

Challenging Nursing Students to Apply Clinical Judgment in an Online Active Learning Environment

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Purpose

Create an online interactive learning experience where student nurses apply clinical judgment to acute changes in patient condition.

Background

- The National Council of State Boards of Nursing (NCSBN, 2017) conducted multi-year research to ensure the nursing licensure exam (NCLEX-RN) is still evaluating the knowledge and skills necessary for nursing safe practice in a rapidly evolving practice environment.
- This research identified a need for the licensure exam to focus on clinical judgment.
- To make graduates practice-ready, nursing education must incorporate latest research & emphasize clinical judgment.

Faculty Objectives

- Define **clinical judgment** and challenge students to engage in problem-solving through case-based scenarios
- Innovate student opportunities to make decisions through interactive technology.
- Build trust so students feel psychologically safe.

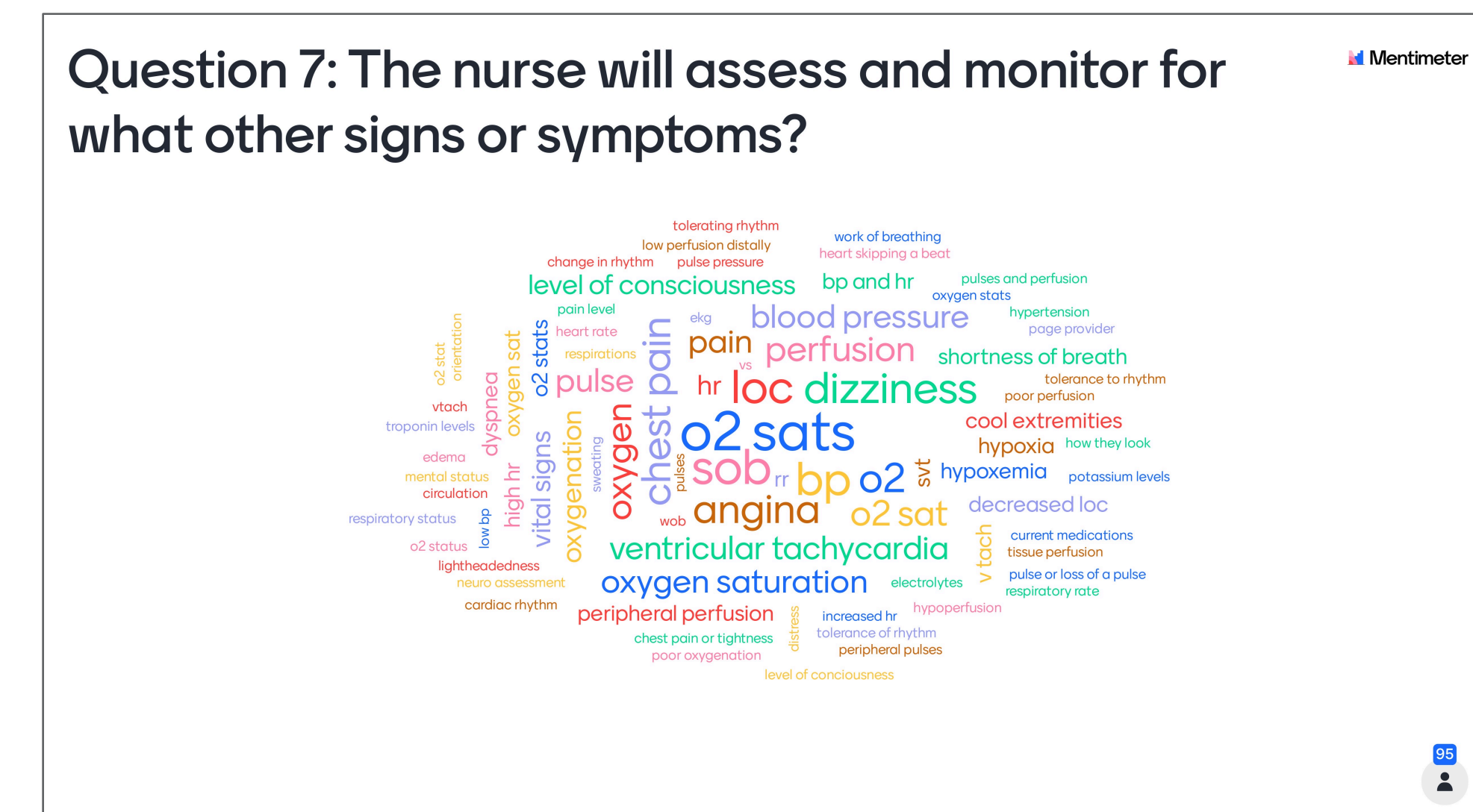
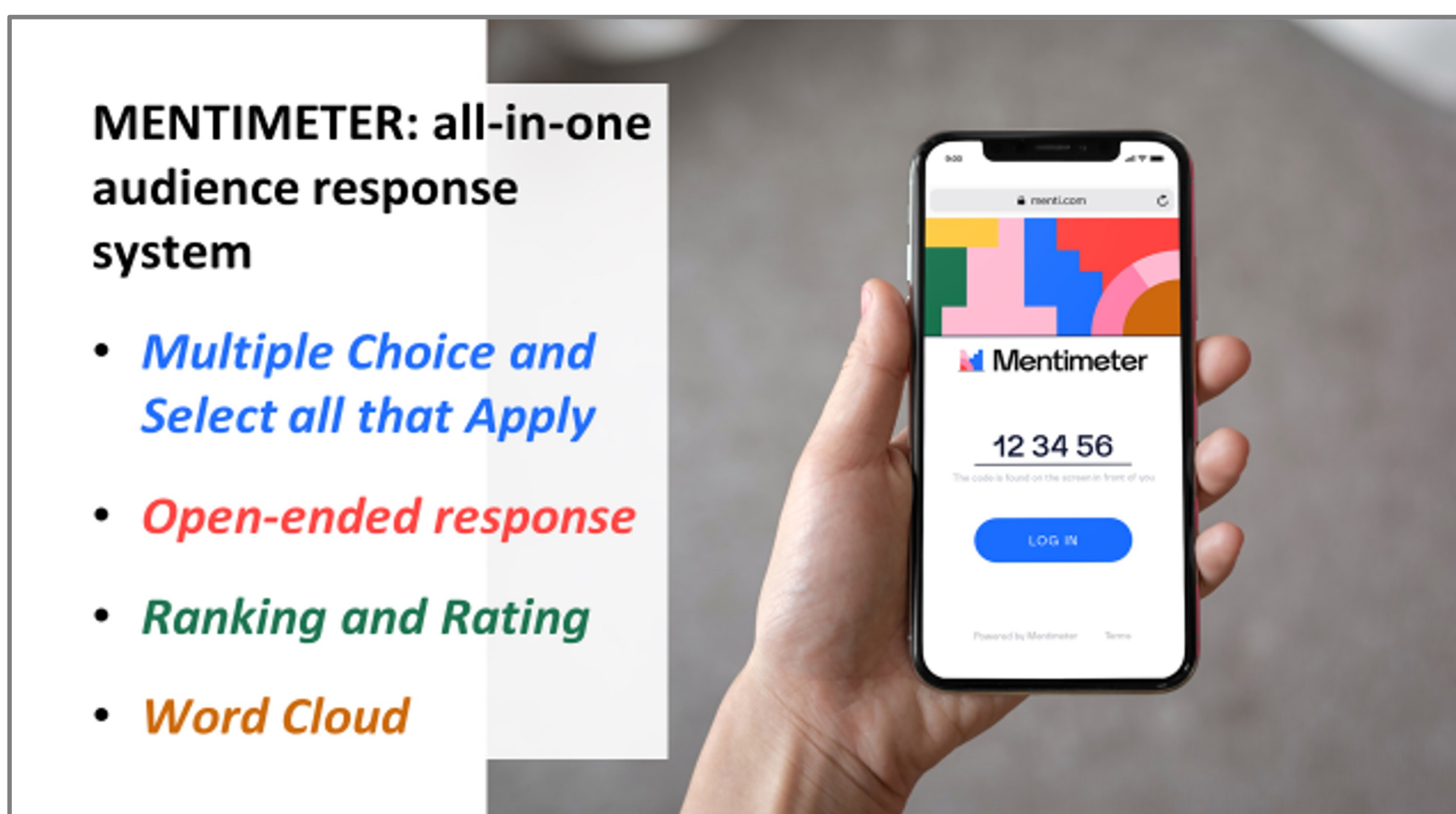
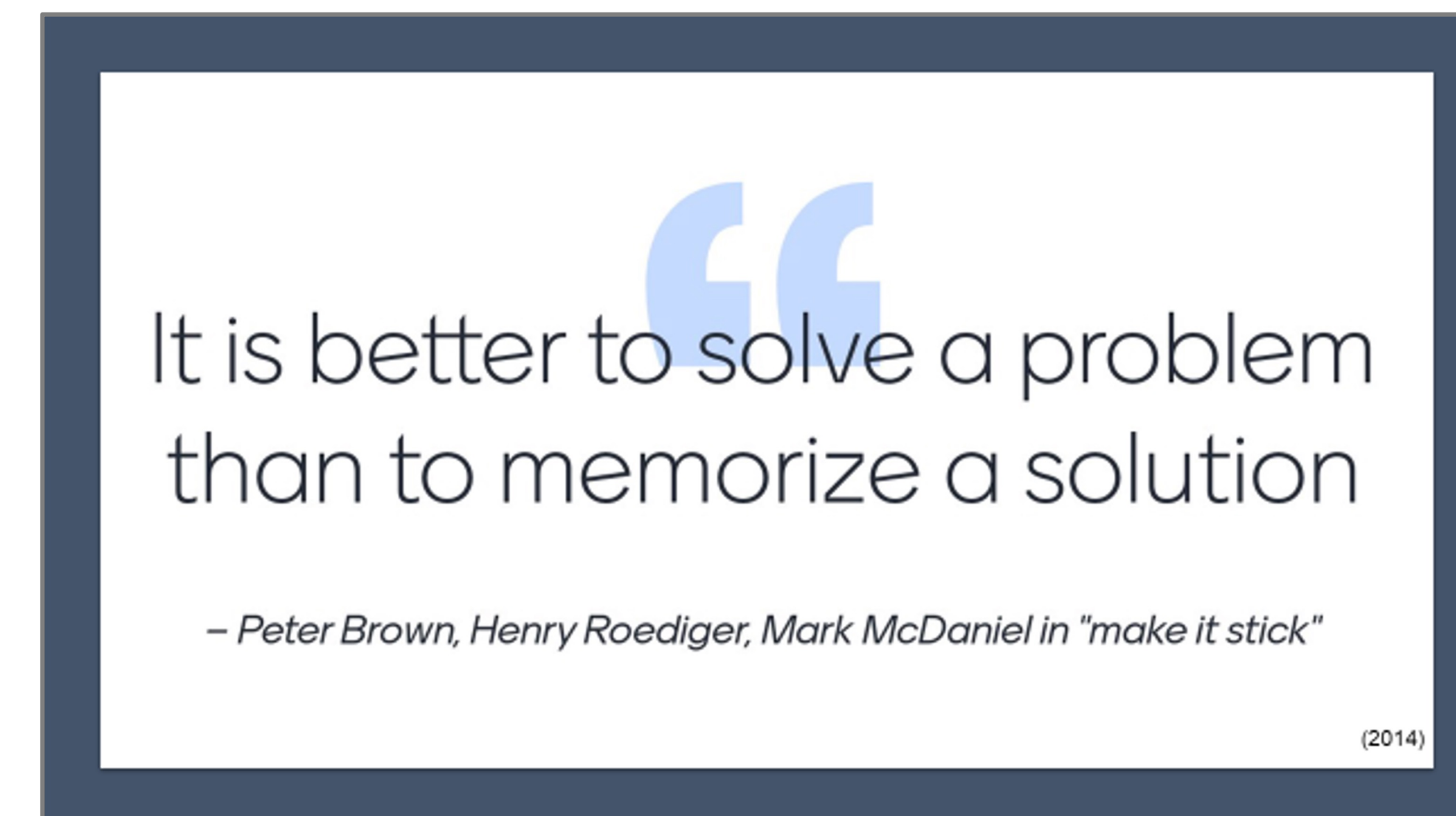
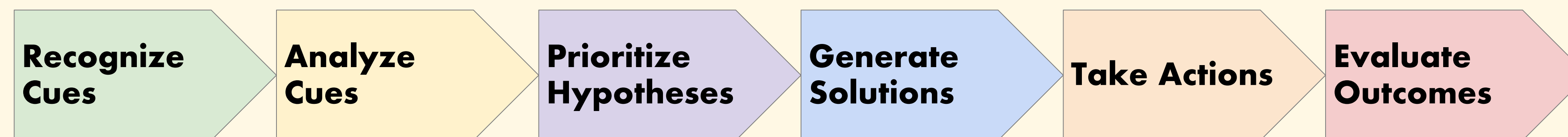
Learner Objectives

