

# **EXPERIENTIAL LEARNING AND REFLECTIVE PRACTICE INCREASE CLINICAL REASONING AND JUDGMENT IN UNDERGRADUATE NURSING EDUCATION**

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## **OBJECTIVE**

**Discuss strategies to increase  
clinical reasoning and judgment  
in pre-licensure students.**

# BACKGROUND/ INTRODUCTION

## Essential 1: Knowledge for Nursing Practice

- ❖ 1.1b: Apply knowledge of nursing science that develops a foundation for nursing practice.
- ❖ 1.1d: Articulate nursing's distinct perspective to practice.
- ❖ 1.2b: Demonstrate intellectual curiosity.
- ❖ 1.2d: Examine influence of personal values in decision making for nursing practice.
- ❖ 1.2e: Demonstrate ethical decision making.
- ❖ 1.3a: Demonstrate clinical reasoning.
- ❖ 1.3c: Incorporate knowledge from nursing and other disciplines to support clinical judgment.

## Essential 5: Quality and Safety

- ❖ 5.1a: Recognize nursing's essential role in improving healthcare quality and safety.
- ❖ 5.1b: Identify sources of national safety and quality standards to guide nursing practice.
- ❖ 5.1c: Implement standardized, evidence-based processes for care delivery.
- ❖ 5.2b: Articulate the nurse's role within an interprofessional team in promoting safety and preventing errors and near misses.

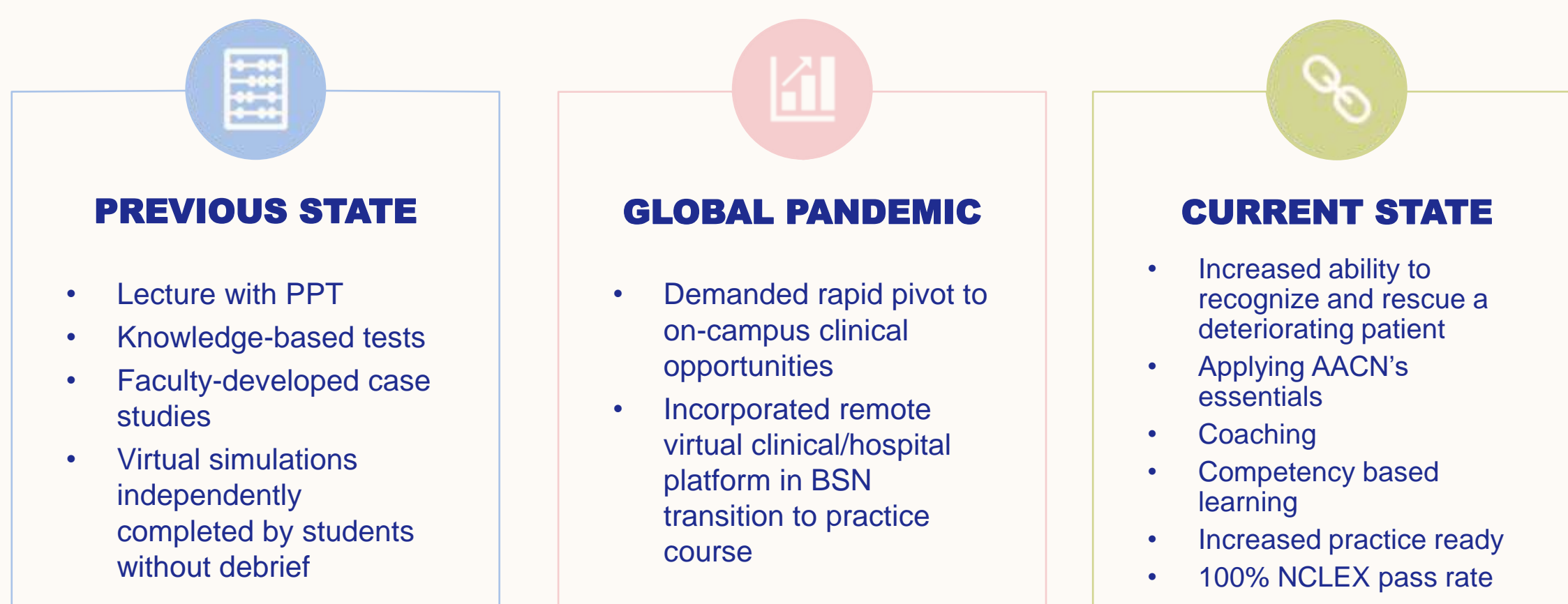
# PURPOSE

The purpose of this presentation is to share the impact of a virtual simulation aimed at improving the clinical reasoning and judgment of pre-licensure students through robust debriefing and reflective practice.

