

Practice Educators' Report of New Graduate Clinical Judgment in Practice

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Conflicts of Interest and Disclosures

- Neither the planners or presenters indicated that they have any real or perceived vested interest that relate to this presentation.

Objectives:

Describe the language and strategies used to promote clinical judgment in practice.

Compare and contrast what practice partners perceive as expectations of new graduate nurse's clinical judgment versus what they perceive new graduate nurses actually do.

Explore how to use findings and possible ways to improve academic education to better prepare students for thinking in practice.



Why are we making this clinical judgment journey?

- 50% of healthcare errors involve a new nurse; 65% of errors involve some lapse in clinical judgment (Brenton, 2018)
- Only 23% of newly graduated nurses demonstrate entry-level competencies and practice readiness (Kavanaugh & Szweda, 2017).
- Nurses in a critical care environment make 1428 decisions in an hour (Bucknall, 2000)
- Clinical judgment items are included on the NCLEX starting in 2023

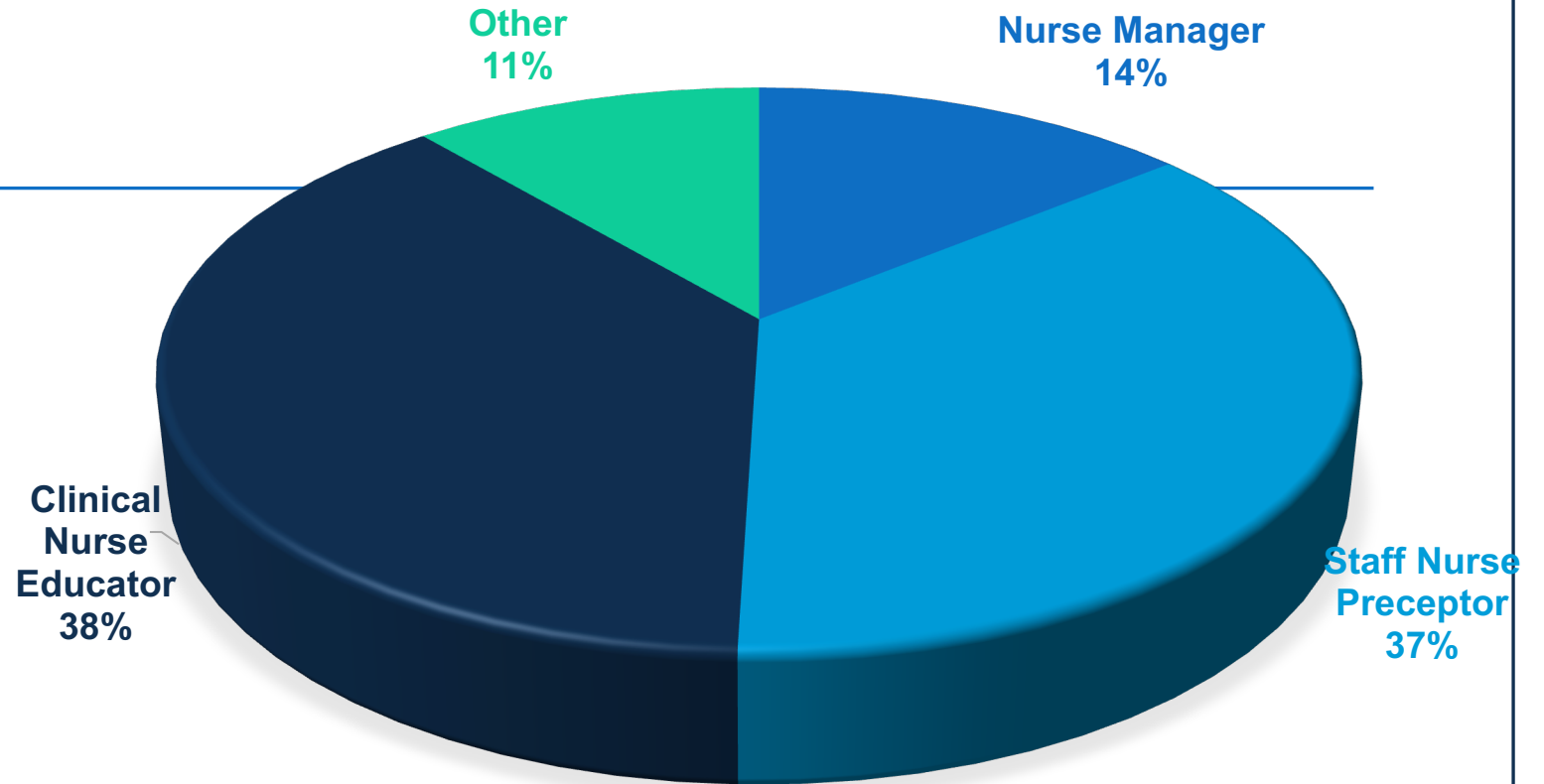
Are We Filling the Gap?

We wanted to know
what our practice
partners think?



