

## PURPOSE

A return to in-person learning identified significant gaps in major content area scores on the Mid Program Fundamentals ATI Assessment. Additionally, a need was identified to foster clinical judgement in this learner group. Using the ATI Guide for Clinical Judgement (CJ), activities in the psychomotor skills labs were redesigned with the purpose of addressing these gaps, improving ATI outcomes, and promoting clinical judgement in this cohort.

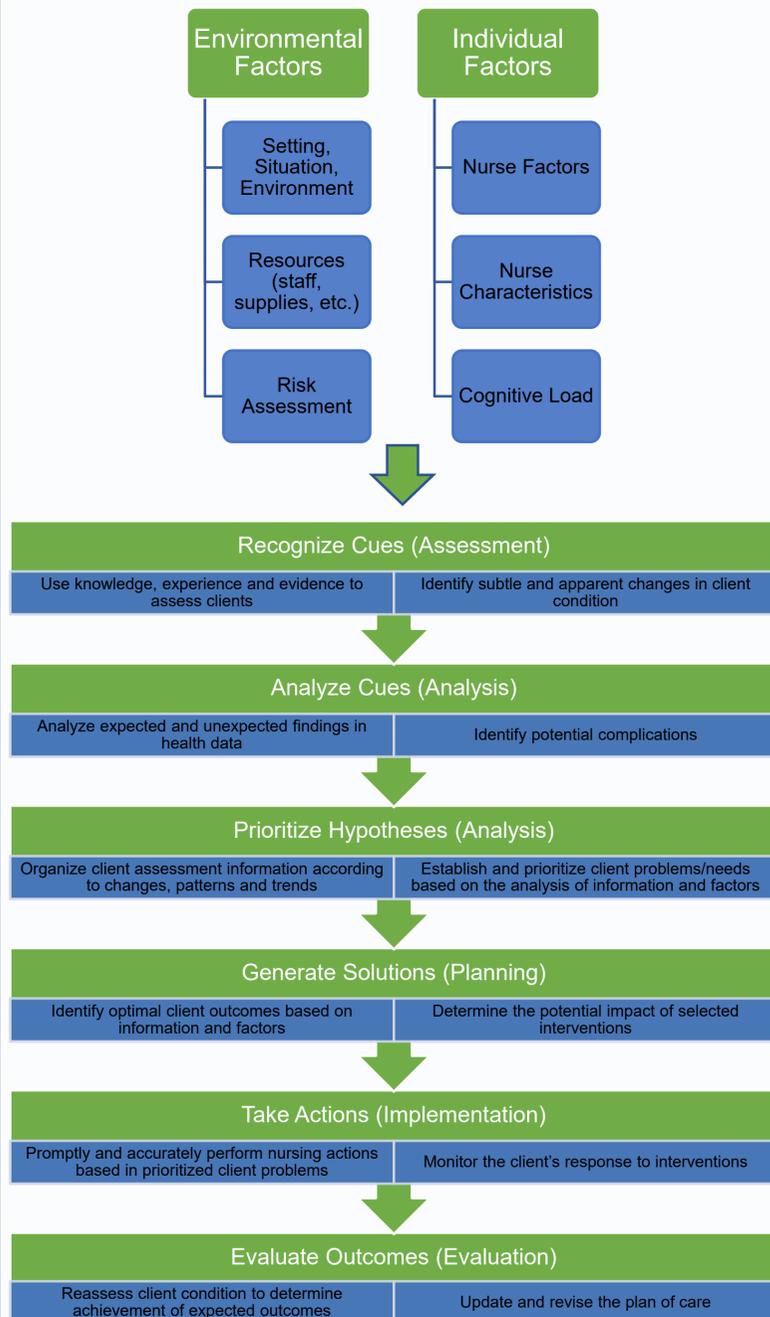
## INTRODUCTION

Evidence supports the use of simulation and case-based scenarios to foster CJ and improve program outcomes for learners (Jang & Park, 2021). Using the ATI Guide for Clinical Judgment and the INACSL Healthcare Simulation Standards of Best Practice in Design, Facilitation, and Debriefing, simulation-based experiences (SBEs) were designed to target major content areas on the Mid Program ATI Fundamentals Assessment with a group score of 70% or less for the Winter 2021 Cohort (n=69).

