Thinking like a nurse: Using video clinical scenarios to teach and evaluate critical thinking skills of students in a baccalaureate nursing program

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Introduction

- The Institute of Medicine (2003) report recognized the need to transform healthcare provider education to improve outcomes.
- The healthcare industry has rapidly changed from a task-oriented to a knowledge focused model.
- This restructured emphasis intensified the need for nurses, the largest group of knowledge workers in the healthcare industry, to develop greater proficiency at higher levels critical thinking and reasoning abilities (Simpson & Courtney, 2002).
- Critical thinking skills cannot be cultivated through passive dissemination of theoretical content; faculty must incorporate educational techniques that foster the ability to think in a critical manner (Tanner, 2005).

Purpose

To foster development of critical thinking and clinical reasoning skills through the use of videotaped clinical scenarios as a teaching and evaluation strategy.

Method

- Interactive audiovisual vignettes were used to teach and evaluate students' critical thinking skills in critical care and leadership courses in traditional and second-semester accelerated nursing programs in a baccalaureate nursing program.
- A pretest-post-test design was used to compare effectiveness of teaching and evaluation strategy using the C-SEI.
- Assessed learning styles using Kolb's Model.
- Faculty collaborated to create videotaped clinical scenarios, designed to facilitate application of management and quality and safety competencies.
- Quality and safety tools such as TeamSTEPPS were used.
- Videotaped vignettes were used as a summative evaluation tool.
- Students submitted situational analysis, identified potential solutions and rationale for their decisions based upon interpretation of the clinical scenarios.
- Quality and safety errors were recognized.

Instruments: Standardized Test Scores, Creighton-Simulation Evaluation Instrument (C-SEI), Student Reflection Surveys

Model

Del Bueno Model
- Doing the right thing for the right reason:
  - Critical Thinking Skills
  - Interpersonal Skills
  - Technical Skills

Benner - Novice to Expert

Planning Process

TeamSTEPPS+: Instructor Guide

Results

Paired Sampled T-Test

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<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<td>Pre CSEI Score</td>
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<td>Post CSEI Score</td>
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Student feedback:

- “The videos and simulation helped prepare us to look at the big picture and prepare for what will happen in practice.”
- “I felt the videos helped make the classroom lectures become more real. We really needed to think about how we would respond!”

Conclusion

Pilot study findings and student evaluations indicate the use of videotaped scenarios for teaching, evaluation and promotion of critical thinking skills are a positive tool for integrating quality, safety and patient management competencies.