



An innovative solution to the Perfect Storm in Nursing Education



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1

When NextGen NCLEX information was disseminated with increasing intensity, the New AACN Essentials were adopted. This paradigm shift in nursing education was overshadowed by the COVID-19 pandemic; it felt like a typhoon and thunderstorm married and created many little tornados.



2

Manage the Change

“Change is hardest at the beginning, messiest in the middle and best at the end.”
Robin S. Sharma



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3

Hopefully, you will envision a calm sunrise at the end of this presentation.



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4

Purpose

The purpose of this presentation is to describe an instructional design process used to create unfolding case studies, using available resources, that measure the Clinical Judgment Model (CJM) mapped to AACN New Essentials competencies.

Before we begin, we must examine the Clinical Judgement Model and the new AACN Essentials.

We will also attempt to understand the faculty perspective.

Full disclosure, I do believe that the NextGen NCLEX exam and the new AACN Essentials competency-based approach is a paradigm shift, however, **they are in the best interest of our graduates, their patients, and the future of healthcare.**



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5

Clinical Judgement Model

The National Council of State Boards of Nursing (NCSBN) determined, through extensive evidence, the importance of measuring clinical judgment competencies. As a result, the nursing licensure exam will focus on measuring minimal competency related to clinical judgment and decision-making.

The single most important rationale, as identified by Muntean et al. 2016, is that **graduates of nursing programs, having mastered content knowledge, do not acquire clinical judgment skills.** Consequently, 55% of novice nurses were involved in medication errors (Treiber & Jones, 2018), and 65% of adverse patient events could have been prevented if nurses had engaged in better decision-making (Muntean, (2019)).

The first group of graduates will take the new NextGen NCLEX exam April 2023. Therefore, students admitted to BSN nursing programs (after pre-requisites) fall of 2020 will be the first class to take the NextGen NCLEX.



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6

Curricular Framework-Clinical Judgment Model (CJM)

First, Organize a framework using shared governance. (Make sure to dust off your favorite change management theory)

Use a curricular framework to operationalize the clinical judgment model that facilitates a leveling of context and complexity of the clinical judgment model steps (recognizing cues, analyzing cues, generating hypotheses, generating solutions, and taking action) as the student progresses through the program.

Consistent, leveled CJM student-centered instruction allows faculty to observe student thinking, use formative evaluation strategies to correct and remediate CJM “failure to progress,” and measure outcomes through competency-based evaluation.



Lewin's change theory?

Can we unfreeze now?



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7

What instructional activities help students with clinical judgement

Learning clinical judgment skills starts in didactic and progresses in clinical.

It does not evolve by practicing NextGen-style questions.

Hensel, D. & Billings, D, 2020 identified, through a systematic review, instructional strategies that improve clinical judgment skills. It is important to create a curricular framework or model that includes the following:

- High-fidelity simulation with debriefing
- Integrative cases
- Unfolding Case studies
- Think-aloud case studies
- Collaborative group learning
- Clinical practice
- Reflection

Integration of a framework throughout the curriculum increases the opportunity to reinforce clinical judgment skills in class, clinical, and simulations.



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8

AACN New Essentials-Competency Based Education

Have you dusted off your favorite change theory yet?

The American Association of Colleges of Nursing created the New Essentials: Core Competencies for Professional Nursing Education.

The Essentials were designed to guide nursing curriculum to prepare nursing's future workforce.

Consequently, to ensure the acquisition of knowledge and skills, the New AACN Essentials emphasize that programs evaluate students through competency-based education; thus, students are held accountable for mastering competencies.

There are 45 Competencies & 229 Sub-Competencies.



There are 45 Competencies & 229 Sub-Competencies.



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Framework-IU Task Force Example

Start with a framework through shared governance.

AACN Domain	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
1: Knowledge for Nursing Practice									
1.1	X				X		X		
1.2			X		X				
1.3	X		X						
2: Person-Centered Care									
2.1		X					X		
2.2		X				X	X		X
2.3	X						X		
2.4	X						X		
2.5	X						X		
2.6		X						X	
2.7	X						X		
2.8		X							
2.9			X			X			
3: Population Health									
3.1	X	X	X		X		X		
3.2		X				X			
3.3			X						
3.4	X		X	X					
3.5			X	X					
3.6	X		X			X		X	
4: Scholarship for the Nursing Discipline									
4.1	X					X			X
4.2	X		X						X

Program Learning Outcome 1: A critical thinker who demonstrates intellectual curiosity and uses evidence as a basis for clinical reasoning and decision making.

