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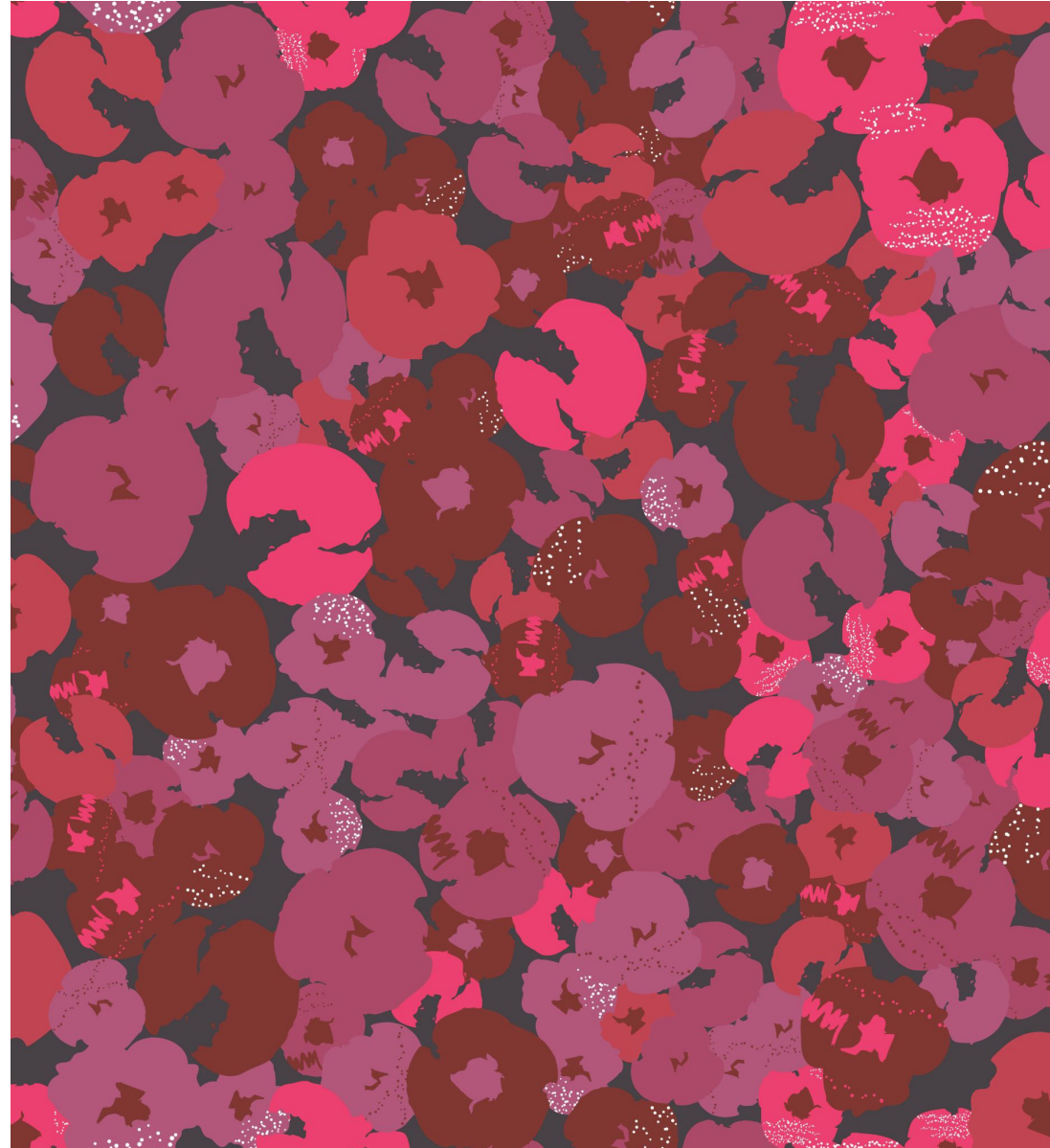


Implementing Case-Based Learning to Develop Clinical Judgment Skills

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Welcome!



