

CLINICAL JUDGMENT, CLINICAL CONFIDENCE AND STRUCTURED REFLECTIVE PRACTICE

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Challenges in Nursing Education

- Advances in Health Care technology
- Nursing Curriculum: Necessary knowledge and skill acquisition
- Theory Practice Gap: Discrepancy between the theoretical content taught in the classroom and the ability to apply the knowledge to actual patient situations

Challenges in Nursing Education

- Theory: provides the basic understanding of the patient situation to enable the nurse to describe, to explain and to justify the necessary nursing actions
- Students are required to apply this classroom knowledge to patient situations to expand clinical confidence and clinical judgment
- Nurse educators, clinicians and nursing students believe that the theory taught in the classroom is not easily applied to the clinical setting

Nursing Knowledge

- Transformation of Nursing Education
- Benner, Sutphen, Leonard & Day (2010) believe
 - Every classroom encounter should contribute to a students “clinical imagination”
 - Students experience a separation of classroom and clinical teaching
 - Theory practice gap needs to be eliminated so that students can actively think and apply classroom knowledge to clinical situations

Nursing Knowledge

- End Result of Transformation of Nursing Education:
 - ▣ Integration of classroom and clinical components
 - ▣ Integration of knowledge, ethical issues and clinical skills
 - ▣ Development of clinical judgment, clinical confidence and clinical imagination

Definitions

- Reflection: occurs when the practitioner is mindful of self in regards to a particular experience and can view oneself within the experience to confront, to understand and to identify contradictions between one's vision and actual practice. Johns, 2007

Reflection

- Learning through patient experiences to obtain insight and perceptions of practice
- Reflection-in-action: spontaneous and immediate to the situation
- Reflection-on-action: to assess and evaluate the outcomes after the action has occurred
- Reflection-for-action: guides the practitioner for future action

Model of Clinical Judgment in Nursing

Tanner, 2006

- Framework to incorporate reflective practice to guide students through patient situations in an effort to develop and expand nursing clinical judgment
- Review of 200 studies
- Developed 5 conclusions

Model of Clinical Judgment

□ 5 Conclusions

- Clinical judgments were significantly influenced by past experiences
- Clinical judgment was dependent on the nurses knowing of the patient
- Clinical judgments were influenced by the culture of the specific nursing care unit
- Nurses utilized many reasoning patterns based on the situation
- Reflection was critical for the development of clinical judgment

Use of Reflection on Nursing Education

- Limited quantitative studies evaluating the benefit of reflection
- Several qualitative studies support the use of reflection
- Conflict persists regarding
 - Framework for implementation
 - Benefit to professional practice
 - Impact on the development of clinical judgment

Structured Reflective Practice Seminar Sessions

- **Introduction:** HPI, CC, PHM, Family/Social History, Allergies
- **Background:** Describe formal knowledge and previous nursing experience with a similar patient presentation
- **Noticing:** Additional information needed, first impressions
- **Responding:** Nursing interventions, goals, collaborative efforts
- **Reflection-in-Action:** discuss what happened, patient responses and outcomes
- **Reflection-on-Action and Clinical Learning**

Reflection on Action

Clinical Learning

- Review the pathophysiology related to the patient situation
- Discuss the specific interventions: diagnostic studies, labs, medication interventions and management and nursing interventions
- Discuss what occurred as a result of nursing actions
- Describe what interventions you would do differently if faced with a similar situation in the future
- Discuss emotion and/or ethical issues

Identified Themes Related to Perceived Development of Clinical Judgment

- Application of Acquired Knowledge
 - Merger of classroom knowledge with clinical experiences
 - Application to specific patient situations
 - Bridging of theory and practice
- Perceived increased Patient Care Experiences
 - Learning from peers
 - Apply other student patient experiences to their own clinical judgment development
- Situated Teaching and Prioritizing

Glynn, 2012

Identified Themes Related to the Perceived Development of Clinical Confidence

- Reassurance
 - Camaraderie
 - Safe Environment to discuss patient/student issues
- Perceived Improved Communication with the Health Care Team
 - Narrative reflection improved presentation skill
- Realization of the depth of the Science of Nursing
 - Vastness of patient situations, conditions, treatments and outcomes

Glynn, 2012

Educational Implications

Transformation of Nursing Education

- Understanding of clinical situations
- Active discussions of actual patient care experiences utilizing narrative structured reflective sessions
- “Situated teaching” to provide students an opportunity to reflect on their actions in a structured safe classroom environment
- Consistent application throughout curriculum
- Educate nursing educators in reflective practice

Unexpected Instructional Benefits

- Provided the opportunity to review students' assignments at the clinical sites
- Provided an evaluation of the students' knowledge of patient conditions
- Identified current treatment options employed at the clinical facilities
- Provided the opportunity to assess the effectiveness of the classroom education and application of nursing theory to patient situations
- Glynn, 2012

References

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