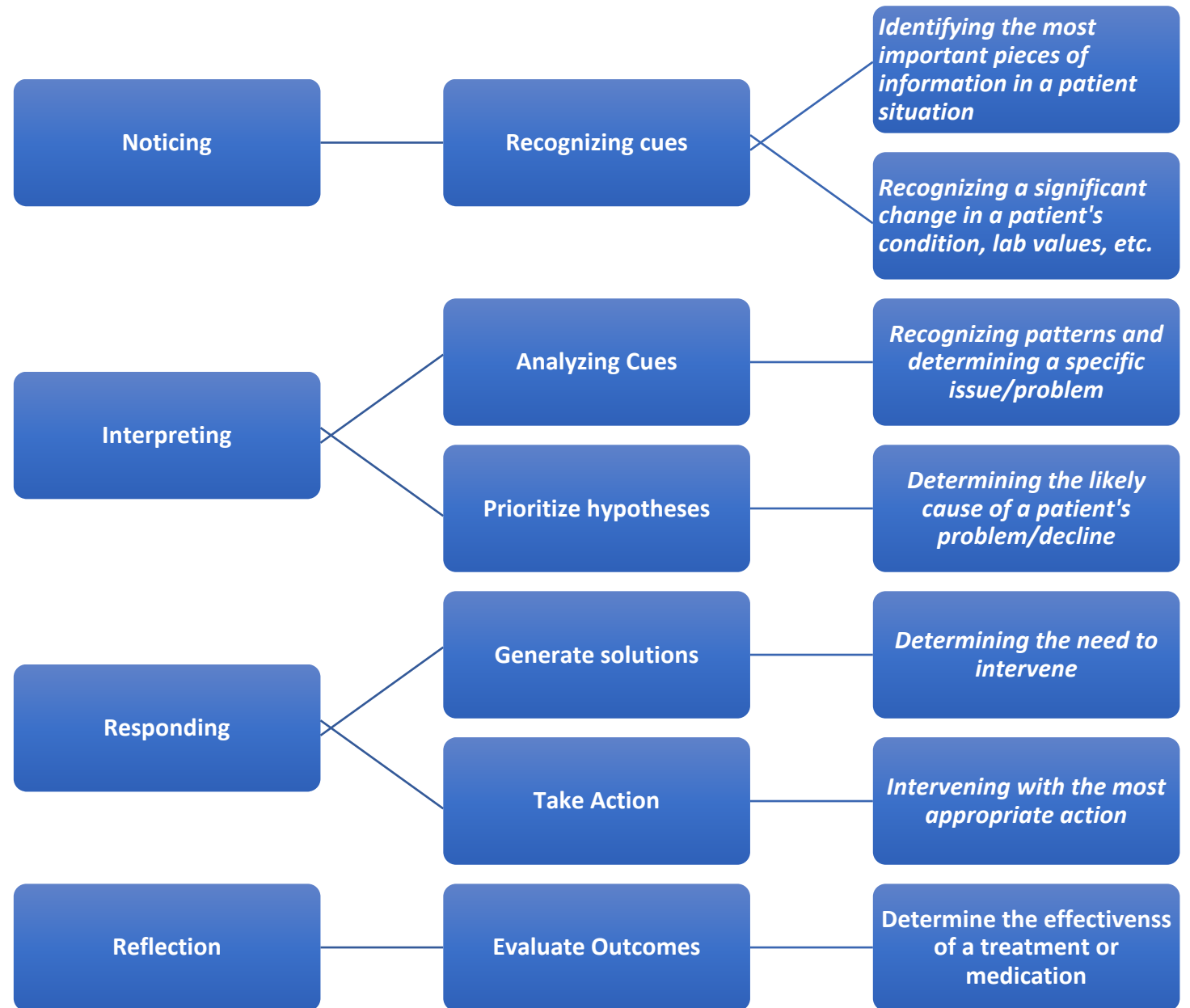
ROLE OF PARTICIPANTS

Practicing Nurses Report on New Graduate Nurse's Clinical Judgment



Multi Site, Cross-sectional Design with 312 Participants
from 19 States. Snowball Sampling