## IMPLEMENTATION

Newly designed SBEs included environmental factors such as setting and situation, considered individual factors such as the knowledge, skills, behaviors of the nurse, CJ functions/nursing process, and expected responses (ATI, 2020). Case-based scenarios required learners to recognize and analyze embedded cues, prioritize hypotheses, generate solutions and take-action, and evaluate outcomes. Learners identified relevant information about the client's condition based on setting, individual factors, and assessment data. Expected/unexpected findings were analyzed, nursing actions were prioritized, performed, and evaluated to determine if outcomes were met. Each session concluded with activities to promote reflection in action and on action (INACSL, 2021).

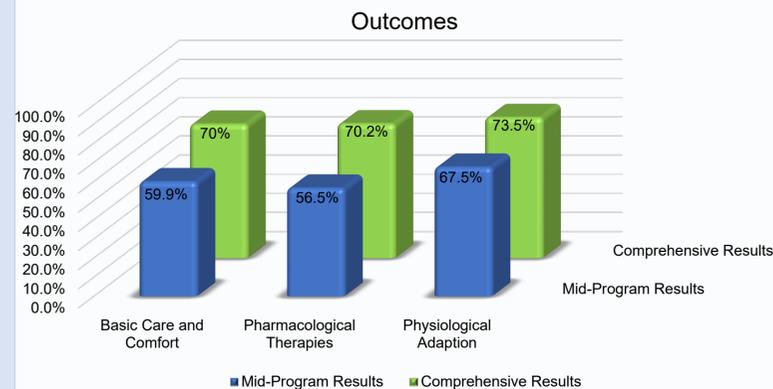
## BUILDING CLINICAL JUDGEMENT



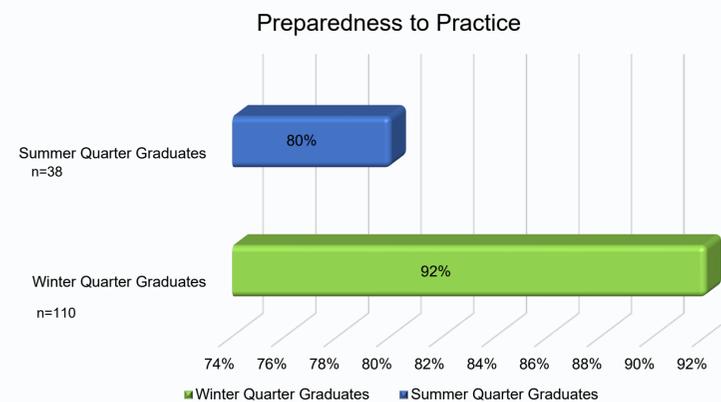
Components of the ATI Guide for Clinical Judgement (ATI 2020)

## OUTCOMES

After completing three quarters with this redesign in this setting, this cohort completed the ATI Comprehensive Predictor (n=83). The three areas with the greatest improvement between the Mid Program Fundamentals Assessment and the ATI Comprehensive Predictor Assessment were: Basic Care and Comfort, Pharmacological Therapies, and Physiological Adaptation.



End of program surveys identified that 83% of students felt prepared to practice as a Vocational Nurse, an improvement from the previous cohort's end of program surveys (80%). When asked to rate their agreement with the statement "The clinical learning lab experience enabled me to develop confidence to perform nursing", using a 4-point Likert scale, scores improved from 2.96 to 3.31.



## CONCLUSIONS

The redesign of SBEs in this setting has demonstrated the ability to increase group scores in the major content areas on ATI Assessments. A learner-centered approach to facilitation of these SBEs allowed learners to apply knowledge to notice, interpret, and respond to client cues and to reflect in and on action (INACSL, 2021). Incorporating the ATI Guide for Clinical Judgement into the design, facilitation, and debriefing of learning activities can improve outcomes and foster clinical judgement.

## REFERENCES

Assessment Technologies Institute (2020) ATI Guide for Clinical Judgement. <https://www.atitesting.com/>

INACSL Standards Committee, Watts, P.I., McDermott, D.S., Alinier, G., Charnetski, M., & Nawathe, P.A. (2021, September). Healthcare Simulation Standards of Best Practice™ Simulation Design. *Clinical Simulation in Nursing*, 58, 14-21. <https://doi.org/10.1016/j.ecns.2021.08.009>

Jang A, Park H (2021) Clinical judgment model-based nursing simulation scenario for patients with upper gastrointestinal bleeding: A mixed I methods study. *PLoS ONE* 16(5): e0251029. <https://doi.org/10.1371/journal.pone.0251029>

## CONTACT INFORMATION

