Getting Started: Teaching, Assessing, and Evaluating Students’ Ability to Make Clinical Judgements

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Racing is a team sport.
Everyone can cross the finish line
Planning to Cross the Finish Line
After participating in this session, you will be able to:

- Scope out the track
- Assemble your pit crew
- Choose/use a CJ Model/Framework
- Make a master plan for teaching, assessing and evaluating CJ
- Prepare your students to cross the finish line
- Receive the checkered flag
Getting Started: Scope out the Track
Getting Started: Assemble the Pit Crew
Getting Started: The Clinical Judgment Process

(Program Sessions in Track 1)
Why Focus on Nursing Clinical Judgment?

- Increasing patient acuity requires accurate assessment, judgment and evidence-based solutions for complex clinical situations
- Having clinical knowledge does not ensure effective clinical judgment
- Errors of judgment contribute to adverse events for patients
Clinical judgment is an essential skill used in over 46% of tasks routinely performed by new nurses (NCSBN, 2015).

Only 23% of new nurses demonstrate beginning level competencies (Kavanagh & Szweda, 2017).

75% novice nurses were involved in a medication error (Smith & Crawford, 2003).

65% of adverse patient events could have been prevented if nurses had engaged in better decision-making (Munteen, 2012).

Only one fifth of employers think their new nurse hires have satisfactory decision-making skills. (Saintsing & Gibson, 2011).
Definition of Nursing Clinical Judgment (1)

NCSBN: The observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and access presenting situations, identify a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care.

Betts, Muntean, Kim, Jorion & Dickison (2019)
AACN: CJ clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning. CJ is directly related to care outcomes.
Getting Started: Choosing and Using a CJ Model/Framework
(Program Sessions in Track 1)

- **One** model/framework, used **consistently** across all courses
- First teach, and then follow **full** CJ framework
- CJ model/framework works in most courses, all levels of the curriculum
- Use consistent terminology across the curriculum
- CJ increases in complexity as students have more knowledge, skills, abilities
- Learning to make CJs improves with practice and feedback
What You Can Do Now

► Choose a CJ model/framework
► Align CJ model with Program, Course, Lesson Competencies/Learning Outcomes
► Consider what t-l strategies and assignments need to be adapted/changed to teach CJ. Who will be responsible?
► Consider revisions to be made to assessment (practice) and evaluation (tests) strategies? Who will be responsible?
► Integrate vs. invent
► Double dip
Getting Started: Teaching Students to Make Clinical Judgments

(Program Sessions in Track 2)
Getting Started: Integrate CJ into Teaching Strategies in Classroom, Clinical and Simulation Courses

- Identify who is responsible.
- Review courses for opportunities to teach CJ
- Start with existing teaching strategies and tweak
- Teach and practice the FULL process
- Prompt for behavior (verbal or written)—do not assume students are thinking or making appropriate judgments
What You Can Do Now: Classroom (campus, online)

- Determine where CJ fits within course
- Identify who will be responsible
- Review assignments (texts, readings, videos) for fit with CJ
- Review multimedia for use of or opportunities for CJ
What You Can Do Now: Clinical Courses

- Teach, assess/evaluate CJ consistently in all clinical courses
- Structure written work: care plans, concept maps, case studies
- Structure pre/post conferences
- Orient all clinical faculty to teaching CJ
- Orient nursing staff and preceptors to the clinical judgment model used with students
What You Can Do Now: Skills/Simulation

- Embed skills in a CJ model/framework
- Develop a CJ context for skills practice/checkoff
- Add data (labs, drugs, SBAR) to skills scenarios
- Review simulation scenarios for opportunities to make CJs
Getting Started:
Assessing and Evaluating Students’ Ability to Make Clinical Judgments

(Program Sessions in Track 3)
Assessment and Evaluation

**Assessment**
- Is a part of the lesson plan
- Occurs after teaching/learning
- Is practice with feedback
- Occurs before evaluation

**Evaluation**
- Occurs after assessment
- Tests, papers, check offs, clinical practice
- Results in grades
What You Can Do Now: Plan Assessment Strategies

- Include assessment in lesson plan
- Develop a bank of case studies
- Embed CJ in “lecture” and other t/l strategies
- Provide rich, rapid feedback about CJ
- Develop a bank of practice questions
What YOU Can Do Now: Review/Revise Tests

- Check exam for current questions that test CJ and revise
- Review/revise test plan/blueprint
- Add “data” (SBAR, nurses notes, lab reports, drug list, orders) to current questions
- Develop (find) templates for NGN item types
What You Can Do Now: Revise Tests

- Review for where to include NextGen Questions
- Add context to scenario of current test items
- Add more answers to “select all that apply” items
- Expand questions that have “trend” data
- Consider “paper/pencil” tests (for assessment and evaluation)
What You Can Do Now: Prepare to Administer Revised Tests

- Revise and share test blueprint with students
- If test with NGN-type questions “counts” for a grade, be sure students have had practice
- Conduct posttest review (item analysis) with course faculty before assigning grades
- Conduct post exam review with students….give lots of feedback
What YOU Can Do Now: Prepare for Using Test Administration Software

► Review test construction capabilities of learning management system
► Review test administration and scoring processes
► Consider impact of NextGen Qs on test scoring and item analysis
► Consider “work arounds” (paper/pencil/word document exams)
What YOU Can Do Now: Clinical Evaluation

- Review clinical course objectives/competencies related to CJ and align with clinical evaluation tool
- Revise formative evaluation checklists/rubrics
- Distinguish teaching/learning assessment from evaluation
- Align evaluation instrument with course competencies and CJ emphasis
Making The Final Lap
Final Lap: Prepare Faculty

- Have a plan: pit captain and crew are at the starting line
- Attend NCSBN Conference September 30
- Sign up for NCSBN Next Gen Newsletters
- Participate in upcoming sessions
Final Lap:
Prepare students for NCLEX exam and NextGen Questions

- Add Next Gen Questions to Review/Practice Sessions
- Give feedback
- Teach students how to “parse” the questions
- Encourage students to use all resources available:
  - more questions ➔ more practice ➔ better pass rates
The Checkered Flag

- Scope out the track
- Assemble your pit crew
- Choose/use ONE CJ model/framework
- Plan to integrate CJ into teaching, assessment and evaluation strategies
- Prepare faculty and students
Receiving the Checkered Flag:
Get the Most Out of Upcoming Sessions

- Sessions are recorded for all to use
- Consider having “pit crew chief” and “pit crew” attend together
- Bring ideas/drafts to each session
- Plan to leave with a “product”—lesson plan, test item, teaching strategy, evaluation strategy
References and Resources (1)

- [https://www.ncsbn.org/14177.htm](https://www.ncsbn.org/14177.htm) Webinar and PDF
References and Resources (2)


Thank You!
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