



Clinical Reasoning Rubric Summary of Pilot Results

Sprint 15

Pilot participants



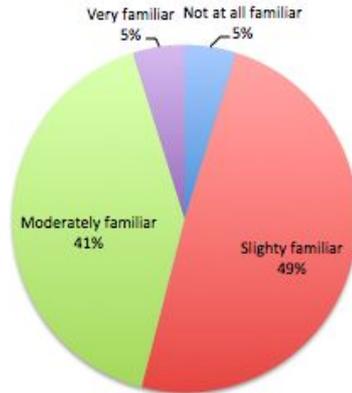
- The new Health History assignment was piloted with near 350 undergraduate nursing students across 9 institutions
 - BSN (2 schools; 165 students)
 - RN-BSN (7 schools; 178 students)
- The pilot program took place from mid-March through mid-May

Familiarity with clinical reasoning



BSN

How familiar are you with the concept of clinical reasoning in nursing?



RN-BSN

How familiar are you with the concept of clinical reasoning in nursing?

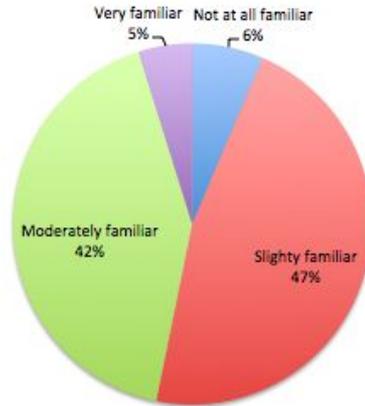


Familiarity with nursing diagnoses



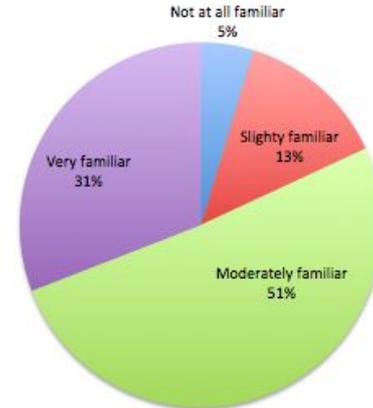
BSN

How familiar are you with nursing diagnoses?



RN-BSN

How familiar are you with nursing diagnoses?



Student expectations



- When asked what they were hoping to learn from the assignment, students mentioned
 - Improve health history taking skills
 - Improve assessment skills
 - Build more confidence interviewing patients
 - Develop patient care plans
 - Apply nursing process
 - Build on previous knowledge and experience

Satisfaction and self-confidence



- In terms of satisfaction, undergraduate students reported that the content of the IP activity was relevant to what they were learning in their nursing program, and felt that the new HH was a valuable learning experience
- After completing the assignment, BSN students felt significantly more confident in their ability to
 - Interview a patient to gather relevant HH information
 - Identify opportunities to provide patient education or empathy throughout a patient interview
 - Identify applicable nursing diagnoses using patient cues gathered during an interview
 - Develop a nursing care plan for addressing nursing diagnoses
- However, BSN students did not feel more confident in their ability to document data accurately using professional terminology or prioritize diagnoses to differentiate immediate from non-immediate patient care

