

Engaging and Assessing Nursing Students' Clinical Judgment using Evidenced-Based Tools in the Clinical Practicum

- Tara Reed
- DNPc
- California State University, Fresno
- Doctor of Nursing Practice Program

Acknowledgements

- Dr. Kathleen Rindahl, Dr. Eileen Jimenez, Dr. Janine Spencer, and Dr. Marie Gilbert
- Dennis, Shaley and a special to acknowledgement to my son *Dillon*
- Friends, Colleagues and Students

Introduction

Nurses have a legal accountability to practice safely.

- **Nursing Practice Act**
 - defines nursing practice as the ability to observe and determine abnormality and the obligation to act
- **NCSBN Licensing (NCLEX) Exam**
 - determines a nurse is safe to practice
- **Agencies**
 - Accrediting agencies recognize educational institutions or programs that meet or exceed standards and criteria for educational quality

The NCSBN defines clinical judgment

"as 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 to deliver safe client care“.

(Betts et al., 2019, p. 23; NCSBN, 2019a, p. 1)

Problem



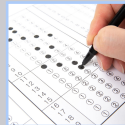
Declining New Graduate
Clinical Judgment &
Safety



New Graduate Attrition
Rates < 3 years



Stakeholders advocating
for improved practice
readiness new graduates



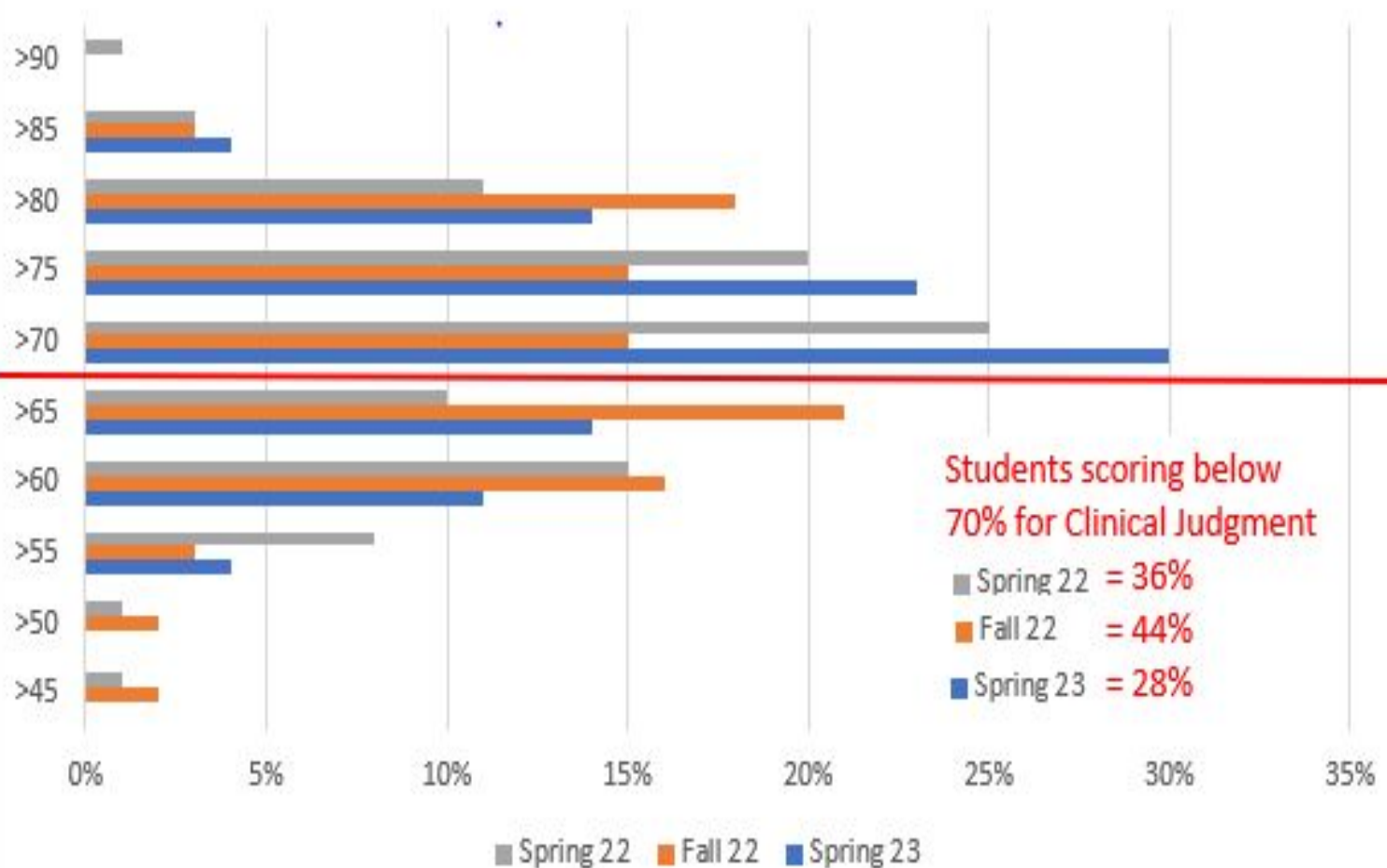
NCSBN updated
licensing exam



Opportunity to improve
Clinical Judgment in
local nursing program

ATI Comprehensive Predictor Exam

Distribution of Clinical Judgment Scores

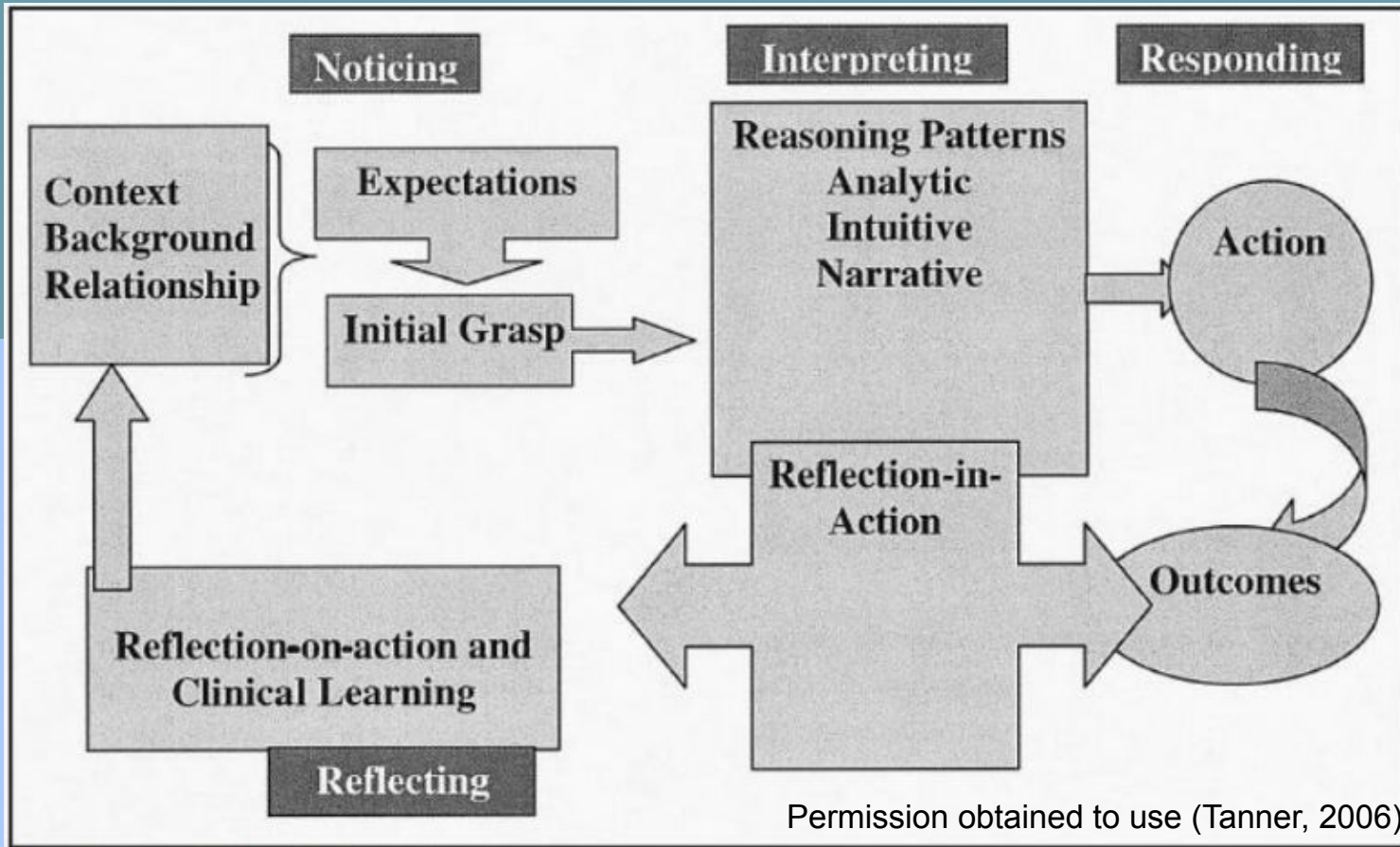


Purpose of the project

1. Identify if clinical instructors perceive using an evidenced-based tool improves their ability to **ENGAGE** students in clinical judgment.
2. Identify if clinical instructors perceive using an evidence-based tool aids to **ASSESS** student's clinical judgment competencies and provide specific feedback.
3. Identify innovative, intentional and a standardized approach to **increase opportunities to develop** students' clinical judgment competencies.