- Demonstrate critical thinking in response to assessment data and patient evaluation
- Respond effectively to acute changes in a patient condition
- Describe criteria for activating Rapid Response Team (RRT)
- Collaborate with care team members to develop a plan of care in accordance with patient data and clinical status
- Demonstrate effective communication using SBAR in response to a change in patient condition

NCSBN. (2017). *Next Generation NCLEX*. https://www.ncsbn.org/public-files/NCLEX_Next_Fall17_Eng.pdf

Defining Clinical Judgment

NCSBN Clinical Judgment Measurement Model (NCJMM) was used to develop case-based learning scenarios targeted to each of the cognitive aspects of clinical decision-making:

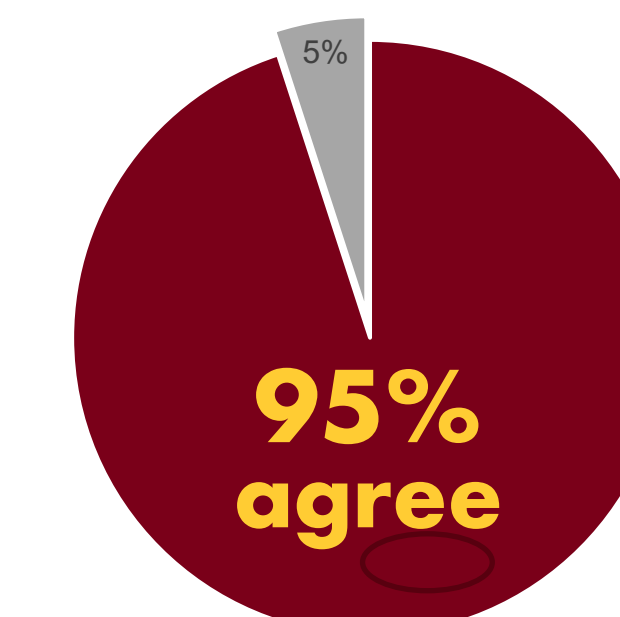


Intervention: ACTIVE LEARNING DAY

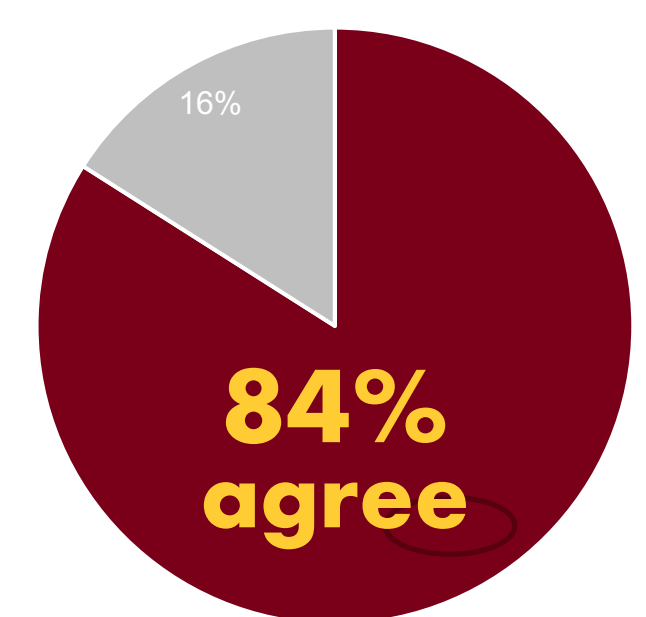
- 175 senior Bachelor of Science in Nursing (BSN) students
- 115-minute class session
- Delivered synchronously and remotely via Zoom
- Mentimeter collected decision-making through 4 methods:
 - multiple choice & select all that apply questions
 - open-ended response to questions
 - ranking & ordering
 - word cloud

Survey Results *n=62 (35.4% response rate)*

“Scenarios included during the session felt applicable to clinical practice.”



“As a whole, the active learning strategies made me more engaged during class.”



Discussion

- Student feedback and comments were enthusiastically positive.
- Anonymous submission functions within Mentimeter supported all learners to submit their thoughts, ideas, and responses without fear of judgment from peers or faculty.
- Opportunities for students to respond to open-ended questions provided instructors with greater insight into student thinking and clinical judgment

Acknowledgements

The University of Minnesota BSN students for their dedication to learning and development of clinical reasoning.