Coaching Students to Think Like a Nurse

Chris Tanner
What does “think like a nurse” mean?
What does think like a nurse mean?

- Clinical reasoning
- Diagnostic reasoning
- Critical thinking
- Nursing process
- Evidence-based practice
- Ethical Reasoning
- Systems thinking
Focus on . . .

- Clinical judgment –
  - Conclusions about patients health status and/or Intervention/management decisions
  - Under conditions of uncertainty

- Clinical reasoning – processes by which these judgments are made & evaluated
Typical Research Questions

- Clinical reasoning processes?
- Role of knowledge/experience?
- Factors that influence judgment?
How Clinicians Make Judgments

Begin clinical encounter

Noticing

Interpreting

Reflecting

Responding
What the Clinician Brings to the Situation

- Noticing
- Interpreting
- Responding
- Reflecting

Knowledge
Experience
Bias
Ethical
Perspective
Knowing the
Patient

Context

How Clinicians Make Judgments

Noticing

Interpreting

Responding

Context
Background
Relationship

Expectations

Initial Grasp

Reasoning Patterns
- Analytic
- Intuitive
- Narrative

Action

Outcomes

Reflection on action and Clinical Learning

Reflection in Action

Reflecting

LASSIE!
GET HELP!!
Developing Noticing Skills

Noticing

Interpreting

Responding

Knowledge

Experience

Bias/Ethics

Relationship

Expectations

Initial Grasp

Reasoning Patterns

Analytic

Intuitive

Narrative

Action

Outcomes

Reflection on action and Clinical Learning

Reflection in Action

Reflecting

Developing Clinical Knowledge

- Clinical knowledge of specific populations
- Making qualitative distinctions
- Recognizing patterns
- Clinical forethought:
  - Future think
  - Clinical forethought about particular patient populations, diagnoses or injuries
  - Anticipation of crises, risks or vulnerabilities for particular patients
Developing clinical knowledge

- Clinical preparation – setting up expectations
- Pre-conference – questioning for salience
- Building on prior learning
Example of Analytic Reasoning in Clinical Judgment

Noticing

Interpreting

Diagnostic Hypotheses

Analysis

Focused Assessment

Reflecting

Responding

Teaching Clinical Interpretation

- What’s going on here? Any other interpretations?
- How will you tell which is most likely?
- What additional data do you need?
Example of Non-Analytic Reasoning

Noticing → Pattern Recognition → Reflection in Action (Deliberative Rationality) → Action → Outcomes

Interpreting

Responding

Reflecting

Role of Reflection in Clinical Reasoning

Interpreting

Noticing

Responding

Action

Outcomes

Knowledge From Experience

Reflection ON Action

Reflecting

Post clinical conference

- Unfolding cases – students present particular clinical situations as they unfolded
Discussion

- What clinical teaching approaches have you used which support development of clinical judgment?
Discussion

- Where does nursing diagnosis fit in?
- Nursing care planning?
Teaching Principles

Deepening understanding of and interconnection among important concepts
Question for salient features, not abstract rules/principles
Build on prior knowledge
Developing pattern recognition
- Coaching for sense of salience
- Promoting deliberate practice with multiple examples
  - Different contexts
  - Different patient populations