



Using Video Patient Care Simulations to Enhance Role Identification and Clinical Judgment of Nursing Students and Nurse Practitioner Students

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Purpose

- To examine the effectiveness of video simulation as a tool to enhance clinical judgment skills of both undergraduate and graduate nursing students.
- To determine if video simulation assist students with role transition from the registered nurse role to an advanced practice role and from a pre-licensure student to a registered nurse.
- To discover the relationship between the students' self assessment of their clinical judgment abilities and their actual judgment skills as demonstrated during a simulated experience.

Background

Issues prompting the development of Video Simulation:

- Slow development of clinical judgment seen with nursing students.
- Lack of translation of information from the classroom into the clinical setting.
- Difficulty with role transition.
- Exposure to inconsistent role models
- Lack of opportunity for intra-professional collaboration.

What is Video Simulation?

- An innovative and interactive new teaching tool to teach and enhance clinical judgment skills.
- Based on the "thinking in action" method.
- Students document their thinking and actions to the patient situation before they see the appropriate responses.
- Debriefing occurs before each segment of the situation unfolds.
- Allows for role modeling and intra-professional exposure.
- Can be used in any setting, including large classrooms and with all levels of students.

As an NP, what questions are important to ask in your history taking of this patient?

As the ACNP, you plan to talk to the physician about admitting the patient to the hospital.

List those things you would want to order for this patient.

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Methods

- All students received course content in typical fashion.
- Students randomized into two groups: Video Simulation or no Video Simulation.
- All students performed in a simulation that was similar to, but not the same as the Video Simulation.
- All students' simulation performance was evaluated using the LCJR.
- All students' self-assessed their performance in the simulation on the LCJR.
- N= 74 Undergraduate students
- N=35 Graduate students

Lasater Clinical Judgment Rubric

- Stages of Clinical Judgment: Beginning, Developing, Accomplished, Exemplary
- Dimensions of Clinical Judgment: Noticing, Interpreting, Responding, Reflecting

If you found this patient unresponsive, what would your actions be?

What information would you need to pass on to the NP?

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Discussion

- There appears to be a cumulative effect with using Video Simulation.
- Video Simulation may set the standard for performance. Those who did not see the Video Simulation rated themselves higher than those who did see it.
- Student comments very positive toward Video Simulation.
 - “The video was helpful and more 1:1 activities with case scenarios in an NP role would be very helpful to help us adjust from bedside nursing to APN role.”
 - “The video was really helpful in assisting with the way to approach the simulation encounter – decreased anxiety.”
 - “I liked seeing the right and wrong way to approach a patient with delirium and discussing the video was very helpful.”
 - “I liked how the tip sheet was organized and in the videos, I liked seeing the NP in her role. It helped me to understand what to do.”

Limitations:

- Small sample size
- Different amounts of time in between the Video Simulation and the actual performance simulation.
- The LCJR language may not be appropriate for students.

Conclusion

- Appears to be an effective tool for enhancing and teaching clinical judgment skills.
- Allows for role modeling and intra-professional exposure.
- Can be used in any setting, including large classrooms and with all levels of students.

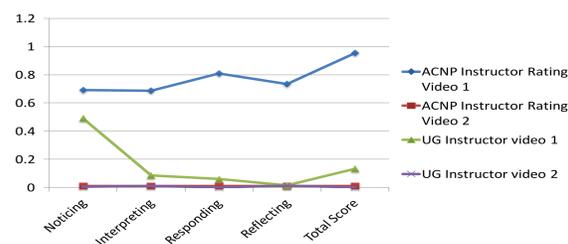
Results

- All students who watched 2 Video Simulations did significantly better during their simulation.
- Some UG significant difference seen after watching 1 Video Simulation.

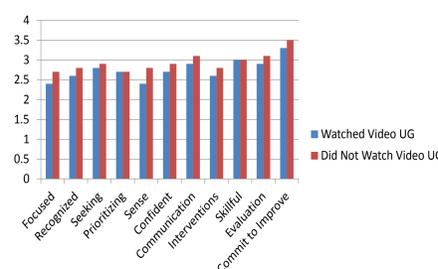
- Students who did not watch any Video Simulations self-assessed themselves higher than the students who did watch and were more out of alignment with their actual performance ratings.

- Graduate Students who watched any Video Simulation self-assessed themselves at a level closer to their actual performance.

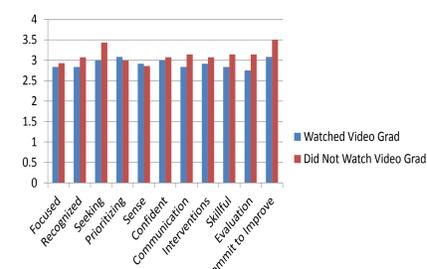
Combined LCJR Sub-groups



Self Assessment Difference Between Groups Video 2/Simulation 2 Undergraduates



Self Assessment Difference Between Groups Video 2/Simulation 2 Graduates



Leading the way.