Learning Outcomes

Discuss and Analyze Inquiry Based Learning (IBL) options and their application

Develop deeper understanding of Case Based Learning (CBL)

Identify applications of CBL to clinical judgment (CJ)

Relate role of Instructor's Guide in CBL strategies

Evaluate and select Cases for CBL and CJ

Develop an Instructor's Guide

Let's Find Out Where We Are...

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Inquiry Based Learning (IBL)

- Also known as Inquiry Based Instruction (IBI)
- Variable definitions
- Can be umbrella term
- Active, reflective strategies where students explore resources to better understand, solve, demonstrate or apply learning
- Can include:
 - Problem-based learning (PBL)
 - Project-based learning (PjBL)
 - Case-based learning (CBL)
 - Team-based learning (TBL)
 - Simulation



Why IBL?



Cultivates student engagement



Encourages application versus retention



Supports inquiry-searching for answers



Fosters making meaning



Facilitates teamwork

IBL-Which strategy should I use?

PBL	Multiple answers are acceptable to address a problem
PjBL	An actionable goal needs to be met
CBL	A specific scenario has defined outcomes/expectations
TBL	Fosters collaboration within a specific topic
Simulation	Experience defined skills, behaviors and/or attitudes

How Do You Feel About CBL...

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Case-Based Learning (CBL)

- Variety of Approaches
 - Simple Case focused on knowledge
 - More Complex Case focused on knowledge with some application
 - Unfolding Case focused on multiple objectives
- “True” CBL
 - Collaborative Learning
 - Exploration of Resources
 - Application of knowledge to notice, interpret and respond
 - Reflection
- Most of us...use a hybrid approach



Structure of “True” CBL



Reputable Resources

Pre-Work (Pre-Assignments)