Domain/sub-competencies:

- 1.1: Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines
- 1.3: Demonstrate clinical judgement founded on a broad knowledge base
- 2.3: Integrate assessment skills into practice
- 2.4: Diagnose health or potential health problems and needs
- 2.5: Develop a plan of care
- 2.6: Evaluate outcomes of care
- 3.1: Manage population health
- 3.4: Advance equitable population health policy
- 3.6: Advance preparedness to protect population health during disasters and public health emergencies
- 4.1: Advance the scholarship of nursing
- 4.2: Integrate best practice into nursing practice
- 5.1: Apply quality improvement techniques to care delivery
- 5.2: Contribute to a culture of patient safety
- 8.1: Describe the various information and communication technology tools used in the care of patients, communities, and populations
- 8.4: Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels
- 10.2: Demonstrate a spirit of inquiry, that fosters flexibility and professional maturity



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Course Level Assignment to Measure Sub-Competencies

Domain 8: Informatics and Healthcare Technologies Competencies

- 8.2 Use information and communication technology to gather data, create information, and generate knowledge.
- 8.2a Enter accurate data when chronicling care.
- 8.2b Explain how data entered on one patient impacts public and population health data.
- 8.2c Use appropriate data when planning care.
- 8.2d Demonstrate the appropriate use of health information literacy assessments and improvement strategies.
- 8.2e Describe the importance of standardized nursing data to reflect the unique contribution of nursing practice.



Source: Business Improvement

New Essential Competency	Course Learning Outcomes	Measurement
8.2 Use information and communication technology to gather data, create information, and generate knowledge.		
8.2a Enter accurate data when chronicling care.	Describe the inherent characteristics of various measurements and the relationship to appropriate statistical techniques in clinical practice and healthcare research.	Final Project- Simulated client data. Healthcare-based data set. The example below is a Baby and mom data set focused on prenatal care and low birth weight. 1. What are the Null and Alternative Hypotheses for each research Question? 2. Enter data in Excel as needed for tests.
8.2b Explain how data entered on one patient impacts public and population health data.	Describe the relationship of probability theory to statistical techniques Apply appropriate statistical methods to answer clinical and research questions and hypotheses	Run Descriptive Statistics on Baby Weight and Mom's Age Determine Percentages of Prenatal Care Determine if there is a correlation between the baby's weight and Mom's Age. Insert a Scatterplot with a trendline showing the correlation. Split Data into two groups, those that had prenatal care and those that did not. Run a t-test between the Baby weights of each group to determine if there is a statistically significant difference. Run a T-test between Moms' ages of each group to see if there is a statistically significant difference in birth weight.
8.2c Use appropriate data when planning care.	Interpret findings from quantitative and qualitative data analysis used in healthcare research for application to clinical practice.	Run a T-test between PN Care and C section to see if there is a relationship.
8.2d Demonstrate the appropriate use of health information literacy	Identify the links between research questions, data collection methods,	Discuss what your statistical analysis and interpretation mean to you in caring for patients described in the data set.



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We are using Canvas to track the Domain competencies. Students will be added to the site and tracked during their program

Faculty Happy Dance. There will be somewhere to store the outcomes



How are you going to track competencies?

Competency	Status
Domain 4 #PCP Competency	+
Domain 4 B253 IP Rules: Beginner: Competency	Completed
Domain 4 B253 Knowledge in IP Teamwork and Communication -- beginner	Completed
Domain 4 L230 or H360 TeamSTEPS performance	Completed
Domain 4 L230 or H360 IP Case Conference	Completed
Domain 4 H355 4.1 Advance the Scholarship of Nursing	Completed
Domain 4 Scholarship for EBP competency	+
Domain 4 Basic B261 Knowledge of EBP and Scholarship	Completed
Domain 4 B261 Basic Analysis of Research Evidence re: Pharmacology	Completed
Domain 4 Comprehensive Knowledge Check in Research and EBP (total score from all B375 quizzes)	Completed

Canvas site created by Dean Hendricks



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The Faculty Experience

As a result, nursing schools must organize nursing content based on competencies, assess competency proficiency, provide constructive feedback, provide remediation when necessary, and foster student self-reflection.



The foundation of any school of nursing is faculty. In a post-acute pandemic era, they must revise their teaching and evaluation to incorporate the acquisition of clinical judgment skills based on their course learning outcomes and the content covered in their course.

