

# The Effect of Preventable Harm Simulation on New Graduate Nurses' Clinical Judgment

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## Objectives



Describe new graduate nurse characteristics



Discuss preventable harm simulation in the new graduate nurses' transition to practice period.

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## Today's Entry-Level Registered Nurse

- Acute hospital facility located in an urban area
- Caring for medical-surgical, critical care, ED patients
- Aging patient population
- Unstable chronic conditions
- Behavioral/emotional conditions
- End-of-life care
- Preceptor or Formal internship or residency for 13 weeks



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## Entry-Level Nurse Characteristics and the Practice Environment

- Dependent practice
- Lack of confidence
- Ineffective clinical judgment
- Poor self-actualization
- Anxiety & Stress
- Difficulty managing complex care situations
- Increased cognitive burden
- Responsible for delivering complex patient care
- Minimum support

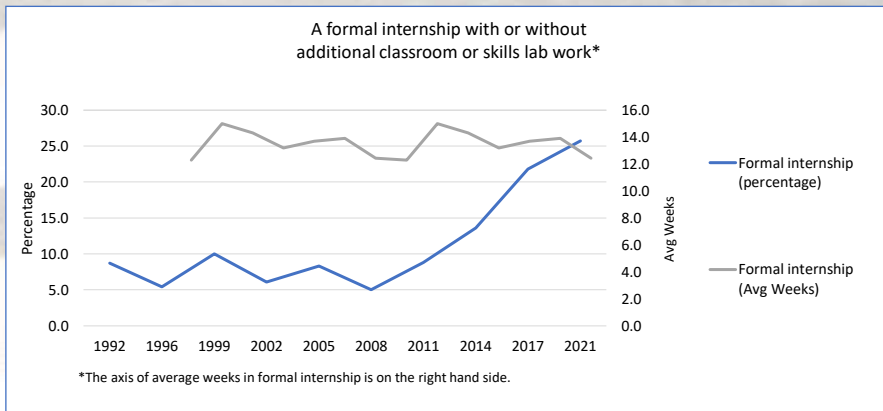


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# RN NCLEX Practice Analysis Data