Questions Derived from Tanner's Model and Clinical Judgment Measurement Model



Results

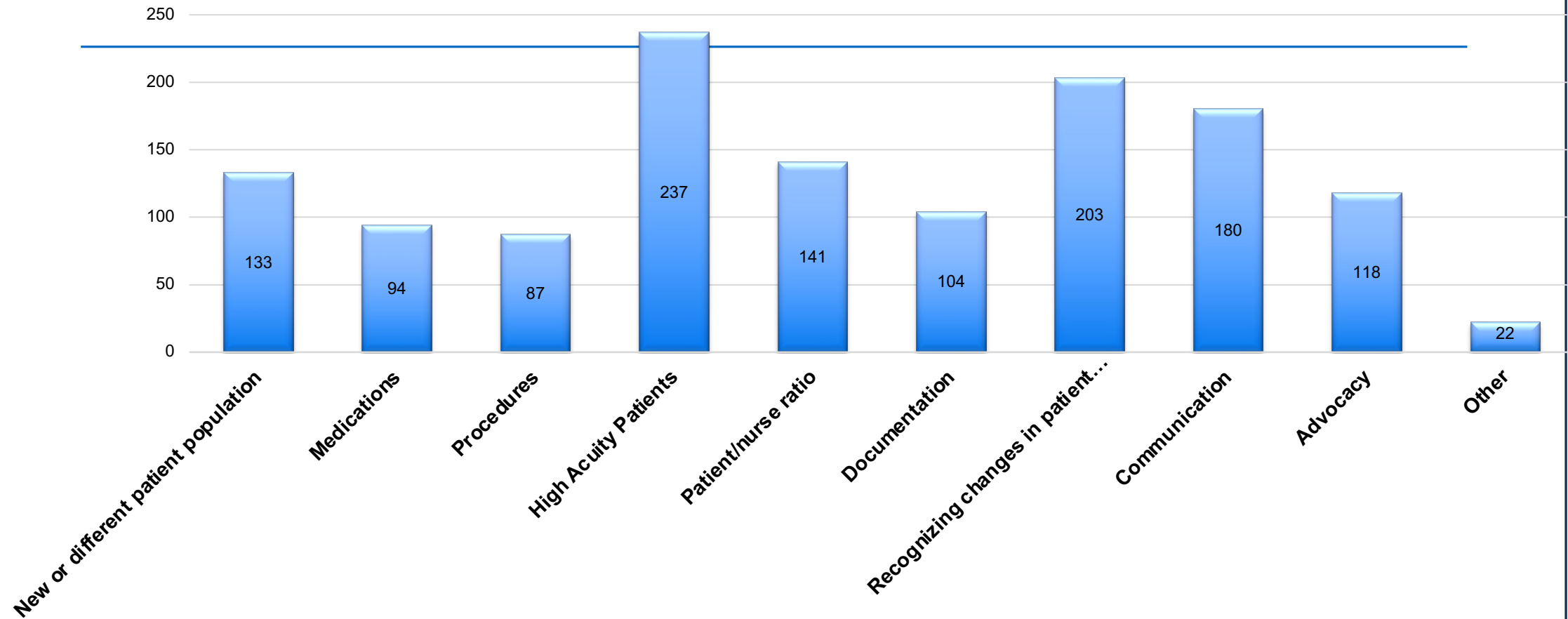


Incongruent language

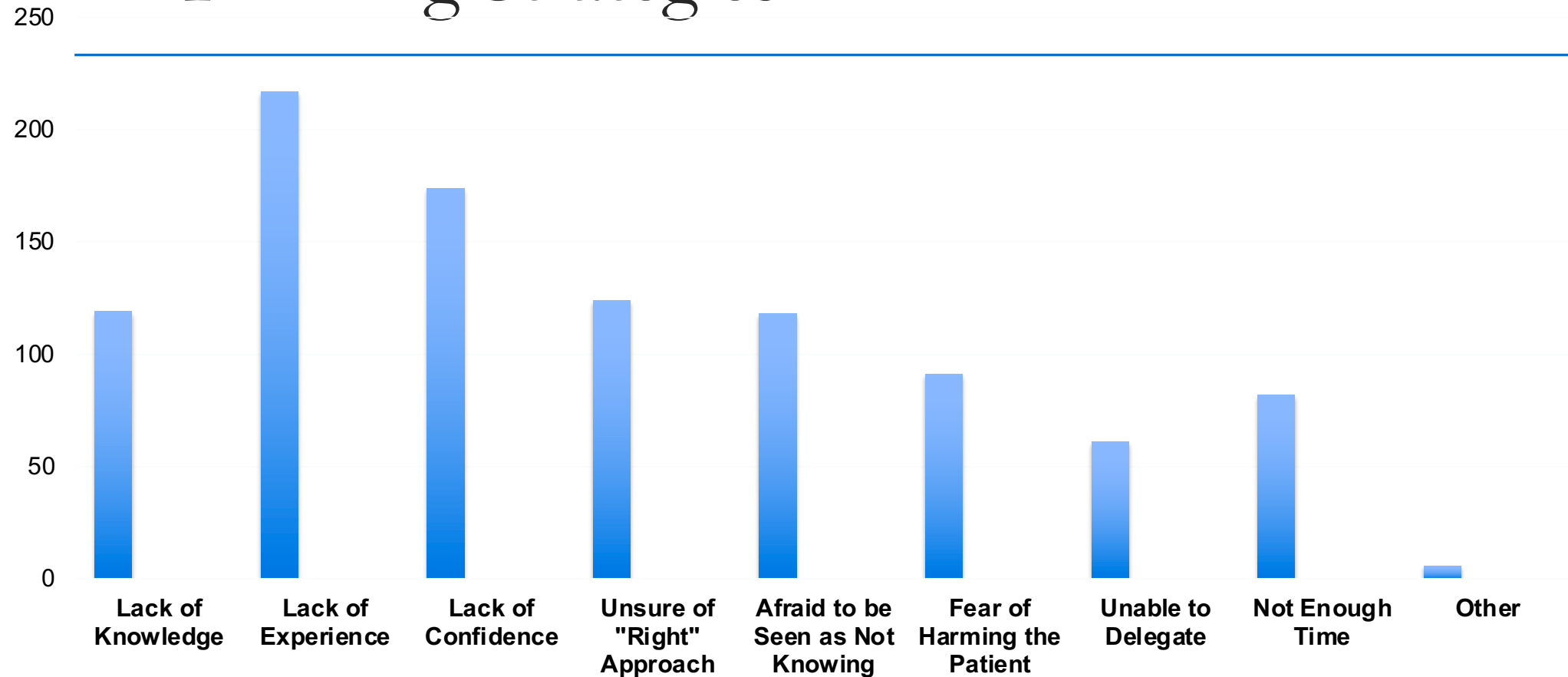
- clinical judgment,
- clinical decision-making
- clinical reasoning
- critical thinking