In addition, create evaluation strategies to measure and document competencies. For students who do not meet competencies, faculty must provide instructional remediation. **Still thinking about that change theory?**



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13

Faculty Frustration

However, nursing faculty are struggling with developing new instruction to teach clinical judgment skills in the classroom, and instructional resources are not yet fully developed. For the instruction that has been developed, costs are prohibitive for nursing schools with large populations of under-resourced students. Frustrations are also mounting on how they will measure competencies and track progress throughout the program.

A bright spot: Publishers are updating or creating products at speeds not seen in our lifetimes. For example, the BSN level i-Human, a web-based simulation has updated its virtual clinical experiences with NCSBN's clinical judgment task model within the i-Human framework. **Think about pilots. Do they fly before hours of simulation time?**

Some authors have or are currently creating exams to measure students' progress toward mastery of clinical judgment skills based on NextGen testing.



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14

Let's Begin

The foundation of this presentation is demonstrating how to use available resources to prepare our students to pass the new Next Gen NCLEX exam and measure the New Essential's Domain Competencies.

Use the QR Code to access the Qualtrics unfolding case study.

Password



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15

Preparation for the Unfolding Case Study Micro Lectures

1. Before students participate in an unfolding case study or any student-centered activity you are using to measure competencies, ensure your students are prepared.
2. Assign appropriate readings.
3. Consider using micro lecture videos.
4. A micro lecture is a short, recorded audio or video presentation on a single, tightly defined topic. (EDUCAUSE,2012) Think Khan Academy.
5. If the resources are available, use PlayPosit to embed graded questions. At IU, we can upload our videos into PlayPosit, as a part of Canvas and add automatically graded questions. A graded quiz will motivate students to prepare by watching the video.
6. You want your evaluation of Clinical Judgement and AACN Essentials to be successful.



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16

Instructional Design

First, I looked at available resources such as textbooks, journal articles, and case study books we currently use through Elsevier.

As I started the design process, I quickly realized I needed to create a framework to map all the instructional goals, concepts, question types, expected behaviors, etc.

I will walk you through my design process and give an example of each Clinical Judgement skill mapped to AACN Essential competency. The following sources were used to build the framework I needed to design the unfolding case study.

Ackley, B. Ladwig, G. & Makic, M. B. F. (2017). *Nursing Diagnosis Handbook*. Elsevier

Betts, J., Muntean, W., Kim, D., Jorion, N., & Dickson, P. (2019). Building a Method for Writing Clinical Judgment Items for Entry-Level Nursing Exams. *Journal of Applied Testing Technology*, 20, 21–36.

Dickson, P., Haerling, K. A., & Lasater, K. (2020). NCSBN clinical judgment measurement model clarification. *Journal of Nursing Education*, 59(7), 365. <https://doi.org/proxyko.uts.iu.edu/10.3928/01484834-20200617-02>

Harding, M. & Snyder, S. (2020). *Clinical reasoning cases in nursing*. Elsevier.

Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems - Two Volume Set, 11th Edition. (2019, November 29). *M2 Presswire*.

Silvestri, L. A., Silvestri, A. E., Ignatavicius, D. D. (2023). *Next-generation NCLEX (NGN) test items*. Elsevier.

AACN. (2021). The essentials: Core competencies for professional nursing education. AACN. [The Essentials. Competencies for Professional Nursing Education \(aacnursing.org\)](https://www.aacnursing.org/essentials)



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Clinical Judgement Model Mapped to AACN New Essentials – Domain Competencies

Clinical Judgement Model	Expected Behaviors	Conditions	NextGen Testing item to be embedded within the case study.	AACN Domain Competencies and Sub-competencies
Recognize Cues Client findings or assessment data provide information for nurses as a basis for decision-making. The student must determine what findings are relevant and not relevant. (Silvestri et al., 2022)	Recognize abnormal vs. normal Collect data from various sources such as assessments, labs, v/s medical records, etc. Time pressure cues such as rapid clinical decline. Recognize signs and symptoms	Environment Cues: Location: ER Family present. For example, acute care setting. Patient Observation Cues: Age, Symptoms patient presented	Highlight client findings in the scenario to measure recognizing cues. Matrix Client finding: Normal/Usual or Abnormal but Expected (Relevant, Not Relevant) and Not Requiring Immediate Follow-up. OR Abnormal and Not Expected (Relevant) and Requiring Immediate Follow-up.	Clinical judgment forms the basis for this through integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing Domain 1. Knowledge for Nursing Practice: 1.3a Demonstrate clinical reasoning. 1.3b Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical judgment. 1.3c Incorporate knowledge from nursing and other disciplines to support clinical judgment. 1.2e Demonstrate ethical decision-making.
	Identify history of What matters most? For example, focused observation, recognizing deviations, and determining what client findings are significant, most important, and of immediate concern to the nurse.	Medical Record Cues: Health history, labs, VS, time pressure cues would be critical lab values. Time Pressure Cues: Onset of symptoms such as diaphoretic, dyspnea, etc.	Drop Down Cloze for Immediate Concerns listed in nursing notes. Multiple responses select x client findings that are of immediate concern or client finding that can be addressed later or is not a concern. Drag and Drop the same as above.	