Theoretical Framework

Tanner's Clinical Judgment Model



Review of the literature

Academia called to act

Faculty Considerations

NCSBN Clinical Judgment
Measurement Model
(NCJMM)

Lasater's Clinical Judgment
Rubric (LCJR)

Methods

- Boyer's Scholarship of Application
- Mixed method of Quantitative and Qualitative Survey
- Convenience sampling:
 - Clinical instructors teaching medical-surgical and complex acute care clinical courses
 - Nine of the 15 (60%) clinical instructors consented to participate

• Data Collection

• Setting

• Data Analysis

Participants Education Level, Nursing and Academic Experience

Variables	Pre-Survey		Post Survey	
	<i>n</i>	%	<i>n</i>	%
Education				
DNP	2	22%	2	25%
MSN	3	33%	3	37.5%
BSN	4	44%	3	37.5%
RN Years				
> 20 Years	2	22%	2	25%
11-20 Years	2	22%	2	25%
5-10 Years	4	44%	3	37.5%
< 5 Years	1	11%	1	12.5%
Academia Years				
> 20 Years	1	11%	1	12.5%
11-20 Years	2	22%	2	25%
5-10 Years	0	0%	0	0%
< 5 Years	6	66%	5	62.5%

NCJMM Quantitative Data Analysis

Table 3

Rate effectiveness of methods used to engage students in clinical judgement (CJ).

Variables	Pre-Survey Current Method			Post-Survey CJMM Tool			Asymp. Sig. (2-tailed)	Z-score
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>		
	NCJMM Tool	3.50	.740	7	4.11	.632		
Q5 Recognizing Cues	3.00	1.00	7	4.14	.690	7	.066	-1.84
Q6 Analyzing Cues	3.57	.534	7	4.14	.690	7	.157	-1.41
Q7 Prioritizing Hypothesis	3.71	.487	7	4.14	.690	7	.257	-1.13
Q8 Generating Solutions	3.85	.690	7	4.00	.577	7	.564	-.577
Q9 <u>Taking Action</u>	3.42	.534	7	4.14	.690	7	.059	-1.89
Q10 Evaluating	3.42	.975	7	4.14	.690	7	.197	-1.28

Note: Two participants were excluded from the effectiveness of methods quantitative analysis.

LCJR Quantitative Data Analysis

Rate confidence level assessing student clinical judgement competencies.

Variables	Pre-Survey Current Method			Post-Survey LCJR Tool			Asymp. Sig. (2-tailed)	Z-score
	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>		
LCJR tool	3.46	1.16	8	4.12	.491	8	.007	-2.687
Q1 Notice	3.75	1.28	8	4.0	.534	8	.739	-.333
Q2 Interpret	3.25	1.16	8	4.0	.534	8	.096	-1.667
Q3 Respond	3.22	1.16	8	4.12	.353	8	.084	-1.725
Q4 Reflect	3.62	1.18	8	4.37	.518	8	.131	-1.511

Note: One participant excluded from the confidence level quantitative analysis did not complete the post-survey.

Qualitative Post Survey Comments

NCJMM = 72% positive

LCJR = 88% positive

Example on how NCJMM tool positively influenced or did not influence engagement.

Positive Influence	“The standard verbiage helped the student pull the concepts together. It was clear to the students where they were with different aspects.”
Positive Influence	“The tool positively influenced my student to engage their clinical judgement. It aided in identifying information relevant to the patient's condition by using the knowledge, experience, and evidence to assess their patients. I saw an increase ability to critically thinking through their assignments. I can see a great improvement to their assignment compared to last semesters students.”
Positive Response	“It aided in identifying information relevant to the patient's condition by using the knowledge, experience, and evidence to assess their patients.”
Positive Response	“Yes, I did use the term “cues” when discussing the patient's condition with students. The tool is more focused, though, and I can use it to hone the questioning when rounding with the students.”
Positive Response	“I believe it did have a positive influence. However, I received a lot of feedback from students that the questions were very repetitive and tedious to complete.”
Neutral Response	“I already try to ask open ended discussion questions about what we have just done together, but the CJMM has some better, more specific ones. I think it's important to engage the students in this way, but I often find that very few can answer the questions. I think they get so nervous when they feel put on the spot. I'm thinking maybe I'll just make a one-page questionnaire based off this CJMM and use it with the students after we do assessments and then debrief together, or they can write out their thoughts.”
Did not influence	“It's hard to break my own habits and routines. Especially when they have been working for me and my students.”

Note. Question had five positive responses, one neutral, one no influence response and one response excluded because participant evaluated the virtual simulation and not the NCJMM tool.

