Next Generation
NCLEX® (NGN):
Applications to
Educational Settings

Tim J. Bristol, PhD, RN, CNE, ANEF, FAADN, FAAN
NurseTim, Inc.
http://www.nursethink.com
help@nursethink.com
Clinical Judgment ‘learned’

• Over 400,000 test takers and how many had
  • Instructor teach them how to take those types of questions
  • NCLEX review that included those types of questions
  • Prep tests with those types of questions

Clinical Judgment ‘learned’

• We get to focus on learning
• We get to focus on context
• We get to focus on nursing
Clinical Judgment (CJ) in...

- Class – how often do students care for patients in lecture?
- Lab/sim – how often do students care for 4-7 patients at a time?
- Clinical – how many hours are the students making high-level decisions?

The Doing that Happens after...

- What are students ‘doing’ in:
  - Class
  - Lab/sim
  - Clinical
Building a Habit of CJ

How to make Next Generation NCLEX® (NGN) learning a part of everything you do?

Creating a Culture of CJ

• SURGEON GENERAL WARNING
  • CJ SHOULD be Habit Forming
• Prioritization in all learning experiences
• Students create
• Habit formation
• Clinical focus
• Saves time
Form Habits of CJ

- Repetition
- Common language for CJ
- Easy for all to adapt/use
  - Students take the strategies from class to clinical
  - Faculty can quickly/easily implement
  - Students can get feedback from peers and faculty quickly/often

Classroom Management for CJ

- TRUST
- Keep it real
  - Lecture with Electronic health record (EHR)
  - Context in Simulation
    - RANDOM Error / Interruption
- Keep it on the exam
  - Be clear about the connection
- Keep them busy
  - Once an hour … psychomotor
  - Once an hour … patient assignment
Its all about the CUES

Rapid and Supporting CUES

Recognize Cues – Rapid and Supporting

Mrs. Lu had a triple lumen catheter inserted via the right subclavian vein 1-week ago. She has a CD4 count of 100 and has been receiving multiple IV antibiotics. The nurse notes that the central line insertion site is red and tender with a large amount of crusted material under the transparent dressing.

Rapid Cues –
Determine urgency of the situation.

Supporting Cues –
Support that there is a problem.
Recognize Cues – Rapid and Supporting

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Supporting Cues
- Support that there is a problem.

Generate Hypotheses - Brainstorming

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1. Is this a new or old finding?
2. Could the client be septic?
3. When was the dressing last changed?
4. Did the catheter get pulled on?
5. When was the last IV antibiotic given?
Judge Hypotheses – Priorities – Pick Top 3!

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Take Action – Act Now!

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1. Take temperature
2. Determine BP
3. Assess WBC trends
Take Action – Act Now!

Mrs. Lu had a triple lumen catheter inserted via the right subclavian vein 1-week ago. She has a **CD4 count of 100** and has been receiving multiple IV antibiotics. The nurse notes that the central line insertion **site is red and tender with a large amount of crusted material** under the transparent dressing.

1. Take temperature – **97.2°F**
2. Determine BP – **104/67 (79)**
3. Assess WBC trends – **No change**

Evaluate Outcomes

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1. Could the client be septic?
2. Did the catheter get pulled on?
3. When was the last IV antibiotic given?
Its all about the CUES Video

One hour video with Karin Sherrill
1 ANCC Contact hour
help@nursethink.com
30-days

Clinical Judgment ‘learned’
• The doing that happens after Critical Thinking
Its all about the CARDS

Client Needs Come to Life

Management / Coordinated Care
Priority Delegation – Create a card

For your client today, what are 3 things you can delegate and why? What are 3 things you can not delegate and why? Present to a peer for feedback.
Management / Coordinated Care
Priority Delegation – vClinical

Context with Delegation / Teamwork
Management / Coordinated Care
Priority Delegation – vClinical

Context with Delegation / Teamwork
Management / Coordinated Care
Priority Delegation – vClinical

Context with Delegation / Teamwork

The Correct ANSWER is....
Safety and Infection Control

Safety at Home – Create a card

When your client goes home, what are the 3 priority safety concerns?
Safety and Infection Control
Safety at Home – vClinical

Context with Errors

No Error
Safety and Infection Control
Safety at Home – vClinical

Context with Errors
Completely Random

SELECT PATIENT MAR & ROOM

Administration Time: 0900
Select Patient: Shirley Black / Room 308

Patient Information:
Shirley Black
DOB: 11/23/1935
MRN: 22911101

Mark as Error

Emily Kazinski
DOB: 7/6/1927
MRN: 22911101

Enter Room
Health Promotion and Maintenance
Compare and Contrast – Create a Card

Pick an age that is a contrast to your current client’s age. Pick 3 symptoms that your client currently exhibits that would necessitate different interventions based on the different age. Discuss your thoughts with another student.

Health Promotion and Maintenance
Compare and Contrast – Case-based

Fundamentals + Lifespan = Clinical Judgment

Go To Clinical Case

While caring for this client, be sure to review the concept maps in chapters 3 and 4.

Case 2: Pregnancy with Delivery

Related Concepts: Comfort, Thermoregulation, Circulation, Hormonal
Themed Topics: Diabetic Management, Medication Safety, Nutrition, Communication, Wellness

Olivia Hernandez is a 28-year-old who gave birth to a 4800-gram infant three years ago at 36 weeks gestation. Her daughter spent a week in the Neonatal Intensive Care Unit with unstable blood glucose levels, breathing, and feeding problems. She is currently 28 weeks pregnant with her second child. She is 5 ft 3 inches tall, and her pre-pregnancy weight was 170 pounds. She has an O- blood type, is human immunodeficiency virus (HIV) negative, rubella immune, and is venereal disease research laboratory test (VDRL) non-reactive. She is married to Juan, her husband of six years. Both Olivia’s mother and grandmother have type 2 diabetes.
Its all about the ASSESSMENT

Clinical Judgment
Testing and Remediation
Can you test this way if you don’t teach this way?

Assessment - Caution

• Focus on Testing or Learning
• Create Next Gen Questions
• Sample Before and After Question
• Sample Score Report
Q/A/Concerns

• Can you wait until 2023?
• Dream Big, Start Small, Act Now!
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