

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

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Racing
is a
team
sport



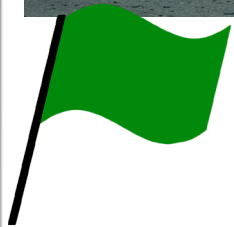


Everyone can cross the finish line

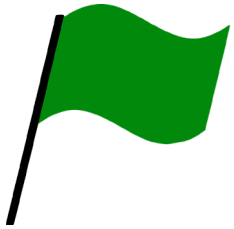
Planning to Cross the Finish Line

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

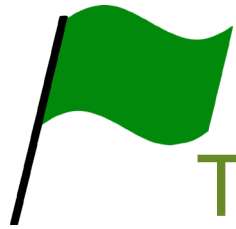


Getting Started: Scope out the Track



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

The Evidence For Clinical Judgment

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 assess 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)

Definition of Clinical Judgment (2)

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

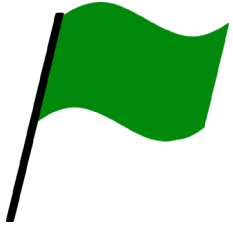


- ▶ Teach, assess/evaluate CJ consistently in all clinical courses
- ▶ Structure written work: care plans, concept maps, case studies
- ▶ Structure pre/post conferences
- ▶ Orient all clinical faculty to teaching CJ
- ▶ Orient nursing staff and preceptors to the clinical judgment model used with students

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

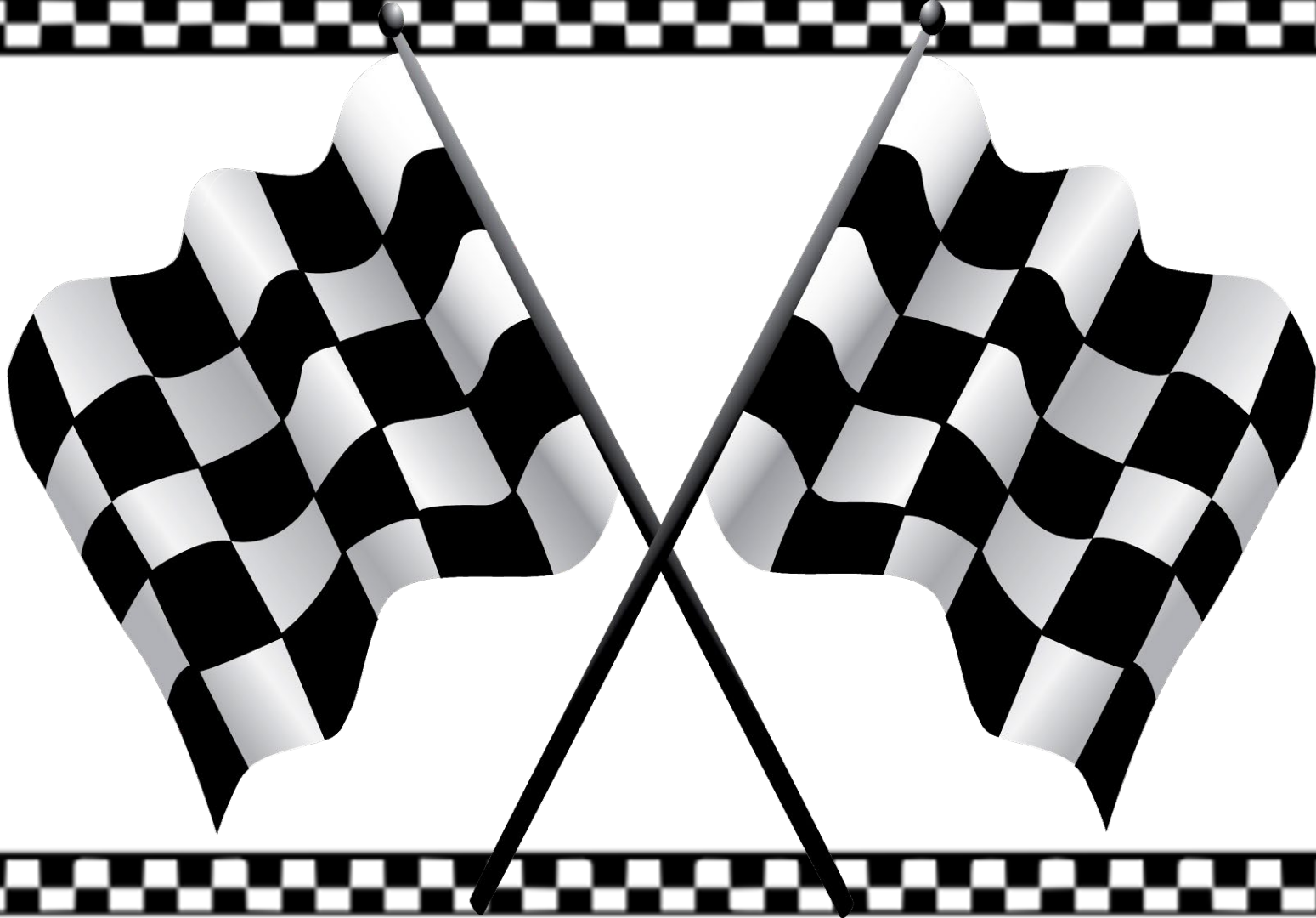
- ▶ Add Next Gen Questions to Review/Practice Sessions
- ▶ Give feedback
- ▶ Teach students how to “parse” the questions
- ▶ Encourage students to use all resources available:
more questions → more practice → better pass rates

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



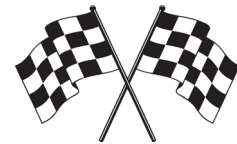
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THANK YOU!



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