Common language to foster congruent expectations

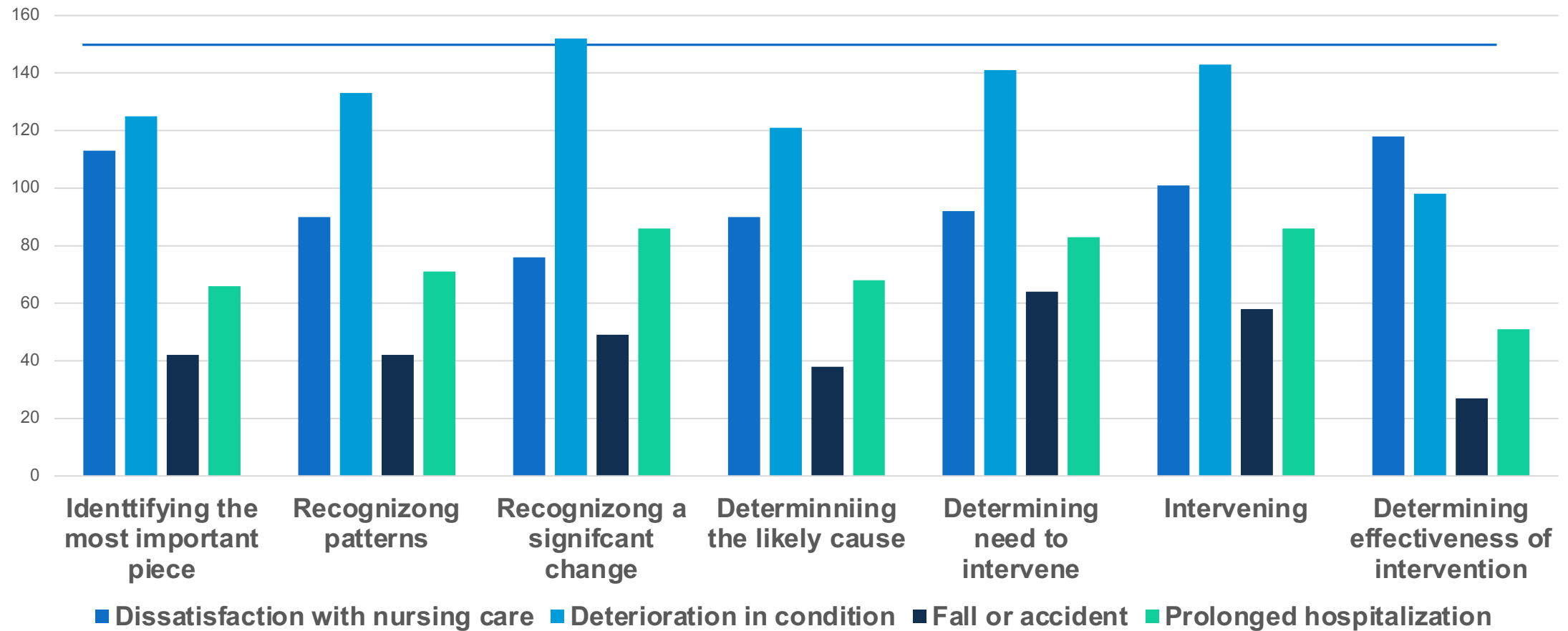
Patient Care Most Challenging for NGNs



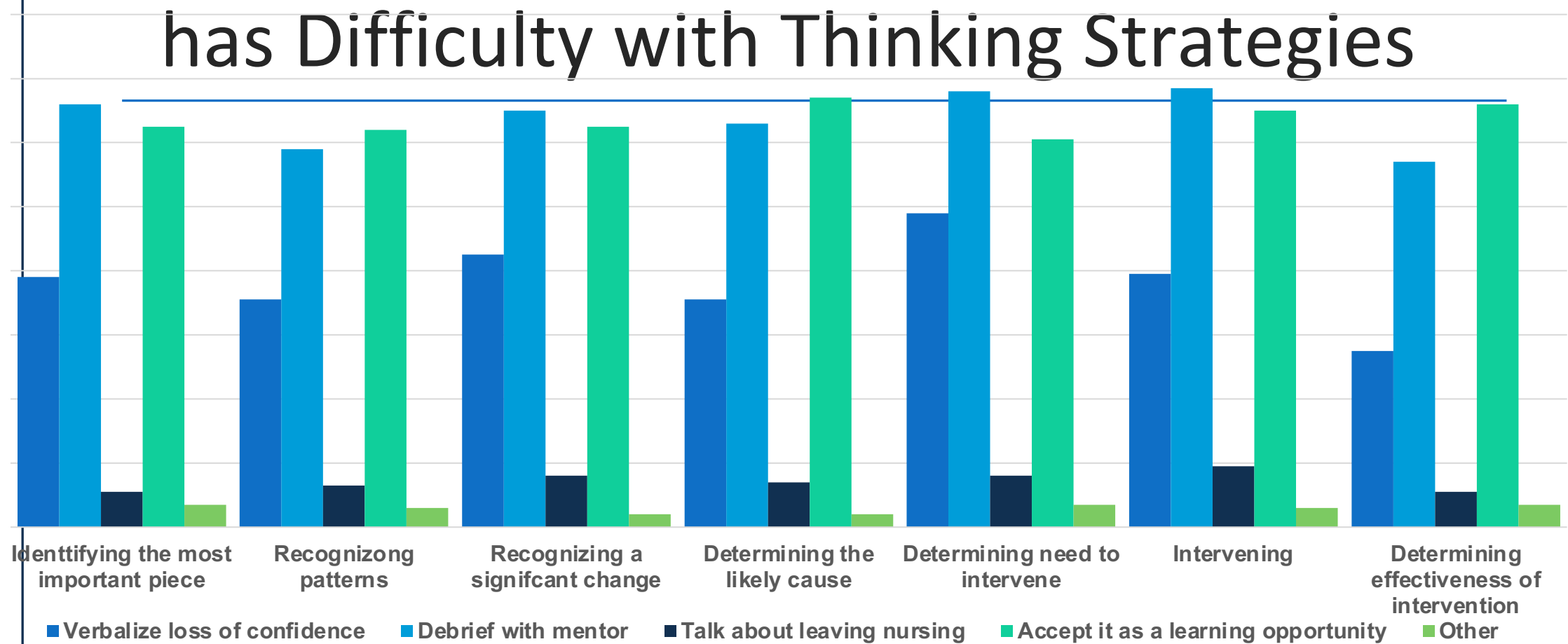
Reason NGNs are Unable to Accurately Engage in Thinking Strategies



