

The Impact Of Simulation On Critical Thinking Skills Of RPN-To-BScN Students

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Abstract

Although critical thinking in undergraduate nursing education has been explored in considerable depth, there is negligible literature on the critical thinking abilities of RPN-to-BScN nursing students. Research on simulation and use of human patient simulators as a pedagogy for nursing curricula is plentiful but only recently have scholars begun to evaluate simulation as a viable methodology in developing critical thinking abilities in nursing education programs. If simulation is to be utilized as an adjunct or substitute to clinical learning, researchers must evaluate whether simulation can provide the learning experiences needed for the development of critical thinking skills.

This pretest-posttest correlational study will evaluate the critical thinking dispositions and critical thinking skills of RPN-to-BScN nursing students using low-high fidelity (realism) simulation as an alternative to clinical placement during the first year of the RPN-to-BScN upgrading program. The site of this study is Conestoga College Institute of Technology and Advanced Learning, Kitchener, Ontario. The California Critical Thinking Disposition Inventory (CCTDI) and the California Critical Thinking Skills Test (CCTST) will be the instruments used in this study. In addition to these instruments, participants will complete a Kolb's Learning Style Inventory to understand the relationship of learning style to critical thinking disposition. These findings will contribute new knowledge to nursing education and strengthen the value of using simulation as a teaching methodology to develop and enhance the critical thinking abilities of nursing students.

Key Words: critical thinking, critical thinking dispositions, CCTDI, CCTST, nursing students, simulation.

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