

Significance

- ❖ Need for increasing BSN prepared nurses into clinical practice (AACN, 2013; IOM, 2010).
- ❖ Need to ensure accelerated BSN (ABSN) graduates are equally equipped as their traditional counterparts to meet the challenges of our health care system.
- ❖ Research is lacking that compares the clinical competency of ABSN students to traditional BSN students (TBSN).

Purpose of Study

- ❖ To compare the clinical competency of the second-degree ABSN prepared student to the TBSN prepared student during a simulated experience.

Methodology

- ❖ **Design:** Nonexperimental descriptive comparative design
- ❖ **Participants:** 11 second degree ABSN and 11 TBSN students who were in the semester preceding their final, or Capstone semester.
- ❖ **Setting:** East Carolina University Brody School of Medicine
- ❖ **Data Collection:**
 - The Creighton Competency Evaluation Instrument (CCEI) was used to score student performance on predetermined critical actions during an interprofessional education (IPE) simulation.
 - Students were video recorded
 - Each student was first evaluated during the simulation by one of the three investigators who had been trained on using the CCEI.
 - Video recordings were reviewed by at least two of the investigators to validate the findings.
- ❖ **Analysis:**
 - Descriptive statistics and independent t-test were used to analyze the 4 subcategories (assessment, communication, clinical judgment, and patient safety) of the CCEI to compare the clinical competency between groups.

Results

- ❖ Considering each subcategory, there was no significant difference in the overall clinical competency for ABSN vs. TBSN students. However, the ABSN students scored significantly higher in therapeutic communication with the patient and/or family member compared to TBSN students (ABSN $M= 0.91$, $SD = .30$; TBSN $M = .36$, $SD = .50$, $p = .006$, eta squared = .567).
- ❖ Responds to abnormal findings, interprets subjective/objective data, performs and evaluates evidence-based interventions, administers medications safely, and manages technology and equipment were not statistically significant, but the magnitude of the difference were large (eta squared).

VARIABLES	ABSN		TBSN		Eta Squared
	Mean	SD	Mean	SD	
ASSESSMENT					
1. Obtains Pertinent Data	.71	.49	.60	.55	.120
2. Performs Follow-Up Assessments as Needed	.67	.50	.70	.48	.036
3. Assesses the Environment in an Orderly Manner	.90	.32	.90	.32	.000
COMMUNICATION					
4. Communicates Effectively with Intra/Interprofessional Team (TeamSTEPPS, SBAR, Written Read Back Order)	.73	.47	.73	.47	.000
5. Communicates Effectively with Patient and Significant Other (verbal, nonverbal, teaching)	.91	.30	.36	.50	.567*^
6. Documents Clearly, Concisely, & Accurately					
7. Responds to Abnormal Findings Appropriately	.73	.47	.50	.53	.234^
8. Promotes Professionalism	.36	.50	.36	.50	.000
CLINICAL JUDGMENT					
9. Interprets Vital Signs (T, P, R, BP, Pain)	.64	.50	.60	.52	.037
10. Interprets Lab Results					
11. Interprets Subjective/Objective Data (recognizes relevant from irrelevant)	.20	.42	.09	.30	.156^
12. Prioritizes Appropriately	.88	.35	.82	.40	.077
13. Performs Evidence Based Interventions	.50	.55	.80	.45	.311^
14. Provides Evidence Based Rationale for Interventions	.64	.50	.82	.41	.204^
15. Evaluates Evidence Based Interventions and Outcomes	1.0	.000	.82	.40	.316^
16. Reflects on Clinical Experience	1.0	.000	1.0	.000	
17. Delegates Appropriately	.70	.48	.71	.49	.015
PATIENT SAFETY					
18. Uses Patient Identifiers					
19. Utilizes Standardized Practices and Precautions Including Hand Washing	.64	.50	.55	.52	.092
20. Administers Medications Safely	.89	.33	.64	.50	.290^
21. Manages Technology and Equipment	1.0	.000	.70	.48	.420^
22. Performs Procedures Correctly	.63	.52	.70	.48	.079
23. Reflects on Potential Hazards and Errors	1.0	.000	1.0	.000	

* $p < .001$ ^large effect size ($> .14$)

Discussion

- ❖ This study shows strength of ABSN students compared to TBSN students.
- ❖ Future studies should explore these findings to determine if results can be replicated with a large sample size and investigate reasons for the differences in findings.

