

Teaching Clinical Judgment

A Simulation Faculty Development Session

TAMARA WHITTLE, MSN, RN, CCRN

WITH SUPPORT FROM PATTI WARKENTIN, M.ED., BSN, RN

OHSU SCHOOL OF NURSING, MONMOUTH CAMPUS

PRESENTED AT OHSU SYMPOSIUM ON EDUCATIONAL EXCELLENCE, MAY 20, 2022

Learning Objectives

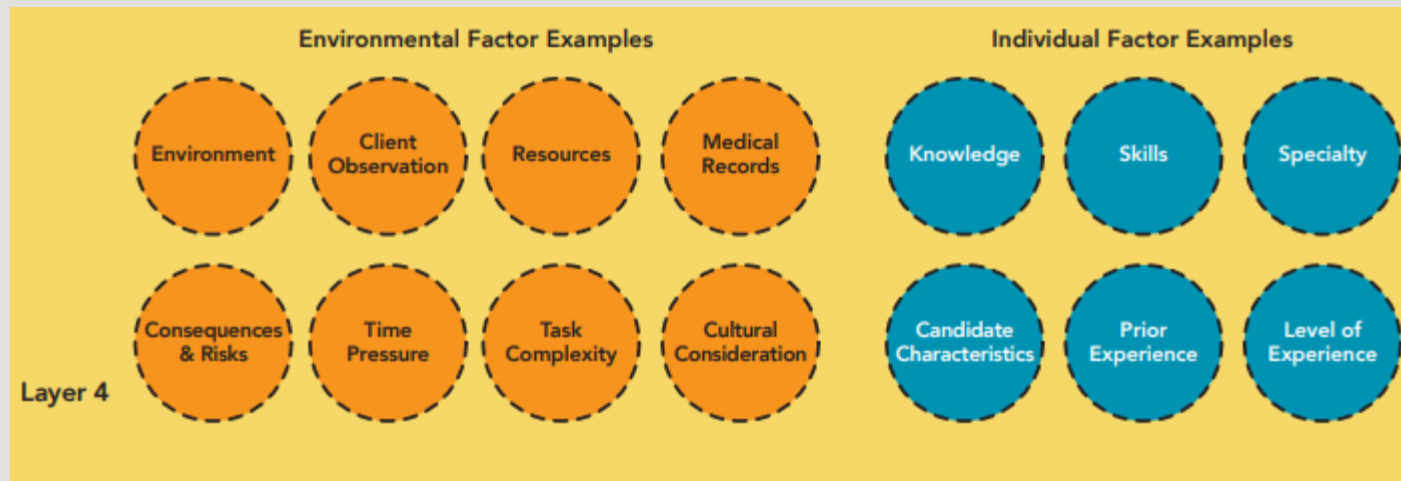
Learners will be able to:

1. Identify evidence-based best practices for teaching clinical judgment
2. Describe gaps in current teaching practice
3. Develop 2-3 teaching improvements to foster clinical judgment
4. Create an evaluation plan to assess improvements in teaching effectiveness

Relevance

NCSBN - Next Generation NCLEX Project

- Growing evidence
- Clinical judgment is ‘critically important’
- NCSBN Clinical Judgment Measurement Model (NCJMM)
- Next Generation NCLEX – coming in 2023



(NCSBN, 2020)

Evidence-Based Practice in Teaching

Classroom

Lab

Simulation

Clinical

Holistic Care

Nursing practice vs medical practice

Caring – recognizing the value and worth of patients

Engagement and empathy

What is Clinical Judgment?

