

# Advances in Clinical Teaching and Learning: Development of a New Tool

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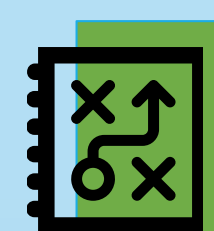
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## PURPOSE

This innovative clinical education project sought to facilitate student development of clinical judgment skills through utilization of a new tool across the clinical curriculum. 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. Nursing faculty seek to facilitate student development of clinical judgment, but how often are we successful?

## OBJECTIVES



Discuss an innovative, progressive clinical teaching and learning tool for faculty and students



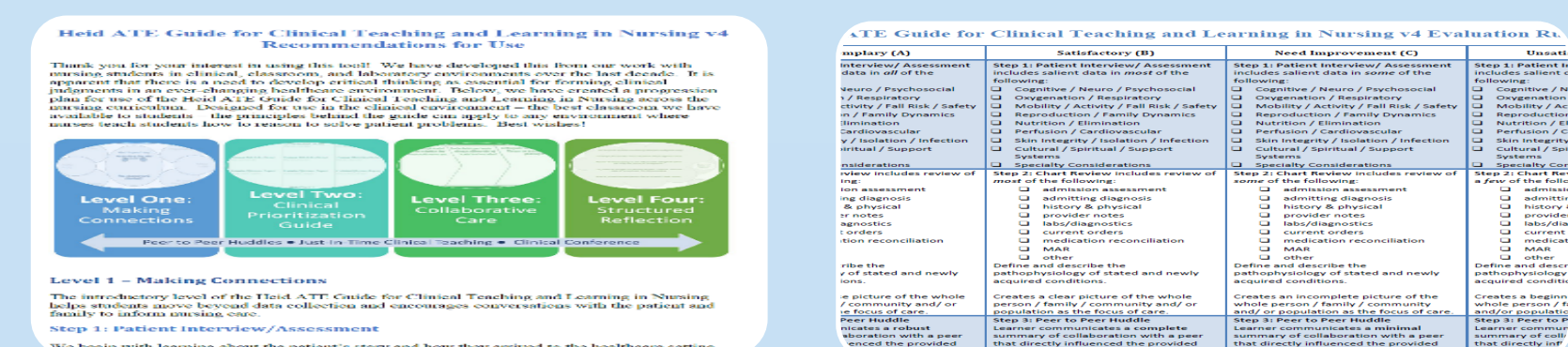
Identify tangible techniques to facilitate student development of clinical judgment skills

## BACKGROUND

- Knowledge and clinical judgment are essential to nursing practice (Muntean et al., 2016).
- 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; Kuiper, O'Donnell, Pesut & Turrise, 2017).
- New strategies and clinical teaching and learning tools are needed to support learner “development of skills that lead to safe and effective decision making” (Carvalho et al., 2017, p. 662).
- Dialogue with instructors is crucial in developing clinical judgment skills (Herron et al., 2016).
- Early curriculum incorporation of transitional care principles fosters deeper understanding and the ability to consider systems-based practice (Mood, Neunzert, Tadesse, 2014).

## STUDENT & FACULTY RESOURCES

The *Heid ATE Guide for Clinical Teaching and Learning v4* © was designed to facilitate student development of clinical judgment skills and assist faculty in learner-focused teaching for clinical judgment across the clinical curriculum.



