Fostering Clinical Judgment and Promoting Transition into First Clinical Rotation

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&

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Background

NCSBN clinical judgment model
- Critical thinking
- Clinical judgment

Scaffolding approach

Bridging the lab to clinical gap

Activity
- 7 stations
- 15 minutes per stations
- Stations assignments
- Bingo cards
Learning Objectives and Conflict of Interest

1. Identify a teaching and learning strategy to address clinical judgment and critical thinking in first-semester nursing students.

2. Discuss how in the classroom interactive activities using the clinical judgment model can bridge the gap in the transition to the clinical settings.

CONFLICT OF INTEREST
Both presenters have declared no conflict of interest.
Station 1 & 2

- Complete Assessment on Manikin 1
  - Scenario Cardiac
- Complete Assessment on Manikin 2
  - Scenario Respiratory
### Station 3

**Documentation of assessments**

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is general appearance of patient (relaxed? In acute distress?)</td>
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</tr>
<tr>
<td>If relaxed, continue with next step in head-to-toe assessment.</td>
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<tr>
<td>If acute distress or nonresponsive, focus on airway-breathing-perfusion.</td>
<td></td>
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<tr>
<td>Ground room and identify any hospital in use. Check if oxygen in setting? If IV therapy in progress and what is rate? etc...? Enter?</td>
<td></td>
</tr>
<tr>
<td>Respiration, oxygen saturation</td>
<td></td>
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<tr>
<td>Knowledge check: Are you able to identify what abnormal findings are being assessed for?</td>
<td></td>
</tr>
<tr>
<td>1) Inspect tongue and oral mucosa</td>
<td></td>
</tr>
<tr>
<td>2) Document findings per appropriate documentation terminology</td>
<td></td>
</tr>
<tr>
<td>Knowledge check: Are you able to identify what abnormal findings are being assessed for?</td>
<td></td>
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</tbody>
</table>
Station 4

- Virtual Escape Room
  - Vital Signs
  - Google forms
  - Instant feedback/locked rooms
- Vital signs on partner
  - Submission to LMS
Station 5

- Stickers
  - Lung auscultation locations
  - Cardiac auscultation locations
- Picture submission
Station 6

- Highlighting Abnormalities on H&P
- Compare findings to experienced nurse’s findings

She was told that once her anemia was treated, she would feel better, but her fatigue has not improved. She has been told her lack of energy is an expected consequence of menopause and aging, but she feels the lack of energy is abnormal for her.

Her fatigue is impacting her job and her personal life. She does experience a lot of job stress and at times feels unable to cope with her job-related workload, but she does not believe her job stress is impacting her sleep or mood. She complains of difficulty participating in recreational activities with her friends and family outside of work because she is tired.

History is positive for dry and itchy skin, especially in the scalp, breast, abdomen, and buttock area. She also believes that she generally feels colder than those around her. She frequently turns up the heat at home despite her husband’s requests to turn it down and has recently purchased a space heater to use near her desk at work.

PMH:
- Iron-deficiency anemia
- HTN x 4 years
- Perimenopausal with recent D&C for menorrhagia

FH:
- Positive for CVD, CAD; father died of CVA at age 55, mother is alive with HTN and had an MI at 60. She has one brother with type 2 DM and a sister with HTN.
Station 7

Safety Station
**Student Survey**

Fall 2022 - cohort 24 students surveyed

Spring 2023 - cohort 69 students surveyed*

<table>
<thead>
<tr>
<th>Question responses</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorite Activity. Older Adult &amp; Manikin Assessment</td>
<td></td>
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<tr>
<td>Group Size.</td>
<td>4 or more</td>
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<td>Friends</td>
<td></td>
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<tr>
<td>Valuable contributions</td>
<td></td>
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<tr>
<td>History of active learning activities in other courses.</td>
<td>YES</td>
</tr>
<tr>
<td>Peer discussion added to my learning.</td>
<td>67% strongly agree</td>
</tr>
<tr>
<td>Fun doing the activities</td>
<td>83% strongly agree</td>
</tr>
<tr>
<td>Confidence in material presented</td>
<td>100% strongly agree and agree</td>
</tr>
<tr>
<td>Helped me understand the material</td>
<td>100% strongly agree and agree</td>
</tr>
<tr>
<td>Stimulated interest in the material</td>
<td>79% strongly agree</td>
</tr>
<tr>
<td>I worked hard during today's activities</td>
<td>79% strongly agree</td>
</tr>
</tbody>
</table>
Summary

Student population: first-semester nursing students

Interactive classroom simulation and activities
- Layer or scaffolded approach

Overall Goal: Begin development of clinical judgment using critical thinking
- “Think like a nurse”

Seven Stations varying in complexity with different focuses
- Establishing priorities
- Patient as a person
- Recognizing and analyzing cues
- Focusing assessment
- Accurate documentation
- Identifying abnormalities in histories

Themes