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Recognize Clues

Health History: a Mexican American Latino is admitted to the emergency department (ED) with a diagnosis of heart failure (HF), asthma and type II diabetes. She was discharged from the hospital 10 days ago and came in today stating, "I just had to come to the hospital today because I can't catch my breath, and my legs are as big as tree trunks." After further questioning, you learn she strictly follows the fluid and salt restriction ordered during her last hospital admission. She reports gaining 1 to 2 pounds (0.5 to 1 kg) every day since discharge.



Lab Results	Results
Laboratory Tests	
Hemoglobin (Hgb)	11.8g/dL
Hematocrit (Hct)	36%
Erythrocyte sedimentation rate (ESR)	48 mm/hr
Sodium	150 mEq/L (H)
Potassium	5.7 mEq/L (H)
Chloride	101 mEq/L (L)
Blood urea nitrogen (BUN)	38 mg/dL (H)
Creatinine	1.9 mg/dL (H)
Free thyroxine T ₄	14.0 ng/dL (L)
Triiodothyronine T ₃	230 ng/dL (L)
A1C	↓

Identify the labs that are relevant to the admitting diagnosis and have clinical significance. Click on all that apply to her admitting diagnosis.

- Hemoglobin (Hgb)
- Hematocrit (Hct)
- Erythrocyte sedimentation rate (ESR)
- Sodium
- Potassium
- Chloride
- Blood urea nitrogen (BUN)
- Creatinine
- Free thyroxine T₄
- Triiodothyronine T₃



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Clinical Judgement Model	Expected Behaviors	Conditions	NextGen Testing item to be embedded within the case study.	AACN Domain Competencies and Sub-competencies
<p>Analyze Cues</p> <p>Determines, based on Cues, conditions, or health problems based on actual or potential client conditions. (Silvestri et al., 2022)</p> <p>What do the relevant data mean or indicate?</p>	<p>The connection between pathophysiology and client needs:</p> <p>Use findings and observations to determine client needs:</p> <p>What could it mean?</p> <p>Prioritizing Data, making sense of data, organizing and linking the relevant cues with client conditions/problems</p>	<p>Requires a prompt and comprehensive examination of client data, fitting them into the bigger picture of the overall clinical scenario and determining what the Cues mean.</p> <p>What is happening to the client to guide care?</p> <p>Requires Knowledge of:</p>	<p>Examine relevant data and link the data to the clinical situation to interpret data. What is the client's condition? What do the findings mean?</p> <p>Analyzing Cues means interpreting client findings' meaning to create a clinical picture to make decisions.</p> <p>Drop down to complete a sentence or blank space.</p> <p>What do you suspect is a complication? Supported by? How would you confirm the complication?</p> <p>Use at least four options for each drop-down.</p> <p>Matrix: The client's finding that supports or opposes the complication.</p> <p>Matrix</p> <p>Client finding-complication</p> <ul style="list-style-type: none"> • Supports the complication • Opposes complication Differentiates <p>Matrix multiple responses to link assessment findings to support current disease exacerbation, complication, or adverse effect of medication as examples.</p> <p>Assessment finding</p> <ul style="list-style-type: none"> • Exacerbation 	<p>2.3 Integrate assessment skills in practice.</p> <p>2.3a Create an environment during the assessment that promotes a dynamic interactive experience.</p> <p>2.3b Obtain a complete and accurate history in a systematic manner.</p> <p>2.3c Perform a clinically relevant, holistic health assessment.</p> <p>2.3d Perform point-of-care screening/diagnostic testing (e.g. blood glucose, PO2, EKG).</p> <p>2.3e Distinguish between normal and abnormal health findings.</p>



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Analyze Cues

05

🔍 * ...