2014, 2017, & 2021

## Orientation

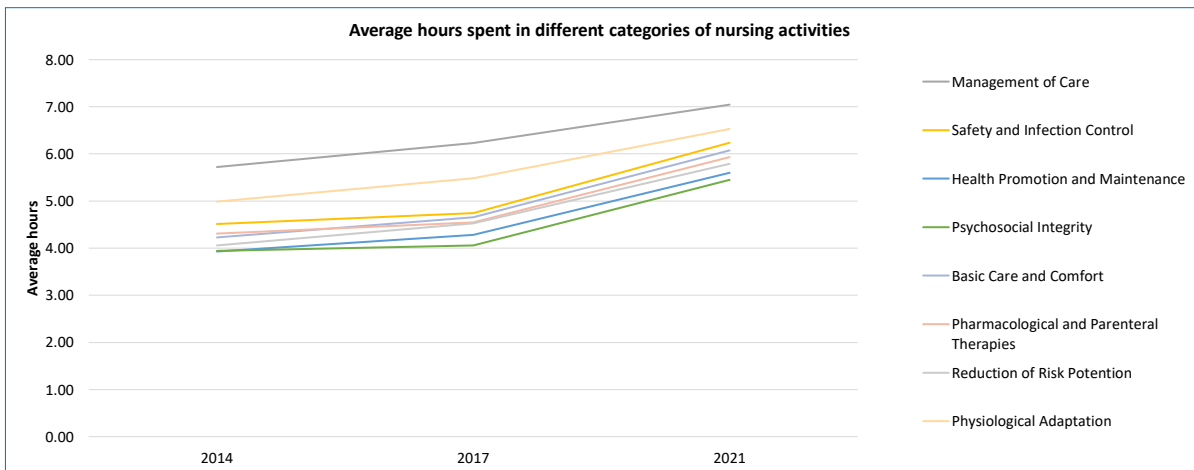


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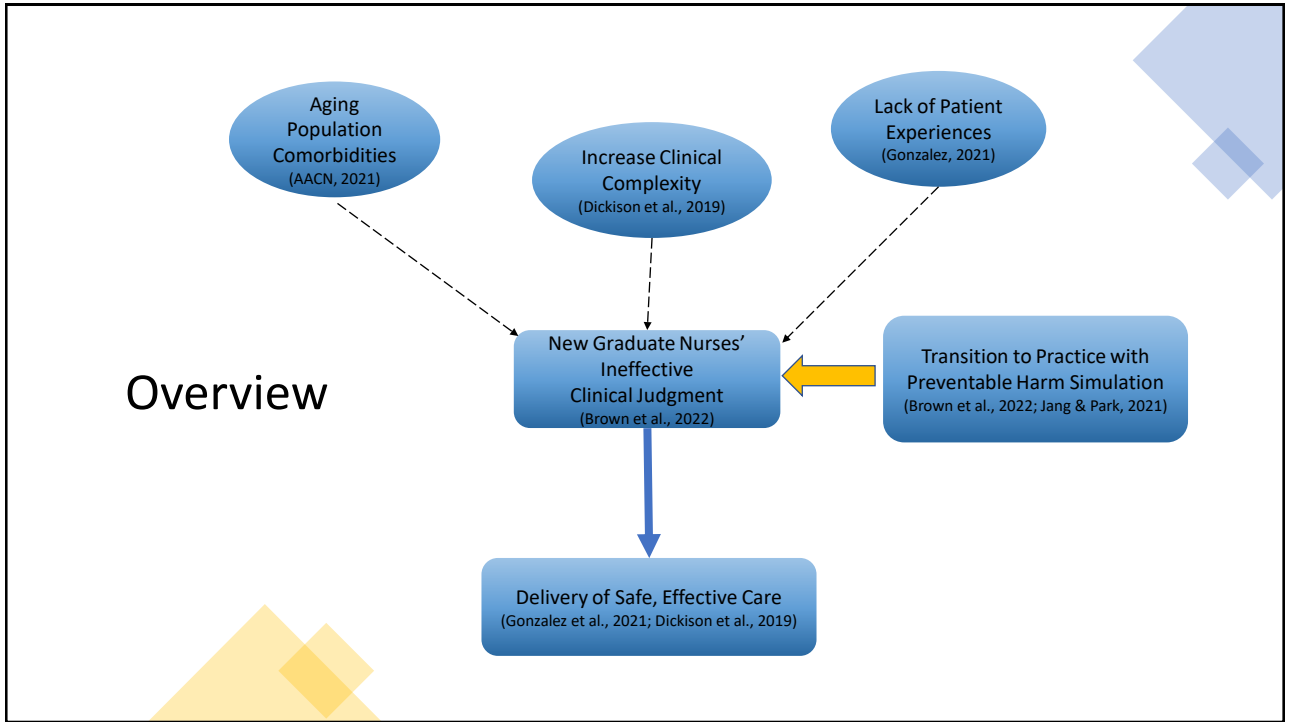
# RN NCLEX Practice Analysis Data

2014, 2017, & 2021

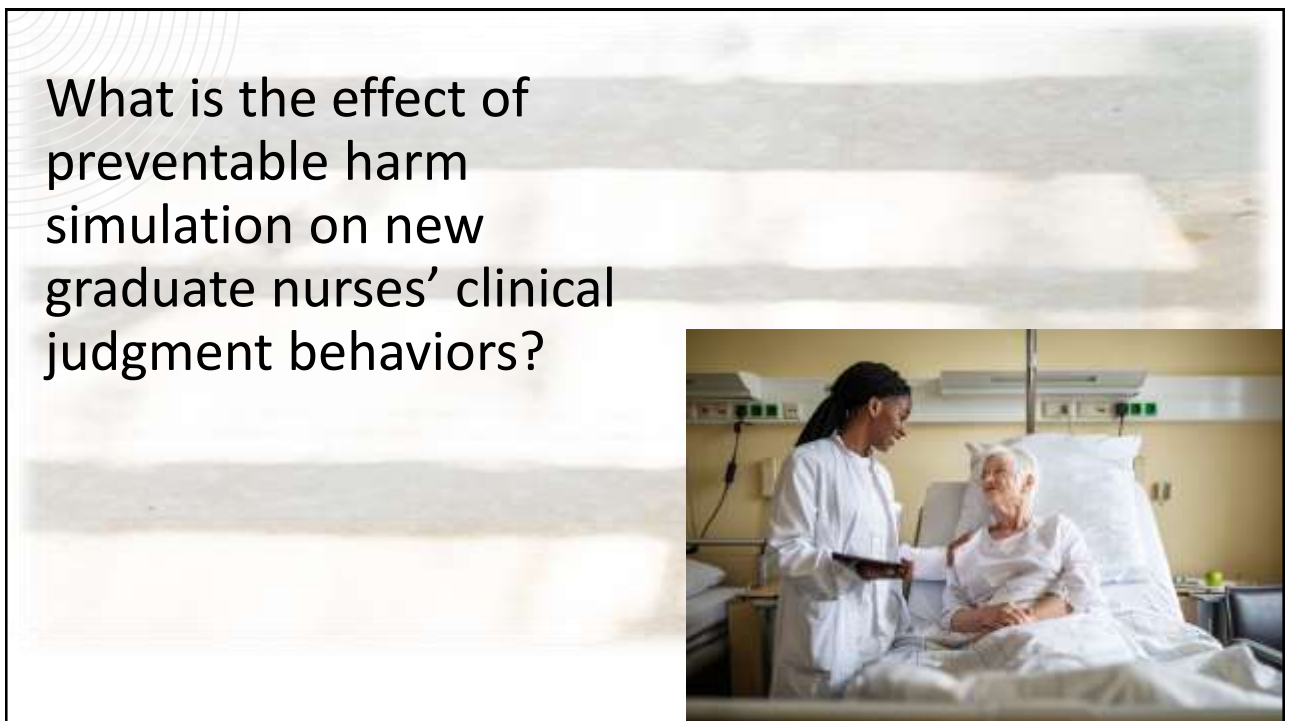
## Time Spent in NCLEX Test Plan Categories



