



# **CLINICAL JUDGMENT DEVELOPMENT AND THE USE OF SIMULATION**

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## OBJECTIVES:

- Describe Theory and Research in Clinical Judgment
- Discuss the development and use of Laster's Clinical Judgment Rubric (LCJR)
- Discuss the use of simulation, debriefing to assess clinical judgment
  - Simulation examples – audience participation



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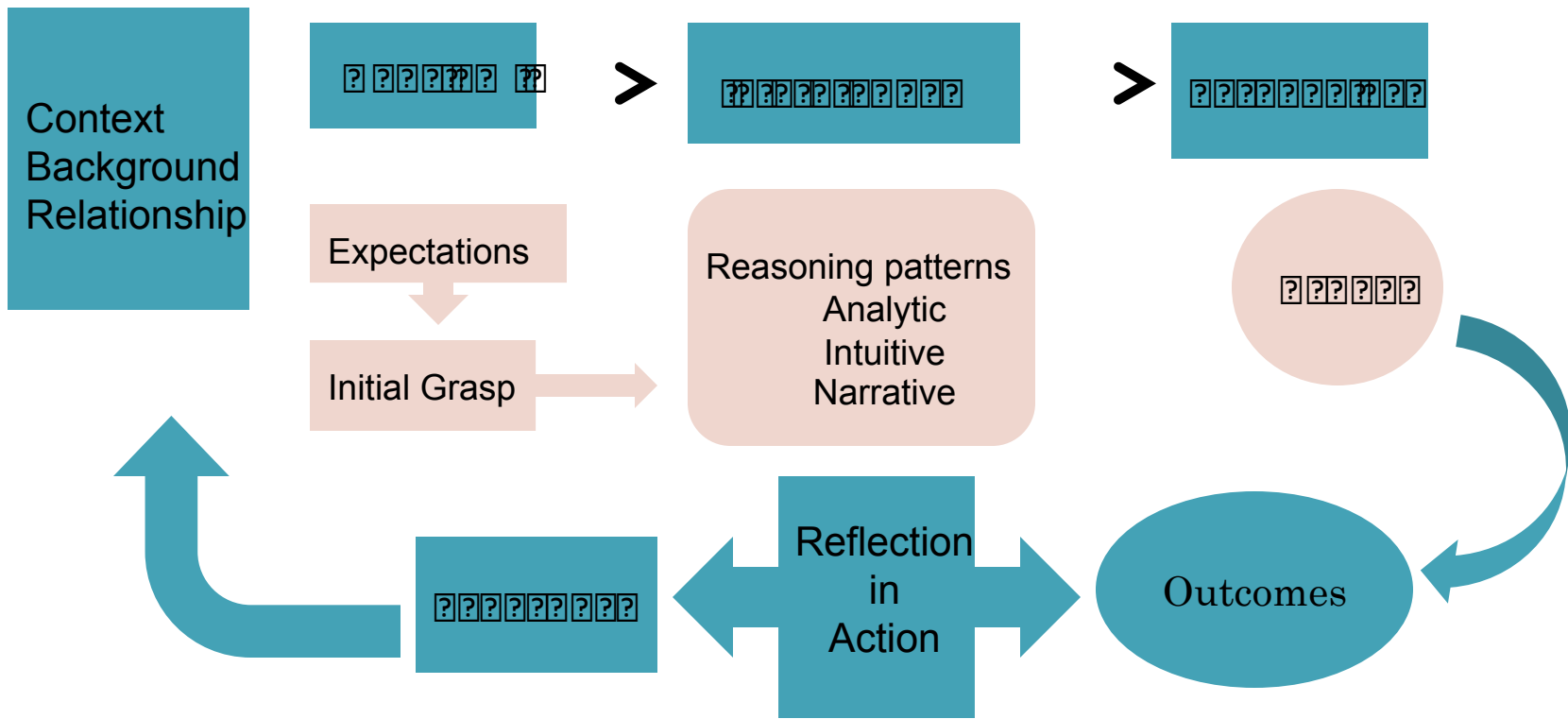


# WHAT DOES A NURSE ACTUALLY DO?

- The Nursing Process – problem based model
  - The same, better or worse
  - Take action
- Benner's model – skill acquisition
  - From Novice to Expert
    - Novice – rules based
    - Advanced beginner
    - Competent
    - Proficient
    - Expert – Pattern Recognition



# TANNER'S MODEL FOR "THINKING LIKE A NURSE"



Tanner, C.A. (2006). Thinking like a nurse: A research – based model of clinical judgment in nursing. *Journal of Nursing Education*, 45(6), 204-211

# LASATER'S CLINICAL JUDGMENT RUBRIC

- Expansion of the research on clinical judgment
- Using simulation, developed an assessment tool to measure and evaluate clinical judgment
- Support research to provide evidence of effect of simulation on clinical judgment



Lasater, Kathie (2007) Clinical judgment development: Using simulation to create an assessment rubric. *Journal of Nursing Education*, 46(11), 498-503



# LASATER'S CLINICAL JUDGMENT RUBRIC: FOUR PHASES OF TANNER'S MODEL

- Noticing
  - Focused observation
  - Recognizing deviations
  - Information seeking
- Interpreting
  - Prioritizing data
  - Making sense of data
- Responding
  - Calm, confident manner
  - Clear communication
  - Well-planned intervention/flexibility
  - Being skillful
- Reflecting
  - Evaluation/self-analysis
  - Commitment to improvement



