

Teaching strategies that foster clinical judgment



Purpose: To share strategies that support learning and mastering clinical judgment

Overview of clinical judgment learning

There is a plethora of educational activities used to foster the development of clinical judgment in nursing students. The key to strengthening clinical judgment decision-making is for the educator to facilitate active learning, allowing students to analyze a variety of perspectives to reach a safe conclusion for client care. Strategies must mimic a realistic clinical environment

regardless of the learning location (classroom, lab, simulation, or clinical), replicating care at the bedside or “client-side.”

Developing the clinical judgment “muscle” requires Socratic, open-ended lines of questioning. When an educator purposefully abstains from giving answers,

students are compelled to think more deeply, developing their clinical judgment expertise. Situations that foster clinical judgment should be thought-provoking, active, contextual, evolving, and complex. Planning integration of learning activities should be systematic and strategic, grounded in learning outcomes and anticipated competencies (Herrman, 2020).

Clinical judgment teaching strategies

| Clinical Judgment Measurement Model (NCSBN, 2022) | Principles of learning (Brown et al., 2014; Tanner, 2006) | Teaching strategies (Suggested use; may be used in any step of the model or teaching setting) |
|---|--|--|
| Recognize cues | <ul style="list-style-type: none"> • Sensing • Noticing • Retrieval • Repetition • Engaging • Effort • Practice | <ul style="list-style-type: none"> • Clinical and Socratic Questioning Unfolding/Contextual Cases • One-Minute Care Plan/Clinical Judgment Plan for Care • Complex and Evolving Simulations/Classroom Simulations • Assessment Grand Rounds • Getting Carded/In-Class Test Questions • Clinical Puzzle • Gaming - Jeopardy, What’s My Line, Family Feud |
| Analyze cues | <ul style="list-style-type: none"> • Interpreting • Connecting • Engaging • Create Context • Effort • Practice | <ul style="list-style-type: none"> • Clinical and Socratic Questioning • Unfolding/Contextual Cases • One-Minute Care Plan/Clinical Judgment Plan for Care • Complex and Evolving Simulations/Classroom Simulations • Self-Learning Mini Modules • Clinical Judgment Decision-Making Exercises • Getting Carded/In-Class Test Questions • Think-Pair-Share/Let’s Discuss • Progressive Quizzes/Film Clips with Thinking Questions |
| Prioritize hypotheses | <ul style="list-style-type: none"> • Interpreting • Repetition • Engaging • Retrieval • Repetition • Practice | <ul style="list-style-type: none"> • Clinical and Socratic Questioning • Unfolding/Contextual Cases • One-Minute Care Plan/Clinical Judgment Plan for Care • Complex and Evolving Simulations/Classroom Simulations • Quick Writes/Rubrics • In Basket Exercises/What’s the Big Deal? • Clinical Judgment Decision-Making Exercises/Use the Star • All Things Being Equal/Two Truths and a Lie • Getting Carded/In-Class Test Questions |

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| Clinical Judgment Measurement Model (NCSBN, 2022) | Principles of learning (Brown et al., 2014; Tanner, 2006) | Teaching strategies (Suggested use; may be used in any step of the model or teaching setting) |
|---|--|--|
| <p>Generate solutions</p> | <ul style="list-style-type: none"> • Interpreting • Responding • Repetition • Engaging • Calibration • Retrieval • Repetition • Practice | <ul style="list-style-type: none"> • Clinical and Socratic Questioning Unfolding/Contextual Cases • One-Minute Care Plan/Clinical Judgment Plan for Care • Documentation and SBAR Exercises • Complex and Evolving Simulations/Classroom Simulations • Quick Writes/Rubrics • Clinical Guidelines - Analyze and Apply • Muddiest Point Quizzes/Journals/Laundry List • Six Hats/Group Tests • Admit/Exit Tickets • Pass the Problem • Group and Individual Concept Mapping • Compare and Contrast • Getting Carded/In-Class Test Questions • Clinical Judgment Decision-Making Exercises • Think-Pair-Share/Let's Discuss |
| <p>Take actions</p> | <ul style="list-style-type: none"> • Responding • Engaging/Action • Effort • Retrieval • Repetition • Practice | <ul style="list-style-type: none"> • Clinical and Socratic Questioning • Unfolding/Contextual Cases • One-Minute Care Plan/Clinical Judgment Plan for Care • Concept Maps • Clinical Guidelines - Analyze and Apply • Complex and Evolving Simulations/Classroom Simulations • Quick Writes/Rubrics • Muddiest Point Quizzes/Journals/Laundry List • Getting Carded/In-Class Test Questions • Mental Imagery/Invented Dialogs • Documentation and SBAR Exercises • Writing Test Questions • Student-Directed Remediation |
| <p>Evaluate outcomes</p> | <ul style="list-style-type: none"> • Interpreting • Reflection • Engaging • Elaboration • Retrieval • Repetition | <ul style="list-style-type: none"> • Clinical and Socratic Questioning • Unfolding/Contextual Cases • One-Minute Care Plan/Clinical Judgment Plan for Care • Documentation and SBAR Exercises • Complex and Evolving Simulations/Classroom Simulations • Ah-Hah Journals/V-8 Conferences • Quick Writes/Rubrics • Muddiest Point Quizzes/Journals/Laundry List • Day in the life of.. • Getting Carded/In-Class Test Questions • Team Leader Experiences • Clinical Debate/Common and Different • Student-Directed Remediation |

References

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