## METHODS/PROCEDURES

- ❑ **Pre-assessment to determine students' baseline ability to recognize and rescue patients.**
  - Students independently provide care for 10 patients with most frequently seen conditions in first year of employment, i.e. stroke, sepsis, acute coronary syndrome, diabetic complications, & heart failure.
- ❑ **Provide care for 35 patients over 7 weeks in virtual clinical unit.**
  - Individually complete patient assignment of 5-7 virtual patients per week
- ❑ **Students meet subsequent week to reflect upon their care of patients.**
  - Faculty facilitated, moving to student-led debriefings.
  - Priority driven approach with NGN application embedded into debrief discussions
- ❑ **Post-assessment to determine students' ability to recognize and rescue patients after intervention.**
  - Similar patients as in pre-assessment.
- ❑ **Vendor provides data gathered through AI-Driven Performance Analytics by individual, group, and cohort**

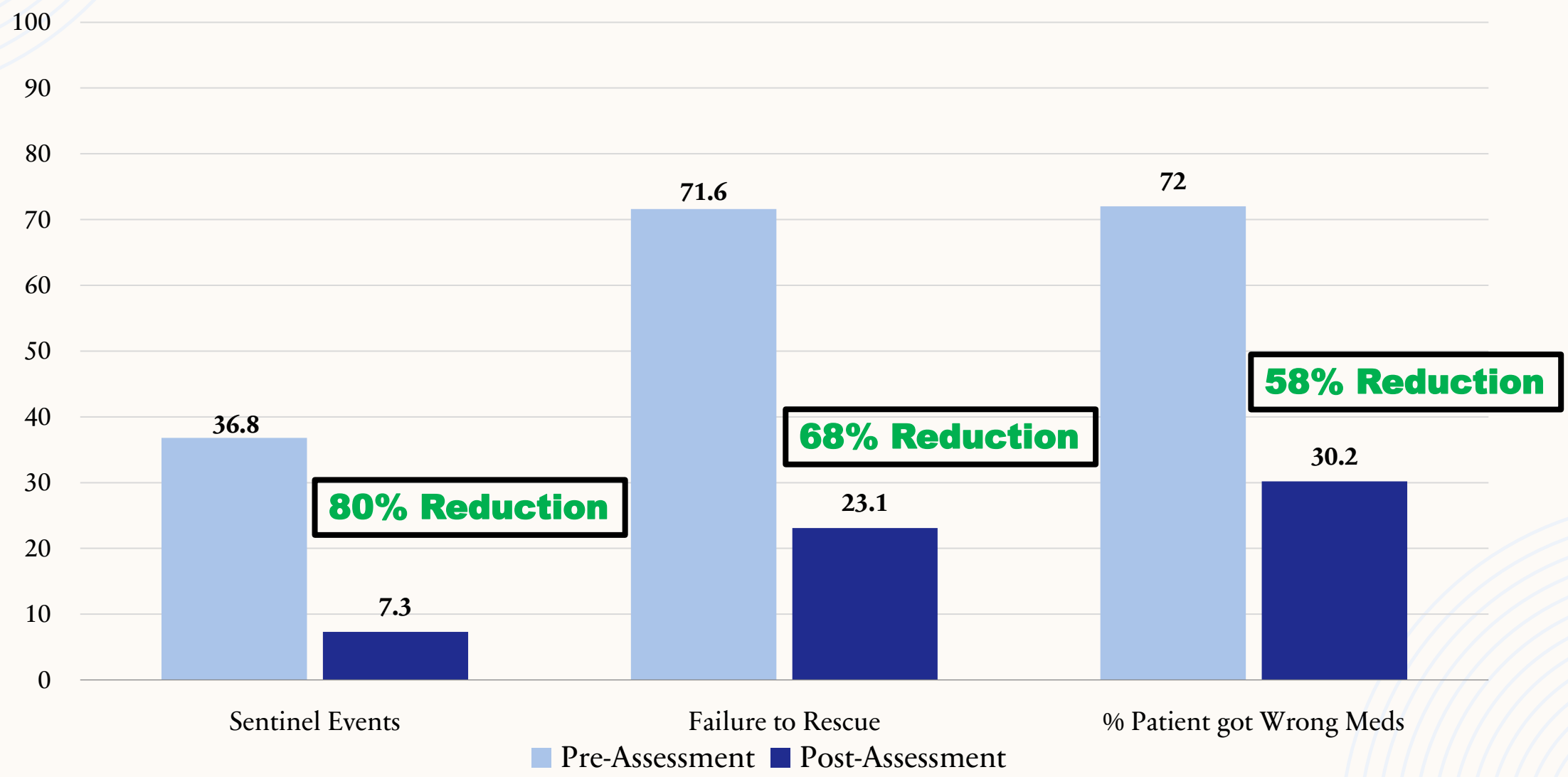
## JOURNEY TO IMPROVED CLINICAL REASONING & JUDGMENT



