The pace of the accelerated Master’s Direct Entry Nursing program requires new nursing students to rapidly develop competency in clinical decision-making, a core critical-thinking skill necessary for professional nursing practice.

A new teaching strategy integrated team-based learning, virtual simulation, and manikin simulation into a serial learning experience resulting in new students readily assimilating the nursing process as the organizing framework for critical-thinking in nursing, and facilitated improved clinical decision-making during patient care.

Results

- Students expressed satisfaction with TBL.
- 95% of teams (n=40) worked well together with occasional minor conflicts resolved though the team charter process. Two teams required periodic intervention by teaching assistants or faculty to interact and complete assignments.
- Teams engaged with the learning strategy and exhibited rapport with “Mr. Venegas” manikin.
- Students demonstrated improved readiness to engage with patients at the bedside and perform nursing interventions in clinical rotation.
- Robust care plans submitted by teams through the initial clinical nursing course. Students’ individual care plans submitted in subsequent specialty clinical nursing courses continued to demonstrate robust development of nursing judgment and clinical decision-making.
- Scores improved on nursing process items on cumulative final exam.

References


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