Clinical Judgement Measurement Model

The NCSBN Clinical Judgment Measurement Model

<table>
<thead>
<tr>
<th>Cognitive Function</th>
<th>Examples used in Prebriefing</th>
<th>Examples used in Online Clinical Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize Cues</td>
<td>What data from the maternal medical record is relevant in the care of the neonate upon delivery?</td>
<td>What assessment data from the rapid assessment is relevant?</td>
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<tr>
<td>Analyze Cues</td>
<td>Why did you interpret this as relevant?</td>
<td>Why did you interpret the neonate’s weak cry and minimal flexion as relevant?</td>
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<tr>
<td>Prioritize Hypotheses</td>
<td>Based on the maternal history, what is your primary concern right now for the neonate upon delivery?</td>
<td>What would you prioritize as most important right now for your neonate who has a weak cry and minimal flexion?</td>
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<tr>
<td>Generate Solutions</td>
<td>What assessments would you need to initiate to identify this complication if it develops?</td>
<td>What are all of the possible interventions you would perform for a neonate with these assessment findings?</td>
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<tr>
<td>Take Action</td>
<td>What would you do if your neonate showed signs and symptoms of respiratory depression?</td>
<td>What priority interventions would you initiate for this neonate with a weak cry and minimal flexion?</td>
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<tr>
<td>Evaluate Outcomes</td>
<td>How would you know if your interventions were successful?</td>
<td>The neonate’s condition has changed. What do you think this means?</td>
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INACSL Standards of Best Practice: SimulationSM Design

Plan
- Develop specific objectives to ensure achievement of performance criteria
- Used published scenario
- Utilized interactive and collaborative platform – Nearpod®

 Learner Prep Work
- Completed textbook reading and Elsevier’s Simulation Learning System (SLS) Skills Drills and Multimedia Resources
- Reviewed scenario and maternal history in SLS EHR
- Individually completed clinical preparation worksheet using clinical judgement questions adapted from KeithRN®

Prebriefing
- Instructor used Socratic questions to clarify prep work and to probe:
  - Main concepts
  - Reasons, causes, consequences
  - Interpretations
  - Misunderstandings and assumptions

Clinical Experience
- Initial circumstances of case presented verbally with SBAR report
- Learner expected to recognize cues and progress through scenario from the starting point to the end point
- Patient cues linked to performance criteria and delivered to learner:
  - Visually using data on the screen (Rapid Assessment, APGAR Score Assessment, Standard Newborn Care Measures)
  - Socratic questions asked verbally by instructor

Debriefing
- Instructor used Socratic questions and Reflecting-On-Action to enhance knowledge and clinical judgement:
  - What do you think was going on with the newborn?
  - What assessment findings led you to perform certain interventions for the newborn’s care?
  - What interventions did you perform that helped and/or did not help the newborn?
  - Did the newborn respond the way you thought she would?
  - What would you have done differently in this clinical experience?
  - What are your top three takeaways from this clinical experience and how will you use them in practice?

Evaluation
- Learners completed the Simulation Effectiveness Tool – Modified
- Learners provided qualitative feedback on the overall learning experience

References

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