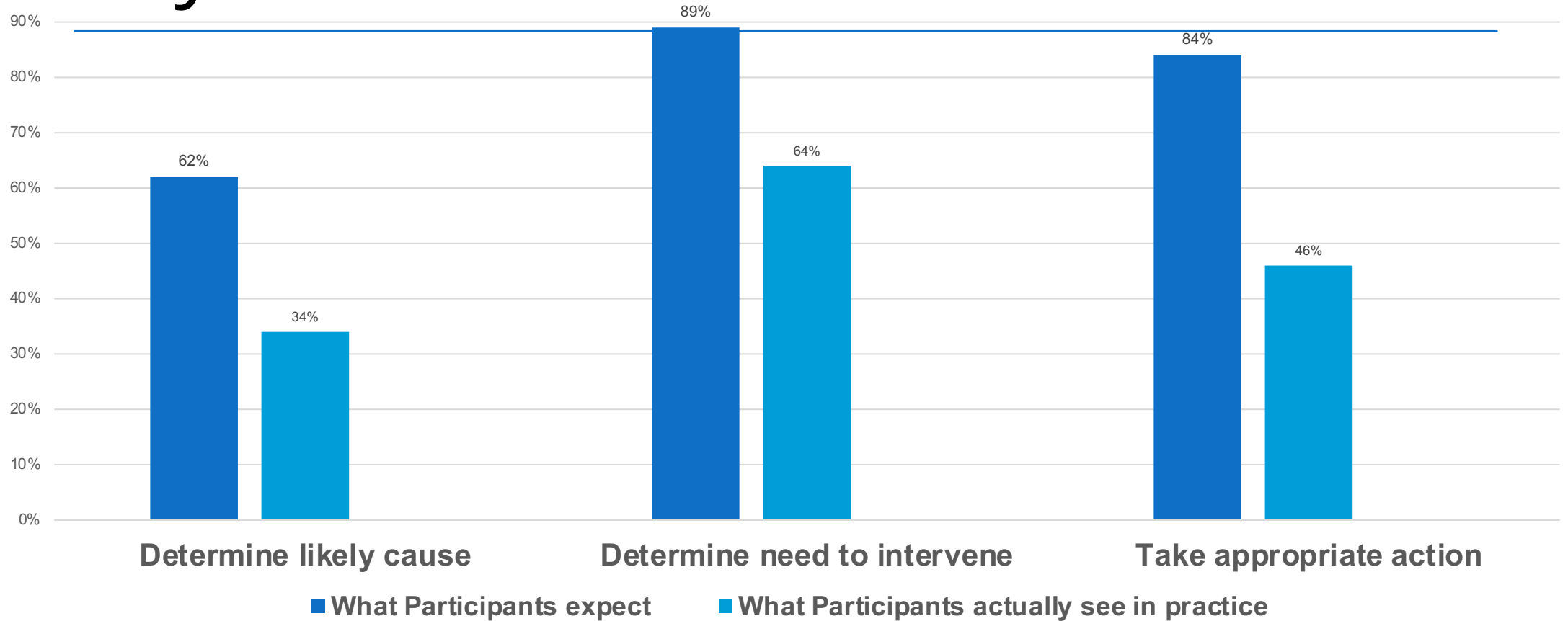
Experience with a Patient When the NGN has Difficulty with Thinking Strategies



Experience with the NGN When the NGN has Difficulty with Thinking Strategies



Expectations Versus Observations for every time and most of the time



Qualitative analysis

- Data source- Two open ended questions
 - Describe how NPNs typically respond to your...
 - Use of strategies to promote thinking and decision-making
 - Provision of feedback about how they could improve their thinking or decision-making
- Approach
 - Content analysis with identification of primary themes and subthemes
- Two researchers did initial analysis
 - Independently, then met to compare, confirm, modify
 - Raw data organized under each theme for easy review
 - Based on data review responses to both open ended questions, responses from the two questions were merged
- Five person research group reviewed the themes and raw data
 - As a group honed themes, consensus on final themes established

Qualitative findings: Two main categories

First category: New Graduate Nurse responses to feedback and learning activities

1. Learning focused responses
 - Perceive feedback as a learning opportunity
 - Personal reflexivity
2. Responses that interfere with learning
 - Resistant responses
 - Perceived lack of autonomy, lack of personal responsibility, or dependence on others
 - Defensiveness or not accepting of feedback
 - Emotional responses
 - Fear or hesitation
 - Loss of confidence
3. Response depends on NGN

Qualitative findings: Two main categories

Second category: Factors that support NGNs' learning

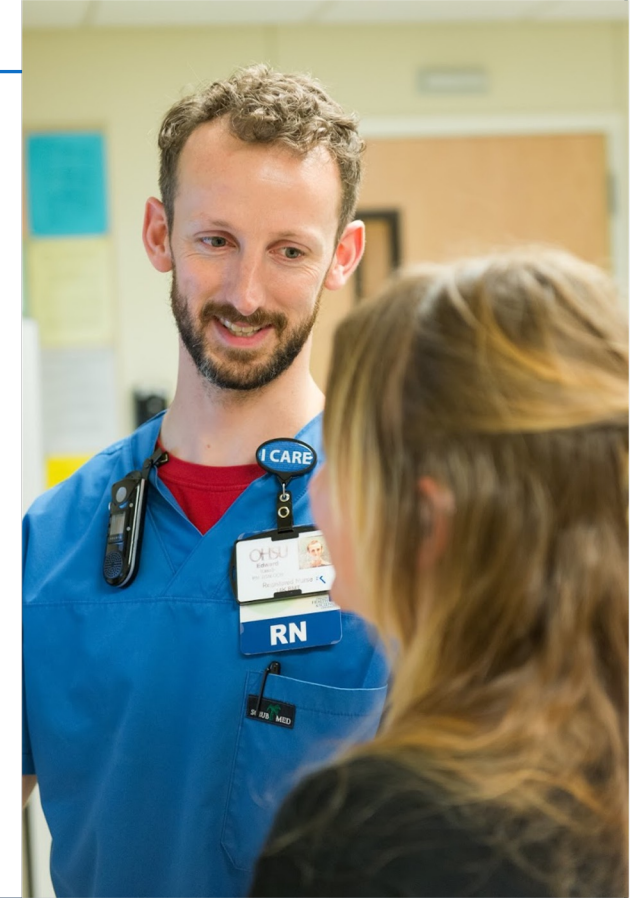
1. Safe environment supports learning
2. Effective preceptor approaches
 - Normalizing the experience
 - Making NGNs feel at ease
 - Giving supportive feedback
 - Supporting decision-making
 - Specific teaching-learning approaches
 - Real life scenarios
 - Coaching/questioning/mentoring thinking
 - Debriefing/ reflection
 - Unique approaches
3. Developmental factors



