Abstract_Facilitating Clinical-reasoning Skills Development

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Title   : Facilitating Clinical-reasoning Skills Development: What Student Nurses Said

Abstract   : BACKGROUND: The development of skills in clinical reasoning is essential for undergraduate nursing students but, despite extensive attention to this issue, this remains an educational challenge. Cognitive apprenticeship offers a new approach to facilitating the development of these skills. However, there is limited research within the undergraduate nursing context.

METHOD: A six-week, quasi-experimental non-equivalent control group study was undertaken to investigate the effect of the educational intervention. Quantitative and qualitative data were collected. This paper reports the qualitative component of the study. The qualitative study aimed to explore the perception of study participants' experience on the implementation of the educational intervention. RESULTS: Three key themes emerged from the qualitative analysis: developing knowledge and skills, connecting knowledge to practice and enjoying learning. These themes confirmed the learning process experienced by the intervention group had improved their clinical reasoning skills.

CONCLUSION: The use of contextualization of the learning content, small group collaboration and expert guidance interdependently positively impacted on student nurses' clinical reasoning skills.

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