Critical Thinking – ability of the nurse to think clearly, precisely

- Memorizing ≠ understanding
- Moving beyond noticing to interpreting

Clinical Reasoning – ability to think in action

- Understanding → action

Clinical Judgment – observed outcome of critical thinking and decision-making

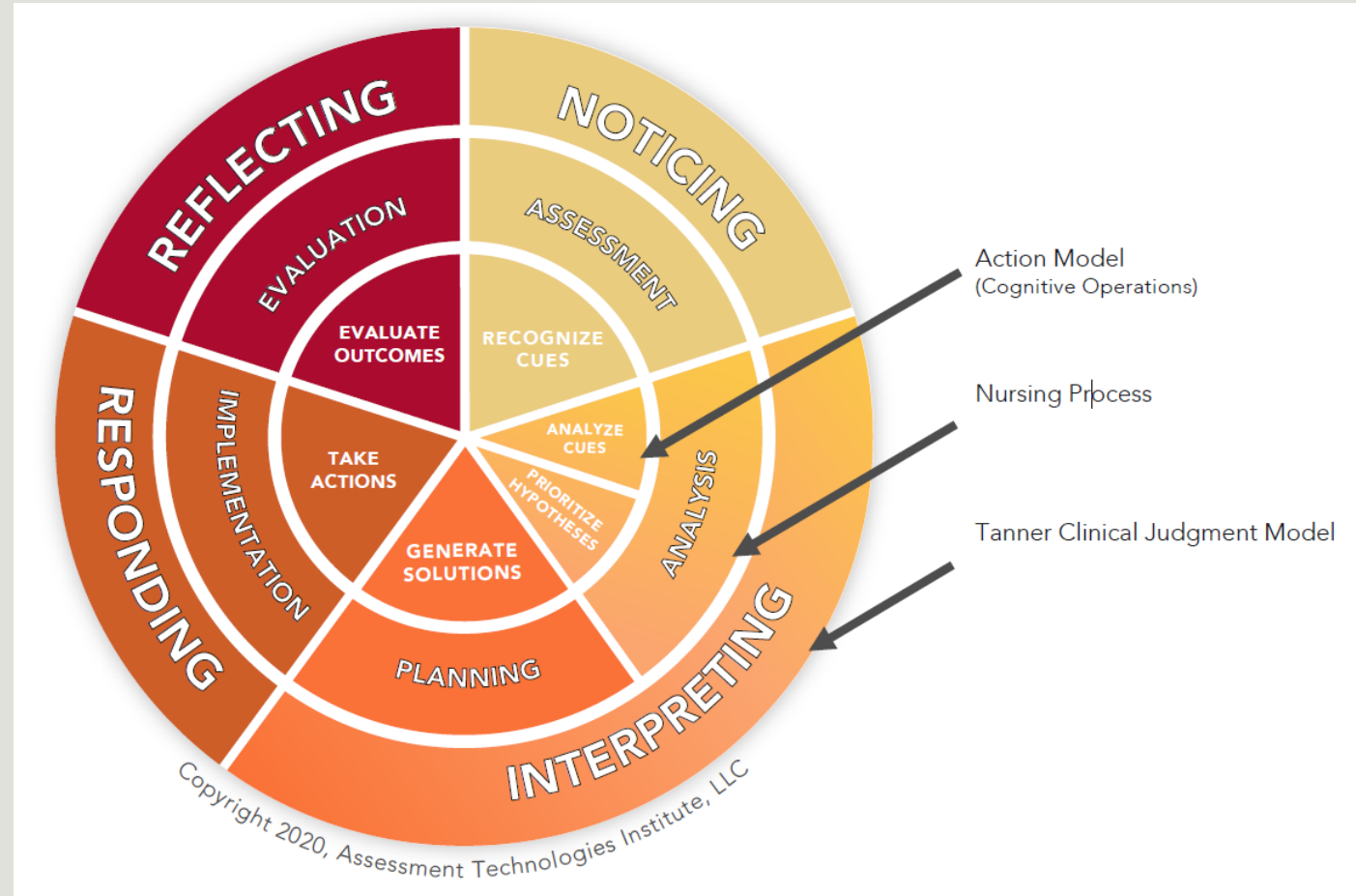
Critical Thinking + Clinical Reasoning = the bulk of Clinical Judgment

Caring + Critical Thinking + Clinical Reasoning = Holistic Clinical Judgment



Clinical Judgment Model

- Tanner
- Nursing Process
- NCJMM



NCJMM – A Framework for Education, Not Practice

- Assessment model for item development
- Measure student learning?
- “Any evidence-based curriculum that teaches clinical judgment effectively will provide students with preparation necessary for the new components of the exam.”

Connecting Theory to Clinical

- Supporting student connections
- Supporting faculty connections
- Bridging theory and clinical



Evidence-Based Teaching Strategies

- Connecting theory to clinical
 - Case studies
 - Detailed
 - Unfolding
 - Virtual simulation
 - High-fidelity simulation (Luo et al., 2021)
 - Evaluation of students (Ragsdale & Schuessler, 2021)
- Self-assessment of learning
 - Guided reflective writing (Smith, 2020)



Current Process - Classroom

- Decision-making frameworks
- Worksheets
 - *Developing Critical Thinking Through Understanding Pathophysiology*
- Unfolding case studies
 - *Small vs large group*
 - *Questions to develop clinical reasoning*

Asthma

UNFOLDING Reasoning Case Study



Current Process – Clinical Learning Lab

- Case-based learning



Current Process – Virtual Simulation

- Virtual simulation
 - *Shadow Health*
 - *Guided reflection*

Exam Menu

- Wash hands
- Vitals
- Inspect
- Palpate
- Auscultate
- Percuss
- Call Guardian

Transfer Care

Electronic Health Record

Danny Rivera
Patient Chart

Patient Chart | Document: Vitals | Document: Nursing Notes

Objective Data

- ▼ Vitals
 - Weight: 90 lbs
 - Height: 4' 2"
- ▼ Home Medications
 - Daily multivitamin
- ▼ Allergies
 - None
- ▼ Immunizations
 - No influenza vaccine in the last 12 mos.
 - Hep B - 3-dose series completed at 6 mos.
 - Hen A - 2-dose series completed at 15 mos.

My music teacher Mr. Hillman sent me here because he said I look sick. I have been coughing a lot. . . and I feel kinda tired.

