Interpersonal communication and the effect on nursing students’ clinical reasoning

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Introduction

Nurses with effective clinical reasoning skills have a positive impact on patient outcomes. Conversely, those with poor clinical reasoning skills often fail to detect impending patient deterioration resulting in a “failure-to-rescue”

1. The term clinical reasoning describes the process by which nurses (and other clinicians) collect cues, process the information, come to an understanding of a patient problem or situation, plan and implement interventions, evaluate outcomes, and reflect on and learn from the process

2. Clinical reasoning is not a linear process but can be conceptualised as a series or spiral of linked and ongoing clinical encounters. In this study, it was concluded that interpersonal skills and communication were fundamental for effective clinical reasoning.

Methods

Quasi-experimental approach was used. 100 students in 50 pairs were enrolled for the study.

The control group attended a paper based scenario, a medium fidelity simulation, and the paper based debrief. The experimental group attended a computer-based scenario, a high fidelity simulation, ended a brief video-based. The students were placed in group using the health sciences reasoning test (HRST) to place students in randomised stratified blocks.

Evaluation Framework Assessment of clinical reasoning:

• the Health Sciences Reasoning Test (Facione and Facione)

• video analysis
• think aloud technique Assessment of knowledge application:

• knowledge application tests – before, during and after the simulation experience

students’ perceptions of the value of the simulation experience:

• student experience survey

Results

Students collect and interpret cues to inform their clinical reasoning. The interpersonal communication of the student pair affected clinical reasoning. Dominant students ignored the knowledge and cue acquisition of their partner. This delayed and sometimes present prevented a good clinical decision being made, despite the partner understanding the clinical significance of the situation.

These findings will be presented using transcripts from the think aloud data collection and the video analysis.

Discussion

This poster will present the results of a quasi experimental study that examined how nursing students develop and demonstrate clinical reasoning skills using medium and high fidelity human patient simulation manikins. The simulation experiences were videoed and the resultant data subjected to content analysis. This poster will focus on the stage of clinical reasoning and demonstrate how student interpersonal communication affects the collection and interpretation cues to inform their clinical reasoning.

References


