



Baccalaureate Nursing Students' Perceptions of Simulation and the Development of Clinical Judgment

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Objectives

- Using student perceptions, identify aspects of simulation that may enhance and/or hinder student learning.
- Describe how faculty can use simulation to contribute to self-efficacy in nursing students.
- Using the nursing process, relate the steps of clinical judgment to the nursing process to foster decision making.
 - The author verifies no conflict of interest and has received no compensation for this presentation.

Purpose/Methodology

- Describe student perceptions of simulation
- Qualitative descriptive design
- 4 Universities in Southeastern Pennsylvania
 - 3 private, 1 state
- 7 focus groups, N= 34



Descriptive Categories	Sub-Categories
Building and Practicing Clinical Skills	Learning in a safe environment Learning to communicate Feeling dissatisfied with learning environment
Affecting Self Perception	Feeling anxious Feeling confident Feeling awkward
Learning from Others	Learning from peers Learning from faculty
Bridging the gap between theory and practice	Making connections Learning to make decisions

Learning and Practicing Clinical Skills

- Junior level students focused on skill acquisition only:
 - “It (simulation) teaches you how to do procedures before you actually do them”
- Senior level students felt simulation helped them develop skills to respond to situations:
 - “...in the real world in an emergency we step back so we are not in the way... in simulation we learn how to respond and what to do...”

Learning in a Safe Environment

- Simulation provided a safe environment for the patient and the student, no patient harm was done and students felt safe making mistakes:
 - “I was allowed to make a mistake”
 - “I killed my patient, I will never make that mistake again”
 - “It was reassuring to have the professor right there”

Learning to Communicate

- Using standardized patients or one another, students felt they learned to communicate by:
 - Breaking bad news
 - Patient teaching

- **No student commented on simulation helping them learn to communicate with members of the healthcare team**

Feeling Dissatisfied with the Learning Environment

- Lack of realism with the manikin and the environment
 - “Difficult to talk to something that did not talk back”
 - “No facial expressions”
 - “Not sure what I could do on the manikin”
 - “Cannot do a lot of things with the manikin”
- Unrealistic Delegation
 - “... every simulation typically has two RN’s, one is not an aide... you can delegate anything to an RN”

Affecting Self Perceptions

- **Feeling Anxious**

- “The day was so stressful
- “Sheer panic mode... being videotaped”

- **Feeling Awkward**

- “Standing there not knowing what to do”
- “Talking to something that does not talk back”
- “ ... standing around with another person, not knowing what to do, just looking at each other”

Affecting Self Perceptions

- **Feeling Confident**
 - “I know more than I thought I did”
 - “I built more confidence in skills and decision making”
 - “... lecture and testing can bring you down, simulation can help you feel more confident”

Learning From Others

- **Learning from Peers**
 - “Bounce ideas off one another”
 - “I took the good and the bad from other students and learned from it”
- **Learning from Faculty**
 - “...after debriefing we can apply more”
 - “Debriefing allows me to correct myself”
 - “I learned more when faculty talked us through the scenario”

Bridging the Gap between Theory and Practice

- **Making Connections**

- “I learned how everything connects with one another”
- “I can pull knowledge from lecture and apply it in real life”
- “... it (simulation) is not like learning from lecture or the book, it allows us to apply what we learned”

Bridging the Gap between Theory and Practice

- **Learning to Make Decisions**
 - “... (simulation) allows me to piece everything together so I know what to do if something happens”
 - “... learn to make a decision, not like a multiple choice test, you have to figure it out on your own, you have to come up with your own options”

Confidence and Self-Efficacy

- Increased confidence from simulation fosters self-efficacy
- Self-efficacy motivates students to perform
- Perceived ability, high self-efficacy motivates students to perform in challenging situations

Enhance Learning

- Realistic Scenarios
 - Clinically
 - Manikin ability
- Faculty comfortable with technology /Student orientation to the manikin
- Faculty present and talking the student through the scenario/
Making connections from class
- Use of simulation for teaching, not testing or evaluation
- Feel safe making a mistake
- Structured debriefing /Reflecting on experience

Inhibit Learning

- Graded or video taped simulation experiences
- Unrealistic simulation experiences, manikin expectations
- Lack of faculty confidence with technology
- Lack of student orientation with the manikin
- Feeling awkward



Clinical Judgment

- Students could not describe clinical judgment
- Students did not feel they participated in clinical judgment
- Faculty need to consistently integrate the steps of clinical judgment when applying the nursing process

Nursing Process and Clinical Judgment

Nursing Process	Clinical Judgment
Assessment	Noticing
Planning	Interpretation
Implementation	Action
Evaluation	Reflection
	(Tanner, 2006)

Applying Clinical Judgment

- **Assessment/Noticing**- Student notices an actual or potential patient problem
 - Patient complains of chest pain and shortness of breath
- **Planning/Interpreting Data**- Identify and gather appropriate data to collect and interpret to plan care to solve the problem.
 - Student obtains VS and Oxygen Saturation and listens to lungs

Applying Clinical Judgment

- **Implementation/Action**-Student identifies the problem as left sided heart failure, sits the patient up with feet supported over the side of the bed, oxygen applied, PRN Furosemide given.
- **Evaluation/Reflection**- Did the interventions work? What would the student do differently if the same problem occurs? How could the problem be prevented in the future?

Clinical Judgment/Nursing Process

- Students learn the nursing process early in their education as a means to develop nursing diagnosis
- Often not recognized as an ongoing problem solving process
- Consistent integration of the nursing process/clinical judgment for problem solving may aid students

Thank you!

References

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- ***Many additional references used, this is a select few that had the greatest contribution, reference list available upon request.

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