

Clinical Reasoning for Nurse Learners

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Objectives

- By the end of the session participants will be able to:
 1. Identify the nursing learner needs for diagnostic reasoning
 2. Identify effective teaching methods for fostering diagnostic reasoning in nurse learners
 3. Apply diagnostic reasoning teaching methods in clinical and classroom settings
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GNOME

Learner-centered educational planning

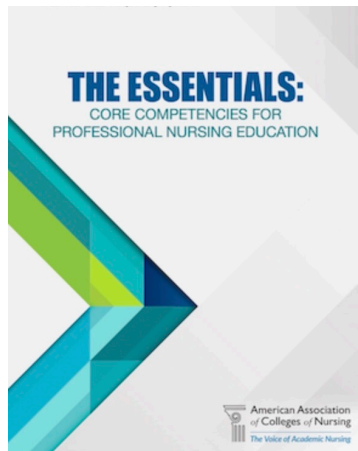
- GOALS
- NEEDS ASSESSMENT
- OBJECTIVES
- METHODS
- EVALUATION





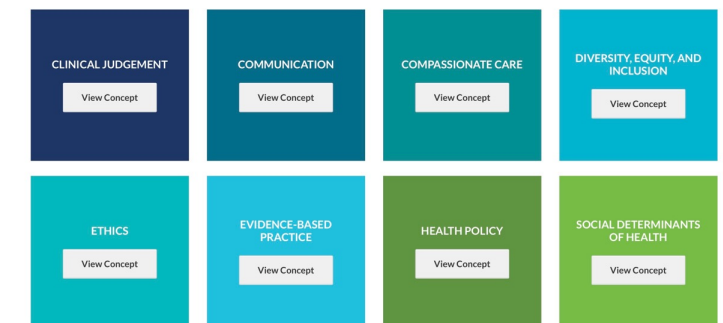
GOAL

NURSES WHO PROVIDE SAFE, HIGH-QUALITY CARE



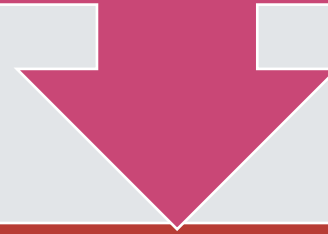
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Essentials Concepts



Clinical Judgement

"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 (Manetti, 2019)."



"This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes."

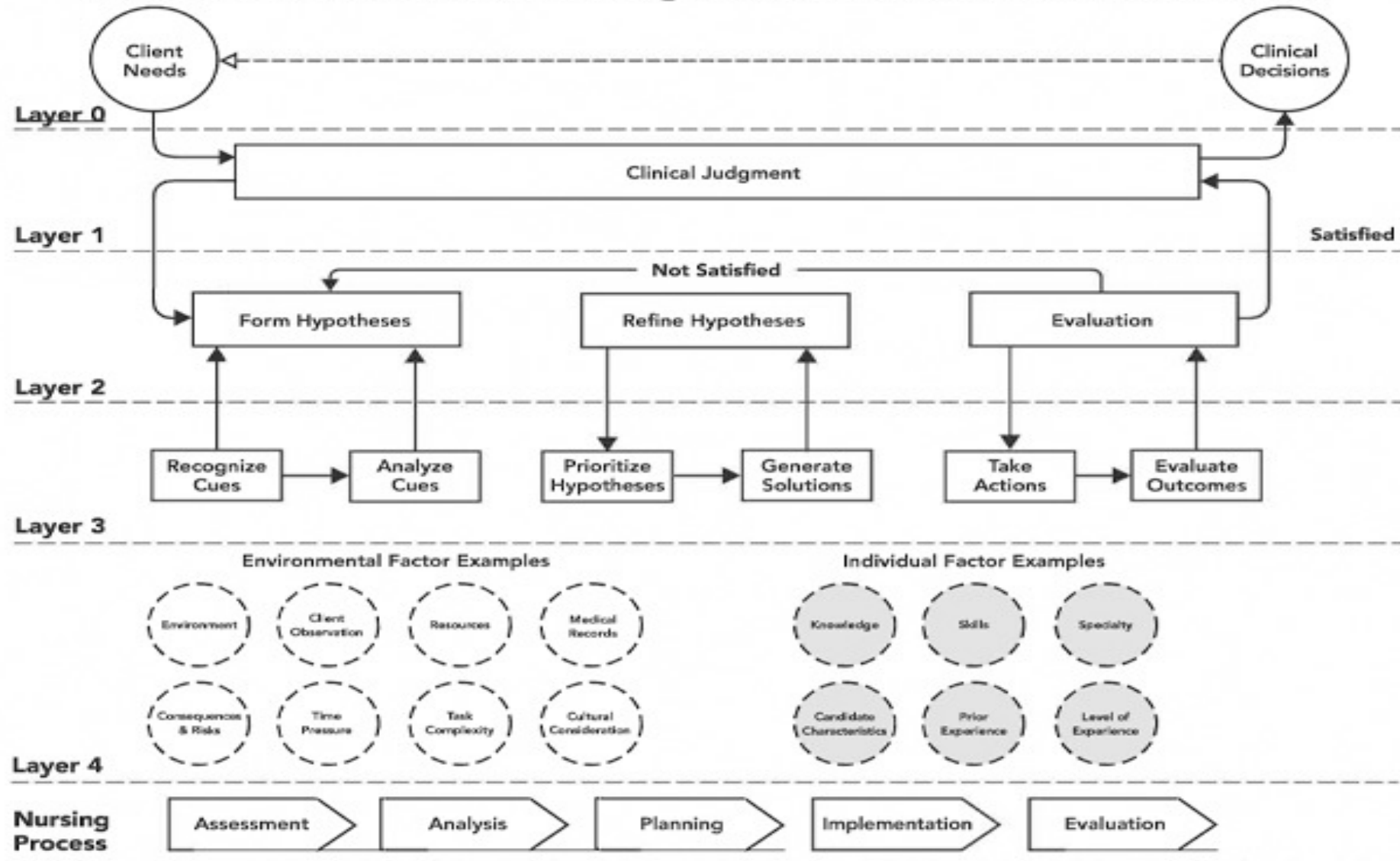
(AACN Essentials, 2021)

