Nursing clinical is a complex environment for students, as well as clinical faculty. Students are required to apply the concepts learned in the classroom to their assigned patients, who are often admitted with more than one diagnosis. The clinical faculty must assess that students are knowledgeable and are able to provide safe care. It is also the responsibility of the clinical faculty to begin developing the students nursing judgement. Can students identify how one diagnosis may impact another diagnosis? Can they identify connections between patient assessment data and complications that may be developing? Do students know when and how to intervene? Concept mapping and clinical conferences are two strategies that have been implemented to facilitate clinical judgement in pre-licensure nursing students.

In a senior level medical-surgical clinical, each student is required to complete a concept map on their assigned patient. The concept map allows the student to organize and establish relationships between the patient diagnoses and the data in the chart. During the clinical conference, the student explains the concept map, including the data that supports the medical/surgical diagnoses. Clinical judgment is assessed by having the student discuss the patients current or potential complication(s) and the specific data that would support the occurrence of the complication. How would the student know that the complication was occurring? What would the student do to prevent the complication? If an intervention was implemented, how would the student assess the effectiveness? What data would support the effectiveness of the intervention?

Students and clinical faculty comments on the concept maps and the clinical conference have been very positive. Students’ have commented on how much they learned and how the conferences helped them “put all the pieces together.” And the clinical faculty identified that they were able to assess the strengths and limitations of the student’s clinical judgment. It also provided an opportunity for the clinical faculty to implement strategies to improve clinical judgement in weaker students.

This presentation will discuss the benefits and challenges of individual clinical conferences in assessing clinical judgement in pre-licensure baccalaureate nursing students.

Title:
Utilizing Concept Maps and Clinical Conferences to Assess Clinical Judgement in Pre-Licensure Nursing Students

Keywords:
clinical judgement, nursing students and pre-licensure

References:


Modic, M. B. (2013). Tanner’s model of clinical judgement, part 2. *Journal for Nurses in Professional Development, 26*(6), 335-337. [http://dx.doi.org/10.1097/01.NND.0000000000000017](http://dx.doi.org/10.1097/01.NND.0000000000000017)


**Abstract Summary:**
This presentation will discuss the use of concept mapping to assess the clinical judgement of pre-licensure nursing students. The benefits and limitations for the students and the clinical faculty will be discussed.

**Content Outline:**
Utilizing concept maps and clinical conferences to assess clinical judgement in pre-licensure nursing students

Outline

1. Introduction
   1. background information
   2. development of the strategies
2. Concept map
   1. what are concept maps?
   2. Definition (Novak & Gowin, 1984)
      1. Visual road map for organizing and representing knowledge and includes concepts and identifying relationships between concepts.
      2. Educational tool to tap into the learner’s cognitive structure and to externalize it for both the learner and the teacher to see
      3. What the learner already knows
3. Theoretical basis for concept map
      1. Schematic device for representing a set of concept meanings embedded in a framework of propositions (Novak & Gowin, 1984)
      1. Diagram of patient problems and interventions
      2. Requires the student to
3. Analyze and categorize patient data
4. Identify patient problems
5. Identify relationships between patient problems
6. Develop goals and interventions
7. Evaluate outcomes

3. Why have students develop concept maps?
   1. utilize current patient data
   2. based on student’s knowledge
   3. identify actual patient problems
   4. fosters critical thinking

4. Overview of concept map development
   1. pre-assessment
   2. current diagnosis in center
   3. Assessment data pertinent to current diagnosis
   4. identify problems
   5. place data under problems
   6. prioritize problems

5. Clinical conference

   1. purpose
     a. assess knowledge
     b. analysis and categorization of data
     c. rationale for data

   2. Explanation of concept map
     a. explain the diagnosis
     b. data that supports diagnosis
     c. discuss links with other diagnosis

   3. Clinical judgement
     a. questions asked
       1. identify complications
       2. provide data to support complications
       3. signs and symptoms
       4. What would you do? What is your rationale?
       5. If an intervention was implemented, how would you know it is effective?
a. What would you expect to happen next?

b. Identify the rationale

6. can you prevent the complication?
   a. what interventions would prevent/decrease the complication?
   b. Provide rationale for interventions

6. Benefits for
   a. students
   b. clinical faculty

7. Limitations for
   a. students
   b. clinical faculty

8. Conclusion/summary

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Author Summary: Mary Wcisel has a clinical background in medical-surgical nursing. She has been an educator for the past 34 years. For the past 16 years, she has taught a senior level advanced medical surgical nursing course to baccalaureate nursing students at Saint Mary's College in Notre Dame, Indiana.