Nurses Notes and V/S: Irma's symptoms are severe fatigue, poor memory, and concentration. Her hair looks dull; she is pale and has anorexia and constipation. She is also susceptible to the cold. She has 2+ edema in her feet and legs. Her heart sounds are distant. Her lung sounds are diminished but clear. Her blood pressure is 144/86, her oxygen saturation is 88% on room air, her heart rate is 56, and her respiratory rate 20. Fine crackles bilateral lower lobe. She experiences shortness of breath with minimal exertion. Her glucose level is 110. S₁ and S₂ had no murmur or extra heart sound. Capillary refill is sluggish in the lower extremities and normal in the upper extremities. She is 5'7" and weighs 142 pounds. Her daughter states that Mrs. Jacobs weighed 157 pounds at the physician's office six months ago and has eaten very little for several weeks. Irma reports gaining 1 to 2 pounds (0.5 to 1 kg) daily for the last ten days.

What data is relevant to this patient that must be recognized as clinically significant to the nurse?
 Drag and drop the assessment findings that require immediate follow-up.

Items

She has 2+ edema in her feet and legs.
 Her blood pressure is 110/60
 Her heart rate is 56
 Severe fatigue, poor memory, and concentration
 She is pale and has anorexia and constipation
 She has eaten very little for several weeks.
 Irma reports gaining 1 to 2 pounds (0.5 to 1 kg) every day for the last 10 days
 Her lung sounds are diminished but clear

Assessment Findings-Requires Immediate Follow-up



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21

Clinical Judgement Model	Expected Behaviors	Conditions	NextGen Testing item to be embedded within the case study.	AACN Domain Competencies and Sub-competencies
<p>Prioritize Hypothesis</p> <p>After determining actual or potential client conditions, narrow down what the data mean and prioritize client needs or problems identified. (Silvestri et al., 2022)</p> <p>Where do I start?</p> <p>Review and evaluate clients' need or health problems and rank them based on priority.</p>	<p>Prioritize (likelihood, consequences, risk, etc.)</p> <p>Where do I start? Ranking client conditions/problems according to urgency, complexity, and time.</p> <p>Defined as a prediction you make about a clinical scenario to determine the client's priority needs.</p> <p>Then you rank the predictions based on urgency and risks to the client in order of importance.</p> <p>Which needs immediate attention and which ones can be delayed. Important to consider the context.</p>	<p>Requires Knowledge of: Airway, breathing, and circulation; and Physiological and safety needs. Assign readings and create videos to ensure content knowledge before the case study.</p> <p>Indicate Resources: Environmental Factors-where is care taking place? Client observations. Resources based on context. Medical Records Consequences and Risks Time Pressure. Task Complexity. Cultural Considerations.</p> <p>Individual Factors Knowledge and Skills Specialty. Candidate. Characteristics</p>	<p>Common words or phrases: best, first, primary, initial, immediate, next, essential, most likely, most important.</p> <p>Priority Classification System. High Priority: A client's need is life-threatening or, if untreated, could harm the client. Intermediate priority: non-ER and nonlife-threatening and can wait to be addressed. Low Priority: A client need not be related to the client's illness. It is not urgent. Can wait until high and intermediate client needs are addressed.</p> <p>Drop-down items to determine immediate needs. Use a minimum of three options for each option in the drop-down.</p> <p>Use matrix for client condition. Categories Present/not present, High priority/low priority, and more information needed.</p> <p>Multiple responses.</p>	<p>Domain 2. Person-Centered Care</p> <p>2.3 (Continued) Integrate assessment skills in practice.</p> <p>2.3f Apply nursing knowledge to gain a holistic perspective of the person, family, community, and population.</p> <p>2.3g Communicate findings of a comprehensive assessment.</p> <p>2.4 Diagnose actual or potential health problems and needs.</p> <p>2.4a Synthesize assessment data in the context of the individual's current preferences, situation, and experience.</p> <p>2.4b Create a list of problems/health concerns.</p> <p>2.4c Prioritize problems/health concerns.</p> <p>2.4d Understand and apply the results of social screening, psychological testing, laboratory data, imaging studies, and other diagnostic tests in actions and plans</p>



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22

Prioritize Hypothesis

Rank order the priority interventions

Oxygen 2 L per nasal cannula	1
Vital signs with pulse oximetry Q 4 hours	2
ECG now	3
2-gram sodium diet	4
Enalapril 10 mg PO BID	5
Accurate 24-hour intake and output (I/O)	6
Daily Weight	7
Furosemide 40mg intravenous BID	8
Glucose check Q 6 hours.	9