Case Selection to Meet Objectives

Case Parts

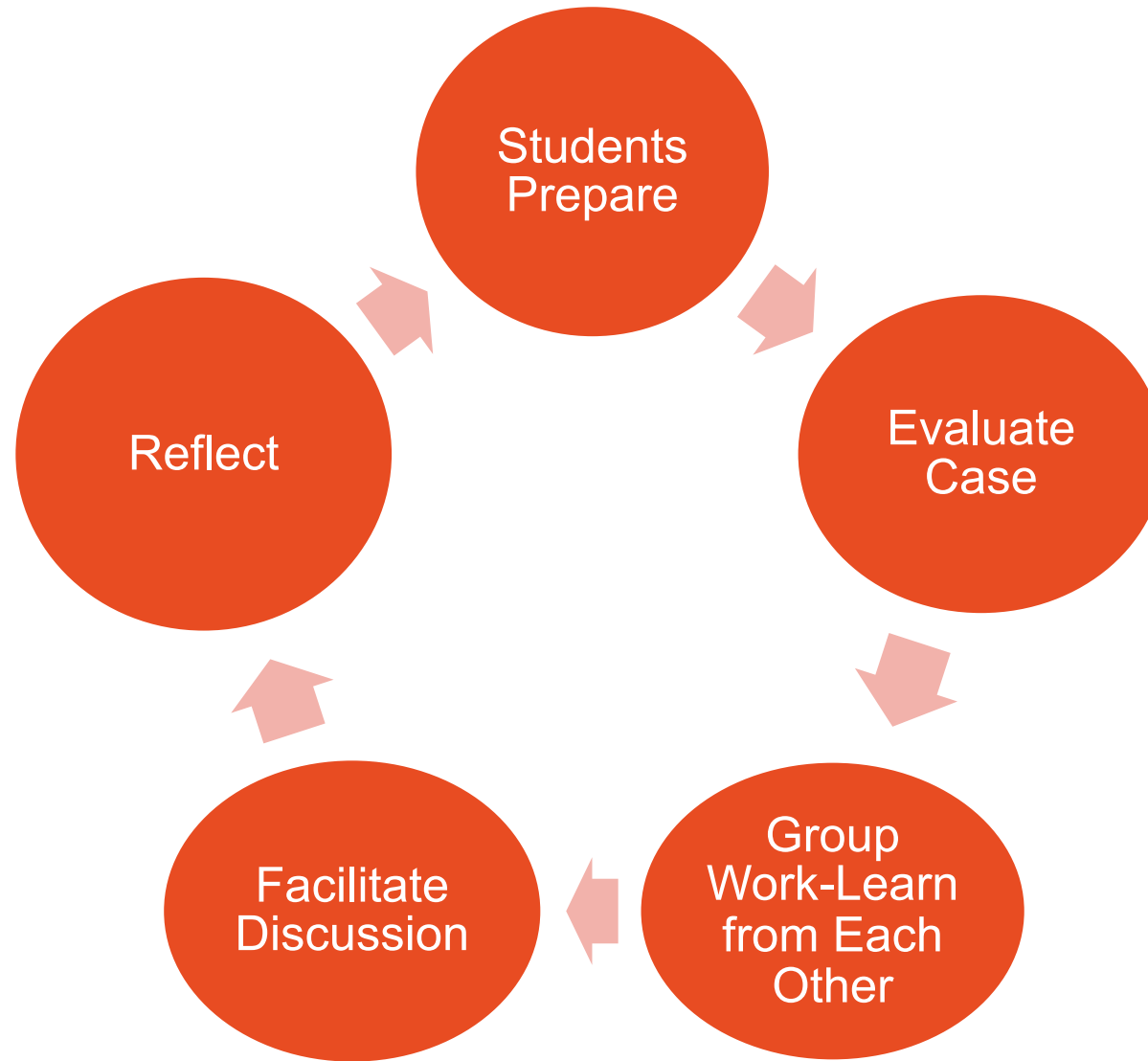
Small Group Work

Instructor as Facilitator

Role of Assessment (Formative/Summative)

Importance of Reflection

Goals



A Side Note About Assessment...

- With the new essentials, CBL may be an opportunity to infer clinical reasoning
- May want to consider
 - Formative assessment (use of CBL to foster learning in small groups)
 - Summative assessments
 - Testing
 - Competency assessment
 - Link to simulation activities
 - NGN questions



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Designing CBL to Impact Clinical Judgment

Case Selection Is Important

Design of Case

Question Format/Focus

Intentional Use of Language

Focus on Reasoning and Action versus Knowledge

Selecting Your Case

- Decide case length
 - Timeframe, Population, Space
- History and Data relate to course objectives
- Focus discussion questions on clinical judgment and be consistent
 - Tanner's Clinical Judgment Model/Lasater's Clinical Judgment Rubric
 - Noticing, Interpreting, Responding, Reflecting
 - Nursing Process
 - Assessment, Diagnosis, Planning, Implementation, Evaluation
 - Clinical Judgment Measurement Model
 - Noticing Cues, Analyzing Cues...



Select Your Case-*Case Length*

Timeframe

- Completing in one class time
- Utilizing case over multiple sessions
- Hope to complete in 30-60 minutes

Population

- Number of students
- Goal of keeping small groups to 2-3

Space

- Ideally: Open areas with tables that can accommodate 2-4 people

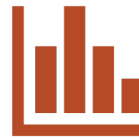
Selecting Your Case-*Case History and Data*



Match Case to Objectives of Learning Session



Stay Focused on these Objectives



Relate Data to Actual Practice



Data Consists of:

Relevant History
Current Symptoms
Assessment
Labs, Imaging, Tests

Select Your Case-*Discussion Questions*

- Questions are easily traced to model terms
- Use the terms you feel most comfortable with-just be consistent
- Intentionally use these terms in questions
 - What did you **notice**?
 - How did you **interpret** that?
 - How would you **respond**?
 - When **reflecting**, what did you value?

Instructor Guide



Why Create an Instructor's Guide?

Consistency

Shareability

Time
Management

Reproducibility
over time

Let's Look at the Instructor's Guide Template

Intentional design

Can adapt to your case and objectives

Question format uses Tanner's Clinical Judgment Model

Can use for multiple cases, multiple parts of a case, unfolding cases

Includes:

- Application of knowledge
- Selection of interventions
- Evaluation of outcomes
- Reflection on learning

Instructor's Guide Template

Instructor's Guide – Case Based Learning (CBL) and Clinical Judgment (CJ) Template

Case: Title of Case

CASE OVERVIEW

This instructor's guide is designed for a 2-case CBL intervention during an in-person learning session in a nursing course designed to foster clinical judgment skills.