## All Cohorts: Pre- vs Post Assessment: Patient Safety

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Accurate, Prioritized Clinical Judgments re: Patient Safety

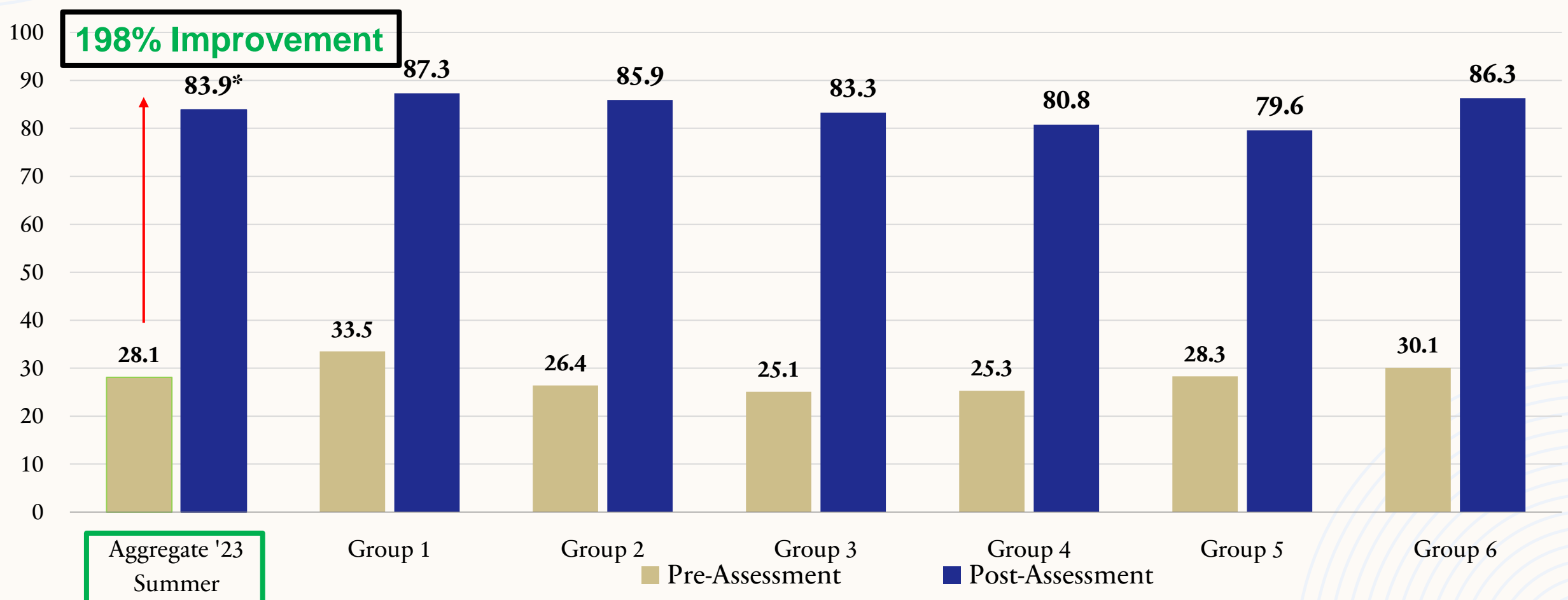


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## Pre- vs Post Assessment: Average Clinical Judgment Across Groups\*

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Accurate, Prioritized Clinical Judgments to Care for Patients: Aggregate vs. Each small Cohort



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# IMPACT TO FUTURE PRACTICE



## PRACTICE READY

- Increased confidence and ability to rescue
- Increased ability to safely care using the highest priority



## ABILITY TO RESCUE

- Increased confidence and ability to recognize priority
- Apply clinical judgment to identify highest priority
- Ability to recognize changing priorities
- Recognize importance of Interprofessional collaboration



## IMPROVED OUTCOMES

- Practice ready clinicians
- Consistently observe quality and safety
- Decreased mortality
- Decreased sentinel events
- Increased RN retention
- Increased job satisfaction

# REFERENCES

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# THANK YOU

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