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Clinical Judgement Model	Expected Behaviors	Conditions	NextGen Testing item to be embedded within the case study.	AACN Domain Competencies and Sub-competencies
<p>Generate Solutions: After determining the priority problem or need, what are all the necessary actions to rescue or manage the problem or immediate needs? (Silvestri et al., 2022)</p> <p>What can I do?</p> <p>What is the priority problem in a clinical scenario.</p> <p>What actions would resolve or manage the problem or</p>	<p>Things to address: Think through care options to develop a care plan.</p> <p>what can I do? Clear Communication, Skillful, Calm, confident manner, and Identify interventions that meet desired outcomes for the client; this can include collecting additional assessment data.</p> <p>Things to avoid potentially harmful interventions.</p>	<p>Requires Knowledge of Content covered in the scenario.</p> <p>Thinking through several care options to create the plan of care.</p> <p>Decide which actual or potential interventions are acceptable in that scenario and which are potentially harmful and therefore need to be avoided.</p> <p>What evidence will help you determine if the client met the expected outcomes?</p>	<p>Drag and drop and drop-down items to measure and generate solutions.</p> <p>To meet the client's needs, the nurse would immediately plan to (drop-down list) and (drop-down list).</p> <p>Multiple responses-select all that apply. Which of the following actions would the ED nurse plan for the client?</p> <p>Matrix: Nursing action uterine massage Primary actions Yes Contraindicated No OR Potential Intervention Indicated Contraindicated Potential Intervention Safe and Effective Potential Outcome Indicated Assists with a health problem indicated Not indicated or contraindicated. Multiple responses Which five interventions would the</p>	<p>2.5 Develop a plan of care.</p> <p>2.5a Engage the individual and the team in plan development.</p> <p>2.5b Organize care based on mutual health goals.</p> <p>2.5c Prioritize care based on best evidence.</p> <p>2.5d Incorporate evidence-based interventions to improve outcomes and safety.</p> <p>2.5e Anticipate outcomes of care (expected, unexpected, and potentially adverse).</p> <p>2.5f Demonstrate rationale for plan.</p> <p>2.5g Address individuals' experiences and perspectives in designing plans of care.</p>



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Generate Solutions

012

Click the circle to indicate whether each potential intervention listed below is either indicated (appropriate or necessary) or Contraindicated (could be harmful) for the plan of care for the client at this time.

	Indicated	Contraindicated
Monitor oxygen saturation Q 4 hours.	<input type="radio"/>	<input type="radio"/>
Have the patient lay flat to increase perfusion.	<input type="radio"/>	<input type="radio"/>
Monitor respiratory rate, depth, and ease of respiration Q 8 hours.	<input type="radio"/>	<input type="radio"/>
Auscultate breath sounds q 1 to 2 hours.	<input type="radio"/>	<input type="radio"/>
Notify MD presence of crackles and wheezes.	<input type="radio"/>	<input type="radio"/>
Monitor for restlessness, agitation, confusion and lethargy.	<input type="radio"/>	<input type="radio"/>
Position the patient in a semi-recumbent position with the head of the bed at 30 to 45 degrees.	<input type="radio"/>	<input type="radio"/>
Monitor oxygen saturation continuously using pulse oximetry.	<input type="radio"/>	<input type="radio"/>
Encourage the patient to exercise by walking around the unit for at least 3 laps.	<input type="radio"/>	<input type="radio"/>
Monitor BG Q 6 hours.	<input type="radio"/>	<input type="radio"/>



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25

Clinical Judgement Model	Expected Behaviors	Conditions	NextGen Testing item to be embedded within the case study.	AACN Domain Competencies and Sub-competencies
<p>Take Action: What are the most important interventions or sequence of interventions that will rescue, resolve or manage the client's health status? (Silvestri et al., 2022)</p> <p>What will I do? Using clinical judgment, what is the best intervention's to resolve the problem or concern? What to communicate, document, perform, administer, teach, or request from a</p>	<p>Request: Administer: Perform (Skill) Document: Communicate</p> <p>What will I do? Well-planned Intervention that is most appropriate for the client's condition and addresses the client's priority conditions/problems/Flexibility</p>	<p>Requires Knowledge of and experience with:</p> <p>Focus on the client's needs and consider what you will do to meet these needs.</p> <p>Consider what is relevant in the scenario. What is happening to the client? What the priority client needs are and the goals of care.</p>	<p>Drop down rationale Complete the following sentence by choosing from the list of options: The nurse would 1. (list) because 2. (list).</p> <p>Multiple responses Select five actions the nurse would take to de-escalate the client's behavior.</p> <p>Nursing Action Safety (promotes or does not promote) Possible Outcomes (De-escalation or Escalation)</p> <p>Matrix multiple choice Nursing action: <ul style="list-style-type: none"> Indicated Contraindicated </p> <p>Matrix Nursing Action <ul style="list-style-type: none"> Promotes Fetal Well-being May Cause Fetal Harm </p> <p>Select all that apply Which actions would the nurse take? Select all that apply. Need at least five options and no more than 10.</p>	<p>2.6 Demonstrate accountability for care delivery.</p> <p>2.6a Implement individualized plan of care using established protocols.</p> <p>2.6b Communicate care delivery through multiple modalities.</p> <p>2.6c Delegate appropriately to team members.</p> <p>2.6d Monitor the implementation of the plan of care.</p> <p>4.2 Integrate best evidence into nursing practice.</p> <p>4.2a Evaluate clinical practice to generate questions to improve nursing care.</p> <p>4.2b Evaluate appropriateness and strength of the evidence.</p> <p>4.2c Use best evidence in practice.</p>