Example on how LCJR tool positively influenced or did not influence assessments.

Positive Influence	I appreciate the well-defined standards of each level of the rubric. In the beginning it was harder to use as most students did not have any experience to base them off this. However, at the end of the semester I can confidentially say that the majority of students fell into the developing category”.
Positive Response	“The tool positively influenced my ability to evaluate my student's clinical judgement. <u>First of all</u> , it helped my students' ability to became more engaged in their assignments. During open discussion in post conference, they seemed to be more involved in the discussion of the case studies. I did not have to pry out the information. They were able to recognize cues to a patient's clinical presentation and established their patient's needs, concerns, and problems.”
Positive Influence	“I think the tool put into writing, and gave clear definitions of, what I was already recognizing in students, especially the part about recognizing patterns/deviations, responding to them, and prioritizing and sorting through data (what is relevant/not relevant to a given situation). These are the areas that it seems most second semester students struggle with.”
Positive Influence	“I would say it influenced my description and allowed me to focus on different areas of clinical judgment, but when put to the test I felt that I did what I would normally do, which aligned with this rubric somewhat.”

Note. Question had seven positive responses and one neutral response.

Discussion

- Pilot study demonstrated positive results.
- Intentional use of NCJMM and LCJR tools assisted clinical instructors to engage and assess students' clinical judgment competencies.

Limitations

- ❖ Small number of participants.
- ❖ Existing practicum evaluation documentation did not align with tools.

Use **ALL** ATI Proctored Clinical Judgment Scores to identify <70 % students.

Adopt Clinical Judgment tools to **standardize** engagement and assessment across all semesters.

Develop **performance improvement plan** for student's clinical judgment exams < 70% and communicate plan to next semester.

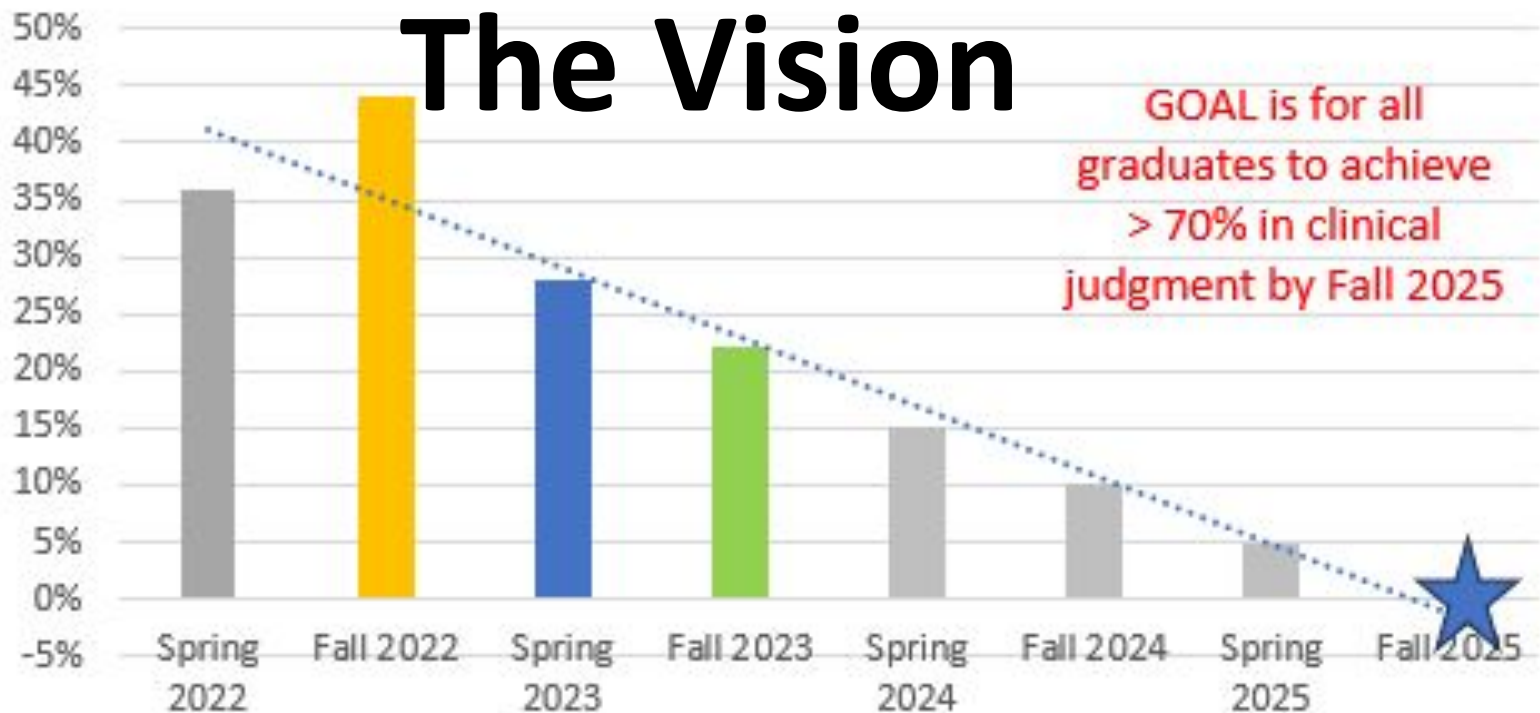
Ensure **formal orientation** for onboarding clinical faculty and ongoing CE.