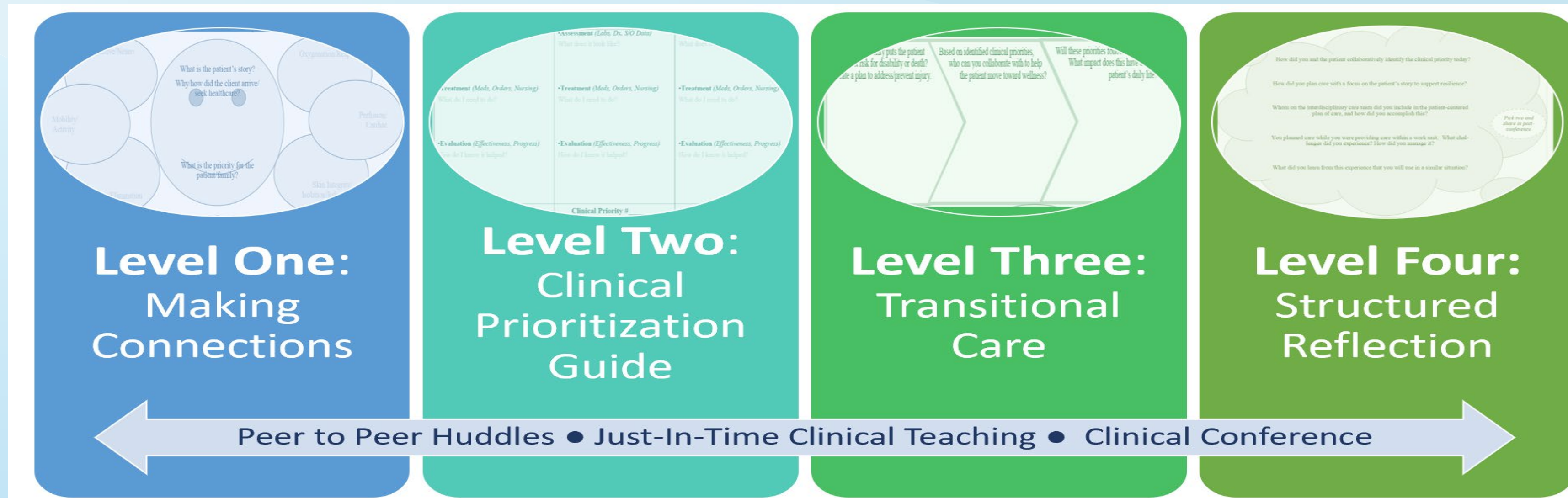
### Recommendations for Use

Provide step by step strategies for mastery of each level of the Heid ATE Guide for Clinical Teaching and Learning v4 ©

### Evaluation Rubric

Offers clear expected behaviors for each level as students progress in their clinical judgment skills

## INTRODUCING: THE HEID ATE GUIDE FOR CLINICAL TEACHING AND LEARNING V4©



### Clinical Teaching for Clinical Judgment

- Just-In-Time Clinical Teaching Opportunities**
  - Intentional opportunities to engage students in reflective thinking while in the context of care
  - Supportive strategies to facilitate noticing, interpreting, responding, and reflecting (Tanner, 2006)
- Structured Reflection**
  - Incorporate reflective questioning and supportive dialogue to enhance student problem-solving and clinical reasoning processes
  - Use of Socratic questioning to seek clarity, probe for deeper understanding or justification for recommended course of action

“The tool helped me dialogue with students at a higher level earlier in the clinical rotation”  
BSN Faculty, 2019

### Clinical Learning for Clinical Judgment

- Heid ATE Guide for Clinical Teaching and Learning** – a progressive, iterative approach to development of clinical thinking allowing for mastery of levels as student ability develops across clinical environments with various clients
- Level One: Making Connections** to move beyond data collection toward meaningful cues
- Level Two: Clinical Prioritization Guide** analyze and synthesize data to identify priorities
- Level Three: Transitional Care** facilitate systems-based collaboration to improve outcomes
- Level Four: Structured Reflection** to deepen and extend learning beyond clinical experiences
- Peer to Peer Huddles**
  - Establish peer dyads for clinical learning and idea sharing
  - Huddles designed to deepen thinking and plan/prioritize/evaluate patient care

“I liked being prompted to think about discharge in my first clinical experience”  
BSN Student, 2019