Brief Description of Case: Briefly describe the scenario

Participant Activities: Participants will need to review relevant information to identify potential problems as well as appropriate collaborative (medical and nursing) interventions for the client(s) in the case. Relevant information is in the form of identified resources provided by the instructor/facilitator.

Pre-Intervention Activities: In preparation for this intervention, participants will be asked to complete a preparatory assignment with identified resources provided by the instructor/facilitator.

Instructor/Facilitator Guidelines:

For each case, the instructor will provide an outline of how participants will progress through the tasks. The instructor will ask participants to form small groups of 2-3, where they will review the information provided about the case and answer the questions that correspond to each part (Part I or II) of the case. The instructor will ask participants to begin with Part I, providing approximately 10 minutes for participants to complete the questions in Part I. After this task is completed, the instructor will lead a debriefing of each part addressing the objectives below. The debriefing is scheduled to last approximately 15 minutes, after which participants will be directed to Part II and repeat the process. The last question in Part II of each case is a reflective question, designed to be answered as the last component of the reflection discussion activities.

The questions for each objective can be applied to both cases, as the objectives for each case are the same. Answers may vary depending on each client's situation, but the guide is applicable to both clients.

CASE OBJECTIVES

After analyzing and discussing this case, undergraduate nursing students will be able to:

Describe pathophysiology, etiology, and risk factors of ...

Consider collaborative interventions of importance to a client with ...

Implement therapeutic communication skills to address any educational needs of the client.

Reflect on decision making strategies used to guide the client's care.



Instructor's Guide Template

DEBRIEFING GUIDELINES

Objective #1: *Describe pathophysiology, etiology, and risk factors of ...*

Participants will be asked to complete the questions in Part I of the case in small groups. Part I of the case provides data regarding the client's history and initial laboratory results. The questions specifically address symptoms related to the pathophysiology of ..., as well as possible etiologies related to each client's history, and potential risk factors.

When the small groups complete the tasks in Part I, ask them to return to the larger group for intentional reflection and discussion. In facilitating this discussion, the instructor will guide students in examining how their responses correlate to the objectives. The instructor can intentionally identify how the following questions relate to steps in the clinical judgment model, as noted in parentheses after each question.

Use the following questions (or the questions from your case) to guide the discussion to correlate the questions in Part I to this objective:

- What data did you notice that affects the client's current health and may be helpful in diagnosis? *[Noticing/Assessing/Identifying Cues]*
- Are any of these symptoms more important than others? *[Noticing/Analyzing Cues]*
- Are any of the lab values relevant to the client's problems? Why? *[Noticing/Interpreting/Analyzing Cues]*
- Is there any additional data you would find helpful? Why? *[Noticing/Analyzing Cues]*
- Are there any data points that can be identified as risk factors for specific disease processes? *[Interpreting/Analyzing Cues]*

After the discussion for Part I is complete, ask participants to meet again in their small subgroups to complete Part II. Allow approximately 10-15 minutes to complete the questions in Part II, and then ask them to return to the larger group for another intentional reflection and discussion session. At this point, the instructor will guide participants in examining how their responses correlate to the objectives. Again, the instructor can intentionally identify how the following questions relate to the steps in the clinical judgment model, as noted in parentheses after each question.

Use the following questions to guide the discussion to correlate the discussion to this objective:

- Why do we need to know about the client's assessment/history? *[Interpreting/Analyzing Cues]*
- How would you explain the hypothesis/diagnosis to the client? *[Interpreting/Prioritizing Hypotheses, Responding/Generating Solutions]*
- What medical diagnoses did you consider for the client? Why? *[Interpreting/Prioritizing Hypotheses]*
- What nursing diagnoses would be important for the client? Why? *[Interpreting/Prioritizing Hypotheses]*

Instructor's Guide Template

Objective #2: *Consider collaborative interventions of importance to a client with ...*

During the Part II intentional reflection and discussion timeframe, the instructor will continue to encourage participants to link case material to each objective. When identifying how collaborative interventions would support the client's health needs, keep in mind that there are a wide range of interventions of possible benefit to the client. It will be important to focus on what may be most relevant for the client at this time.