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26

Take Action

Q14

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You give furosemide (Lasix) 80 mg IVP. Identify the **most important four parameters** you would use to monitor the effectiveness of this medication.

- Increased urine output
- Decreased dependent edema
- Daily weight, looking for weight loss
- Intake and output (I&O)
- Decreased shortness of breath, diminished crackles in the lung bases, decreased work of breathing, and decreased O2 demands
- Decreased jugular venous distention (JVD)



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27

Clinical Judgement Model	Expected Behaviors	Conditions	NextGen Testing item to be embedded within the case study.	AACN Domain Competencies and Sub-competencies
<p>Evaluate Outcomes: Determine if expected outcomes from interventions rescued, resolved, or managed the health status. (Silvestri et al., 2022)</p> <p>Did it help?</p> <p>What are the desired or expected outcomes?</p> <p>What assessment data would indicate that the expected outcomes were met?</p> <p>Reflection Debrief</p>	<p>Reassess:</p> <p>Did it help? Evaluation/self-Analysis, Commitment to Improvement, comparing actual client outcomes with desired client outcomes to determine the effectiveness of care.</p> <p>When you evaluate outcomes, you must determine if expected outcomes have been met, unmet or partially met.</p> <p>What do you need to determine what needs to be changed, revised, or added to the plan of care for outcomes to be met?</p> <p>NLN Template: Reflection</p> <ol style="list-style-type: none"> How did you feel about your performance on this unfolding case study? Did you have the knowledge and skills to complete the case study? Were you satisfied with your ability to work through the 	<p>Requires Knowledge of and experience with:</p> <p>What do you need to know to determine if the care was effective?</p> <p>Based on previous assessments and interventions, what is going on with the patient now?</p> <p>Are there ongoing or new client needs? What must I do to address or meet those needs?</p> <p>Are care outcomes the same, or do they need to be revised? What else do I need to do to promote the achievement of client outcomes?</p>	<p>Matrix multiple choice</p> <p>Assessment finding</p> <ul style="list-style-type: none"> Therapeutic outcome Adverse Outcome <p>Matrix</p> <p>Assessment finding</p> <ul style="list-style-type: none"> Associated with Normal Labor Progression Not Associated with Normal Labor Progression <p>Highlight findings that indicate that the client's health problem is not yet resolved.</p> <p>Table</p> <p>Related to or consistent with dehydration</p> <p>Unrelated to or inconsistent with dehydration</p> <p>Multiple responses_select all that apply</p> <p>Which findings following post-procedure assessment and teaching are unexpected and require additional follow-up? Select all that apply.</p>	<p>2.7 Evaluate outcomes of care.</p> <p>2.7a Reassess the individual to evaluate health outcomes/goals.</p> <p>2.7b Modify plan of care as needed.</p> <p>2.7c Recognize the need for modifications to standard practice.</p> <p>10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.</p> <p>10.2a Engage in guided and spontaneous reflection of one's practice.</p> <p>10.2b Integrate comprehensive feedback to improve performance.</p>



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28

Evaluate Outcomes

Q19

M.G. is ready for discharge. According to the mnemonic MAWDS, what key management concepts should be taught to prevent relapse and another admission?
Select all that apply.

- Medications
- Activity
- Weight
- Diet
- Symptoms
- Dyspepsia

Q20

X → ...

After the teaching session, the nurse asks M.G. to "teach back" one important concept of care at home. Which statement by M.G. indicates a need for further education?

- I will not add salt when I am cooking.
- I will use a weekly pill calendar box to remind me to take my medicine.
- I will weigh myself daily and tell the doctor at my next visit if I am gaining weight.
- I will try to take a short walk around the block with my husband three times a week.



