

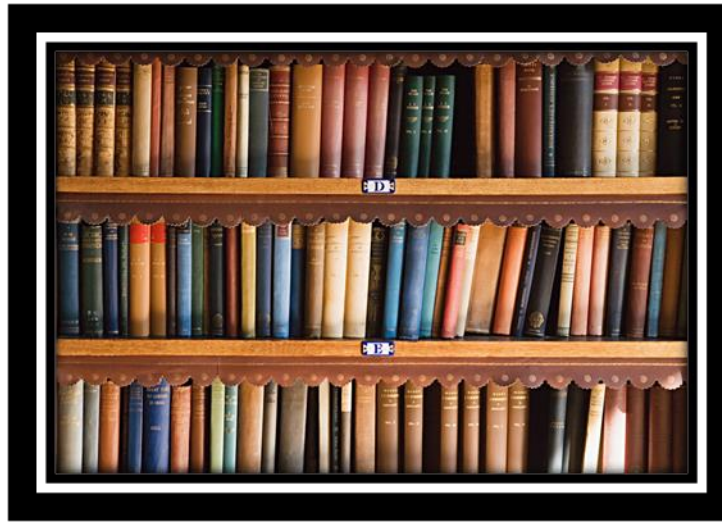
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# **Enhancing Clinical Judgement and the Application of the Social Determinants of Health Through Storytelling**

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**By the end of this presentation, the learner will be able to...**

**Utilize a standard format to create effective clinical stories.**

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# Learning Objectives



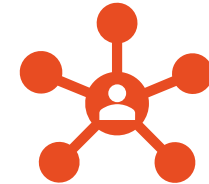
## Explore

Explore the history and impact of storytelling on teaching and learning.



## Apply

Apply Tanner's Clinical Judgment Model (CJM) and NCSBN Clinical Judgment Measurement Model (NCJMM) in designing effective educational stories.



## Integrate

Integrate social drivers of health into clinical stories to build learners' empathy.

# CBE Definition



“A system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education.”

<https://www.aacnnursing.org/Essentials/Definition-of-Competency-Based-Education>

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**slido**



**When you hear a story, what emotions come to may come to mind?**

① Start presenting to display the poll results on this slide.

# Narrative Pedagogy

- 15 years of studying educators and students
- Explores the complexity of healthcare
- Focuses on the human experience
- Encourages thinking from multiple perspectives
- Creates curiosity
- Enhances memory





# Case Study

- Usually focused on a singular topic
- Includes only enough background to address the case
- Usually focused on the physical information

