



Session 1.2:

How to Write a Case Study to Use to Teach, Assess, and Test Clinical Judgment Across the Curriculum

Kathleen (Kathy) Martin, DNP, RN, CNE

Maryland Nursing Workforce Center

NextGen NCLEX: A Preparatory Series for

Maryland Faculty

October 20, 2021



Disclosures

This educational event, has no relevant financial relationship(s) with ineligible companies to disclose.

None of the planners or speaker(s) for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, or distributing healthcare products used by or on patients.

The University of Maryland School of Nursing is accredited with distinction as a provider of nursing continuing professional development by the American Nurses Credentialing Center's (ANCC) Commission on Accreditation.





Continuing Education (CE) for Nurses

- Nurses may receive 1.5 contact hour for attending this activity.
- To receive CE, submit the following:
 - ✓ Completed activity evaluation that will be sent to you via email and complete the acknowledgement section at the top of the evaluation
- Nurses will receive a CE certificate via email from the University of Maryland School of Nursing (UMSON) within two to four weeks after submitting the completed evaluation.



Learning Objectives:

1. Consider appropriate sources for case study topics
2. Organize key elements of the case necessary for making effective clinical judgments
3. Use a template to develop a case study to use when teaching, assessing, and evaluating student's ability to make clinical judgments



Promoting Clinical Judgement

What is Clinical Judgement?

The result of a *process of decision making*, using critical thinking and clinical reasoning

Relationships of Critical Thinking, Clinical Reasoning, and Clinical Judgment



(Alfaro-Lefevre, 2017; McCartney, 2017)



Sources for Case Study Topics

1. Course or lesson learning objective
 - May create 1 case study for all to “pass” at end of course
 - May be made into a simulation
2. *Common* clinical situation for an entry-level nurse
 - Clinical partner “Practice Councils”
 - Looking for examples of “close calls”, “no-harm” events, “near misses,” etc.
 - Survey Clinical Instructors & Nurse Managers
 - Asking for examples of similar student situations
3. Sentinel Events – Never Events
4. Other resources:
 - a. Laerdal/NLN Simulation cases
 - b. Clinical Judgement textbook



Organizing our Thoughts – Using a Template

Origins of Template

- Origin of template –
 - Betts, J., Muntean, W., Kim, D., Joreau, D., & Dickison, P. (2019). Building a method for writing clinical judgment items for entry-level nursing exams. *Journal of Applied Testing Technology*, 20 (2).
 - Added suggested item types - “Best Fit”
 - Added “Educator Prompts”



Organizing our Thoughts – Using a Template

Steps to Write Case Study

- **Step 1** – Identify topic and/or learning objective of case study
- **Step 2** – Identify content to include in case study by 6 steps in Layer 3 of CJMM
- **Step 3** – consider what contextual content to add
- **Step 4 - Write Case Study**

(This is where we will stop, today)...

- **Step 5** – Decide which item type to write for each step of Layer 3 of CJMM
- **Step 6** – Write items for each step
 - Include rationales/reference
 - Include verification by other faculty



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. <u>Recognize Cues</u> <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. <u>Recognize Cues - Exam Item:</u> 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. <u>Analyze Cues</u> <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. <u>Analyze Cues - Exam Item:</u> Rationale/Reference:



<p>"Are there any patterns?"</p>	<p>Use findings/observations to determine client needs: 1. 2.</p>				<p><i>Verification Step:</i> Notes: (meet CJ step? (Yes/No) Insert notes about accuracy, currency, fidelity or entry-level here.</p>
<p>3. Prioritize Hypothesis</p> <p><i>Educator Prompts:</i> "Do you need more information to form a hypothesis?"</p>	<p>What is the priority issue (likelihood, risk, etc.)? 1.</p>	<p>Requires knowledge of: 1. 2.</p>		<p><i>Matrix (Grid)</i> <i>Cloze (Drop Down)</i></p>	<p>3. Prioritize Hypothesis - Exam Item:</p> <p>Rationale/Reference:</p>
<p>4. Generate Solutions</p> <p><i>Educator Prompts:</i> "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? 1. 2.</p>	<p>Requires knowledge of: 1. 2.</p>		<p><i>Extended Drag and Drop</i> <i>Matrix (Grid)</i></p>	<p>4. Generate Solutions - Exam Item:</p> <p>Rationale/Reference:</p>
<p>5. Take Action</p> <p><i>Educator Prompts:</i> "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 should the nurse do, request, administer, perform (skill), document, communicate? 1. 2.</p>	<p>Requires knowledge of and experience with: 1. 2.</p>		<p><i>Matrix (Grid)</i> <i>Extended Drag and Drop</i> <i>Extended MR</i></p>	<p>5. Take Action - Exam Item:</p> <p>Rationale/Reference:</p> <p><i>Verification Step:</i> Notes: (meet CJ step? (Yes/No) Insert notes about accuracy, currency, fidelity or entry-level here.</p>



"What if the patient does not agree with the action?"					
<p>6. Evaluate</p> <p><i>Educator Prompts:</i></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. 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) 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>



Breakout!

Using a Template in Small Groups

- You have been assigned to a breakout room, based on your area of interest:
 - Adult Med-Surg
 - Psychiatric-Mental Health Nursing
 - Pediatrics
 - Women's Health/Maternity



Let's Share!

- Return to Main Room
- Share examples of progress in developing Case Study using a template



Questions??

Kathy Martin – Kathleen.martin@umaryland.edu





References

- Betts, J., Muntean, W., Kim, D., Joreau, D., & Dickison, P. (2019). Building a method for writing clinical judgment items for entry-level nursing exams. *Journal of Applied Testing Technology*, 20 (2).
- Dickison, P., Haerling, K. & Lasater, K. (2019). Integrating the National Council State Boards of Nursing-Clinical Judgment Model (NCSBN-CJM) into Nursing Educational Frameworks. *Journal of Nursing Education*, 58(2), 72-8.
- NCSBN (Spring 2020). The NGN Case Study.
https://www.ncsbn.org/NGN_Spring20_Eng_02.pdf
- NCSBN (Spring 2019). The NGN Clinical Judgment Measurement Model and Action Model. https://www.ncsbn.org/NGN_Spring19_ENG_29Aug2019.pdf
- The Nurse Educator Role in Developing Clinical Judgement Nursing CE (2020),
<https://www.nursingce.com/ceu-courses/clinical-judgment>