Continue to **seek innovative opportunities** to increase clinical judgment.

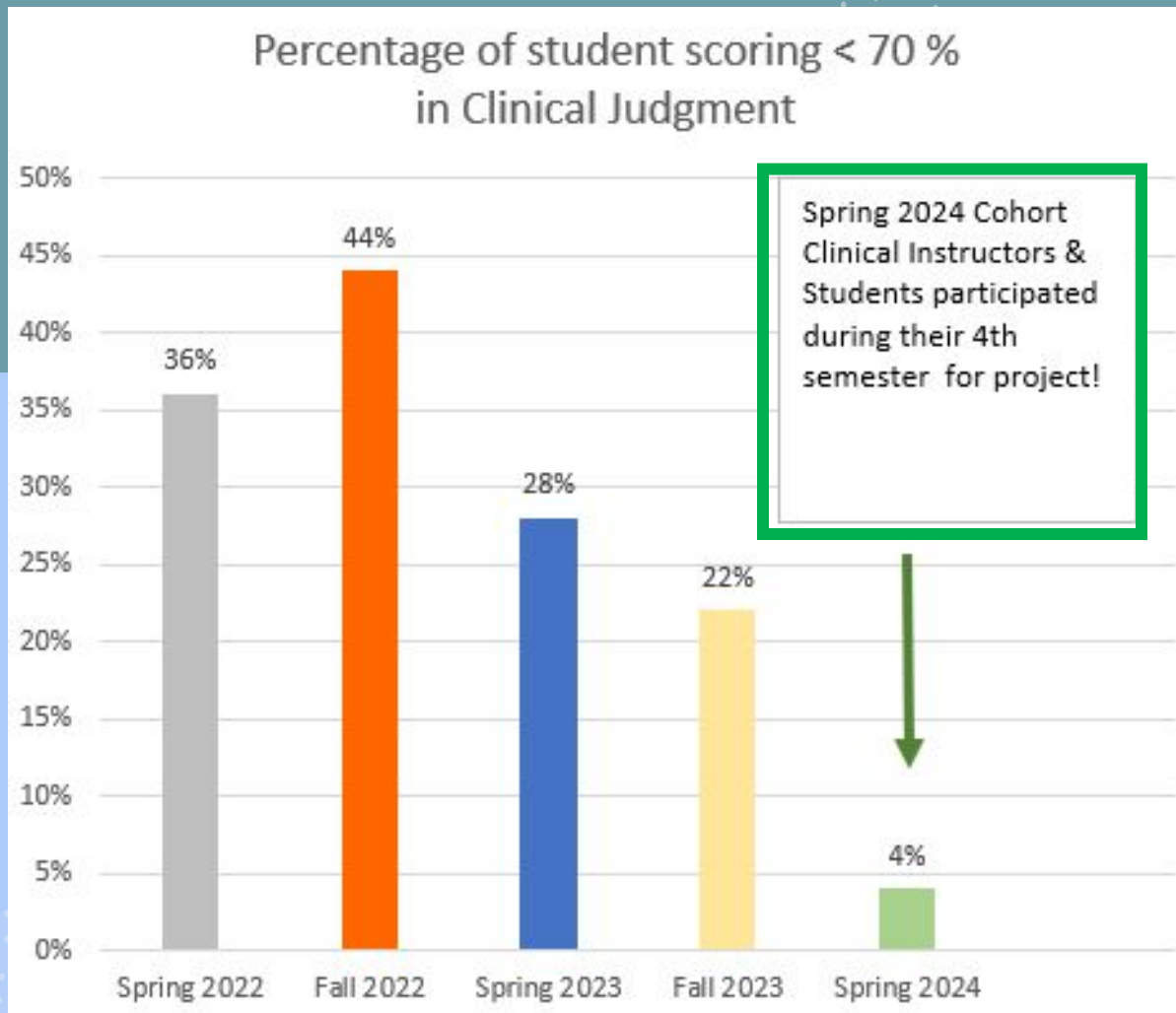
Recommendations

Percentage of student scoring < 70 % in Clinical Judgment

The Vision

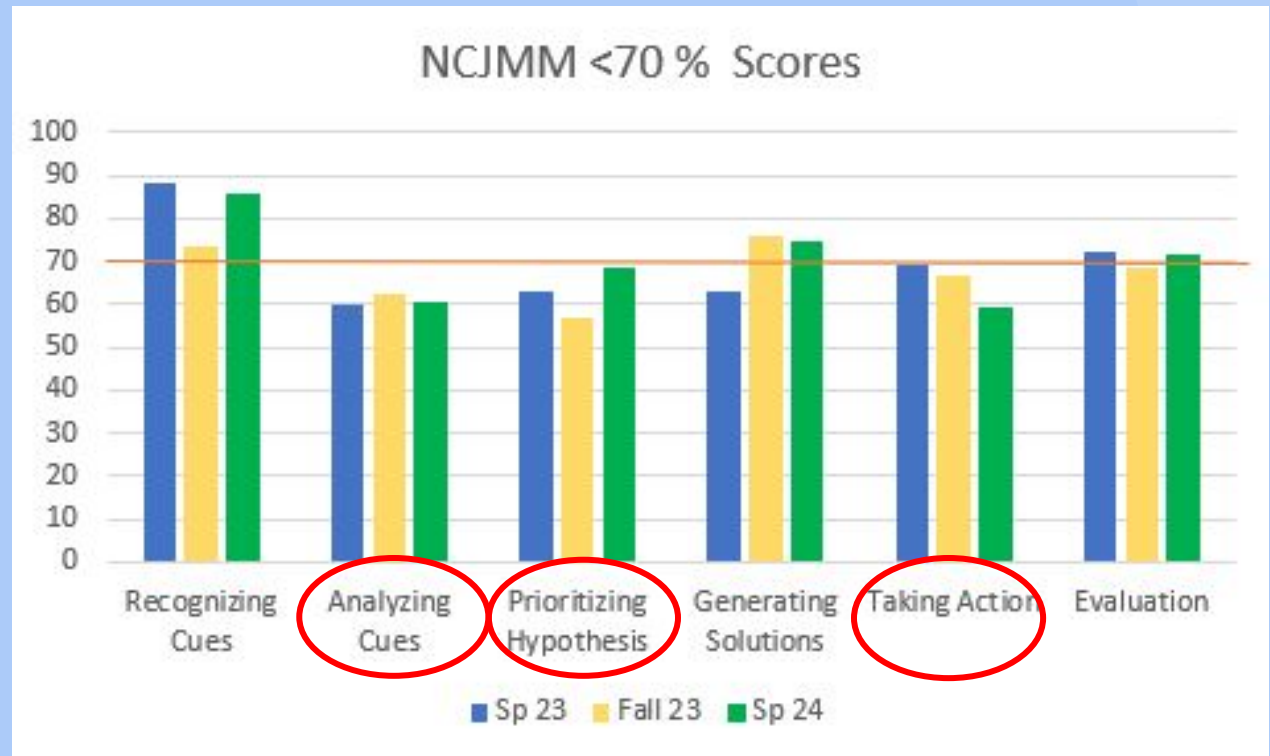


Comparing pre study data to Spring 24 Cohort that participated in project study.



Clinical Judgment Data

Meaningful data to continue to improve student competencies.



Questions?

References

- Accreditation Commission for Education in Nursing. (2023, April 17). 2023 Accreditation Manual. www.acen.org. Retrieved August 18, 2023, from <https://resources.acenursing.org>
- American Association of Colleges of Nursing. (2021). Re-envisioned essentials: A roadmap for the transformation of nursing education [PDF]. Retrieved September 2, 2023, from <https://www.aacnnursing.org/Portals/0/PDFs/Essentials/Roadmap-to-New-Essentials.pdf>
- American Association of Colleges of Nursing. (2022). Nurse shortage fact sheet [PDF]. Retrieved July 15, 2023, from <https://www.aacnnursing.org/Portals/0/PDFs/Fact-Sheets/Nursing-Shortage-Factsheet.pdf>
- American Association of Colleges of Nursing. (2023). The essentials: Competencies for professional nursing education [PDF]. American Association of Colleges of Nursing's. Retrieved September 2, 2023, from <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>
