

Doing Clinical Differently: Development of a Tool for Clinical Teaching and Learning

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OBJECTIVES

- 1) Discuss an innovative, progressive clinical teaching and learning tool for faculty and students
- 2) Identify tangible techniques to facilitate student development of clinical judgment skills

BACKGROUND

Clinical judgment is essential to nursing practice, but student development of clinical reasoning processes necessary to make judgments in the context of client care does not occur by chance.

- Mastery of critical thinking, clinical reasoning, and clinical judgment is a milestone of professional development as the nurse moves from being a novice to becoming an expert clinician (Dreifuerst, 2009; Benner et al., 2010; Tanner, 2006).
- Effective clinical reasoning requires collecting the right cues and taking the right action, at the right time (Levett-Jones, 2010; Pesut & Herman, 1999).

Nursing faculty seek to facilitate student development of clinical judgment, but how often are we successful?

PURPOSE

This innovative clinical education project sought to facilitate student development of clinical judgment skills through utilization of a new comprehensive teaching/learning tool across the clinical curriculum.

FINDINGS

Students

- helped them “think about thinking”
- discover patient problems and make connections, set priorities, and develop an interdisciplinary plan of care that honored the patient’s needs

Faculty

- reported greater ease in teaching clinical judgment during the clinical experience
- identified student progression of clinical judgement skills from one clinical experience to the subsequent semester across the clinical curriculum

HEID ATE GUIDE TOOL DEVELOPMENT

Created to facilitate student development of clinical judgment skills and assist faculty in learner-focused clinical teaching through utilization of a new tool across the clinical curriculum.

- *Heid ATE Guide for Clinical Teaching and Learning* designed as a progressive plan
- Utilizes *Just-In-Time Clinical Teaching Opportunities* to stimulate inquiry and discovery through Socratic questioning, provide guidance and offer encouragement to deepen connections
- Incorporates *Peer to Peer Huddles* to discuss patient needs, offer feedback and foster collaboration
- Extends learning beyond clinical action through *Structured Reflection*
- *Heid ATE Guide for Clinical Teaching and Learning Recommendations for Use* to provide direction

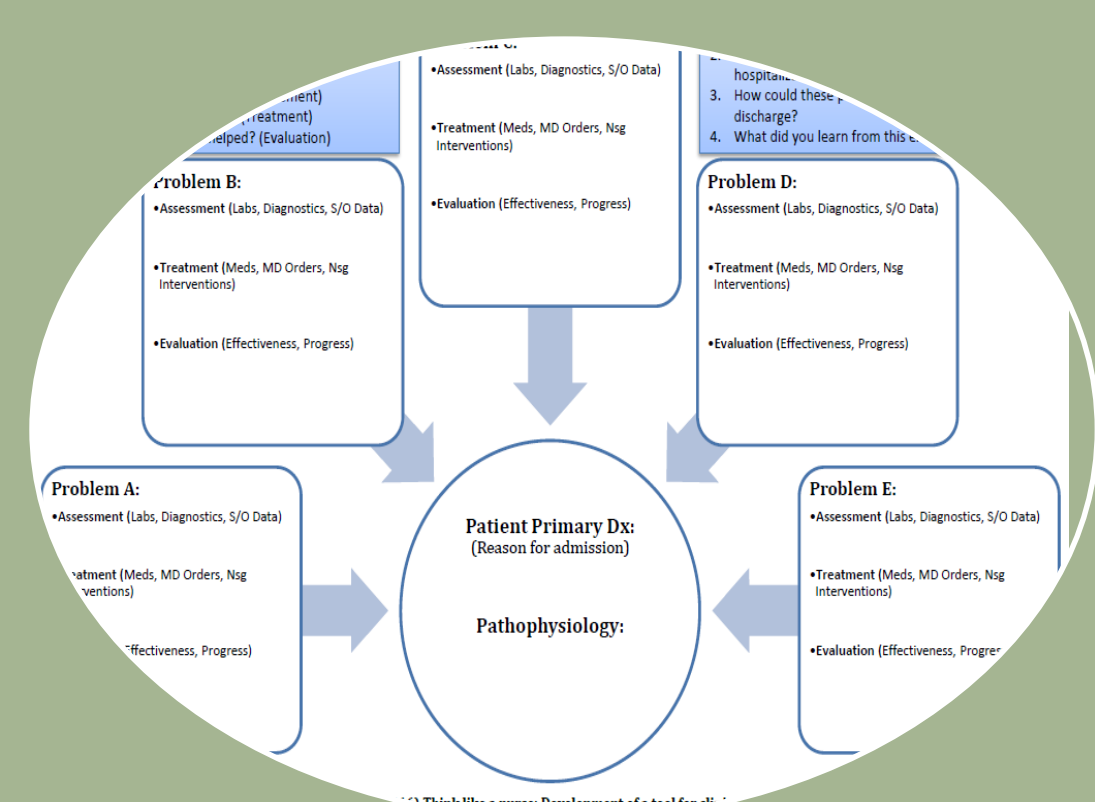
An innovative clinical teaching technique was developed and implemented with undergraduate nursing students beginning in the first clinical course.