Assignment metrics



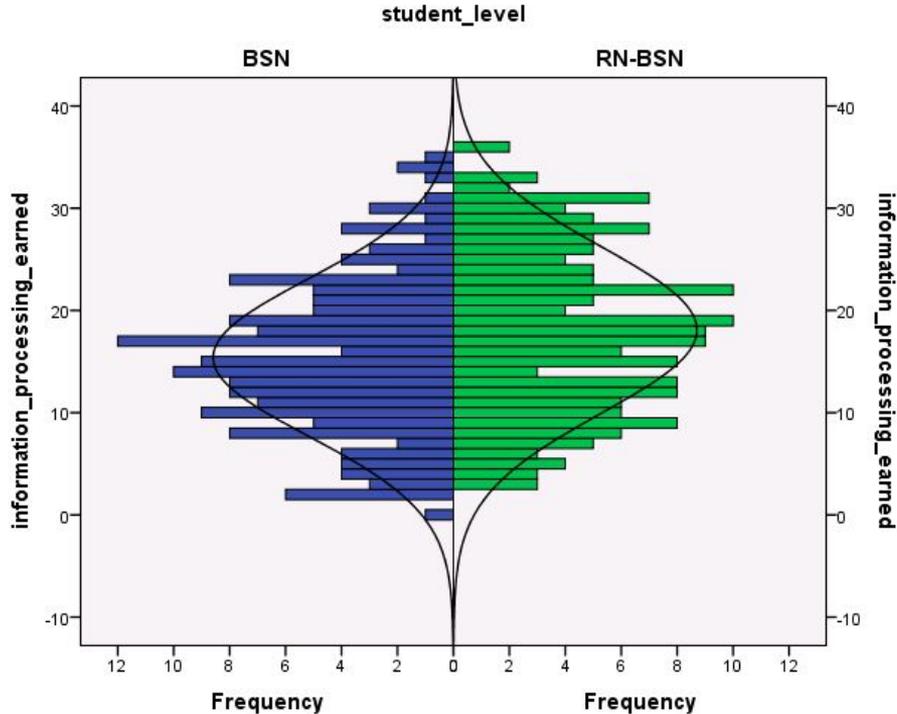
On average, BSN students

- Spent 91 minutes interviewing Tina
- Took 19 minutes to complete the IP activity
- Asked 113 questions to Tina
- Empathized with Tina in 5 opportunities
- Provided education to Tina in 5 opportunities

On average, RN-BSN students

- Spent 95 minutes interviewing Tina
- Took 23 minutes to complete the IP activity
- Asked 108 questions to Tina
- Empathized with Tina in 7 opportunities
- Provided education to Tina in 7 opportunities

Information processing activity



The IP activity was designed on a 36-point scale (9 NANDA diagnoses; 4 points max on each)

On average, RN-BSN students scored 18.1 points, whereas BSN students scored 15.41 points on the IP activity

This means that, on average, RN-BSN students identified, provided evidence, prioritized, and developed a care plan for one additional NANDA diagnosis than BSN students

Data collection scores



DC contained **72 nursing interview items** (i.e., left column/green/scored items)

On average, RN-BSN students scored 42.55 points, while BSN students scored 41.72 points

There were no statistically significant differences between both student populations

This supports our decision of having developed the same nursing interview instrument for both student populations

DC contained **159 patient data items** (i.e., right column/blue/unscored items)

On average, RN-BSN students uncovered 73 patient data points, while BSN students 68.67

There were statistically significant differences between both student populations

This means that RN-BSN students conducted more in-depth patient interviews by uncovering, on average, 5 more patient data points than BSN students

Analysis of data collection scores



	Student population			
	Graded items		Ungraded items	
	BSN	RN-BSN	BSN	RN-BSN
Number of students	165	178	165	178
Number of items	70	70	150	151
Average response rate	56%	57%	40%	43%
Average discrimination	.42	.46	.43	.52
Internal consistency reliability	.94	.96	.94	.98

Problematic graded items



- Having very low discrimination power ($< .20$)
 - **Asked about asthma**
 - Asked at least once by 98% of BSN students
 - **Asked about medications**
 - Asked at least once by 99% of RN-BSN asked
 - **Asked about asthma management**
 - Asked at least once by 93% of BSN and 98% of RN-BSN students
 - **Asked about diabetes diagnosis**
 - Asked at least once by 95% of BSN and 98% of RN-BSN students
 - **Asked about pain severity**
 - Asked at least once by 99% of BSN and 95% of RN-BSN students
 - **Asked about OTC medication**
 - Asked at least once by 95% of BSN and 94% of RN-BSN students

Analysis of opportunities



- There were 9 opportunities for education and empathy in Tina's new Health History assignment
 - Tina expresses frustration about her level of pain
 - Impact of injury on daily life
 - Gaps in health literacy around diabetic diet
 - Lack of treatment with diabetes medication
 - Lack of blood glucose monitoring
 - Gaps in health literacy around asthma control
 - Discomfort in discussing body image
 - Loss of a family member
 - Tina discusses her past history of marijuana smoking

Analysis of opportunities



- There were differences in how BSN and RN-BSN students encountered and followed up on these opportunities
- For “lack of treatment with diabetes medication”
 - 58% of BSN students encountered it, and 19% followed up on it
 - 72% of RN-BSN students encountered it, and 37% followed up on it
- For “gaps in health literacy around asthma control”
 - 43% of BSN students encountered it, and 39% followed up on it
 - 69% of RN-BSN students encountered it, and 52% followed up on it
- For “discomfort in discussing body image”
 - 7% of BSN students encountered it, and 5% followed up on it
 - 11% of RN-BSN students encountered it, and 5% followed up on it



Questions?