- Assessment Technologies Institute. (2022). 2022-next-generation-nclex-guidebook [PDF]. Retrieved June 20, 2023, from <https://www.atitesting.com/docs/default-source/next-gen-nclex/2022-next-generation-nclex-guidebook9f6037dd80cb405a808bba44f60d9c52.pdf>
- Assessment Technologies Institute. (2023b). ATI analytics. <https://faculty.atitesting.com/faculty/results>
- Baxter, P., & Norman, G. (2011). Self-assessment or self deception? a lack of association between nursing students' self-assessment and performance. *Journal of Advanced Nursing*, 67(11), 2406–2413. Retrieved August 23, 2023, from <https://doi.org/10.1111/j.1365-2648.2011.05658.x>
- Betts, J. (2022). Transcript_2022NCLEX_jbetts_ncjmm.pdf [pdf]. National Council of State Boards for Nurses. Retrieved 2022, from <https://www.ncsbn.org/search.page?q=nursing+process>
- Betts, J., Muntean, W., Kim, D., Jorion, N., & Dickison, P. (2019). Building a method for writing clinical judgment items for entry-level nursing exams. *Journal of Applied Testing Technology*, 20(2), 21–36. Retrieved March 5, 2023, from
- Calcagni, L., Lindell, D., Weaver, A., & Jackson, M. (2023). Clinical judgment development and assessment in clinical nursing education. *Nurse Educator*, 48(4), 175–181. Retrieved September 2, 2023, from <https://doi.org/10.1097/nne.0000000000001357>
- Harvey, G. (2015). Connecting theory to practice: Using guided questions to standardize clinical postconference. *Journal of Nursing Education*, 54(11), 655–658. Retrieved August 1, 2023, from <https://doi.org/10.3928/01484834-20151016-08>