# Storytelling



Provides background



Context



Conveys Emotion

# What is storytelling effective?



Disrupts stereotypes



Promotes empathy



Embraces diversity



Challenges the status quo

# The five Cs of storytelling

Circumstance

Curiosity

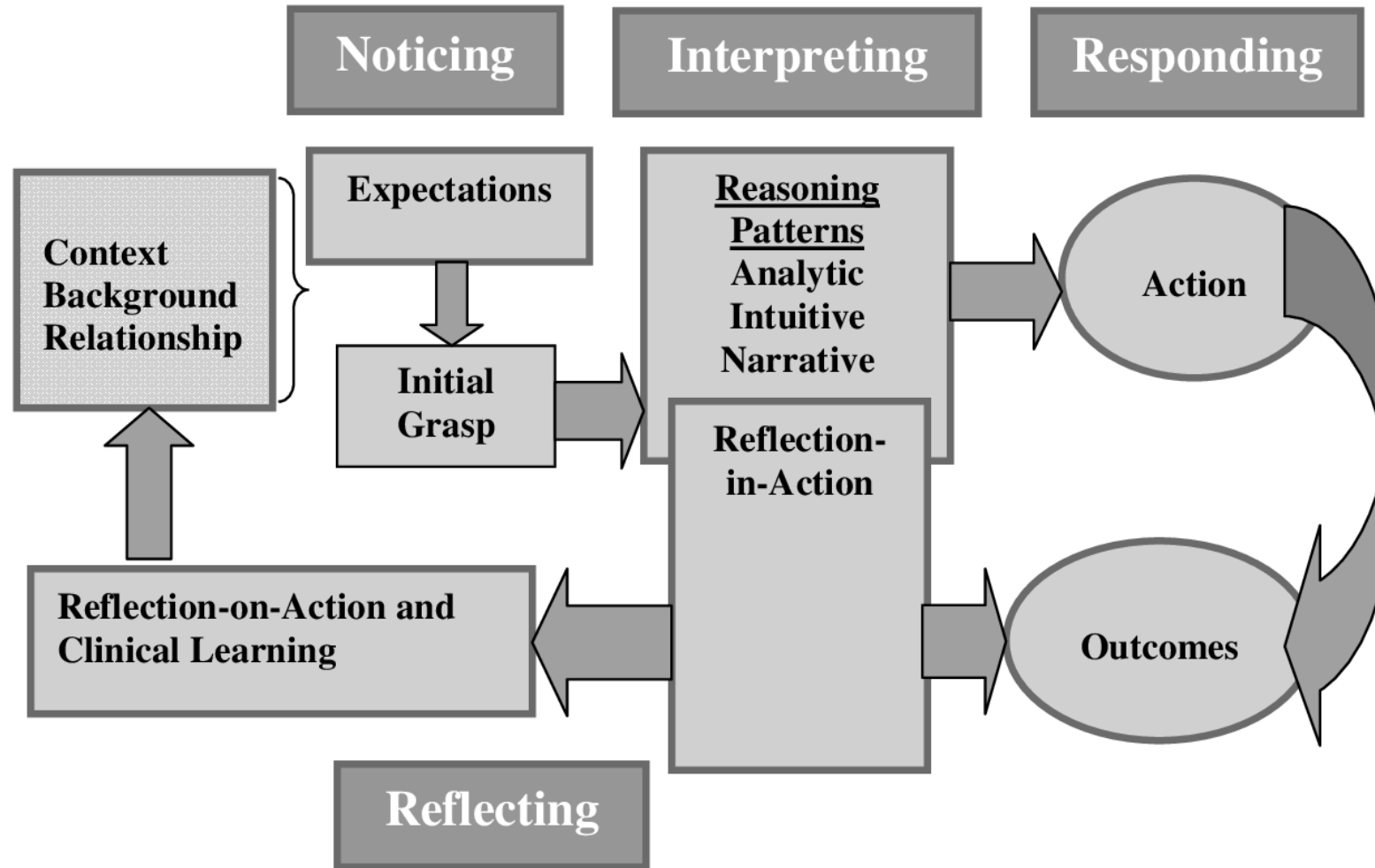
Characters

Conversations

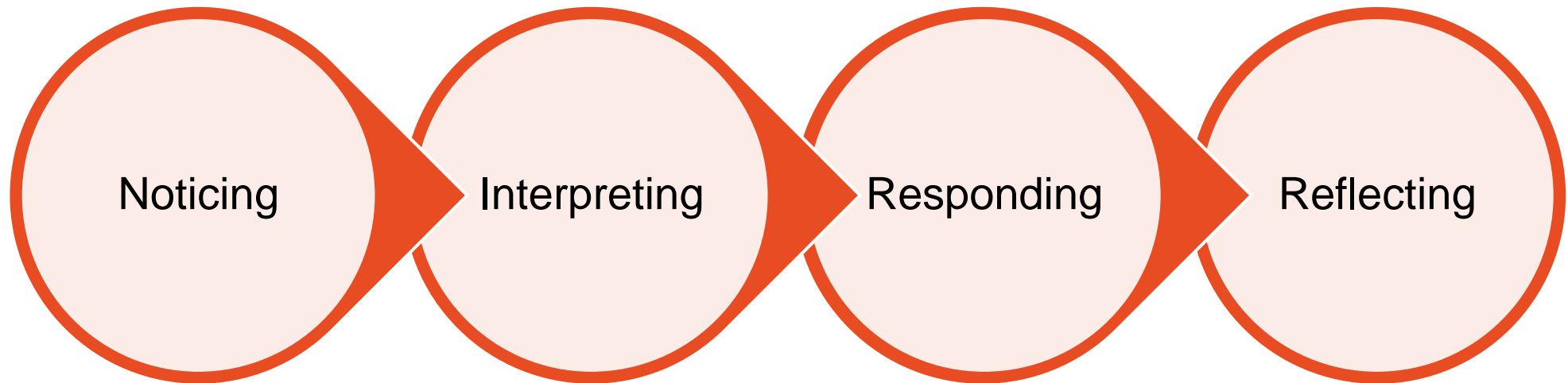
Conflicts

# Clinical Judgement Model

Tanner, 2006



# Narrative Pedagogy



# Annie Wadley



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# Noticing

- Can you identify and describe any important contextual or background factors to consider in this situation?
- What observations did you make as you listened to the story?
- What did you notice?





