Teaching Clinical Judgment
A Simulation Faculty Development Session

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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
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
Current Process – Clinical Learning Lab

- Case-based learning
Current Process – Virtual Simulation

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

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

*(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

- Maternal/Child Health
  - Antepartum
  - Postpartum

Illustration by Chidiebere Ibe (2021)
Next Steps
References


NCSBN. (n.d.) NGN FAQs for educators. [https://www.ncsbn.org/11447.htm](https://www.ncsbn.org/11447.htm)


Thank you