



UNIVERSITY of MARYLAND
SCHOOL OF NURSING

Session 1.2: How to Write a Case Study to Use to Teach, Assess, and Test Clinical Judgment Across the Curriculum

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Maryland Nursing Workforce Center

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- Nurses may receive 1.5 contact hour for attending this activity.
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Learning Objectives:

1. Consider appropriate sources for case study topics
2. Organize key elements of the case necessary for making effective clinical judgments
3. Use a template to develop a case study to use when teaching, assessing, and evaluating student's ability to make clinical judgments

Promoting Clinical Judgement

What is Clinical Judgement?

The result of a *process of decision making*, using critical thinking and clinical reasoning

Relationships of Critical Thinking, Clinical Reasoning, and Clinical Judgment



(Alfaro-Lefevre, 2017; McCartney, 2017)

Sources for Case Study Topics

1. Course or lesson learning objective
 - May create 1 case study for all to “pass” at end of course
 - May be made into a simulation
2. *Common* clinical situation for an entry-level nurse
 - Clinical partner “Practice Councils”
 - Looking for examples of “close calls”, “no-harm” events, “near misses,” etc.
 - Survey Clinical Instructors & Nurse Managers
 - Asking for examples of similar student situations
3. Sentinel Events – Never Events
4. Other resources:
 - a. Laerdal/NLN Simulation cases
 - b. Clinical Judgement textbook

Organizing our Thoughts – Using a Template

Origins of Template

- Origin of template –
 - Betts, J., Muntean, W., Kim, D., Joreau, D., & Dickison, P. (2019). Building a method for writing clinical judgment items for entry-level nursing exams. *Journal of Applied Testing Technology, 20* (2).
 - Added suggested item types - “Best Fit”
 - Added “Educator Prompts”

Organizing our Thoughts – Using a Template

Steps to Write Case Study

- **Step 1** – Identify topic and/or learning objective of case study
- **Step 2** – Identify content to include in case study by 6 steps in Layer 3 of CJMM
- **Step 3** – consider what contextual content to add
- **Step 4 - Write Case Study**
(This is where we will stop, today)...
- **Step 5** – Decide which item type to write for each step of Layer 3 of CJMM
- **Step 6** – Write items for each step
 - Include rationales/reference
 - Include verification by other faculty



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Template to Develop Clinical Judgement Item Types - "Item Writing Task Model Template"

Directions: Use this tool to create overall scenario and NGN item types.

Step 1 - Identify topic and learning objective –

Layer 3 - CJMM	Expected Behavior(s) Step 2 – Identify content for each Step of Clinical Judgement Model - Layer 3	Conditioning Factors (Layer 4) Step 3 – Consider adding information for each factor to create context.	Step 4 - Write Case Study Here –	Item Type – Best Fit Step 5 – Consider item type. Best fit listed below along-side of Layer 3 step.	Step 6 - Write items here. Mark the key with an (*) Provide rationale and resources.
<p>1. <u>Recognize Cues</u> Educator Prompts: "What did you see?" "What cues were relevant or irrelevant?" "What is going on in the environment?" "What EHR data may be important?"</p>	<p>List normal findings to recognize: 1. 2. 3. List abnormal findings to recognize: 1. 2. 3.</p>	<p>Environment cues (setting, presence of family):</p>		<p>Extended Hot Spot Extended MR</p>	<p>1. <u>Recognize Cues</u> - Exam Item: Rationale/Reference: Verification Step: Notes: (meet CJ step? (Yes/No) Insert notes about accuracy, currency, fidelity or entry-level here.</p>
<p>2. <u>Analyze Cues</u> Educator Prompts: "What data link together?"</p>	<p>List signs and symptoms to recognize: 1. 2. 3. List key facts to recognize (from H&P, PMH, SH, etc.): 1. 2. 3.</p>	<p>Patient Observation cues: Medical Records cues: Time Pressure cues: Requires knowledge of: 1. 2. 3.</p>		<p>Cloze (Drop Down) Extended MR</p>	<p>2. <u>Analyze Cues</u> - Exam Item: Rationale/Reference:</p>



