

# Honors Project Proposal

## Student Information:

Student: Jane Doe  
Faculty Sponsor: Jane Doe  
Semesters: HONR 498 Fall 2021 HONR 499 Spring 2022  
Project Title: **The Perceived Effects of Standardized Patient Simulations on Self-Confidence Level in Clinical Decision-Making Ability in Senior-Level Undergraduate Athletic Training Students: A Pilot Study**

## Project Proposal:

Self-confidence has been shown to be an essential variable for undergraduate students preparing to enter the workforce. “Students who show high self-confidence are more likely to succeed in clinical practice, show better results in exams, and use clinical skills more effectively” (Kim & Kim, 2015, p. 605). Kim and Kim (2015) stated, “As competency is very much related to self-confidence, a participant’s self-reported confidence is often assumed to represent their competency” (p. 605). Mulholland and Green (2010) discussed the importance of confidence to provide high-quality patient care. An increase in confidence is shown to decrease anxiety levels, which, in turn, creates a more conducive environment for providing quality care. Unfortunately, entry-level athletic trainers often lack the experience and confidence level needed to engage in high-level clinical decision-making (CDM) ability. Ross and Carney (2017) stated, “when students experience anxiety, competence, confidence, and patient safety are affected” (p. 116). Fry & MacGregor (2014) found that reduced self-confidence influenced their ability to complete necessary tasks. Nurses who participated in the qualitative study indicated that when low self-confidence impeded their ability to act, the low self-confidence was often a result of lack of exposure to the situation at hand. However, task repetition or experience was noted as a significant way to gain self-confidence and enhance knowledge and CDM ability (Fry & MacGregor, 2014).

The purpose of this study will be to study the perceived effect of participating in standardized patient scenarios and reflection on self-confidence in CDM ability in senior-level undergraduate athletic training students. This study will specifically focus on student performance on general medical conditions, feedback from the patient regarding communication during the evaluation process and reflection on the process.

## Project Sequence:

### Semester 1 September-December:

- Comprehensive literature review
  - September - October
    - Literature search
    - Literature processing
    - Outline + annotated bibliography
  - October - November
    - Rough drafting process
    - Design three simulation scenarios related to a general medicine condition
    - Receive approval to utilize ABIM’s Patient Assessment survey questionnaire
  - November – December
    - Final drafting process
    - Advisor edits
- Weekly meetings with faculty advisor

### Semester 2 January - March

- Provide training
- Conduct simulated scenarios with training students
- Data collection

March – April

- Complete data analysis
- Prepare oral presentation

March-May

- Present project
- Complete write-up for possible submission for publication

## Intended Literature Review:

- Abadel, F. T., & Hattab, A. S. (2014). Patients' assessment of professionalism and communication skills of medical graduates. *BMC Medical Education, 14*(28), 1-8.
- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., . . . Wittrock, M. C. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Longman.
- Commission on Accreditation of Athletic Training Education (2020). *Pursuing and maintaining accreditation of professional programs in athletic training: Implementation and guide to the CAATE 2020 professional standards*. Retrieved from [https://caate.net/wp-content/uploads/2021/01/Pursuing-Maintaining-and-Guide-to-2020-Standards-Final\\_approved-Dec-2020.pdf](https://caate.net/wp-content/uploads/2021/01/Pursuing-Maintaining-and-Guide-to-2020-Standards-Final_approved-Dec-2020.pdf)
- Dreyfus, S. E. (2004). The five-stage model of adult skill acquisition. *Bulletin of Science, Technology & Society, 24*(3), 177-181. doi:10.1177/0270467604264992
- Hayward, L. M., Black, L. L., Mostrom, E., Jensen, G. M., Ritzline, P. D., & Perkins, J. (2013). The first two years of practice: A longitudinal perspective on the learning and professional development of promising novice physical therapists. *Physical Therapy, 93*(3), 369-383. doi:10.2522/ptj.20120214
- Kim, J. Y., & Kim, E. J. (2015). Effects of simulation on nursing students' knowledge, clinical reasoning, and self-confidence: A quasi-experimental study. *Korean Journal of Adult Nursing, 27*(5), 604-611. doi:10.7475/kjan.2015.27.5.604