

Critical Thinking: Contextualizing Activities for Critical Thinking (ACTs) in Simulation and the Classroom

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Background

- Critical thinking, engagement and the ability to apply knowledge learned in the classroom and simulation is correlated to improve patient safety and outcomes (Culyer et al, 2018).
- The National Council of State Boards of Nursing (NCSBN) has identified a need to improve a student’s ability to critically think (Ward, 2016).
- Students must demonstrate mastery of critical thinking for success on the NCLEX-RN and transition into the workplace (Culyer et al., 2018; Horntvedt et al., 2018).

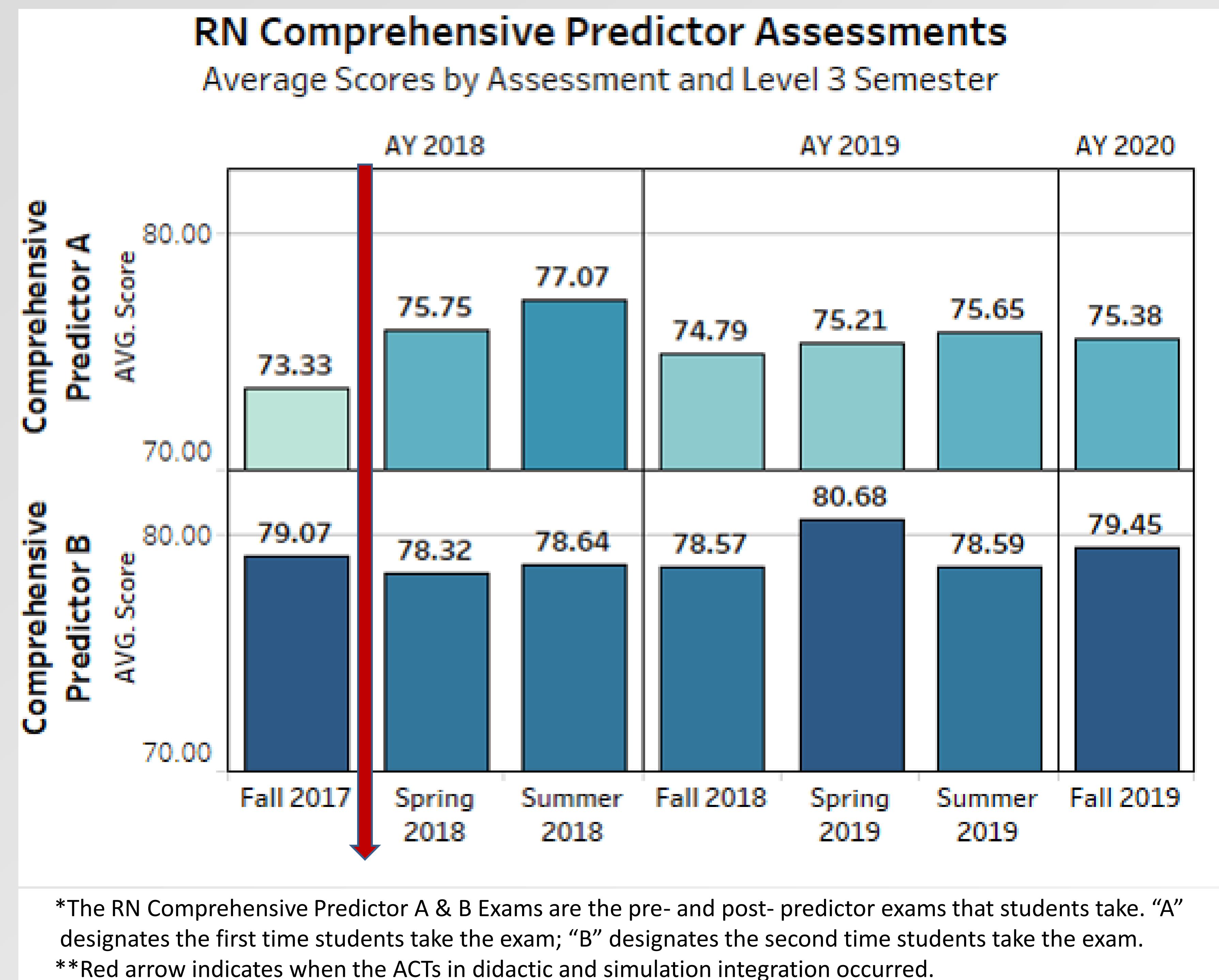
Purpose

- Activities for Critical Thinking were designed to ensure the transfer of didactic and critical thinking using role performance and high-fidelity simulation (HFS).
- Utilize Activities for Critical Thinking (ACTs) to enhance nursing clinical judgment and reasoning.
- ACTs can enrich focused assessment skills, identify areas of prioritization within a plan of care and nursing interventions, and yield student reflection on decision based outcomes.

Change Implemented

- Effective methods of teaching in Leadership and Maternal/Newborn concepts have been used to improve a student’s ability to make evidence-based, patient care decisions.
- In Leadership, the creation of a Mock-Trial Activity highlighted concepts from acute care, leadership and families.
- The active-learning strategies, referred to as Activities for Critical Thinking (ACTs), include combining interactive, unfolding case studies with role play in real-time situations using simulation in the classroom setting.
- Students were given opportunities to demonstrate decision making by role playing scenarios derived from faculty leadership and nursing experiences.
 - ❖ In Families, a HFS was created to enhance student learning and retention of Maternal/Newborn and Pediatric disease process
 - ❖ Leadership concepts of prioritization, delegation, and inter-professional collaboration were fused into the HFS
 - ❖ In Leadership, the creation of a Mock-Trial Activity highlighted concepts from acute care, leadership and families.

Outcomes Reflective of Didactic and Simulation Integration



- ◇ Improved scores for predictive performance on the ATI
 - ◇ Sustained mastery of Gen Ed Competencies
 - ◇ Enhanced course GAV* scores of student satisfaction
 - ◇ Enriched prioritization of management/planning of patient care
 - ◇ Timely formative and summative performance feedback
 - ◇ Success in addressing course opportunities for improvement
- *GAV represents Gap Analysis Value

Student Comments

- ❖ “In class activities were helpful with applying leadership concepts”
- ❖ “Used various methods for teaching. I like how this class didn’t just stick to powerpoints and really used all forms of learning like videos, the mock trial and case studies”
- ❖ “Continue using QSEN, NAIL, and mock trial activities.”
- ❖ “I liked how the lectures had videos and the content presented was applicable to real life and real life examples were given. I liked how the case studies had to do with things we were learning and didn’t feel like busy work”

Outcomes

- ACTs supplement and enrich a concept-based curriculum, resulting in improved clinical judgement and reasoning
- ACTs can enrich focused assessment skills, identify areas of prioritization within a plan of care and nursing interventions, and yield student reflection on decision based outcomes.
- As the student nurse transitions into the graduate nurse, internal reflection and debriefing will continue to sharpen a lifetime learner.
- Program scores show sustainability with changes to new concepts.

Limitations

- ACTs effectiveness was only assessed in a face-to-face learning environment.
- The applied learning pedagogy was only implemented in a traditional undergraduate program.
- Successful utilization of ACTs are based on faculty’s area of specialty and background in nursing leadership.

References

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