

# Preparing for NexGen : Improving Clinical Reasoning Using Case Studies and Real- Life Scenarios

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## EVALUATION/RESULTS

### OUTCOMES

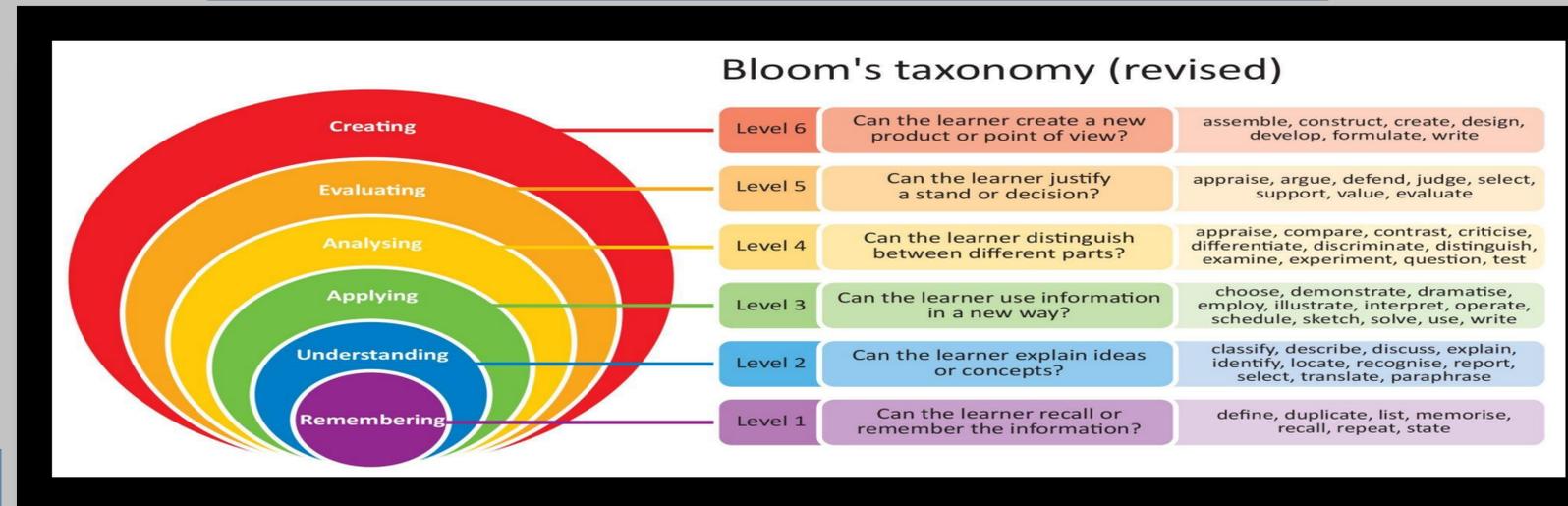
- The successful implementation of increased active learning techniques within the current school environment.
- Improved student preparation for NCLEX
- Upon NexGen implementation, first-time success rate over 85 %
- Improve decision-making skills using ATI products.

The incorporation of case studies and Real-Life scenarios throughout the semester was well-received anecdotally by the students. Students reported feeling better prepared to make decisions in the clinical setting. Unit exam scores improved with a significant positive increase on alternate format questions. Students in the final semester complete the ATI RN Comprehensive Predictor assessment. More than 50 % of the students scored higher than 90 % predictability of passing NCLEX on the first attempt. Students who did not achieve a 90 % or greater had to retake the Predictor exam and the remaining students were successful.

## CONCLUSIONS/RECOMMENDATIONS

The utilization of ATI case studies and Real-Life Scenarios as evidence-based tools has proven to be effective in developing clinical judgment. The administration of excellence in nursing education requires educators to select relevant teaching strategies. Research demonstrates these teaching strategies actively engage students in the learning process. Implementation of ATI products facilitates deep learning and retention. Implementation has begun in higher cohorts with positive student feedback. Recommendations are to continue this process.

## IMPLEMENTATION



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ATI case studies and Real-life scenarios were carefully selected to align with the material presented in the classroom setting in the senior level Nursing IV class. Using these scenarios in the classroom employs Bloom's Taxonomy and elevates the learner's cognitive thought processes upward.

Case studies were presented as a group activity to 45 senior semester nursing students following the presentation of important course material.

The Process:

Prior to starting a case study, a brief lecture was conducted to provide an overview of the selected lecture material. Students were then provided thirty minutes to complete the assignment and provide feedback. Students worked in randomly assigned groups throughout the semester to complete the assigned case studies. Once complete, each student group wrote up a one-page synopsis of their findings and presented their findings to the class. A class discussion was facilitated by the professor and salient points were discussed.

The implementation of ATI case studies and Real-Life scenarios improved students' ability to perform on unit exams (particularly alternate format questions) as well as improved students' scores on the ATI predictor exam. These two assessments were used to measure the students' improvement. By facilitating deep thinking with multiple learning strategies, students' performance on the NCLEX exam results improved.

## PURPOSE

The purpose of this project was to increase students' clinical reasoning through an active classroom



## INTRODUCTION

" [In] today's complex, fast-paced world of hospital nursing, new graduate nurses face significant challenges to providing care and are often unprepared to deal with the realities of practice" (Dr. Phil Dickison, COO NCSBN)

- Clinical reasoning in nursing constitutes thinking and reasoning simultaneously as the situation unravels.
- Competent clinical judgment depends on the student recognizing, interpreting, and acting on priority indicators.
- The utilization of ATI case scenarios and Real-Life scenarios enhances student clinical judgment by utilizing active learning approaches.
- The ability to identify key indicators is crucial in assisting the student to correlate and analyze pertinent data as presented in alternate format questions thus promoting higher-order learning.

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