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?

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 courses:

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.

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 judgment skills from one clinical experience to the subsequent semester across the clinical curriculum

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).

REFERENCES


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