Title: Fostering Clinical Judgement and Promoting Transition Into First Clinical Rotation

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Details:
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Abstract Describes: Completed Work/Project

Applicable category: Academic, Students

Summary:
This presentation will convey the integration of novel interactive classroom activities in first-semester students to promote critical thinking using the NCSBN clinical judgment model and bridge the gap from the classroom to the clinical setting. The activity creation and students’ qualitative results related to the activities will be reviewed.

Abstract:
Nurse educators must utilize innovative teaching and learning strategies to encourage students to grow, think critically, and attain clinical judgment, a noted deficit in new nurses (Billings, 2019) and the focal point of the new NGN NCLEX produced by the NCSBN (NCSBN, 2022).
Learning clinical judgment takes time and practice, using a “layered” or scaffolded approach (Dickison, 2019). Scaffolding is a pedagogical support system that helps students stage their training, starting with learning basic constructs and then progressing to the ability to apply knowledge to various, more complex situations (Coombs, 2018). To meet the need for first-semester health assessment students that have not been in a clinical setting to begin to “think like a nurse”, classroom simulation experiences can provide a safe stepping stone to their first clinical course (Embler, 2021), helping them to develop a context to successfully transfer their knowledge to patient care. Instructors created a culminating learning experience for students at the end of their first semester consisting of several stations, which the students rotated through in small groups. The stations focused on several key concepts, such as establishing priorities, looking at the patient as a person, recognizing and analyzing cues with normal and abnormal assessment findings, the importance of accurate documentation, focusing an assessment using relevant components of a complete head-to-toe assessment, and identifying abnormalities in patient health history that can put them at risk for different help promotions and prevention needs. Several of the stations were guided by faculty to help develop a focus assessment
approach. Each station had an assignment or a guided reflection tool to collect students’ feedback on the station. A thematic analysis with an inductive approach was used to determine themes from student assignments. It will be used each subsequent semester to assemble common themes and improve the next semester's learning activity. The purpose of this presentation is to convey the scaffolding approach taken to integrate novel interactive classroom activities to encourage students to think critically using the clinical judgment model in support of their transition into the clinical setting.

References:


