

Teaching Tips: Activities to Help Promote Clinical Judgement in the Classroom

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Topic: Academic Nursing: Excellence & Innovation

Category: Quality Improvement/Evidence-Based Practice Project

Abstract

Background/Introduction

Nursing students struggle with learning complex clinical scenarios using clinical judgment. Priority questions, select all that apply and the new Next Generation NCLEX structure are all challenging concepts for nursing students. The literature supports methods to teach clinical judgment to students with concerns surround the changes to NCLEX (Hensel, 2020).

Purpose

In a re-designed nursing course, various learning modalities were incorporated to assist students in applying knowledge to complex nursing content and promote clinical judgment.

Methods or Processes/Procedures

A web-based interactive application allowed faculty to create learning activities consisting of questions such as multiple-choice, short-answer and short videos on complex patient cases. Students signed into the activity at the start of class as faculty engaged students in correct responses and rationales, allowing for instant feedback and low-stakes evaluation of student knowledge. The other activity was a simple handout given to students with 10 to 15 select-all-that-apply and/or priority questions—minus the answer choices. The activity encouraged students to read the question and then write the answer choices instead of choosing from answers already provided. Students were given a ‘computer break’ to discuss answer choices with classmates then review correct responses as a class.

Results

Questions from both activities would be recycled and used on examinations to evaluate student learning outcomes. The scores on exams began to improve and students were able to rationalize correct or incorrect answers. Student feedback on both activities were to have more of them as it elicited lively discussions.

Limitations

This was only conducted during one semester.

Conclusions/Implications for Practice

New and innovative methods to engage students will be imperative toward educating nursing students.

Biography

Dr. Susan Kelly is a Clinical Associate Professor and Director of Clinical Affairs for Duquesne University School of Nursing. She has an extensive background teaching across the undergraduate curriculum and is involved in collaborating, facilitating and teaching courses to prepare students for all levels of standardized testing and in preparation for the National Council of State Boards Licensing Exam (NCLEX). She has been instrumental in creating and working with students and faculty with Next Generation (NGN) NCLEX preparation. She has published and presented on methods to help develop Clinical Judgement in student learning.

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