

# Supporting Student Reflection on Clinical Judgment During Mental Health Virtual Clinical Experience.

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## Introduction

- The transition to virtual clinical rotations for mental health nursing courses became necessary in the Spring 2021 due to the COVID-19 pandemic.
- Faculty identified the need for additional activities to complement the use of nursing process in developing clinical judgment in mental health classes.
- It was noted that Lasater's (2007) Clinical Judgment Rubric could provide a framework for student self-reflection.
- Lasater's Clinical Judgment Rubric's foundation aligned with course and program learning outcomes related to mental health virtual clinical experiences.

## Purpose

- As bachelors of nursing students prepare for the nursing licensure exam and independent nursing practice, it is essential for these students to increase their skills in clinical judgment.
- Use of virtual clinical experiences with rolling case-scenarios enhanced consistency of clinical scenario content.
- Mental health clinical faculty added a self-reflection assignment to develop junior level students' clinical judgment skills after completing ATI's Real-Life RN Mental Health 3.0 video case studies.

## Methodology

- The Spring and Fall 2021 mental health virtual clinical experiences utilized ATI's Real-Life RN Mental Health 3.0 Module entitled, Alcohol Use Disorder, Anxiety Disorder, Bipolar Disorder, and Schizophrenia.
- Students used a "HOW IS YOUR CLINICAL JUDGMENT?" assignment to engage students' thoughts on how they effectively noticed, interpreted, responded, and reflected on their performance during the ATI Mental Health modules.

HOW IS YOUR CLINICAL JUDGMENT?	ASK YOURSELF THESE QUESTIONS:
<b>Effective Noticing</b> 1. Focused observation-objective and subjective data 2. Recognizing deviations from the expected pattern (cues) 3. Seek information from the patient or client	What did you notice about the situation or the patient's condition? What is the expected or normal finding? Is the data different from the normal finding?
<b>Effective Interpreting</b> 1. Prioritize the data 2. Make sense of the data	What are the most relevant and important pieces of data? Do you see a pattern? Prioritize your expected interventions.
<b>Effective Responding</b> 1. Calm and confident manner 2. Clear communication 3. Well planned, skillful interventions with flexibility to adapt to changes.	To whom should you communicate your findings? What interventions can be delegated? Are the interventions appropriate for the situation? How do you know? Are you able to perform the necessary skills to complete the interventions? Why or why not?
<b>Effective reflecting</b> 1. Evaluation/Self-analysis 2. Commitment to improvement	Was the outcome of the situation satisfactory or unsatisfactory-why or why not? How would you evaluate your performance? What were your strengths and weaknesses in this situation? How will you improve your knowledge, skills and attitudes?
<b>Other things to consider in making clinical judgments:</b> 1. Social Determinants 2. The Environment 3. Time Constraints 4. Resources 5. Risks/Consequences	Source: Adapted from Lasater Clinical Judgment Rubric. Miraglia, R. & Asselin, M. (2015). The lasater clinical judgment rubric as a framework to enhance clinical judgment in novice and experienced nurses. <i>Journal for Nurses in Professional Development</i> , 31(5), Philadelphia: Wolters Kluwer Health.

- Bachelors of Science nursing students enrolled in a mental health course from January 2021 through April 2021 and August 2021 through December 2021 utilized the ATI's Real-Life RN Mental Health 3.0 Modules.
- Clinical group size varied from 8 students to 16 students and clinical meetings occurred through an online video conference platform.
- The students completed modules independently and used the clinical judgment assignment after each module.
- Personalized feedback was provided through the University's learning management system on areas of opportunity and areas of strength.
- During post-conference debriefing, general areas of opportunity were shared with students.

## Results

- Anecdotal improvements were seen in effective noticing of objective and subjected data and their commitment to self-improvement.
- The students had a total of 4 weeks of virtual mental health clinical experiences.
- Students consistently struggled with delegation skills and prioritization of interventions.
- These trends were shared with the mental health classroom faculty, with aims to reinforce delegation and prioritization during in-class lectures.
- Correct and timely delegation was a focus of post-conference clinical debriefing sessions.
- As a result, clinical faculty provided structured feedback to students through verbal communication as a group and individualized written comments within the University's learning management system.

## Conclusions

- It is feasible to use Lasater's Clinical Judgment Rubric for clinical assignments to integrate self-reflection exercise into mental health clinical assignments.
- Clinical judgment self-reflection may increase student's ability to reflect on their clinical judgment and can provide nursing faculty with a structured method to analyze students' perceptions of clinical judgment.

## References:

Lasater, K. (2007). Clinical judgment development: Using simulation to create an assessment rubric. *Journal of Nursing Education*, 46(11), 496-503, <https://doi.org/10.3928/01484834-20071101-04>  
 Miraglia, R. & Asselin, M. E. (2015). The lasater clinical judgment rubric as a framework to enhance clinical judgment in novice and experienced nurses. *Journal for Nurses in Professional Development*, 31(5), 284-291, <https://doi.org/10.1097/NND.0000000000000209>

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