Clinical teaching and learning was enhanced using a new progressive tool, along with instructional strategies, to provide guidance to faculty and students in the development of clinical judgment skills within patient care environments.

OBJECTIVES

1. Knowledge and clinical judgment are essential to practice (Mastrangeli et al., 2010).
2. Mastery of critical thinking, clinical reasoning, and clinical judgment is a requirement of professional development as the nurse moves from being a novice to becoming an expert clinician (Drenth et al., 2009; Binkert et al., 2010; Tanner, 2006).
3. Effective clinical reasoning requires collecting the right cues and making connections, setting priorities, and developing an integrated plan of care that honors the patient’s needs (Herron et al., 2016). 

MATERIALS & METHODS

An innovative clinical teaching technique was developed and implemented with undergraduate baccalaureate nursing students beginning in the first clinical course.

1. Faculty and students use a four-level clinical teaching and learning tool designed to foster clinical reasoning throughout an instructional, progressive process and facilitate deeper discussions and reflective thinking within the context of clinical client care situations.
2. Students and faculty identified development of clinical judgment skills using the Lasater Clinical Judgment Rubric (Lasater, 2007).

REFERENCES


