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

Cindy Fenske DNP, RN, CNE and Laurie Hartman DNP, ACNP-BC

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 assists students with role transition from the registered nurse role to an advanced practice role 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.

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=36 Graduate students

Lasater Clinical Judgment Rubric

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

Results

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

Combined LCJR Sub-groups

➢ 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.

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 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.”

Limited Simulations

➢ 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.

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.