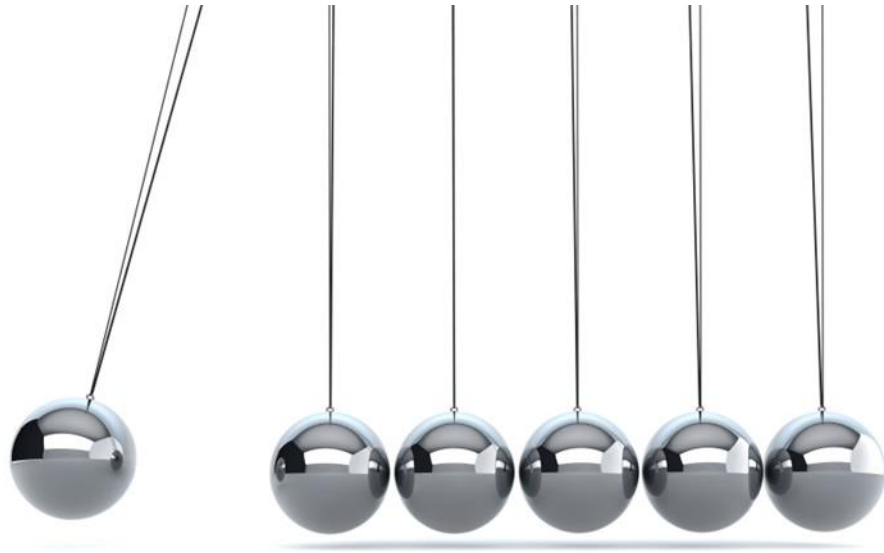
# Interpreting

- How did hearing this story make you feel?
- What meaning does the patient's story hold for you?
- What information are you using to make sense of this situation?



Timbrell, J. (2017). Instructional storytelling: Application of the Clinical Judgment Model in nursing. *Journal of Nursing Education*, 56(5), 305–308.

# Responding



- What do you think about the way the nurse responded to the patient physically and verbally?
- What might you have done differently and why?
- How might the outcome differ?
- What assumptions, beliefs, and values do you hold that are influencing your response to this situation?

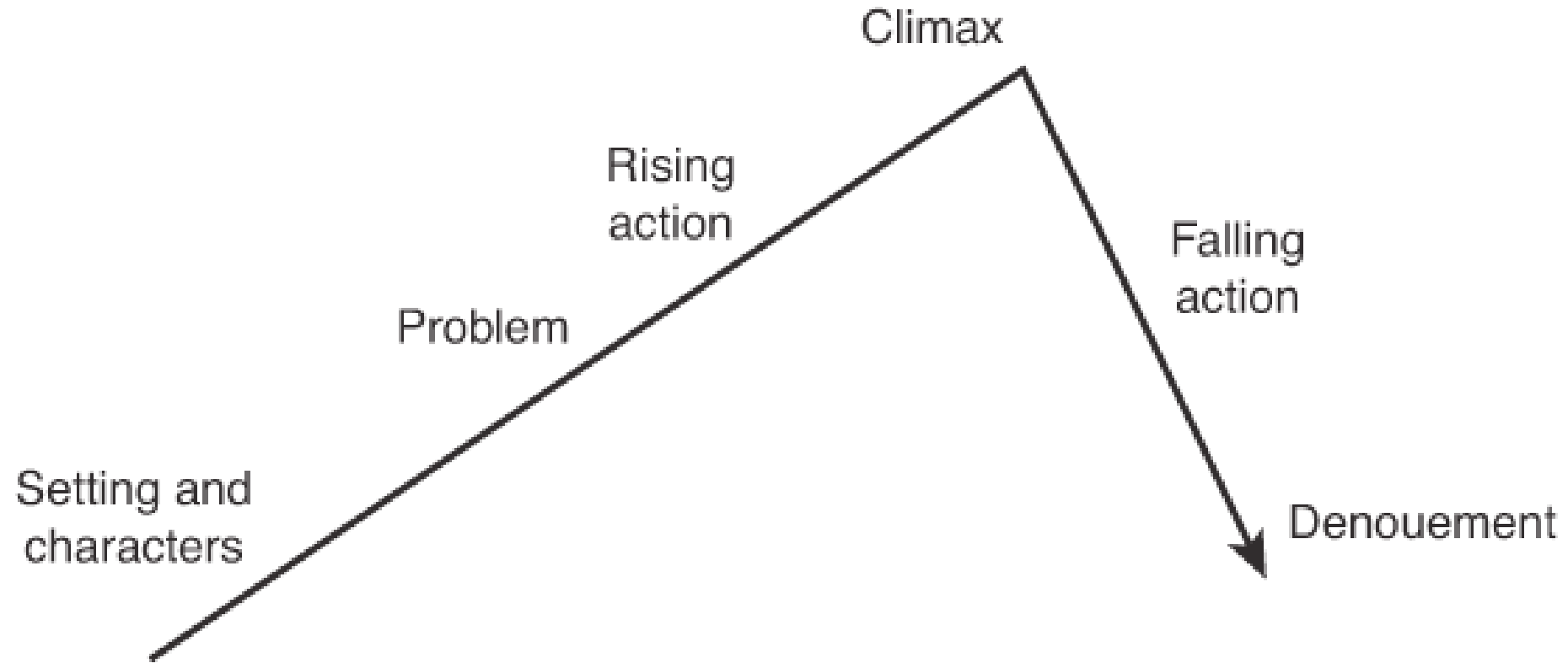
Timbrell, J. (2017). Instructional storytelling: Application of the Clinical Judgment Model in nursing. *Journal of Nursing Education*, 56(5), 305–308.

