

Template to Develop Clinical Judgement Item Types - "Item Writing Task Model Template"

Directions: Use this tool to create overall scenario and NGN item types.

Step 1 - Identify topic and learning objective –

Layer 3 - CJMM	Expected Behavior(s) <i>Step 2 – Identify content for each Step of Clinical Judgement Model - Layer 3</i>	Conditioning Factors (Layer 4) <i>Step 3 – Consider adding information for each factor to create context.</i>	Step 4 - Write Case Study Here –	Item Type – Best Fit <i>Step 5 – Consider item type. Best fit listed below along-side of Layer 3 step.</i>	Step 6 - Write items here. <i>Mark the key with an (*)</i> <i>Provide rationale and resources.</i>
1. Recognize Cues <i>Educator Prompts:</i> "What did you see?" "What cues were relevant or irrelevant?" "What is going on in the environment?" "What EHR data may be important?"	List normal findings to recognize: 1. 2. 3. List abnormal findings to recognize: 1. 2. 3.	Environment cues (setting, presence of family):		<i>Extended Hot Spot</i> <i>Extended MR</i>	1. Recognize Cues - Exam Item: Rationale/Reference:
	List signs and symptoms to recognize: 1. 2. 3.	Patient Observation cues:			<i>Verification Step:</i> Notes: (meet CJ step? (Yes/No) Insert notes about accuracy, currency, fidelity or entry-level here.
	List key facts to recognize (from H&P, PMH, SH, etc.): 1. 2. 3.	Medical Records cues: Time Pressure cues:			
2. Analyze Cues <i>Educator Prompts:</i> "What data link together?"	What is/are the connection(s) between pathophysiology and client presentation? 1. 2.	Requires knowledge of: 1. 2. 3.		<i>Cloze (Drop Down)</i> <i>Extended MR</i>	2. Analyze Cues - Exam Item: Rationale/Reference:

<p>“Are there any patterns?”</p>	<p>Use findings/observations to determine client needs:</p> <ol style="list-style-type: none"> 1. 2. 				<p><i>Verification Step:</i> Notes: (meet CJ step? (Yes/No) Insert notes about accuracy, currency, fidelity or entry-level here.</p>
<p>3. <u>Prioritize Hypothesis</u></p> <p>Educator Prompts: “Do you need more information to form a hypothesis?”</p>	<p>What is the priority issue (likelihood, risk, etc.)?</p> <ol style="list-style-type: none"> 1. 	<p>Requires knowledge of:</p> <ol style="list-style-type: none"> 1. 2. 		<p><i>Matrix (Grid)</i></p> <p><i>Cloze (Drop Down)</i></p>	<p>3. <u>Prioritize Hypothesis</u> - Exam Item:</p> <p>Rationale/Reference:</p>
<p>4. <u>Generate Solutions</u></p> <p>Educator Prompts: “What interventions may be possible?” “What solutions did the patient need? What evidence did you have for this solution?” “What risks are related to your solution?” “What are the potential risks if you do not choose this solution?”</p>	<p>What must the nurse address?</p> <ol style="list-style-type: none"> 1. 2. 	<p>Requires knowledge of:</p> <ol style="list-style-type: none"> 1. 2. 		<p><i>Extended Drag and Drop</i></p> <p><i>Matrix (Grid)</i></p>	<p>4. <u>Generate Solutions</u> - Exam Item:</p> <p>Rationale/Reference:</p>
<p>5. <u>Take Action</u></p> <p>Educator Prompts: “What resources are needed to take a specific action?” “Are there any contraindications to this action?” “What may happen when you act?”</p>	<p>What must the nurse avoid?</p> <ol style="list-style-type: none"> 1. 2. 				<p><i>Matrix (Grid)</i></p> <p><i>Extended Drag and Drop</i></p> <p><i>Extended MR</i></p>
					<p><i>Verification Step:</i> Notes: (meet CJ step? (Yes/No) Insert notes about accuracy, currency, fidelity or entry-level here.</p>

<p>“What if the patient does not agree with the action?”</p>					
<p>6. Evaluate</p> <p>Educator Prompts:</p> <p>“How do you know your action was or was not effective?”</p> <p>“What do you need to do next?”</p> <p>“What should you continue to monitor?”</p>	<p>What should the nurse assess, reassess, evaluate? How does the nurse know the patient is improving/deteriorating?</p> <p>1.</p> <p>2.</p>			<p><i>Matrix (Grid)</i></p> <p><i>Extended MR</i></p>	<p>6. Evaluate - Exam Item:</p> <p>Rationale/Reference:</p> <hr/> <p><i>Verification Step:</i></p> <p>Notes: (meet CJ step? (Yes/No)</p> <p>Insert notes about accuracy, currency, fidelity or entry-level here.</p>

Adapted from:

Betts, J., Muntean, W., Kim, D. Jarion, N. & Dickison, P. (2019) Building a method for writing clinical judgement items for entry-level nursing exams. *Journal of Applied Testing Technology*, 20(S2), 21-36.

The Nurse Educator Role in Developing Clinical Judgement Nursing CE (2020), <https://www.nursingce.com/ceu-courses/clinical-judgment>