Category I: Associated teaching strategies -

Promoting learning-focused responses in learners

- Talk about what a professional is
- Foster development of personal professional values
 - In learning activities, ask about students' nursing values
 - Use the terms personal and professional responsibility
 - Help them link their nursing decisions/ judgments to patient safety
- Promote personal reflective practice
 - Make reflection a part of learning activities, broadly.
 - What went well, what did not go well, and why?
 - What would you do differently next time?



Category II- Associated teaching strategies

Safe learning environment

- Normalize the experience of being a learner
- Create safe learning environments
- Talk about safe learning environments and employment



Category II- Associated teaching strategies

Specific teaching strategies

- Debriefing and reflection
 - Consider carefully how time is used in post conference
 - Make reflection a habit of the mind. Provide lots of opportunities to practice!
- Coaching/questioning/mentoring thinking
 - Develop good questioning strategies- focus on thinking, not only factual information
 - Create a safe environment, then challenge students questions
- Developmental factors
 - Appropriate expectations
 - Learning activities tailored to learner development.

Strategies to strengthen interpreting

Determining the likely cause:

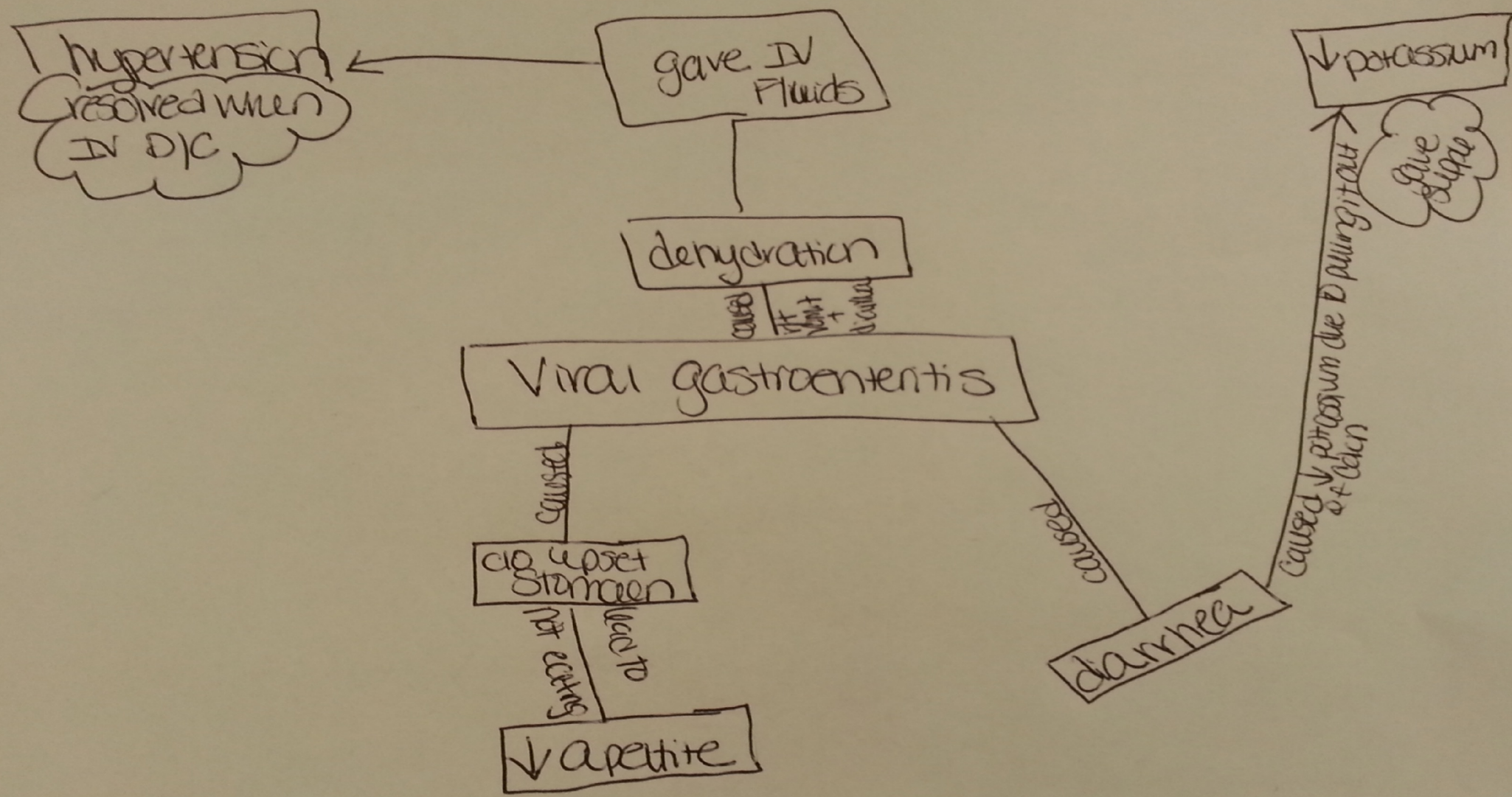
- Concept mapping and creating a mental framework

Identifying a need to intervene:

- **Role-modeling and Think-out-loud**
 - Walk students through decision-making points: How do nurses arrive at clinical judgments? (Thompson et al., 2013)
 - Explore how to determine stable versus unstable patients: common characteristics, focused assessment with interpretation of findings.
 - Explain and provide rationales

Teaching Strategy: Concept Mapping

- Construct and interpret information (Eisenmann, 2021)
 - Students can create cognitive linkages between data points and concepts
 - New knowledge is constructed (Weimer, 2013)
 - Instructors can better assess clinical judgment because student thinking becomes “visible”
- Connect back with theory
 - Pathophysiology, disease process, complications
 - Making sense of information occurs as students retrieve previous knowledge from memory stores (Driscoll, 2005).