New NCLEX Exam April 2023

- *Nextgen Exam*
- National Council of State Boards of Nursing (NCSBN) developed:
 - **Clinical Judgment Measurement Model NCJMM**
 - “framework for the valid measurement of clinical judgment and decision making within the context of a standardized, high-stakes examination.”

<https://ncsbn.org/clinical-judgment-measurement-model>

The NCSBN Clinical Judgment Measurement Model



Attaining Clinical Judgement Competency

In terms of needs for the learner?

Challenges for the learner?



Teaching Learners Clinical Judgement



What are the teacher's needs?



Are there any challenges for the teacher?



Success stories?



Unsuccessful stories?

Factors impacting clinical decision-making

- Individual Factors
 - Age, education level
 - Experience, knowledge and *CUE RECOGNITION*
 - *Hypothesis updating*
 - Communication
 - Emotions and perceptions
 - Confidence
 - Professional orientation
 - Consequences
 - Personal values
- Environmental Factors
 - Task complexity
 - Time pressure
 - Interruptions
 - Area of specialty and professional autonomy

Nursing Clinical Decision-Making: A Literature Review

William J. Muntean

What is the skill?



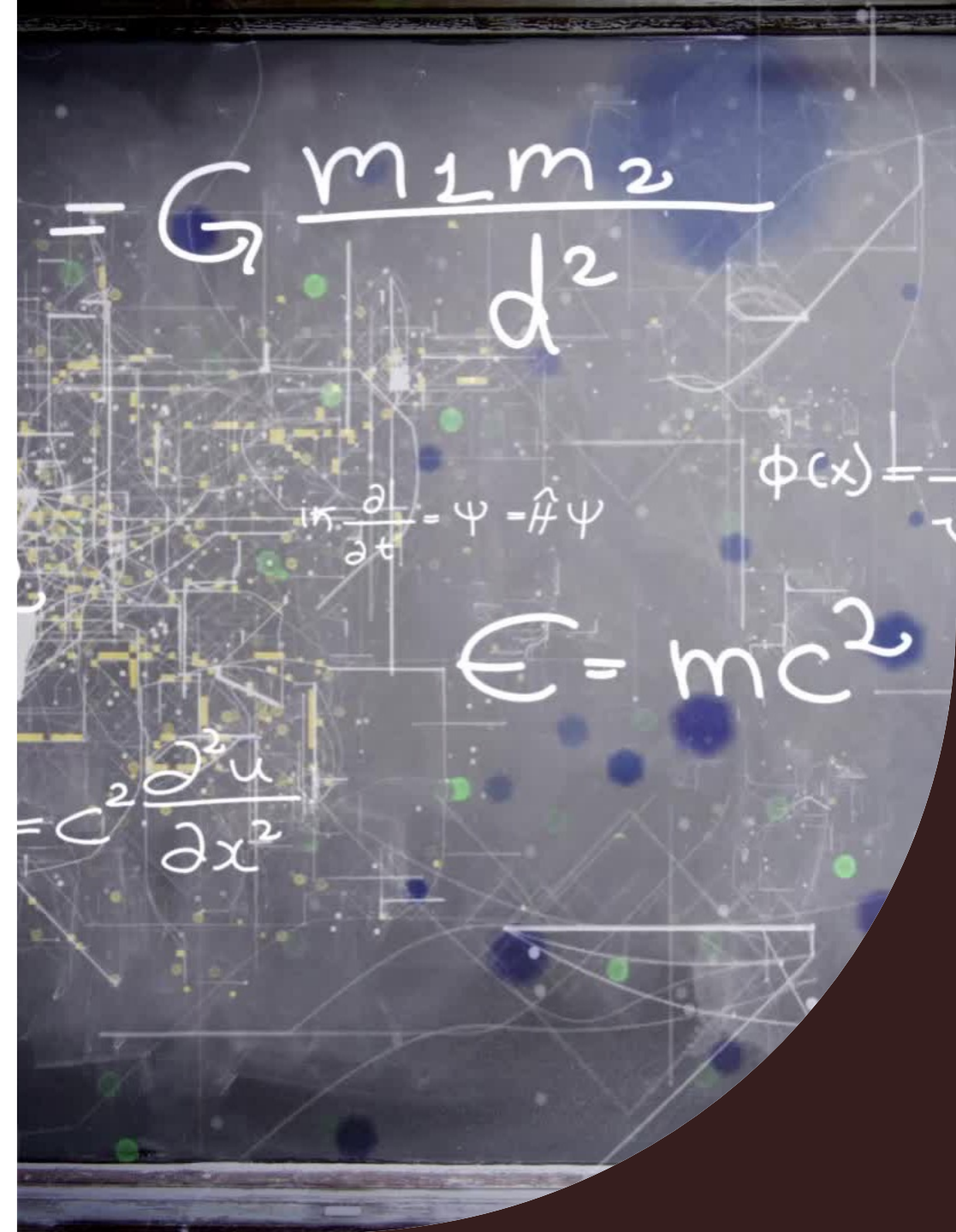
Thinking Critically

- Critical Reflection
Examine underlying assumptions, radically question arguments, assertions, facts
- Critical Reasoning
Knowledge and experience applied in considering possibilities to achieve desired goals
- Clinical Judgement
Requires reasoning across time
- To think critically we need reflection, induction, deduction, analysis, challenging assumptions, evaluation of data and information to guide decision-making


Applied Science and Art

(Aristotle and Joseph Dunne)


- Techne