# Reflection

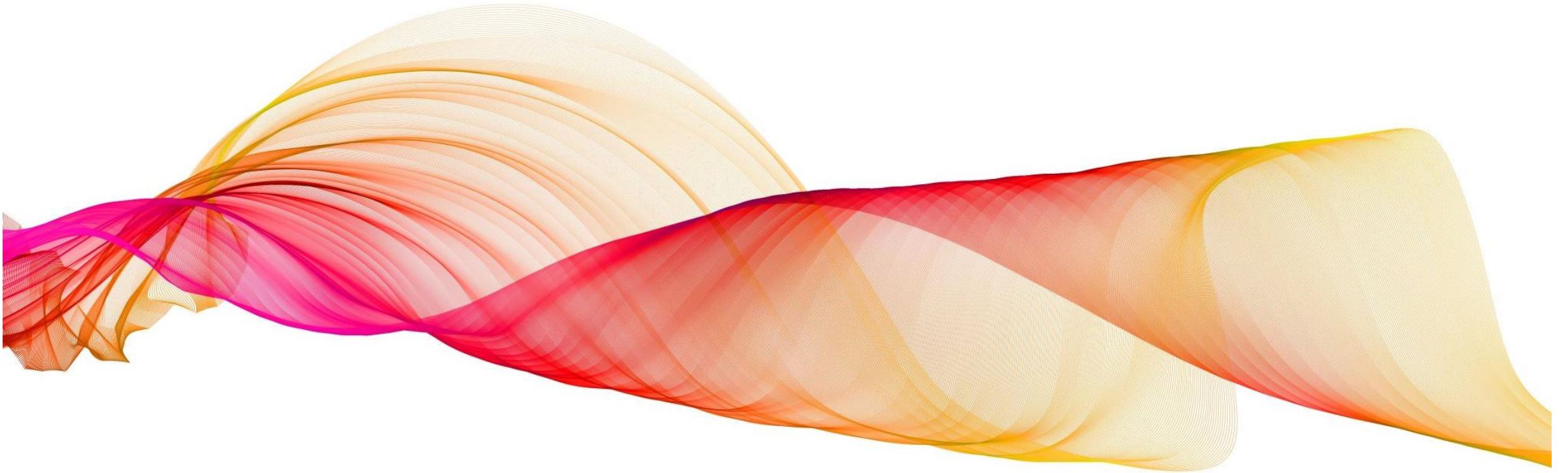


- How did the nurse's behavior affect the interaction?
- How might you apply what you learned from this situation to future interactions with your patients?
- How were the course concepts visible in this story?

