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CRITICAL CARE PEDAGOGY OF CONNECTEDNESS: IPE (INTER PROFESSIONAL EDUCATION) AND IPC (INTER PROFESSIONAL COLLABORATIONS) WITHIN THE CRITICAL CARE NURSING EDUCATION ENVIRONMENT

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Statement of the Problem: Critical care advance nurse practitioner's clinical judgement skills has traditionally been highly valued amongst the team of professionals in the critical care practice environment anticipating clinical judgement as an inherent feature of the advance critical care nurse practitioner. Clinical judgement is a complex and multi-faceted in nature. Furthermore, the diverse, dynamic fast-pace and high-technological critical care environment impact the salient feature of clinical judgement. Clinical judgement significantly influences safe patient outcomes. Multiple researchers reported on clinical judgement. However, there is a paucity of recent research reviewing the teaching of clinical judgement.

Purpose of this Study: To explore and describe the methods critical care educators use, to facilitate clinical judgement in the critical care education environments of South Africa.

Methodology: Appreciative inquiry (AI) method with focus groups (phase 1 of the study).

Findings: The empirical data resulted from (n=31). Two themes and five categories emerged from the data analysis. Firstly, methods to facilitate a meaningful critical care education environment to develop clinical judgement and secondly, methods to create a critical care pedagogy of connectedness. The respective categories: inter-professional education supporting development of clinical reasoning ability, as a fundamental to sound clinical judgement and inter-professional collaborations increasing practical wisdom to enhance sound clinical judgement.

Conclusion & Significance: The findings support the development of strategies to facilitate clinical judgement in the critical care education environment (phase 2, of the study), in order to ensure clinical judgement that ensure safe critically ill patient outcomes, by the critical care advance nurse practitioner

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