 - Making of things or producing outcomes
 - Concern for doing good under certain circumstances
- Phronesis
 - Perceptiveness over time, practical reasoning
 - Much of what is done is "gray"



Does practice evidence play a role?

- Evaluating evidence
 - Sources of evidence
 - Evidence-based practice
 - When evidence is missing?
- 

Professional Education Requirements



Academic knowledge-
base building and
capacity to think in
ways related to the
profession

Skill-based
apprenticeship of
practice

Apprenticeship to the
ethical standards, social
roles and dimensions
of the profession

Clinical Grasp

Making qualitative distinctions

Engaging in detective work, modus operandi thinking and clinical puzzle solving

Recognizing changing clinical relevance

Developing clinical knowledge in specific patient populations

Clinical forethought

Future think

Clinical forethought on specific diagnoses and injuries

Anticipation of crises, risks, and vulnerabilities for particular patients

Seeing the unexpected

**What is
needed in
terms of the
learner's
competency
attainment...**

What is the essential skill?

What learner attitudes and behaviors are needed?

Will the assessment be formative or summative?

Let's make this practical for the classroom and clinical setting?



Goal: Teach clinical judgement



Needs: Identify the needs of the learners



Objectives: Identify 2-3 objectives



Methods: Identify the teaching methods to be used



Evaluation: Identify how you will measure/observe the outcomes of the learning

References

- AACN (2021). The Essentials: Core Competencies for Professional Nursing Education <https://www.aacnnursing.org/Essentials>
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