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29

Domain 10 Self-Reflection

Q21

For this final question, reflect on your experience with this unfolding case study.
Your reflection should include the following:

1. How did you feel about your performance on this unfolding case study?
2. Did you have the knowledge and skills to complete the case study?
3. Were you satisfied with your ability to work through the case study simulation?
4. What did you learn from this experience?



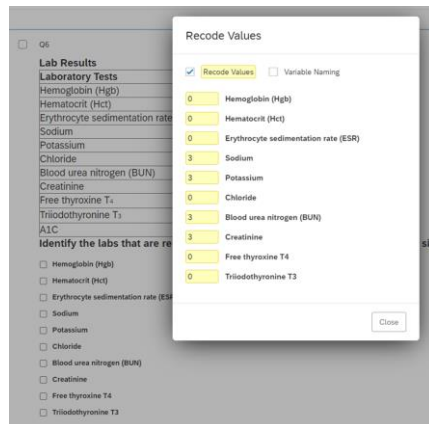
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30

Qualtrics can be Organized based on each CJM Task



Each question can be coded using a point system to help with grading. Wrong answers will receive a 0, and correct answers will receive a 3. Our competencies are coded on a 0 to 3 scale to align with ATI results but can be coded easily to a regular 0 to 100 percent scale.



1.3 Demonstrate clinical judgment founded on a broad knowledge base.		Grade:	SELECT	Remediation Grade:	SELECT
Recognize Cues: Client findings or assessment data that provide information for nurses as a basis for decision-making. The student must determine what findings are relevant and not relevant. (Silvestri et al., 2022)					
Comments	1.3a Demonstrate clinical reasoning. 1.3b Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical judgment. 1.3c Incorporate knowledge from nursing and other disciplines to support clinical judgment.				
Remediation					
2.3 Integrate assessment skills in practice.		Grade:	SELECT	Remediation Grade:	SELECT
Analyze Cues: Determines, based on Cues, conditions, or health problems based on actual or potential client conditions. (Silvestri et al., 2022)					
Comments	2.3a Create an environment during assessment that promotes a dynamic interactive experience. 2.3b Obtain a complete and accurate history in a systematic manner. 2.3c Perform a clinically relevant, holistic, health assessment. 2.3d Perform point-of-care screening/diagnostic testing (e.g. blood glucose, PO2, EKG). 2.3e Distinguish between normal and abnormal health findings.				
Remediation					
2.4 Diagnose actual or potential health problems and needs.		Grade:	SELECT	Remediation Grade:	SELECT
Prioritize Hypothesis: After determining actual or potential client conditions, narrow down what the data mean and prioritize client needs or problems identified. (Silvestri et al., 2022)					
Comments	2.4a Synthesize assessment data in the context of the individual's current				



Zahra Qaysi – How to Evaluate CJM and AACN Essentials with Paper Based Unfolding Case Study

Rubric to Grade Paper Version of Unfolding Case Study

Clinical Judgement Description	Lacks minimal competency= 0	Developing minimal competency = 1	Competent = 2	Mastery = 3	Student Score
Recognize Cues: What matters most? For example, focused Observation, Recognizing Deviations, and determining what client findings are significant, most important, and of immediate concern to the nurse. List AACN Competencies Domain 1. Knowledge of Nursing Practice	Demonstrates poor understanding of the clinical situation and cannot collect key clinical data and interpret abnormal findings. Never integrates current evidence with clinical expertise from other disciplines and inquiry to inform clinical judgment. Displays poor knowledge of combining nursing knowledge to other disciplines to	Demonstrates a basic understanding of the clinical situation but cannot collect key clinical data and interpret abnormal findings. Sometimes integrates current evidence with clinical expertise from other disciplines and inquiry to inform clinical judgment. Demonstrates incomplete knowledge to incorporate knowledge from nursing and other	Demonstrates solid understanding of the clinical situation but missing key clinical data and trying to interpret abnormal findings. Inadequate nursing knowledge used in a patient situation that required clinical judgment. Demonstrate understanding importance of incorporating nursing and other disciplines to support clinical judgment but	1.3 Demonstrate clinical judgment founded on a broad knowledge base. 1.3a Demonstrate clinical reasoning. 1.3b Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical judgment. 1.3c Incorporate knowledge from nursing and other disciplines to support clinical judgment.	



Disclosure Statement

The software used for this presentation was Qualtrics. Qualtrics is a survey-based program Indiana University has licensed for all IU employees.

Other survey software or nursing case study books would work just as well.

I do not have a financial interest or a decision-making role in adopting products.

I do not have a financial arrangement with any company referenced in this presentation. I used these products because of their availability to create, design & evaluate instruction for the faculty I work with.



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35

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36

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