“I feel like the tool applies to all settings”  
BSN Student, 2019

### Evaluation of Clinical Teaching and Learning for Clinical Judgment

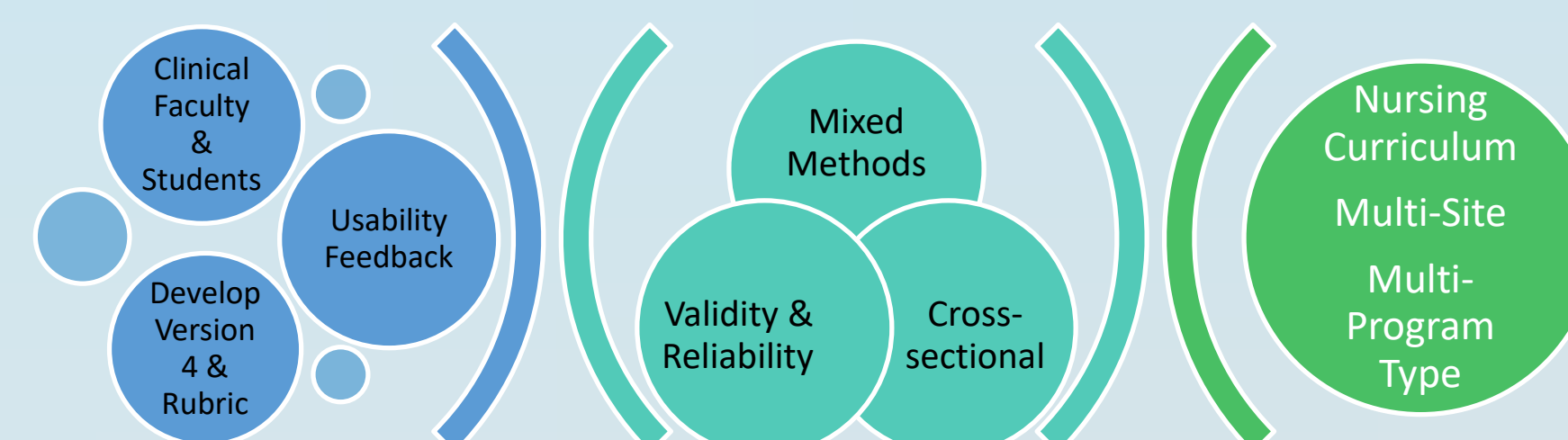
- Application of the Lasater Clinical Judgment Rubric (Lasater, 2007)**
  - Student self-rating and Faculty rating using the Lasater Clinical Judgment Rubric
  - Faculty-student formative discussion of student progression with clinical judgment
- Heid ATE Guide for Clinical Teaching and Learning v4 Evaluation Rubric**
  - Establish expectations for clinical setting, client needs, and student experience
  - Identify mastery level for deliberate practice based upon student ability and clinical course competencies
  - Collaboratively plan for continued development of clinical judgment skills as student progresses across the clinical curriculum

“I’ve noticed that students are beginning to recognize cues sooner and formulate clinical decisions more readily”  
BSN Faculty, 2020

## FINDINGS

Based upon Pilot Phase results, we finalized the *Heid ATE Guide for Clinical Teaching and Learning v4*© as follows:

- One 8.5x11 inch page, front and back
- Structured Reflection named Level 4
- Renamed Collaborative Care to Transitional Care
- Added Evaluation Rubric
- Established *Heid ATE Guide for Clinical Teaching and Learning v4*© Research Trajectory



**PHASE 2:**  
Pilot testing of Heid ATE Guide for Clinical Teaching and Learning v3© (completed Fall 2019)

**PHASE 3:**  
Evaluation of the Heid ATE Guide for Clinical Teaching and Learning v4© (began Spring 2020)

**PHASE 4:**  
Longitudinal Investigation Recruitment and Training (planning Fall 2020)

## DISCUSSION

The *Heid ATE Guide for Clinical Teaching and Learning v4*© provides faculty and students with resources to enhance the clinical teaching and learning experience, supporting the clinical faculty role, and focusing on the progressive development of clinical judgment skills for better clinical practice.

### TEACH

Select strategies that individualize student learning through *Just-In-Time Clinical Teaching Opportunities* to practice clinical decision making and foster clinical judgment skills

### COACH

Facilitate *Level Mastery* in a variety of settings and situations using a Novice to Expert approach in each clinical course

Provide guidance and encouragement as students learn *Beyond Clinical Action*

### LEARN

Identify early systems-based thinking, role development, and collaboration through group discussions and reflection at *Clinical Conferences* throughout the clinical day – beginning, middle and end

### ROLE MODEL

Model a process to orient users to the *Heid ATE Guide for Clinical Teaching and Learning* that incorporates faculty-student and student-student interactions with *Peer to Peer Huddles*

## ONGOING RESEARCH

A mixed methods, cross-sectional research study began January 2020 with undergraduate students and clinical faculty in both traditional and accelerated baccalaureate nursing programs in cooperation with Ashland University Dwight Schar College of Nursing & Health Sciences, a mid-sized private institution in Mansfield, Ohio. This study seeks to investigate the following:



Evaluate the *Heid ATE (Assess, Treat, Evaluate) Guide for Clinical Teaching and Learning v4* © in facilitating development of clinical judgement among pre-licensure nursing students.



Elicit feedback on the ability of the *Heid ATE Guide for Clinical Teaching and Learning v4*© Recommendations for Use materials to support development of clinical judgment.



Determine the usefulness of the *Heid ATE Guide for Clinical Teaching and Learning v4*© Evaluation Rubric for clinical faculty and students.

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