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Relationship between clinical reasoning course and learning outcomes of nursing students

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Korean nursing education has adopted curriculum based on learning outcomes since 2012. Clinical reasoning is a process that involves both cognition and reflective thinking and is dependent on critical thinking ability. The purpose of this study is to describe a relationship between High Fidelity Simulation (HFS) based Clinical Reasoning (CR) course implemented in junior year and learning outcomes of clinical judgment, co-operation, leadership and integrated clinical performance of seniors in 4-year bachelor's degree of Nursing. Retrospective descriptive design was used and 264 seniors from 2012 to 2016 of Yonsei University in South Korea participated in this study. HFS based CR course consisted of eight scenarios including three symptoms (abdominal pain, changes in mental status, dyspnea) for improvement of learning outcomes of nursing students. This course was conducted once a week for 8 weeks and used human patient simulator. Instruments used in measuring learning outcomes were developed by the research team and curriculum committee. Data were analyzed using IBM SPSS 23. 86 students completed HFS based CR course, amounting to 32.6% and 178 students, 67.4%, did not take this course. The results only showed difference in their learning outcomes of clinical judgment and integrated clinical performance in hypoglycemic patient care scenario. There was a positive correlation between students with high score in HFS based CR course and some of learning outcomes. The use of HFS significantly improves two outcomes integral to clinical reasoning: Knowledge acquisition and critical thinking. However, only one HFS based CR course in junior year is not enough for students to develop learning outcomes of clinical judgment, cooperation, leadership and integrated clinical performance by their final years. It is important for nursing schools to integrate multiple teaching strategies and trainings into curriculum for constant improvement of clinical reasoning and learning outcomes of nursing students.

Biography

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