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<p>"Are there any patterns?"</p>	<p>Use findings/observations to determine client needs:</p> <ol style="list-style-type: none"> 1. 2. 			<p><i>Verification Step:</i> Notes: (meet CJ step? (Yes/No) Insert notes about accuracy, currency, fidelity or entry-level here.</p>
<p>3. Prioritize Hypothesis <i>Educator Prompts:</i> "Do you need more information to form a hypothesis?"</p>	<p>What is the priority issue (likelihood, risk, etc.)?</p> <ol style="list-style-type: none"> 1. 	<p>Requires knowledge of:</p> <ol style="list-style-type: none"> 1. 2. 	<p><i>Matrix (Grid)</i> <i>Cloze (Drop Down)</i></p>	<p>3. Prioritize Hypothesis - Exam Item: Rationale/Reference:</p>
<p>4. Generate Solutions <i>Educator Prompts:</i> "What interventions may be possible?" "What solutions did the patient need? What evidence did you have for this solution?" "What risks are related to your solution?" "What are the potential risks if you do not choose this solution?"</p>	<p>What must the nurse address?</p> <ol style="list-style-type: none"> 1. 2. 	<p>Indicate resources:</p> <ol style="list-style-type: none"> 1. 	<p><i>Extended Drag and Drop</i> <i>Matrix (Grid)</i></p>	<p>4. Generate Solutions - Exam Item: Rationale/Reference:</p>
<p>5. Take Action <i>Educator Prompts:</i> "What resources are needed to take a specific action?" "Are there any contraindications to this action?" "What may happen when you act?"</p>	<p>What must the nurse avoid?</p> <ol style="list-style-type: none"> 1. 2. 	<p>Requires knowledge of and experience with:</p> <ol style="list-style-type: none"> 1. 2. 	<p><i>Matrix (Grid)</i> <i>Extended Drag and Drop</i> <i>Extended MR</i></p>	<p><i>Verification Step:</i> Notes: (meet CJ step? (Yes/No) Insert notes about accuracy, currency, fidelity or entry-level here.</p>
<p>5. Take Action <i>Educator Prompts:</i> "What resources are needed to take a specific action?" "Are there any contraindications to this action?" "What may happen when you act?"</p>	<p>What should the nurse do, request, administer, perform (skill), document, communicate?</p> <ol style="list-style-type: none"> 1. 2. 	<p>Requires knowledge of and experience with:</p> <ol style="list-style-type: none"> 1. 2. 	<p><i>Matrix (Grid)</i> <i>Extended Drag and Drop</i> <i>Extended MR</i></p>	<p>5. Take Action - Exam Item: Rationale/Reference:</p> <p><i>Verification Step:</i> Notes: (meet CJ step? (Yes/No) Insert notes about accuracy, currency, fidelity or entry-level here.</p>



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<p>"What if the patient does not agree with the action?"</p>				
<p>6. Evaluate Educator Prompts: "How do you know your action was or was not effective?" "What do you need to do next?" "What should you continue to monitor?"</p>	<p>What should the nurse assess, reassess, evaluate? How does the nurse know the patient is improving/deteriorating? 1. 2.</p>		<p>Matrix (Grid) Extended MR</p>	<p>6. Evaluate - Exam Item: Rationale/Reference: Verification Step: Notes: (meet CJ step? (Yes/No) Insert notes about accuracy, currency, fidelity or entry-level here.</p>

Adapted from:

Betts, J., Muntean, W., Kim, D. Jarion, N. & Dickison, P. (2019) Building a method for writing clinical judgement items for entry-level nursing exams. *Journal of Applied Testing Technology*, 20(S2), 21-36.

The Nurse Educator Role in Developing Clinical Judgement Nursing CE (2020), <https://www.nursingce.com/ceu-courses/clinical-judgment>

Breakout!

Using a Template in Small Groups

- You have been assigned to a breakout room, based on your area of interest:
 - Adult Med-Surg
 - Psychiatric-Mental Health Nursing
 - Pediatrics
 - Women’s Health/Maternity



Let's Share!

- Return to Main Room
- Share examples of progress in developing Case Study using a template

Questions??

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References

- Betts, J., Muntean, W., Kim, D., Joreau, D., & Dickison, P. (2019). Building a method for writing clinical judgment items for entry-level nursing exams. *Journal of Applied Testing Technology, 20* (2).
- Dickison, P., Haerling, K. & Lasater, K. (2019). Integrating the National Council State Boards of Nursing-Clinical Judgment Model (NCSBN-CJM) into Nursing Educational Frameworks. *Journal of Nursing Education, 58*(2), 72-8.
- NCSBN (Spring 2020). The NGN Case Study. https://www.ncsbn.org/NGN_Spring20_Eng_02.pdf
- NCSBN (Spring 2019). The NGN Clinical Judgment Measurement Model and Action Model. https://www.ncsbn.org/NGN_Spring19_ENG_29Aug2019.pdf
- The Nurse Educator Role in Developing Clinical Judgement Nursing CE (2020), <https://www.nursingce.com/ceu-courses/clinical-judgment>