INTERVIEW GUIDE 2 of 22

Ask Ask a question

Educate

Empathize

Submit

Current Process – Simulation Lab

- High-fidelity simulation
 - *Standardized patient actors*
 - *Prebriefing*
 - *Facilitated debriefing*



Current Process - Clinical

- SBAR
- Clinical Quick Write
- One-Minute Care Plan



Next Steps – Reflective Writing

Guided Reflective Writing Assignment

1. Introduction: Briefly describe your clinical experience.
2. Noticing: Describe what you noticed about your patient immediately. Describe what you noticed as you spent more time with the patient and possibly their family.
3. Interpreting: What did your observations during the clinical experience lead you to believe about your patients? What was the priority of care? What additional information was needed to provide patient care? What resources supported your interpretation?
4. Responding: After consideration of your clinical experience, what were the goals for your patient? What interventions did you complete during the clinical experience to support these goals? How did you support therapeutic communication with your patient?
5. Reflection: What are other possibilities for supporting this patient? What ways did Noticing, Interpreting, Responding, and Reflecting help improve your patient care?
6. Identify 2 questions to further explore regarding this clinical experience to develop clinical judgment.

Guided Reflective Writing Assignment rubric based on the Clinical Judgment Model				
Dimension	Exemplary	Accomplished	Developing	Beginning
Noticing	Explained subtle pattern and deviations from normal data. Reported gathering of additional relevant data.	Explained most obvious pattern and deviations in data. Reported retrieval of obvious information.	Explained obvious patterns and deviations but missed some important information. Limited effort to seek additional information.	Explained normal assessment. Missed deviations from expectations. Did not report seeking information. Reported on objective data only.
Interpreting	Appropriately prioritized data to explain patient condition. Made sense of complex patient data with supporting resources.	Generally prioritized data but includes some less pertinent data. Mostly made sense of patient data except for rare or complicated situations.	Effort emerging to prioritize data. Includes less important data. Mostly made sense of data in simple or common situations.	Difficulty organizing and prioritizing data. Cannot distinguish important data to the diagnosis. Difficulty making sense of data in common situations.
Responding	Reported detailed communication strategies to establish rapport. Reported	Reported generalized communication strategies but could be more effective in	Reported communication strategies that display caring but not	Reported communication strategies are confusing and

(Smith, 2020)

Resources



SHADOW HEALTH

- Digital standardized patients
- Natural language conversation
- Gathering and interpreting objective data
- Therapeutic communication
 - Education and empathy
- Electronic health records
- Immediate, detailed performance feedback

KEITH RN

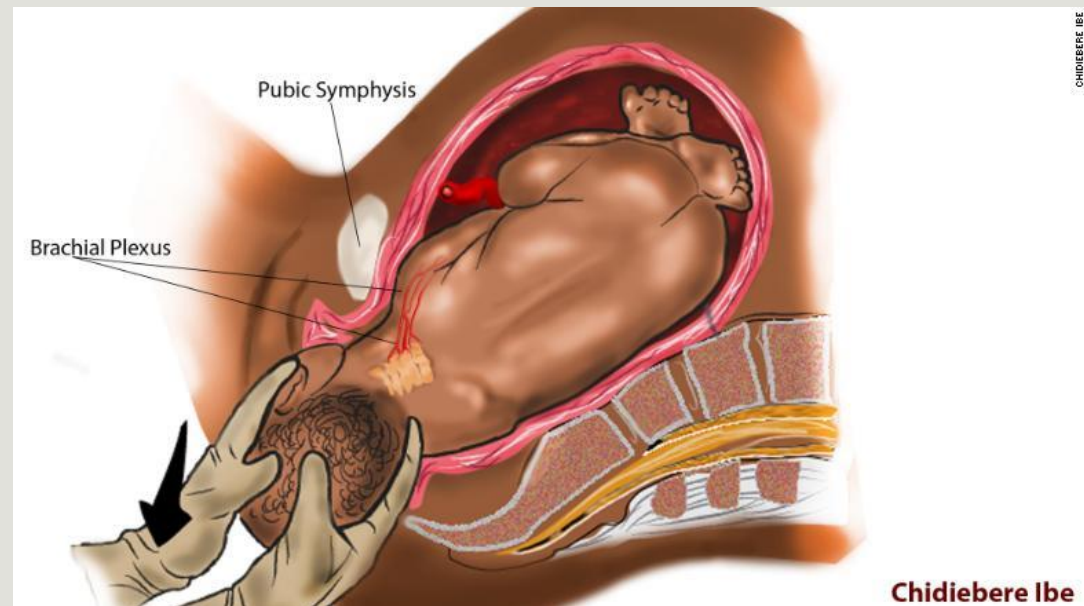
- Case Studies
 - Medical-surgical clinical reasoning
 - Pediatrics
 - OB
 - Mental health
 - Clinical dilemmas
- Classroom and clinical tools
 - Including templates for case development and electronic health records
- Webinars for faculty development

Example – Sim Case Development



Illustration by Chidiebere Ibe (2021)

- Maternal/Child Health
 - Antepartum
 - Postpartum



Chidiebere Ibe

Next Steps



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