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Reliably measuring third year nursing students' reflective thinking and critical reflection self-efficacy after high fidelity simulation: A pilot study

Tutticci Naomi, Lewis P A and Coyer F
Queensland University of Technology, Australia

Background: Critical reflection underpins critical thinking, a highly desirable generic nursing graduate capability. To improve the likelihood of critical thinking transferring to clinical practice reflective thinking and self-efficacy needs to be measured within the learning space of simulation.

Study Design: This study was divided into two phases: Phase one used interviews and expert panel to address the validity measures of previously untested surveys and Phase two used a post-test only design to address the reliability measures of all instruments used.

Setting & Sample: The study was conducted in an Australian metropolitan university. All final year Bachelor of Nursing (BN) students enrolled in the clinical capstone subject were eligible for inclusion.

Data Collection: Phase one data was collected by individual interview using a 'think aloud' approach and expert panel to review content validity. Phase two data was collected by an online survey.

Data Analysis: For phase one verbatim comment analysis and grouping of similar responses was undertaken. Expert reviewers rated each item and the content validity index was calculated. For phase two internal consistency using Cronbach's alpha was measured for each subscale and total scales.

Results: The reflective thinking instrument and self-efficacy VAS was modified (n=6) and items contextualized to simulation. Expert review confirmed the instrument and VAS exhibited content validity. Internal consistency was demonstrated by all subscales and the reflective thinking instrument as a whole ($r=0.849$). Participant (n=58) responses were positive about the simulation experience.

Discussion/Significance of Impact: The research findings demonstrated that the reflective thinking and simulation satisfaction survey is reliable. Further development of this survey to establish validity is recommended to make it viable.

Biography

Tutticci Naomi is a PhD student, Session Academic and Research Assistant in the School of Nursing at the Queensland University of Technology, Brisbane. She has combined her interest in adult education and nursing to explore the role of reflective thinking in undergraduate nursing programs. Her nursing practice has primarily been in nursing education and cardiac critical care.

naomi.tutticci@qut.edu.au

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