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Assessment of reasoning diagnostic of nursing students in clinical simulation: The DTI contribution

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The aim of this study was to verify the difference in the diagnostic reasoning between sophomore and senior year undergraduate students in a clinical simulation, evaluated by the diagnostic thinking inventory (DTI). Nursing students participated individually in a high-fidelity clinical simulation (scenario+debriefing); the purpose was to evaluate the patient with sickle-cell disease, to diagnose an acute pain and to make appropriate interventions. The design and implementation of scenario was elaborated based in NLN/Jeffries simulation theory. After simulation, they responded to DTI2, validated for Brazilian culture with nursing students and a semantic differential scale (6 points, score 41-246 points) was used to evaluate the flexibility in thinking (21 items) and structure knowledge in memory (20 items) which is presented as Cronbach's alpha for this sample. The scores of two groups of students were compared (total and two domains). Participants were 41 students, 90% female, mean age 23.8 years; 56% intermediate level. The average of the total DTI scores did not differ between groups (by Student's t Test; p=0.334). There was no difference between the mean responses for domain flexibility in thinking (by Student's t Test; p=0.125) and structure knowledge in memory domain (by U Mann Whitney test; p=0.765). The groups demonstrate similar performance considering the total and domains scores of DTI. Although the findings may reflect the performance of groups of students, given the sample size, similar studies are needed for new data to be integrated into these.

Biography

Emilia C Carvalho is a Senior Professor of University of Sao Paulo. She was the Dean of the Ribeirão Preto College of Nursing, Brazil. She has interest in nursing education, nursing clinical, clinical simulation and nursing process.

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