References

- Hensel, D., & Billings, D. M. (2019). Strategies to teach the national council of state boards of nursing clinical judgment model. *Nurse Educator*, 45(3), 128–132. <https://doi.org/10.1097/nne.0000000000000773>
- Hoffman, D. M. (2019). Transitional experiences: From clinical nurse to nurse faculty. *Journal of Nursing Education*, 58(5), 260–265. Retrieved June 20, 2023, from <https://doi.org/10.3928/01484834-20190422-03>
- Ignatavicius, D. D., & Silvestri, L. A. (2022). Preparing for the next-generation NCLEX (NGN) A "how-to" step-by-step faculty resource manual. <https://evolve.elsevier.com/education/expertise/next-generation-nclex/ngn-faculty-resource-manual/>. Retrieved October 13, 2022, from <https://evolve.elsevier.com/education/expertise/next-generation-nclex/ngn-faculty-resource-manual/>
- Ignatavicius, D. D., & Silvestri, L. A. (2024). From nursing process to clinical judgment. Elsevier Education. <https://evolve.elsevier.com/education/expertise/apply-clinical-judgment/ngn-transitioning-from-the-nursing-process-to-clinical-judgment/>
- Jessee, M. (2021). An update on clinical judgment in nursing and implications for education, practice, and regulation. *Journal of Nursing Regulation*, 12(3), 50–60. Retrieved March 5, 2023, from [https://doi.org/10.1016/s2155-8256\(21\)00116-2](https://doi.org/10.1016/s2155-8256(21)00116-2)
- Kavanagh, J. M., & Szveda, C. (2017). A crisis in competency: The strategic and ethical imperative to assessing new graduate nurses' clinical reasoning. *Nursing Education Perspectives*, 38(2), 57–62. Retrieved February 27, 2023, from <https://doi.org/10.1097/01.nep.0000000000000112>
- Kavanagh, J., & Sharpnack, P. (2021). Crisis in competency: A defining moment in nursing education. *OJIN: The Online Journal of Issues in Nursing*, 26(1). Retrieved September 4, 2023, from <https://doi.org/10.3912/ojin.vol26no01man02>
- Knapp, H. (2016). *Practical statistics for nursing using spss* (1st ed.). SAGE Publications, Inc.
- Lasater, K. (2007). Clinical judgment development: Using simulation to create an assessment rubric. *Journal of Nursing Education*, 46(11), 496–503. Retrieved October 25, 2022, from <https://doi.org/10.3928/01484834-20071101-04>
- Lasater, K., Nielsen, A. E., Stock, M., & Ostrogorsky, T. L. (2015). Evaluating the clinical judgment of newly hired staff nurses. *The Journal of Continuing Education in Nursing*, 46(12), 563–571. Retrieved April 10, 2023, from <https://doi.org/10.3928/00220124-20151112-09>
- Leighton, K., Kardong-Edgren, S., McNelis, A. M., Foisy-Doll, C., & Sullo, E. (2021). Traditional clinical outcomes in prelicensure nursing education: An empty systematic review. *Journal of Nursing Education*, 60(3), 136–142. Retrieved August 16, 2023, from <https://doi.org/10.3928/01484834-20210222-03>