# Building a Clinical Story



# Let's Build a Clinical story



**STEP 1: Identify the Topic/Concepts/Learning Outcomes for the Story**



Competency:		
Class Topic:		
Expected Learning Outcome(s):	Class Concept(s): <i>[concepts to include related to the class topic and learning outcome]</i>	SDOH Concept(s): <i>[sexual health; discrimination; conditions at birth; community and social context; economic stability; education; food; health care system; neighborhood and physical environment]</i>



## STEP 2: Story Alignment with Topic/Concepts/Learning Outcomes

Use an existing case study (or actual clinical story) *or* create a story that aligns with the class/SDOH concepts identified above.

If using an existing case/story, identify any class/SDOH concepts that are missing that need to be woven in:

**STEP 3: Begin to Frame the Story (Sabio & Petges, 2019)**

Start with "SBA" of SBARR

S <u>ituation:</u>	B <u>ackground:</u>	A <u>ssessment:</u>



Review/Reflecting/Evaluate Outcomes

- How did the nurse's behavior affect the interaction?
- Were there errors in thinking or action in the story?
- How might you apply what you learned from this situation to future interactions with your clients?
- How were class concepts visible in the story?

#### **STEP 4: Generate Emotion in the Story**

The story should elicit emotion to allow the student to connect to the material *and* generate high-cognitive engagement. In other words, move beyond just facts and diagnosis and make the situation come to life (create greater fidelity).

Where can you add items that create emotion in the story? (List them below)

Consider...

Describing what the patient sounded like when they were speaking and/or other affective cues (both verbal and non-verbal)

Including backstory of the patient/family for context (like an actor would “get into character”)

Including backstory of the nurse for context/impact of the situation (ex. New grad? New to the unit? Community hospital? Teaching hospital? Personal experiences that impact the story outcome?)

Including what the nurse was thinking/feeling in the situation

**STEP 5: Aligning the Story to SBARR for Storytelling (Sabio & Petges, 2019), Tanner’s Clinical Judgment Model (CJM) (Timbrell, 2017), and NCSBN Clinical Judgment Measurement Model (NCJMM) (NCSBN, n.d.)**

SBARR for Storytelling	Tanner CJM	NCJMM
(Situation/Background)		
Assessment	Noticing	Recognize Cues
Assessment	Interpreting	Analyze Cues
Recommendation	Interpreting	Prioritize Hypotheses
Recommendation	Responding	Generate Solutions
Recommendation	Responding	<u>Take Action</u>
Review	Reflecting	Evaluate Outcomes

Generate the discussion guide to align the story to the models above.

Here are some ideas (Sabio & Petges, 2019; Timbrell, 2017):

Part of the Model	Question Ideas	Created Questions Specific to the Story
Assessment/Noticing/Recognize Cues	<ul style="list-style-type: none"> <li>• What background factors are important to consider in this situation?</li> <li>• What observations did you make when you listened to the story?</li> <li>• What did you notice?</li> </ul>	
Assessment/Interpreting/Analyze Cues	<ul style="list-style-type: none"> <li>• How did hearing this story make you feel?</li> <li>• What meaning does this client’s story hold for you?</li> <li>• What information are you using to make sense of this situation?</li> <li>• What data is reassuring? Why?</li> <li>• What data is non-reassuring? Why?</li> </ul>	

<p>Recommendation/Interpreting/Prioritize Hypotheses</p>	<ul style="list-style-type: none"> <li>• What do you think is going on with the client? What <u>lead</u> you to that answer?</li> <li>• What do you think is the priority concern? Why?</li> </ul>	
<p>Recommendation/Responding/Generate Solutions</p>	<ul style="list-style-type: none"> <li>• What do you think about the way the nurse responded to the client?</li> <li>• What might you have done differently and why?</li> <li>• How might the outcome differ?</li> <li>• What assumptions, beliefs, and values do you hold that are influencing your response to the situation?</li> <li>• What interventions would you suggest? Why?</li> </ul>	
<p>Recommendation/Responding/Take Action</p>	<ul style="list-style-type: none"> <li>• What would be the priority intervention? Why?</li> <li>• How would you know if your intervention was effective?</li> <li>• If it is ineffective, what might you do next? Why?</li> </ul>	

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# Questions

