The ABCs of Clinical Judgment

Integrating ATI products to develop students' clinical judgment skills

1	2	3	4	5	6
Recognize cues	Analyze cues	Prioritize hypotheses	Generate solutions	Take actions	Evaluate outcomes
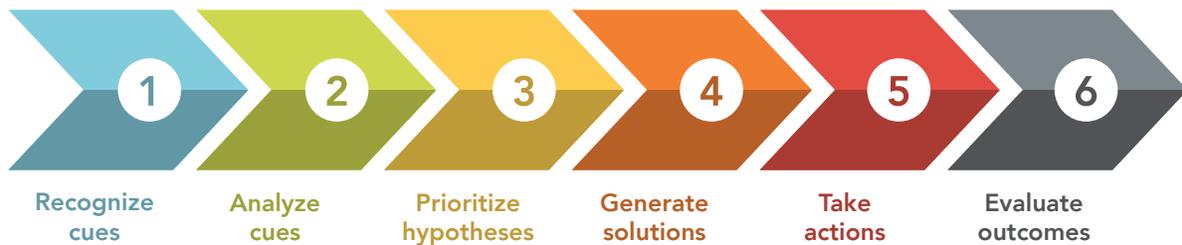
The ABCs of Clinical Judgment are foundational for teaching and learning. Nursing education is transforming the ability to build clinical judgment from didactic instruction into clinical practice. With ATI, educators have the tools to implement the essentials of clinical judgment in all learning settings. ATI solutions support the development of clinical judgment so that students can:

A – Achieve active learning and application

B – Build clinical judgment skills

C – Connect the dots to attain practice competence

Educators can teach students the six functions of clinical judgment, which can be applied in any setting.

ATI Solutions

- Engage Series
- HealthAssess
- Nurse's Touch
- Skills Modules
- RealLife
- Video Case Studies
- Virtual Clinicals

Here are some ways to integrate ATI products within the classroom, lab, or clinicals:

ati®

Strategies to use in the classroom

Skills Modules
Airway Management
Oxygen Therapy

Engage Fundamentals
Gas Exchange and Oxygenation Fluid,
Electrolyte, and Acid-Base Regulation

HealthAssess
Shirley Williamson: Bronchitis

Real Life
Adult Medical Surgical Heart Failure
Adult Medical Surgical COPD

Video Case Studies
Fluid Volume
Oxygenation

Nurse's Touch
Technique Identifier: Client living with asthma

Swift River Virtual Clinicals
COVID-19

Video Case Studies
Fluid & Electrolyte Balance: Heart Failure
Acid Base Imbalance
Heart Failure

HealthAssess
Harold Stevens

Real Life
Adult Medical Surgical-Myocardial Infarction
Complications

Swift River Virtual Clinical
Congestive Heart Failure

Skills Modules
Oxygen Therapy
Airway Management

Activity: **Collecting cues**

Present students with a simulated,
written, or on-screen scenario.

Ask students to identify the following
in the scenario:

RECOGNIZE CUES:
- Identify relevant information related
  to the client's condition.
- Recognize relevant subjective/
  objective client data.

ANALYZE CUES
- Identify how pathophysiology
  relates to clinical presentation.
- Identify data that is of immediate concern.

Activity: **Problem identification**

Create group activity:

- Present students with a written or
  on-screen scenario.
- Give each student a sheet of adhesive dots in
  multiple colors (four or five colors needed).
- Use a whiteboard to record student responses.
- Instruct students to identify important data
  from the scenario.
- As students share information, write it on
  the board.
- Identify data as "supportive" or "critical"
  information and underline critical information.
- Invite students to go to the whiteboard and
  use their colored dots to indicate associated
  information (e.g., shortness of breath; O2 at 4L
  per nasal cannula; O2 sat 90%).
- Identify data with multiple dots and discuss the
  associated client problem.

Strategies to use in the classroom

Video Case Studies
Levels of Prevention
Mass Casualty Triage/Disaster Management

Nurse's Touch
Wellness and Self Care
Wellness, Health Promotion, and Disease
Prevention
The Leader – Case 4: Quality Improvement

Engage Fundamentals
Health Policy

Activity: Tree of impact

Organize ideas/actions and subsequent consequences over time.

Assign students to identify:
- Potential consequences (tree roots)
- Interventions/responses (tree branches)

EXAMPLE

What impact does the closing of a healthcare clinic have on a community?

Include the following concepts:
- Healthcare quality
- Healthcare economics
- Healthcare policy
- Health promotion (individual, family, community/population, environment).

