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Teaching on the “rough ground:”

Clinical reasoning and professional formation in clinical nursing education

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The purpose of this activity is to enable the learner to...

1. Identify opportunities and strategies to maximize learning and professional formation in clinical settings
2. Engage students in situated clinical reasoning in clinical, lab and classroom settings
3. Connect clinical reasoning and professional formation in classroom, lab and clinical learning

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What words or images come to mind when you think about **clinical teaching and learning**?

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What kinds of learning experiences and teaching practices help new nurses develop situated **clinical reasoning** skills?

What kinds of learning experiences and teaching practices help new nurses develop **clinical judgment and intervention** skills?

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Clinical Nursing: The “Rough Ground”

- Solving clinical **puzzles**
- **Situation-specific**
- **Practical** problem-solving
- Skilled know-**how**
- Grasp of the **whole** situation

Knowing the **facts out of context** is necessary but NEVER SUFFICIENT.

Example from another context...

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Teaching for Practice

Situated teaching and learning through the notion of legitimate peripheral participation and **social learning** in a **practice community**.

- Lave and Wenger (1991)
- Wenger (1998)

Situated coaching: A signature pedagogy of nursing **Environments** for clinical learning

Importance of context and knowledge transfer...

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Lecture on Diabetes-related autonomic neuropathy

- **Cardiovascular:** exercise intolerance, fatigue, sustained heart rate, syncope, dizziness, lightheadedness, balance problems
- **Gastrointestinal:** dysphagia, bloating, nausea and vomiting, diarrhea, constipation, loss of bowel control
- **Genitourinary:** loss of bladder control, urinary tract infection, urinary frequency or dribbling, erectile dysfunction, loss of libido, dyspareunia, vaginal dryness, anorgasmia
- **Sudomotor (sweat glands):** pruritus, dry skin, limb hair loss, calluses, reddened areas
- **Endocrine:** hypoglycemic unawareness
- **Other:** difficulty driving at night, depression, anxiety, sleep disorders, cognitive changes

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Test question

Which precaution is most important for the nurse to discuss with a client who has cardiovascular autonomic neuropathy from diabetes?

- “Avoid drinking ice-cold beverages.”
- “Be sure to check your blood pressure twice daily.”
- “Check your hands and feet weekly for areas of numbness or sensation change.”
- “Change positions slowly when moving from sitting to standing.”

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Guillermo Rodriguez

Mr. Rodriguez is a 48 year-old Mexican immigrant with a 4-year history of type 2 diabetes. Mr. Rodriguez is being seen in the primary care clinic for reports of fatigue, dizziness and racing heart. Mr. Rodriguez is married and has a 13 year-old daughter and 15 year-old son. He and his family have been in the U.S. for 2 years and he works as a researcher in global health policy at a local University. His wife is a professor of biochemistry.

He has been on the following treatment plan for the past 3 months:

- Metformin XR 500 mg p.o. daily
- Monitor blood glucose before meals and at bedtime; notify clinic if > 300
- 1800 calorie carbohydrate-controlled, low fat diet

Mr. R is 5 ft. 10 in. and weighs 185 lbs; BP = 120/70

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Sullivan’s model of professionalism and professional education

Professional formation for practice

Wholistic grasp – grasping the significance of whole practice situations

Three high-level apprenticeships in professional education

- Knowledge
- Skills
- Ethical comportment

Maximizing clinical learning to integrate these three...

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