Strategies to strengthen responding

Taking appropriate action:

- *Integrate and emphasize pathophysiology.*
- *Unfolding case studies*
 - Complex to mimic real-world nursing
 - Provide adequate time to unpack the thinking and provide feedback.
 - **Places the student in the role of a nurse.**
- *Create supportive learning environments-*
 - Facilitates learning
 - Opportunities to improve student confidence.

Meet Tim



He enjoys foraging and states that he was in the woods mushroom hunting the last several days. He found a new mushroom which he identified as an edible variety. He enjoyed the mushroom for dinner last night.

Continued assessment



You continue to assess Tim and note the assessment demonstrated in the picture.

- 1) What is causing the assessment findings to occur?**
- 2) What other assessment information links to these findings?**
- 3) As the nurse how would you explain the findings to another healthcare professional.**

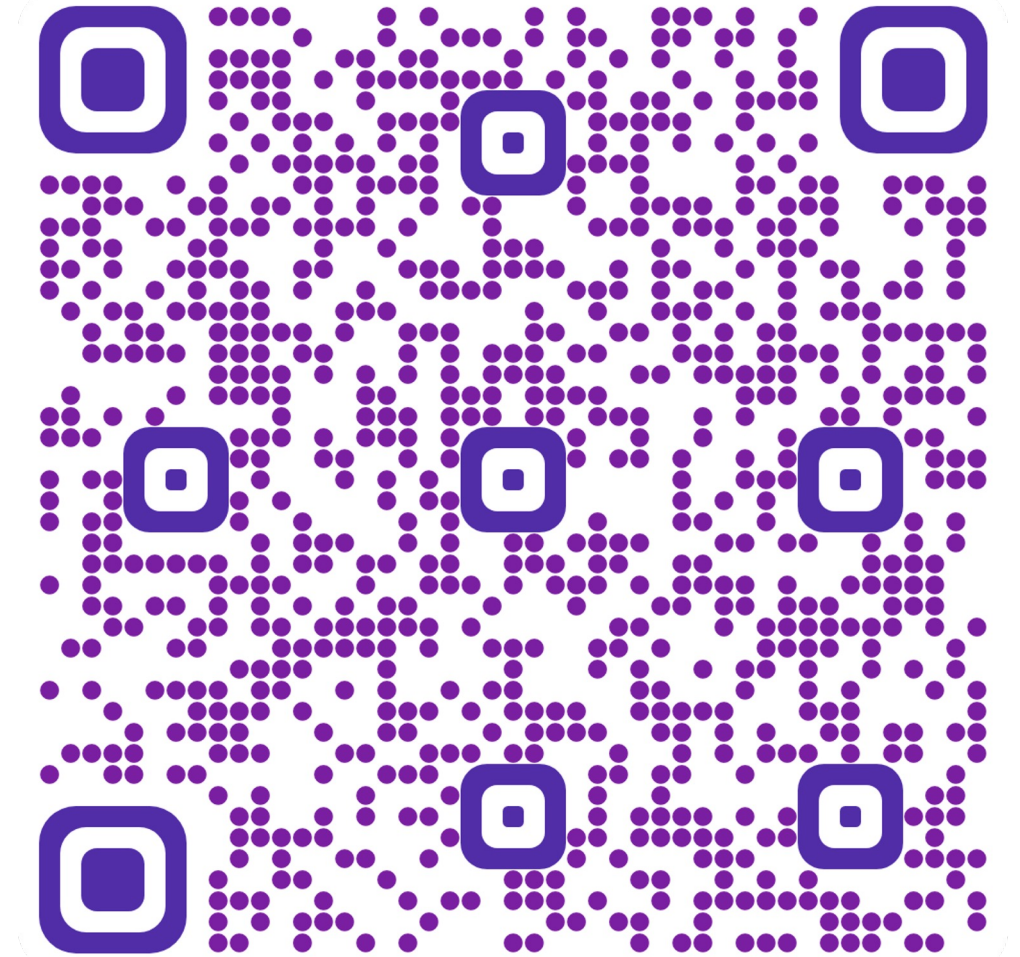
Provide details in your response.

Okay Nurses we need to review Tim's EHR

Scan the QR code to review Tim's EHR.

Consider the following:

- 1) Significance of normal versus abnormal assessment findings
- 2) What is relevant? Hint: Evidence that supports possible complications
- 3) Questionable orders?



Improving Clinical Education

- *Addressing lack of experience-* maximize clinical experiences.
 - Improved models of clinical education. They can't just watch the nurse
 - Quality of the clinical not necessarily number of hours.
 - Practice reflection on action-debriefing, guided questioning during clinical and pre/mid/post conference.
 - Guide for reflection (Nielsen et al., 2007) or debriefing scripts (Hines & Wood, 2016).
 - Reflective writing assignments (Smith, 2021; Lasater & Nielsen, 2009)
 - Reflection-on-action discussions (Davis & Wood, 2022)
 - Debriefing across the curriculum (NLN, 2015)

Guide for Reflection Using Tanner's (2006) Clinical Judgment Model

Instructions

This Guide for Reflection is intended to help you think about a given clinical situation you have encountered during the past week and your nursing response to that situation. The situation can be a specific physiological patient problem, such as an elevation in temperature, respiratory difficulty, or electrolyte imbalance. You may choose to describe a situation involving a patient's family. The situation can be a description of your role in interdisciplinary problem solving. The reflection situation may describe an ethical issue you encountered in practice. Use the guide for reflection as a way to help you tell the story of the situation you encountered.

