



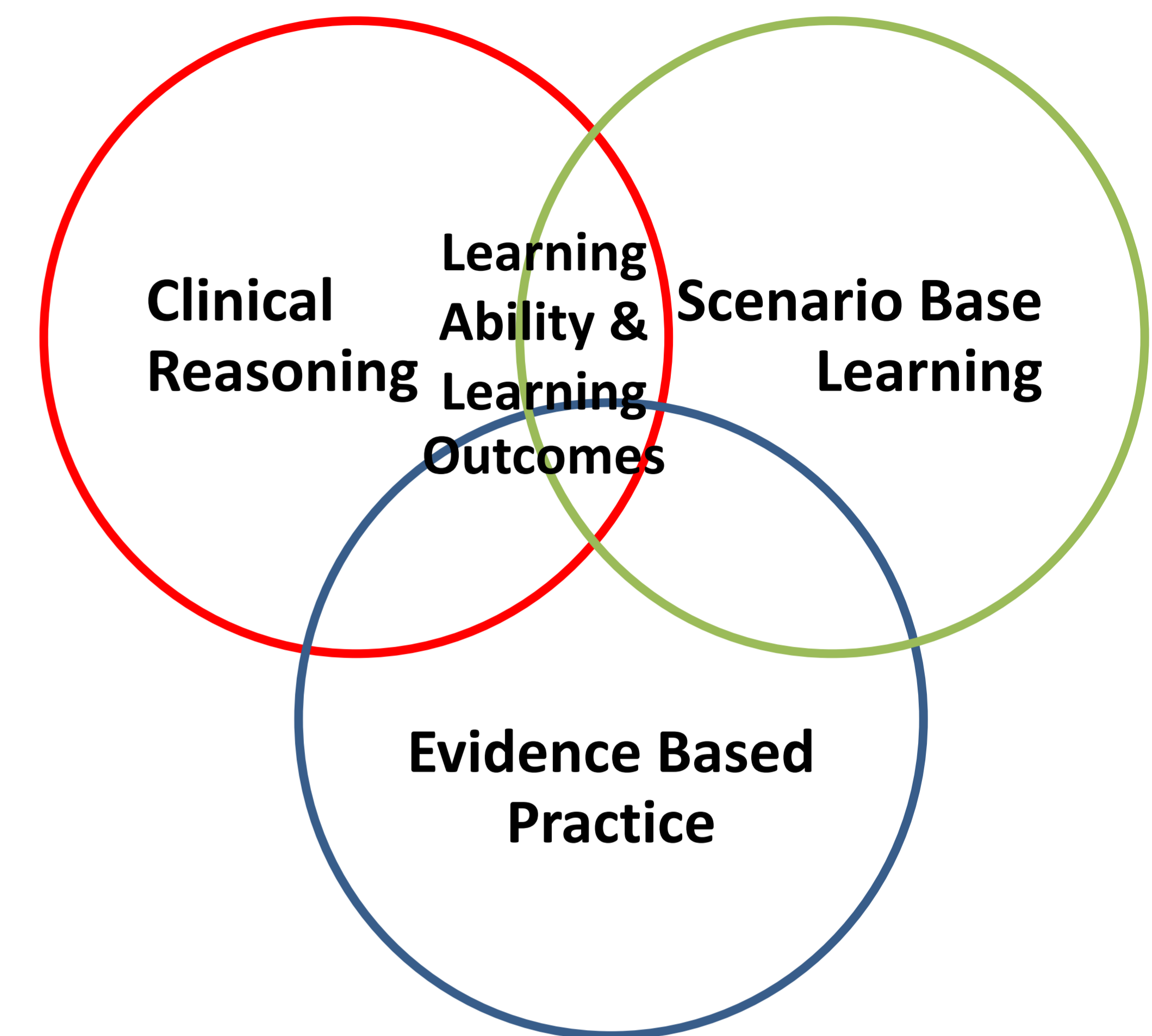
Learning Ability and Learning Outcomes Development of Nursing Students in Midwifery Course through Clinical Reasoning, Scenario-Based Learning and Evidence-Based Practice

Background

Clinical reasoning is a concept that has been applied in learning and implementation in patient care. This concept has a complex process that consists of cognition, metacognition, and combined with professional knowledge. Nowadays, Thai nurses are awakened to use research results or evidence-based practice to improve the quality of service. Therefore, nursing care focuses on increasing their competency in clinical reasoning thinking and the practice capacity under knowledge gained from evidence.

Promoting nurses to development clinical reasoning thinking with the use of empirical evidence should starts at the undergraduate students. Clinical reasoning thinking, decision making, and cultivate nursing practice based on empirical evidence will affect the highest quality and safety for clients.