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# Methodology

- New Graduate Nurses
- Nurse Raters
- Lasater Clinical Judgment Rubric
- Pre/Post Preventative Harm Simulation Scenarios
- Intervention Preventative Harm Simulation Scenario
- Formative Evaluation
- Participant Evaluations

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# Methodology

Session	Activity
Session 1	Pre-intervention preventable harm simulation with nurse rater observation*
Intervention	Preventable harm simulation case discussion
Session 2	Post-intervention preventable harm simulation with nurse rater observation*

\*Formative Evaluation Checklist Completed

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# Lasater Clinical Judgment Rubric

Noticing

Interpreting

Responding

Reflecting

Data Collection

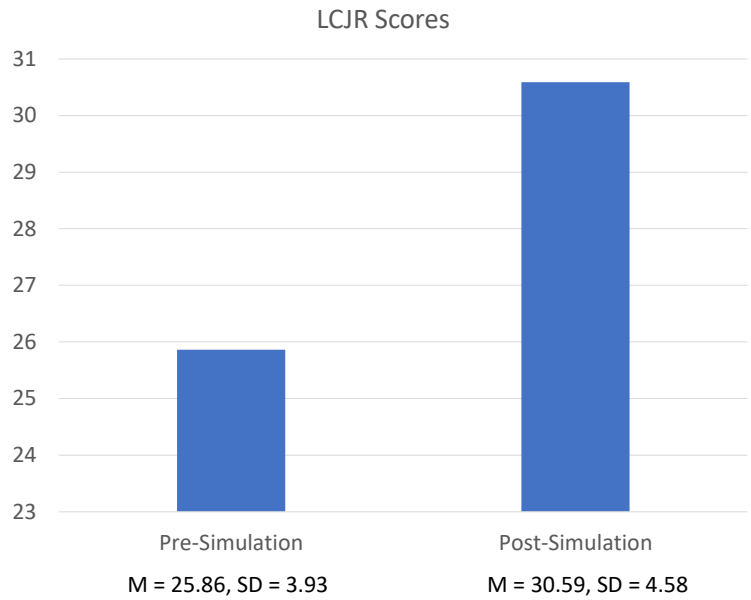
## Lasater's Clinical Judgment Rubric

Participant Number:  
 Rater Number:  
 Date of Observation Rating:  
 Total Score:

Effective NOTICING involves:	NOTICING				Observation Rating	Comments
	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)		
1. NOTICING <b>Focused observation</b>	Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information.	Regularly observes and monitors a variety of data, including both objective and subjective; most useful information is noticed; may miss the most subtle signs.	Attempts to monitor a variety of subjective, objective data but is overwhelmed by the array of data; focuses on the most obvious data, missing some important information.	Confused by the clinical situation and the amount and kind of data; observation is not organized, and important data are missed, and/or assessment errors are made.	_____	
2. NOTICING <b>Recognising deviations from expected patterns</b>	Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment.	Recognizes most obvious patterns and deviations in data and uses these to continually assess.	Identifies obvious patterns and deviations, missing some important information; unsure how to continue the assessment.	Focuses on one thing at a time and misses most patterns and deviations from expectations; misses opportunities to refine the assessment.	_____	