References

- Makary, M. A., & Daniel, M. (2016). Medical error—the third leading cause of death in the us. *BMJ*, i2139. Retrieved August 16, 2023, from <https://doi.org/10.1136/bmj.i2139>
- Manetti, W. (2018). Evaluating the clinical judgment of prelicensure nursing students in the clinical setting. *Nurse Educator*, 43(5), 272–276. Retrieved April 10, 2023, from <https://doi.org/10.1097/nne.0000000000000489>
- Marino, M., Andrews, K., & Ward, J. (2020). Clinical decision making at the bedside. *Nursing Clinics of North America*, 55(1), 29–37. Retrieved July 20, 2023, from <https://doi.org/10.1016/j.cnur.2019.10.003>
- McClure, E., & Black, L. (2013). The role of the clinical preceptor: An integrative literature review. *Journal of Nursing Education*, 52(6), 335–341. Retrieved March 16, 2023, from <https://doi.org/10.3928/01484834-20130430-02>
- Monagle, J. L., Lasater, K., Stoyles, S., & Dieckmann, N. (2018). New graduate nurse experiences in clinical judgment: What academic and practice educators need to know. *Nursing Education Perspectives*, 39(4), 201–207. Retrieved March 6, 2023, from <https://doi.org/10.1097/01.nep.0000000000000336>
- Morris, G. (2023, January 23). Nurse residencies with the most opportunities for new grads. *NurseJournal*. Retrieved August 10, 2023, from <https://nursejournal.org/resources/the-best-residency-programs-for-nurses/#:~:text=The%20most%20common%20goals%20for%20completing%20a%20nurse,skills%2C%20and%20fostering%20continued%20professional%20growth%20and%20development.>
- National Council of State Board of Nursing. (2018b). Report of findings from the 2017 rn nursing knowledge survey [Research Brief]. NCSBN. Retrieved July 15, 2023, from <https://www.ncsbn.org/exams-research/report-of-findings-from-the-2017-rn-nursing-knowledge-survey>
- National Council of State Board of Nursing. (2019a). *Ngn_winter19* [PDF]. https://www.ncsbn.org/public-files/NGN_Winter19.pdf
- National Council of State Board of Nursing. (2022). Why is NCSBN changing the NCLEX? National Council of State Boards of Nursing,. Retrieved October 13, 2022, from <https://www.ncsbn.org/exams/next-generation-nclex/NGN+FAQS/ngn-faqs-for-educators.page>
- National Council of State Board of Nursing. (2023e). Nclex pass rates. NCSBN. Retrieved September 3, 2023, from <https://www.ncsbn.org/exams/exam-statistics-and-publications/nclex-pass-rates.page>

References

- Nibbelink, C. W., & Brewer, B. B. (2018). Decision-making in nursing practice: An integrative literature review. *Journal of Clinical Nursing*, 27(5-6), 917–928. <https://doi.org/10.1111/jocn.14151>
- Nielsen, A., Gonzalez, L., Jessee, M., Monagle, J., Dickison, P., & Lasater, K. (2022). Current practices for teaching clinical judgment. *Nurse Educator*, 48(1), 7–12. Retrieved March 28, 2023, from <https://doi.org/10.1097/nne.0000000000001268>
- Nielsen, A., Lasater, K., & Stock, M. (2016). A framework to support preceptors' evaluation and development of new nurses' clinical judgment. *Nurse Education in Practice*, 19, 84–90. Retrieved March 16, 2023, from <https://doi.org/10.1016/j.nepr.2016.03.012>
- Poston, K. M., Brunette, G., & Ciccone, J. (2023). Collaborative strategies to improve clinical judgement and address bedside care challenges. *Teaching and Learning in Nursing*, 18(3), e94–e97. Retrieved August 20, 2023, from <https://doi.org/10.1016/j.teln.2023.02.001>
- Reljić, N., Lorber, M., Vrbnjak, D., Sharvin, B., & Strauss, M. (2017). Assessment of clinical nursing competencies: Literature review. In *Teaching and learning in nursing*. InTech. <https://doi.org/10.5772/67362>
- Sherrill, K. J. (2020). Clinical judgement and next generation NCLEX: a positive direction for nursing education! *Teaching and Learning in Nursing*, 15(1), 82–85. Retrieved March 5, 2023, from
- Sutor, A., & Painter, J. (2020). Nurse residency programs: providing organizational value. *Delaware Journal of Public Health*, 6(1), 58–61. Retrieved February 13, 2023, from <https://doi.org/10.32481%2Fdjph.2020.04.013>
- Tanner, C. A. (2006). Thinking like a nurse: A research-based model of clinical judgment in nursing. *Journal of Nursing Education*, 45(6), 204–211. Retrieved September 20, 2022, from
- Victor-Chmil, J. (2013). Critical thinking versus clinical reasoning versus clinical judgment. *Nurse Educator*, 38(1), 34–36. Retrieved July 15, 2023, from <https://doi.org/10.1097/nne.0b013e318276dfbe>