1. Faculty and students used a three-level clinical teaching and learning tool designed to foster clinical judgment through an intentional, progressive process and facilitate deeper discussions and reflective thinking within the context of clinical client care situations.
2. Students and faculty identified development of clinical judgment skills using Laster’s Clinical Judgment Rubric.

DISCUSSION

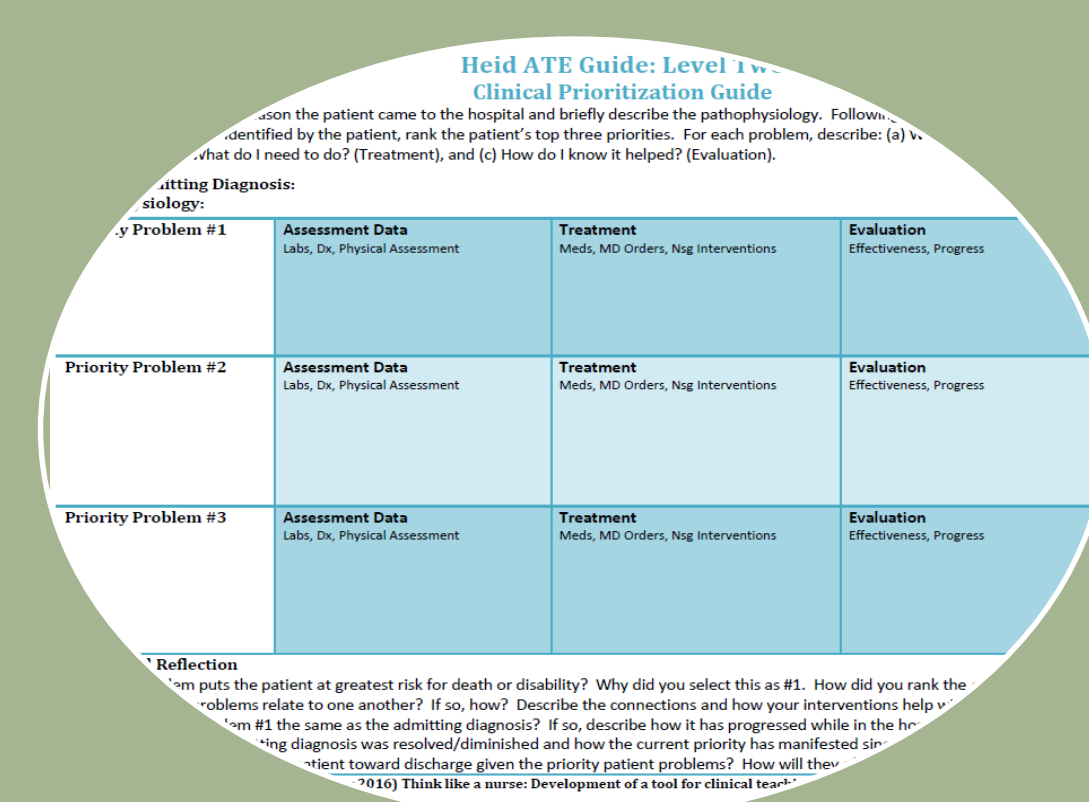
The *Heid ATE Guide for Clinical Teaching and Learning and Recommendations for Use* offers clinical faculty and students:

- A step-by-step process for creating clinical teaching and learning environments that support the understanding of behavioral indicators toward development of clinical judgment (Lasater, 2015)
- Tangible tools for clinical faculty to coach students in the recognition of meaningful clinical care phenomena into a living document to articulate thinking in – on – beyond action in the context of care (Tanner, 2006; Benner et al., 2010; Dreifuerst, 2009)
- Strategy to focus efforts of clinical faculty and nursing students to create common language and awareness to the integration of situated cognition for a sense of salience (Benner et al., 2010)
- Enhanced communication skills between and among faculty and students as a collaborative effort as a clinical care team
- New strategies and clinical teaching and learning tools to support learner “development of skills that lead to safe and effective decision making” (Carvalho et al., 2017, p. 662).



