an opportunity for pattern recognition and expansion of consciousness
- Each individual has the potential to gain insight into one's patterns through expansion of consciousness

Sample and Setting

- Purposive sample
 - Enrolled in senior year of CCNE accredited program
 - Seven participants
 - All had passing grades
- Demographics
 - Ages 21-33
 - Six female, one male
 - English primary language

Data Collection

- Research as Praxis Protocol (Newman)
 - Established mutuality between the researcher and participant
 - Focused on meaningful aspects for the participant's life
 - Open ended questions
 - Organized data in a written narrative
- Three contact sessions : Digitally recorded 30-60 minutes
 - Initial
 - Signed consent
 - Completed demographic data
 - Responded to open-ended questions
 - Follow-up
 - Verified data
 - Conclusion
 - Shown the written narrative

Data Analysis

- Compiled Patterns of how participants made decisions
 - Analyzed data and compared to HEC theory
 - Stepwise approach
 - Units of data were analyzed for heuristic relevance and evaluated for meaning
 - Similar patterns were categorized, coded and recorded on index cards
 - Trustworthiness
 - Compared transcript to researcher's field notes
 - Participants affirmed accuracy of the transcripts and that written narrative was accurate representation
 - Audit trail
 - Depicts how data were reduced to patterns

The Evolving Patterns

- **Relating**
 - When one person connects with another in an interacting rhythm and learns the pattern of one another (Newman)
- **Knowing**
 - The interaction and the gaining of insight into another's pattern
 - Individuals are recognized by their patterns of consciousness
- **Decision-making**
 - The interpenetration of patterns to have the potential for action
 - As one gains insight into the pattern of another,

Pattern of Relating

- Importance of relationships
- Facilitates a connection
 - College
 - Patients
 - Faculty
 - Preceptor
 - Interdisciplinary team member
- Interaction and connection
 - Assisted in the transformative process
- Facilitates expansion of consciousness



Pattern of Knowing

- Apply knowledge learned in multiple and varied interactions to gain insight
 - Connection promoted the interaction
- Enhanced knowledge
 - Instructors
 - Preceptors
 - Interdisciplinary team members
- Understand the present patient situation
 - Build knowledge for future patient interactions
- Progress through the curriculum
 - Build a body of knowledge of patterns for future interactions



Pattern of Decision-Making

- Using insight
 - Make a choice and affect a transformation
- Personal Transformation
 - Explored nursing as a profession
 - Type of program
 - Career opportunities
- Facilitate transformation
 - Pattern recognition
 - Expand consciousness to make a
 - Choices



Clinical Reasoning

The Evolving Pattern

- Maturing process over time
- Decision-making process
 - Career
 - College choice
 - Action to affect a patient outcome
- Clinical reasoning process
 - Gaining insight
 - Interactions
 - Curriculum that promoted growth

The Meaning

- Establishing a relationship
- Form a connection in a trusting relationship
- Gain information to make a decision
- Affect a patient transformation

Findings Compared to HEC

- Health as Expanding Consciousness(HEC)
 - Findings consistent with Newman's theory
- Expansion of consciousness
- Expands with increasing complexity over time
 - Study participants expanded their thinking through multiple clinical experiences over time
- Pattern Recognition
 - Interaction
 - Insight
 - Alterations in patterns
 - “gut feeling”
 - “little voice”
 - Interaction with interdisciplinary team members
 - Witness a pattern of thinking

Implications

- Science and Research
 - Substantiated support for HEC
 - Expanded the application of HEC to study nursing education
- Nursing Education
 - Pattern recognition
 - Clinical assignments
 - Clinical evaluation tools
- Nursing Practice
 - Facilitate prolonged interaction
 - Interaction of novice nurses
 - Experienced nurses
 - Interdisciplinary team members



Enhancement of Clinical Reasoning

- Promote Pattern Recognition



- Facilitate prolonged student patient interaction
- Encourage relationships between students and interdisciplinary team members
- Establish trusting relationships between students and faculty

Provide Opportunity for Choice Points

- Assign students to patients
 - New Diagnosis
 - Complication
 - Accident
- Preconference:
 - Enter clinical in the best position to learn
- Allow adequate time to think through the situation
- Post conference:
 - Time for reflection
 - Look at the holistic nature of the situation



Promote the Evolving Pattern of Clinical Reasoning

- Curriculum
 - Opportunities for direct link of classroom and patient situations
 - Instructors link the course outline, current knowledge and competencies to the patient situation
 - Increase complexity of patient assignments over time

Future Research

- Use HEC and Research as Praxis to explore the meaning and evolving pattern of clinical reasoning
 - In all prelicensure program graduates
 - Preceptors and members of the interdisciplinary team
 - Longitudinal Study
 - Advance Practice Nurses
- Quantitative study with tool development to measure
 - Pattern of relating
 - Pattern of knowing
 - Pattern of decision-making

Thank You

- Dissertation Committee Members
 - Dr. Barbara Patterson: Chair
 - Dr. Mary Baumberger-Henry
 - Dr. Mary Anne Peters
 - Dr. Kim Noble
 - Dr. Kathleen Williamson
- References upon request: mary.stec@temple.edu