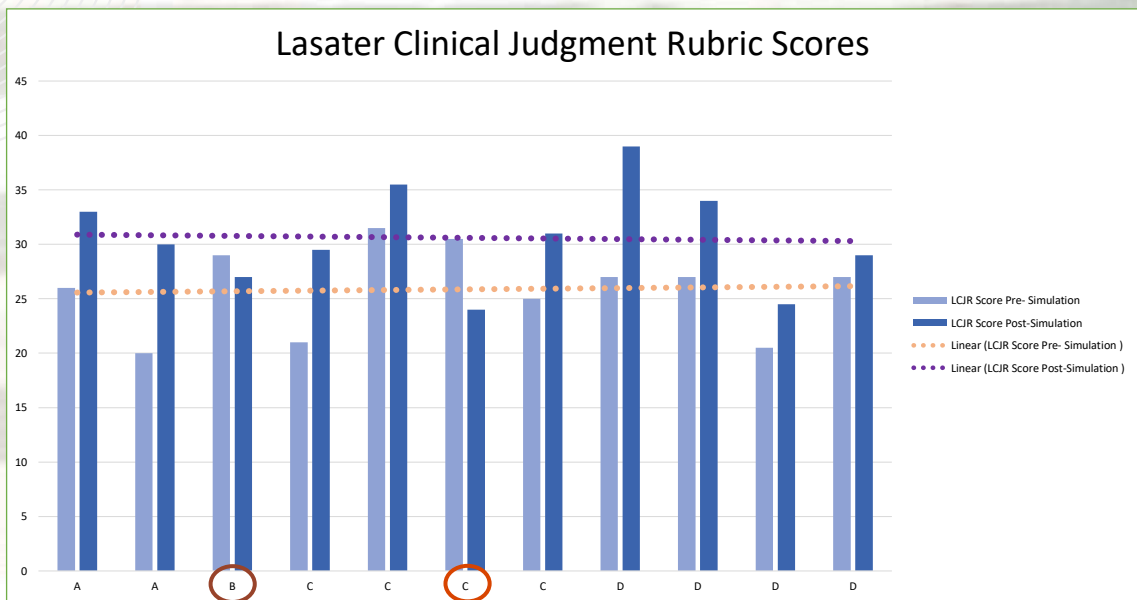
© Developed by Erika Louwer, Ed.D. (2017) Clinical judgment development. Using standards to create an assessment rubric. Journal of Nursing Education, 48(7): 486-503.

# Results



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### Lasater Clinical Judgment Rubric Scores



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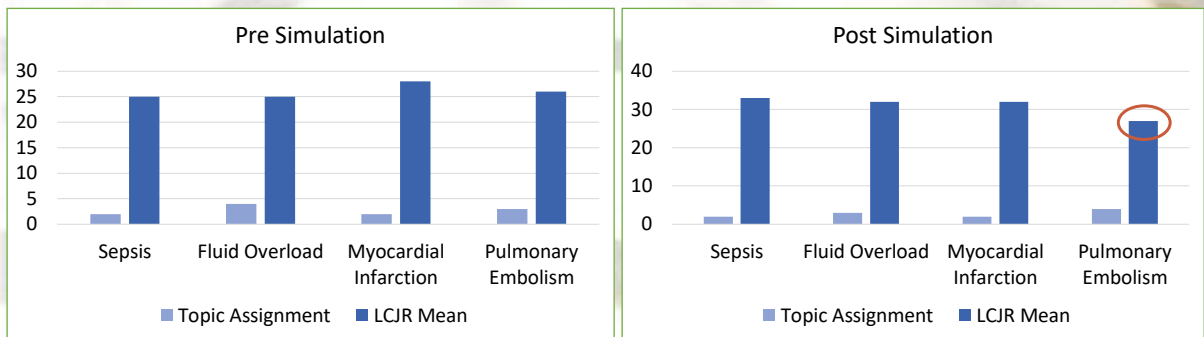
# Nurse Rater Assignment

NGN	Group	Nurse Rater Pre-Simulation	Nurse Rater Post-Simulation
1	A	3	3
2	A	3	3
3	B	1	1
4	C	4	3
5	C	4	4
6	C	4	4
7	C	2	2
8	D	2	2
9	D	2	2
10	D	4	4
11	D	2	2

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# Simulation Scenarios



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# Findings & Clinical Implications



The study intervention proved to have a positive impact on NGN clinical judgment behaviors



Significant contribution to the body of knowledge



Recommendations on NGN transition to practice activities



Overall, NGN participants stated that the pre-simulation, simulation review, and post-simulation activities were extremely helpful in facilitating clinical judgment behaviors

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# References

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**Thank You**

