Communicating Patient Status: A Comparison of Teaching Strategies in Pre-Licensure Nursing Education

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METHODS

- **Research design** - a randomized posttest-only design with comparison group
- **Sample** - Convenience sample of 141 first semester senior level baccalaureate nursing students – University Southeastern United States
- **Reporting Framework** – ISBARR (Identify, Situation, Background, Assessment, Recommendation, Read back)
- **Random Assignment** to one of two instructional groups:
  - **Experimental Group Instruction**
    - Simulation Based - Cognitive Apprenticeship Instructional Model
      - Expert role modeling, coaching, “thinking out loud”, patient care context, community of practice
      - Two clinical cases completed
  - **Comparison Group Instruction**
    - Classroom role play
      - Two clinical cases completed, students alternated reporting role.
- **Measures** - Following instructional sessions – Students participated in course simulations-required ISBARR report by telephone
  - ISBARR performance scored using Interprofessional Critical Incident Report Tool (Guhde, 2014) via simulation video recording
    - Possible Score range 0 - 25
  - **Students rated satisfaction and self-confidence in learning** following course simulations (NLN Satisfaction and Self-Confidence in Learning Survey)
- **Independent t-test** at α .05 was performed to compare mean scores for ISBARR performance scores and confidence and satisfaction in learning data.
- **No Statistical Difference in Mean Scores**

**ISBARR Performance**

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<th>Group 1</th>
<th>Group 2</th>
<th>p-value</th>
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<tbody>
<tr>
<td>Mean</td>
<td>75</td>
<td>66</td>
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<tr>
<td>Standard Deviation</td>
<td>7.5</td>
<td>9.6</td>
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**Confidence in learning**

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**Satisfaction in learning**

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**REFERENCES**