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Objective

1. To encourage nursing students to develop competencies in clinical reasoning thinking.
2. To develop searching skill in research and evidence-based.
3. To develop reading skills, research, and evidence-based.
4. To enable students to apply knowledge in appropriate nursing planning.

Activity

Before class

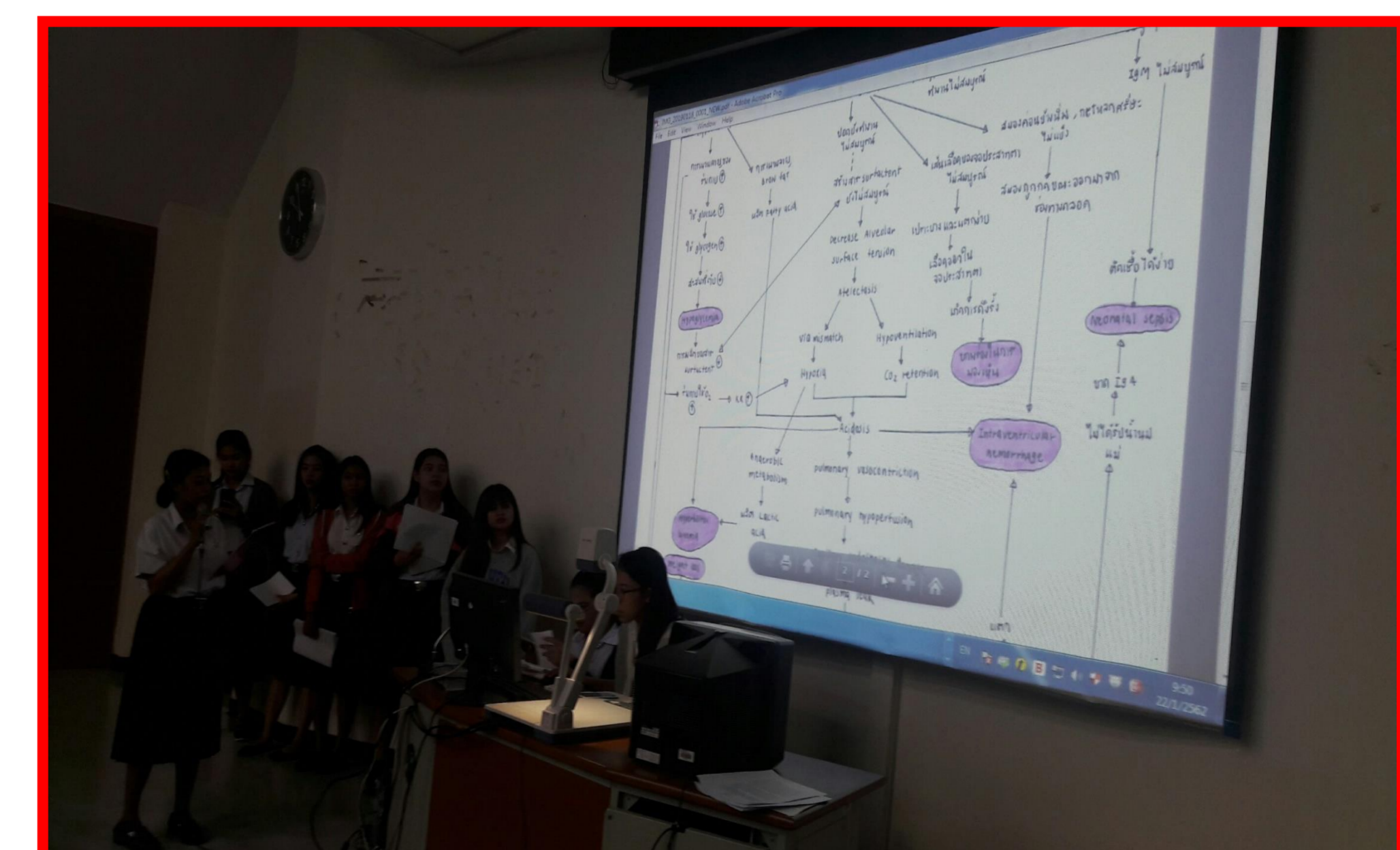
1. Divide students into small groups (4-5 students/group).
2. Provide 1 teacher to supervise 4 groups.
3. Assign each groups to analyze the case study and find the solution.
4. Each group searches empirical evidence (in English) and does conceptual mapping.
5. Assign all students to answer questions all 4 case studies in their own notebooks.

Present day 1

1. Students present case studies analysis and evidence using in sub-group (10 minutes/group).
2. Students share their knowledge and teachers give feedback (10 minutes).
3. Selecting a representation group in a large group presentation next week.