Use the following questions to help participants identify interventions most relevant to Jorge right now:

- What collaborative interventions would help meet the client's immediate needs? Why? *[Responding/Generating Solutions/Take Actions]*
- What collaborative interventions would help you respond to the client's long-term needs? Why? *[Responding/Generating Solutions/Take Actions]*
- What intervention would be considered as the most important response? Why? *[Responding/Prioritizing Solutions/Take Actions]*
- Based on your interpretation, how would you prioritize interventions on a need versus want scale to best respond to the client? *[Interpreting, Responding/Prioritizing Solutions/Take Actions]*
- Based on your interpretation, are there any interventions for this client not relevant at this time? Why? *[Interpreting/Generating Solutions]*
- What interventions can minimize long-term complications? *[Interpreting, Responding/Generating Solutions/Take Actions]*
- How would you know if the interventions improved the client's situation? *[Reflecting/Evaluating Outcomes]*

Objective #3: *Implement therapeutic communication skills to address any educational needs of the client*

During the discussion for Part II, specifically focus on therapeutic communication skills in potential conversations with the client. It is important to encourage participants to think about how stressful new medical diagnoses can be for clients to manage. Therapeutic communication skills are a valuable set of skills using throughout nursing practice. Repetition and role playing may be considered here if time allows.

Use the following questions to assist participants in selecting therapeutic communication choices in potential conversations with the client:

- How would you tailor your response to this client? *[Responding/Take Actions]*
- What would you consider the priority educational response for the client? Why? *[Responding/Prioritizing Solutions]*
- If you could only share two pieces of education with the client today, what would they be? Why? *[Responding/Prioritizing Solutions/Take Actions]*
- What communication tools would you think best for the client today? *[Responding/Generating Solutions]*
- How would you follow-up with the client? *[Responding/Take Actions/Evaluate Outcomes]*
- Who might you consider adding to the client's treatment team? Why? *[Responding/Generating Solutions]*

Instructor's Guide Template

Objective #4: *Reflect on decision making strategies used to guide the client's care*

To meet this objective, participants will complete the following questions as the last step of the reflection discussion. Allow participants to spend an appropriate amount of time to individually answer these questions. Encourage students to reflect on their learning, and how they can apply the practices implemented in the case to other cases. A discussion would be encouraged, but individual growth may be personal and more reflective if confidential. When opening a discussion, try to utilize clinical judgment model terms mentioned throughout the guide. The instructor can encourage students to review their reflection at a later point in time to identify areas of growth through the program. [\[Reflecting/Evaluate Outcomes\]](#)

Reflect on your work with the client and answer the following questions:

- What was your biggest success when working through this case?
- What was the area you felt you could develop more when responding to a client with similar concerns?
- What is one thing you will do differently after participating in this process?
- How can you improve your ability to notice and interpret cues, respond, and evaluate your actions with clients?

A black and white photograph of a wooden floor with white chalk markings. The markings include a large number '5' in the foreground, a circle to its right, and another circle further back. The text 'Now Let's Practice!' is overlaid in white, bold, sans-serif font across the upper middle of the image.

Now Let's Practice!

Let's Look at a Case and related Instructor's Guide

Compare	<p>Compare the Case to the Guide</p> <ul style="list-style-type: none">• Case and Guide samples available on Summit website
Look	<p>Look at your Case and work off the Instructor's Guide template</p>
Identify	<p>Identify objectives first...</p>
Review	<p>Review questions-Be intentional about clinical judgment terms</p> <ul style="list-style-type: none">• Questions should reflect both clinical judgment skills and case objectives

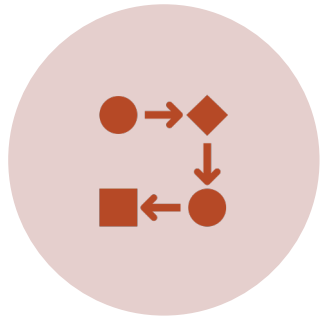
Summary



CBL can be designed to enhance clinical judgment skills



An instructor's guide enhances consistency, reproducibility and time management



Clarify your constraints, objectives, and terms



Can be a valuable tool in your educational toolbox

Contact Information

- Feel free to reach out with any questions, comments, feedback...

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Questions – Feedback – Comments – Idea Sharing



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