The guide provides you with a way of thinking about care that supports the development of your clinical judgment. Although there are many ways of organizing your thinking about patient care and professional nursing practice, Tanner's (2006) Clinical Judgment Model provides the framework for the questions in this study guide. Your professional development is further supported with feedback from faculty. Feedback about your reflections will be provided using the Lasater (2007) Clinical Judgment Rubric.

Introduction

Describe a nursing situation you encountered this week. (See the instructions above.)

Background

- Describe your relationship to the patient at the time you noticed the situation (e.g., previous contact with patient and/or family, the quality of your relationship).
- Consider experiences you have had that helped you provide nursing care in this situation. Describe your formal knowledge (e.g., physiology, psychology, communication skills), previous nursing experience with a similar problem, and/or personal experiences that helped guide you as you worked with the patient.
- Describe your beliefs about your role as the nurse in working on the situation.
- Describe any emotions you had about the situation.

Noticing

- What did you notice about the situation initially?
- Describe what you noticed as you spent more time with the patient and/or family.

Interpreting

- Describe what you thought about the situation (e.g., its cause, potential resolutions, patterns you noticed).
- Describe any similar situations you have encountered in practice before. Describe any similarities and differences you observed when compared with the current situation.
- What other information (e.g., assessment data, evidence) did you decide you needed as you considered the situation? How did you obtain this information? What help with problem solving did you get from your preceptor?

Your conclusion: What did your observations and data interpretation lead you to believe? How did they support your response to the situation? Include pertinent pathophysiology and/or psychopathology.

Responding

- After considering the situation, what was your goal for the patient, family, and/or staff? What was your nursing response, or what interventions did you do? List all actions that you took.
- Describe stresses you experienced as you responded to the patient or others involved in the situation.

Reflection-in-Action

- What happened? How did the patient, family, and/or staff respond? What did you do next?

Reflection-on-Action and Clinical Learning

- Describe three ways your nursing care skills expanded during this experience.
- Name three things you might do differently if you encounter this kind of situation again.
- What additional knowledge, information, and skills do you need when encountering this kind of situation or a similar situation in the future?
- Describe any changes in your values or feelings as a result of this experience.

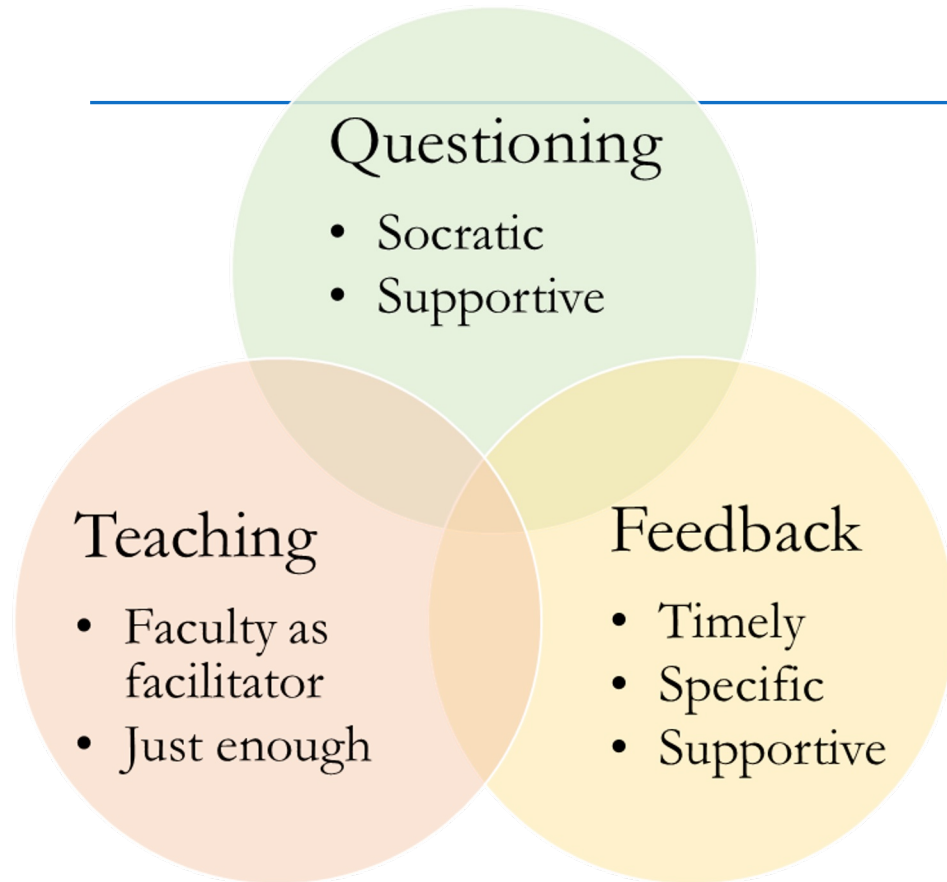
Create a more Seamless Transition to Practice

Academic-Practice Collaborations:

- *Establishing common expectations*
 - What students have learned or are learning;
 - Expectations and deficits there are for NGNs;
 - If students and graduates are aware of their clinical reasoning development and can identify areas for growth.
 - Common evaluation tools that can bridge academia and practice.



Coaching for Clinical Judgment



What do you expect students to know?

How do you expect them to think?

How do you want them to reflect; what do you want them to learn from reflection?



Next Steps: Hear from the NGNs themselves

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