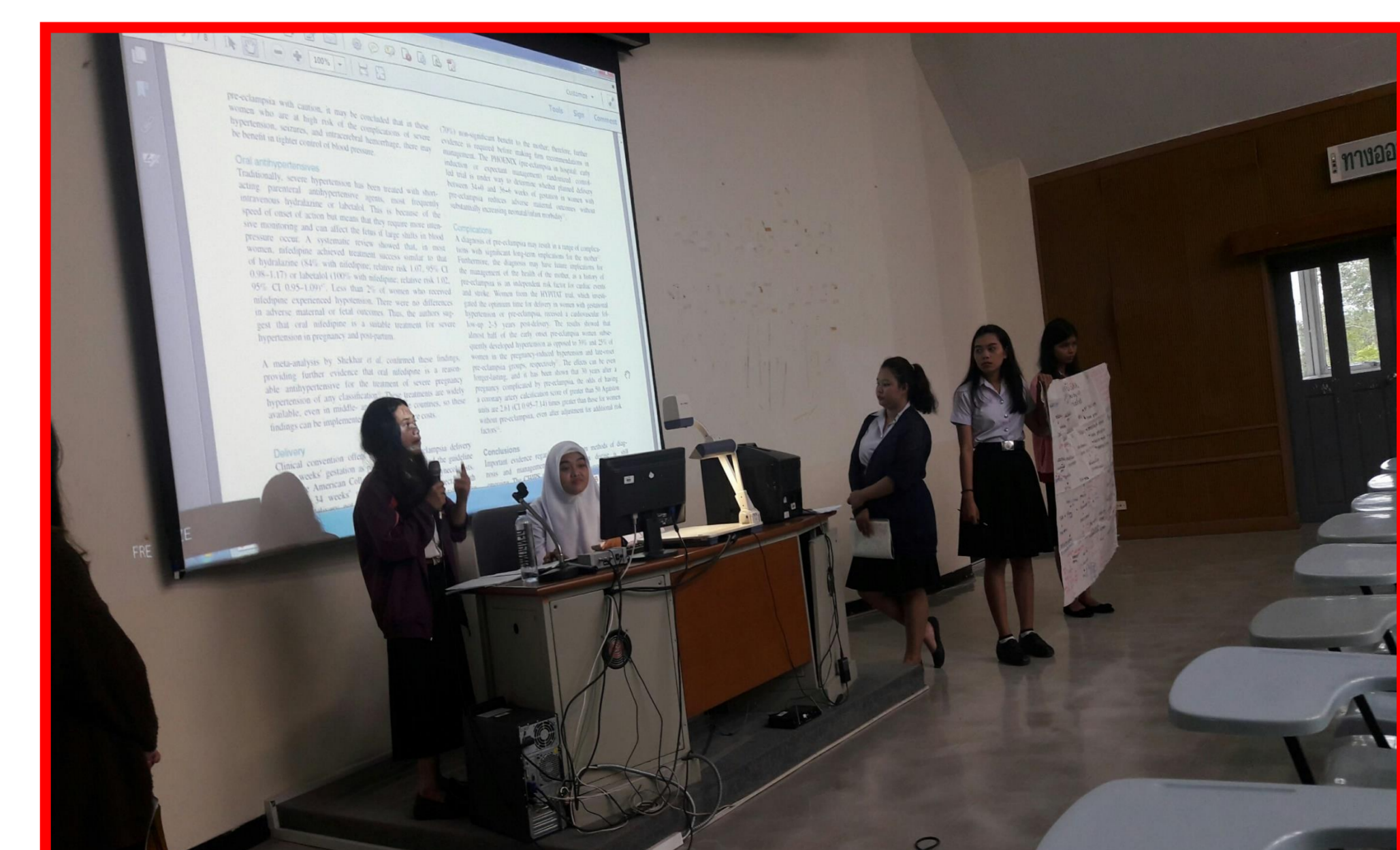
Present day 2

1. Each group presents case study analysis in classroom. (15 minutes/group).
2. Students share their knowledge and teachers give suggestions (5 minutes/group).
3. Students reflect on their thinking after learning the case (5 minutes).
4. Post-test examination (15 minutes).



Outcome

According to the satisfaction of instructional management process by using scenario based learning, students satisfied the questions and summary of the learning outcomes with the highest level of clarity (4.17). In addition, most of students had high level of satisfaction in both the student preparation process (3.89), steps taken (3.50-4.17), and the application of knowledge in nursing planning for infant and mothers. (4.17). Finally, students satisfied activities at the high level and an average score of 3.92 (with a full score of 5).



References

- Benner, P. (1982). From Novice to Expert. *The American Journal of Nursing*, 82(3), 402-407.
- Carvalhol, E. C. d., Oliveira-Kumakurall, A. R. d. S., & MoraisIII, S. C. R. V. (2017). Clinical reasoning in nursing: teaching strategies and assessment tools. *Revista Brasileira Enfermagem*, 70(3), 662-668.