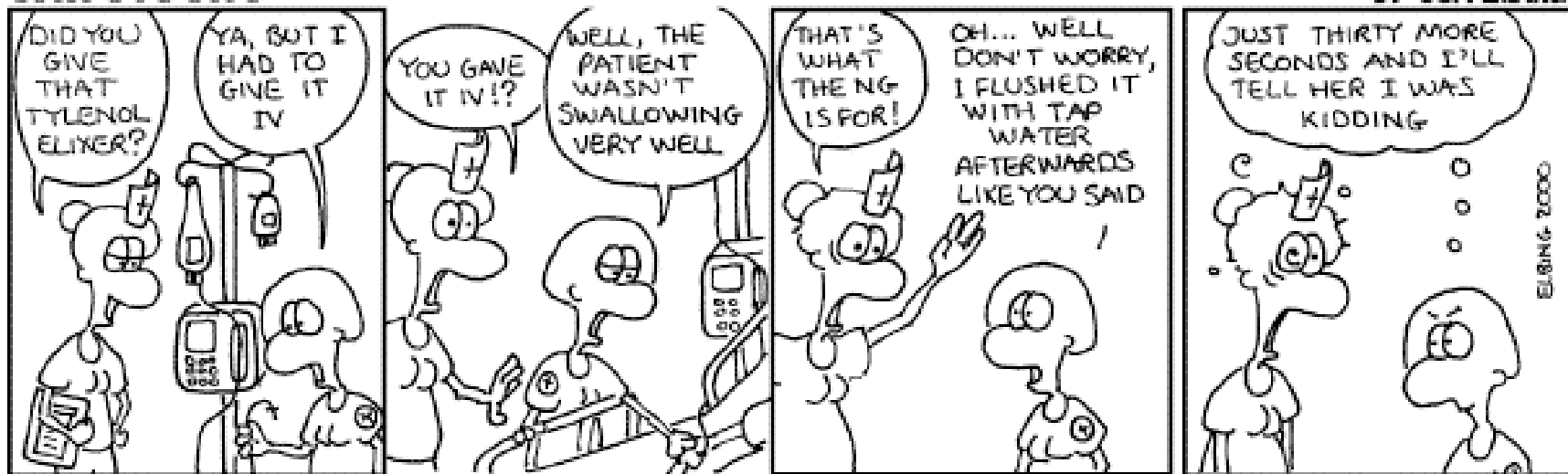
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# USE OF LCJR DURING SIMULATION AUDIENCE PARTICIPATION

## Nurstoons

by Carl Elbing



[www.nurstoons.com](http://www.nurstoons.com)



# DEBRIEFING

- Model – Based on Argyris and Schon’s Theories in Action to promote Self Reflection
  - Single loop – Simple solution
    - Use the B/P cuff if the monitor doesn’t give you a B/P
  - Double loop – probe to understand underlying problem and assumptions
    - “What were you thinking?, ... I was second guessing myself so that is why I hesitated..., I wanted to call the doctor right away because I knew he was not doing well and I needed orders...”
    - When faced with this situation, what would you do different next time?
      - Now I know and will be quicker
      - I will be organized and prepared before I call the doctor



Ashby, W. R. (1952). *Design for the Brain*. New York: Wiley.

Argyris, C. & Schon, D (1974) *Theories in Practice: Increasing professional effectiveness*. San Francisco: Josey-Bass.



# DEBRIEFING

- Model – Based on Argyris and Schon’s Theories in Action to promote Self Reflection
- Triple loop – establish new processes for learning within the organization
  - How can we enhance the learning with this simulation
    - Identified medication administration issues
    - Redirected labs to improve skills
    - Discussed other dimensions of nursing that impact on performance



Jefferies, L., Law, M., & Baker, G. R. (2007). Creating reporting and learning cultures in health-care organizations. *The Canadian Nurse*, 103(3), 16-7, 27-8.



R

What you  
are  
*Doing*

How you  
are  
*Thinking*

How you  
are  
*Being*

E

First loop

Second loop

Third loop

S

What do  
you need to  
*DO*  
differently?

How do you  
need to  
*THINK*  
differently?

How do you  
need to  
*BE*  
different?

U

L

# NEXT STEPS: TRANSITION TO CLINICAL PRACTICE

- Reflective Journaling
  - Clinical judgment using LCJR
    - Examples
    - Clarify perceptions/assumptions
    - What did you do well, what do you want to do better?



# NEXT STEPS: TRANSITION TO CLINICAL PRACTICE

- Dimensions of nursing practice
  - Communication
    - Patterns (what works vs. what doesn't)
    - Conflict
  - Management of care – decisions
    - Delegation
    - Priority setting
    - Advocacy
  - Management of self –organization, stress, time management, learning, values/ethics/conflict



“...I also feel more confident in my ability to ask the right questions of the patient, their family members and the nurse to get the information that I need to take proper care of the patient. Asking the right questions can make all of the difference...”

“I am learning what information given in report is relevant and that some of the information given is not relevant, and feel more confident in learning and recognizing the difference between the two.”

“Compared to the two previous semesters, I feel much more confident and knowledgeable. “Things are starting to click”. All of my patients have been a true inspiration for me.”

“Over the semester, there were many things that I have noticed. The big thing that I noticed was that I saw many nurses that I would want to be like someday . They were ones that really care for the patients.

“Over the course of the semester, I have begun to put the whole picture together , I think. I am beginning to look for all of the pieces that I need. ...a learning process, no doubt—not only putting the pieces of the puzzle together, but hoping you picked the right puzzle to put together.”

“Over the course of this semester I become much more comfortable with answering patients question (or finding the answers to their questions) and find patient education very rewarding”.

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