Responses

Interventions

Outcomes

Potential client problems and needs
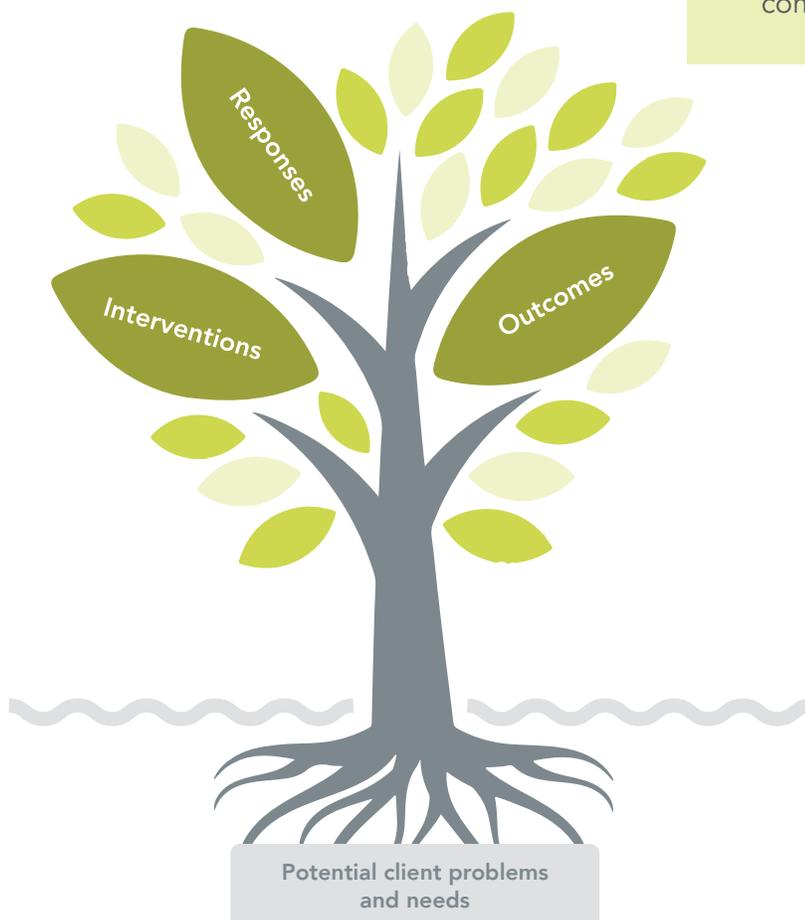
Strategies to use in the lab/simulation

Skills Modules
Physical Assessment of an Adult
Virtual Scenario: Nutrition

HealthAssess
Abdomen and Diane Radford

Real Life
Adult Medical Surgical Kidney Disease

Swift River Virtual Clinicals
Dehydration and Gastritis

Video Case Studies
IV Therapy & Peripheral Access

Activity: **Health assessment**

- Develop a scenario (simulation, written, or on-screen) with unexpected health assessment findings.
- Provide client information.
- Instruct students to do the following:
  - Identify relevant assessment findings.
  - Create a list of additional information to collect from client.
  - Identify the client's priority problem.
  - Identify priority intervention based on findings.
  - Identify desired client outcomes.
  - Document findings in the electronic health record.

Strategies to use in clinical/simulation

Real Life
Adult Medical Surgical Diabetes Mellitus

Skills Modules
Diabetes mellitus management
Pain Management
Oxygen Therapy
IV Therapy & Peripheral Access

Video Case Studies
Type 1 DM
Mixing Insulins
Pain Management

Engage Fundamentals
Priority-Setting Frameworks and
Managing Care

Swift River Virtual Clinicals
Pneumonia

Activity: **Clinical judgment case study**

1) **Recognize cues** (assessment): Identify subjective and objective assessment information related to the client's condition and place it in the "Assessment findings" box.
2) **Analyze cues** (analysis); **Prioritize hyphotheses** (analysis): Based on assessment data, identify and prioritize the top three client problems. Write one client problem in each of the "Client problem" boxes.
3) Below each "Client problem," enter the "Supporting assessment" information.
4) **Generate solutions** (planning): Identify a potential client outcome per client problem and enter it in the "Potential client outcomes" box.
5) **Take actions** (implementation): Identify important nursing interventions that should be taken to address each client problem and enter them in the related "Interventions" box for the associated client problem.

Strategies to use in clinical

Swift River Virtual Clinicals
Pancreatitis

Real Life
Adult Medical Surgical: COPD or MH:
Anxiety Disorder

Engage Fundamentals
Communication
Documentation

Video Case Studies
Hand-Off Reports

Nurse's Touch
The Leader – Case 1

Activity: **Change-of-shift report**

Create an end-of-shift report that
incorporates information related to the
steps of the Nursing Process.
- *Recognize cues (assessment)*:
  Summarize important information from
  the change-of-shift report.
- *Generate hypotheses (analysis)*: Identify
  client problems/needs.
- *Planning (judge hypotheses)*: Select a
  priority-setting framework and prioritize the
  client problems/needs.
- *Implementing (take action)*: Identify priority
  nursing actions.
- *Evaluate outcomes (evaluation)*:
  Recognize client response to
  nursing actions.

Repeat the activity using a different priority-
setting framework and compare:
- Priority problems/needs
- Priority nursing actions
- Client response to nursing actions.

DISCUSSION
1) Identify client problems.
2) Select a priority setting framework and
prioritize the client problems/needs.
3) Identify priority nursing actions.
4) Recognize client response to nursing actions.

ati.