



## Learning Objectives

1. Discuss the use of Tanner’s model to promote and enhances clinical judgement.
2. Describe how simulation using Tanner’s Model is used in one BSN concept-based program to facilitate clinical judgement.
3. Identify activities and outcome measures focusing on clinical judgement used in a simulation course.

## Purpose

To describe the use of Tanner’s Clinical Judgment model to promote clinical judgment among BSN nursing students using simulation as the primary teaching methodology.



## Background

- A BSN program, in the Midwest Region of the U.S., utilizing a concept-based curriculum, has implemented Tanner’s Clinical Judgement model (Tanner, 2006) as a framework to teach clinical judgement.
- The steps of Tanner’s model, noticing, interpreting, responding, and reflecting, have been incorporated throughout the program in the classroom, clinical, and simulation settings with simulation as the key component for the application of this model.
- Students discussed in this presentation are in the first semester of a prelicensure baccalaureate program.

## Significance

Research has found many new nursing graduates have difficulty with clinical judgement. One study found only 23% of newly graduated nurses demonstrate the entry-level competencies and practice readiness in clinical judgement (Kavanaugh & Szweda, 2017).

## Methods/Implementation

During each simulation session:

- Students completed a pre-briefing assignment
- Participated in the simulation incorporating stages of Tanner’s Clinical Judgment model
- Engaged in small and large group debriefing focusing on clinical judgement. simulation
- Students then completed individual and/or group assignment

Components of clinical judgment are presented incorporating standardized clinical judgment language over a nine week time frame include:

- Week 1: Introduction to Tanner Model of Clinical Judgment.
- Week 2: Noticing (Identifying Signs and Symptoms & Assessing Systematically and Comprehensively.)
- Week 3: Gathering Accurate Information & Predicting Potential Complications.
- Week 4: Interpreting (Clustering Related Information & Recognizing Inconsistencies)
- Week 5: Determining Important Information to Collect & Distinguishing Relevant from Irrelevant Information.
- Week 6: Judging How Much Ambiguity is Acceptable, Comparing and Contrasting, & Managing Potential Complications.
- Week 7: Identifying Assumptions, Setting Priorities, & Collaborating.
- Week 8: Critical Thinking Evaluation Assessment.
- Week 9: Responding (Delegating & Communicating)

## References

- Kavanaugh, J. and Szweda, C. (2017). A crisis in competency: the strategic and ethical imperative to assessing new graduate nurses’ clinical reasoning. *Nursing Education Perspectives*, 38(2), 57-62.
- 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

## Discussion

- Students appear to have enhanced ability to articulate their thought process related to clinical judgement during simulation debriefing.
- Survey results indicated a majority of students agreed they felt empowered to make clinical decisions and found debriefing valuable to improve their clinical judgment.
- Implementation of the model over time allowed students to process, implement and evaluate at each stage



## Student Comments

- “The simulation has taught me to always be aware of the situations around me and that nothing is linear and everything can change. We must adapt to the situation.”
- “I thought the post debriefing really helped me to break down things I may have missed during the simulation. I also liked that I was forced out of my comfort zone to critically think without help.”
- This simulation allowed me to critically think about what the medications will do the patients condition. To actually think about what symptoms they are presenting and what medications that are ordered versus what the patients current physical condition.”

## Implications

- Student comments indicate this strategy assists with development of clinical judgment.
- Tanner’s Clinical Judgment model must continue to be reinforced in the clinical setting through activities and throughout the curriculum.
- Simulation as a teaching modality has the potential to promote and enhance student’s clinical judgement and critical thinking.