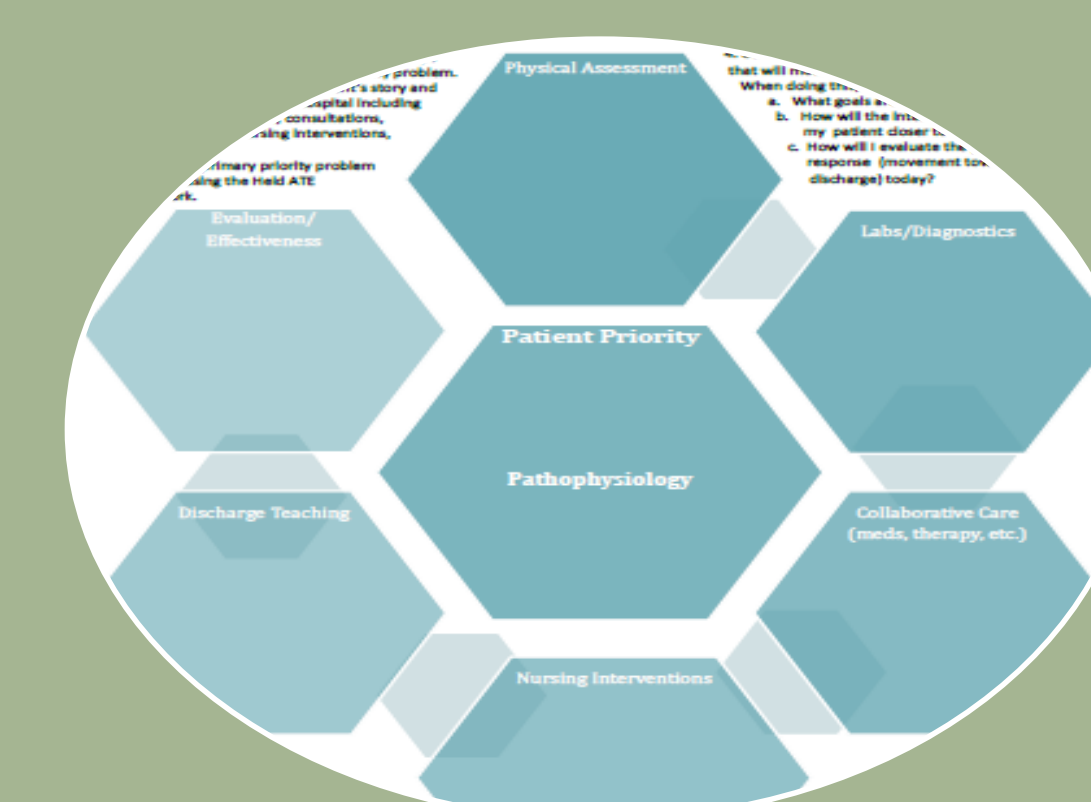
Level One:

Making Connections Moving Beyond Data Collection



Level Two:

Clinical Prioritization Guide



Level Three:

Putting it All Together Concept Map

Just-In-Time Clinical Teaching • Peer to Peer Huddles • Structured Reflection

RECOMMENDATIONS

Use of the *Heid ATE Guide for Clinical Teaching and Learning* provides faculty and students with resources to enhance the clinical teaching and learning experience to focus on progressive development of clinical judgment skills to better prepare nursing students for real world clinical practice

- Support learner development of clinical judgment across time in a variety of settings
- Model a process for introduction to the *Heid ATE Guide for Clinical Teaching and Learning* that incorporates faculty-student and student-student interactions with *Peer to Peer Huddles*
- Implement a Novice to Expert approach to clinical learning
- Select strategies to support individualized student learning through *Just-In-Time Clinical Teaching Opportunities*
- Support early development and collaboration through group discussions at mid-clinical and end-of-day post-conferences
- Encourage deeper learning through *Structured Reflection*

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