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The clinical reasoning indicators for nursing students: Qualitative study

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Background: Clinical reasoning is essential in preserving the standards of the profession and promoting quality patient outcomes.

Purpose: This study was to explore the clinical reasoning indicators for nursing students in Taiwan.

Methods: A qualitative study design was used. The thirteen participants were experts of nursing education. Individual interviews were transcribed into the procedural record. Data were analyzed by content analysis method by Waltz, Strickland, & Lenz (2010).

Results: Analysis of interview showed 4 main themes. First theme was "Perceived clinical clues", which included 5 sub-themes: with sensitivity; application of observation; accumulated life experiences; personal motivation; and willingness to initiate. The second theme was "Confirm clinical problems", which again included 4 sub-themes: search clinical clues; connect theory with clinical practice; integrate clinical clues and; identify clinical problems. The third theme was "Decided to act", which included 4 sub-themes: determine priorities; connect theory with clinical practice; verify hypothetical answers and; solve the patient's problems. The last theme was "Evaluation and reflection", included 3 sub-themes: evaluation effect of problem; self-evaluation and; self-improvement.

Conclusions: The clinical reasoning indicators for nursing students will be expected to build a new instrument for the assessment of clinical reasoning of students in the future.

Biography

Hui-Man Huang is currently studying her PhD degree in Nursing Department of National Taipei University of Nursing and Health Science. She is a nursing Teacher at St. Mary's Junior College of Medicine, Nursing and Management. She has published few nursing education papers in reputed seminars.

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