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## Digital Reflection: Harnessing Tanner's Clinical Judgment Model to Connect with the New Generation of Nurses

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# Digital Reflection: Harnessing Tanner's Clinical Judgment Model to Connect with the New Generation of Nurses

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## Background/Introduction

The rapid evolution of healthcare is shaping nursing education and practice. Students entering higher education are well-versed in technology. Nurse educators need to provide educational opportunities to harness students' skills. For many institutions, barriers like resistance to change, lack of training and understanding, and lack of access inhibit the implementation of informatics into the nursing curriculum. Educators must incorporate technology to prepare future nurses for today's practice environment.

Reflection is a crucial and often overlooked component of Tanner's model. Reflection allows students to analyze their experiences, recognize patterns, and draw on past experiences to inform future actions. Integrating reflection throughout the curricula helps students internalize the principles of Tanner's model and ultimately enhance their clinical competence.

## Methods

### Development Process:

Identify Objectives: Aligning with Tanner's CJM.  
 Select Platform: Choosing a suitable digital tool.  
 Design Journal Prompts: Encouraging high-level reflective thinking.  
 Multimedia Integration: Allowing multiple submission modalities.

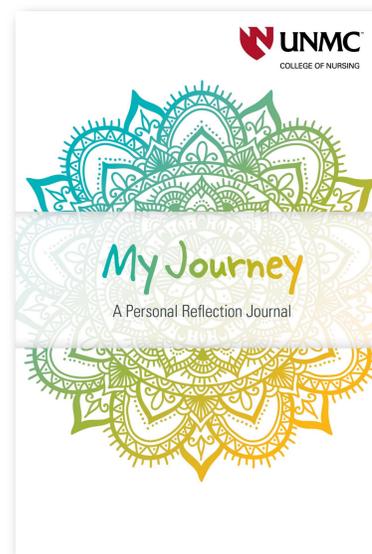
### Standardization:

Ensuring consistency in the reflection process.  
 Facilitating thorough evaluation of student development.

Cognitive Domain	Psychomotor Domain	Affective domain
<b>Noticing</b> <ul style="list-style-type: none"> <li>• <b>Level of Knowledge</b> What is the scenario about?</li> <li>• <b>Information Seeking</b> What happened or was wrong with patient? How did you know?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Focused Assessment</b> How did you focus your assessment? What did you do and why?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Initial Feelings</b> What was your first impression about the patient condition? What do you think the patient was feeling?</li> </ul>
<b>Interpreting</b> <ul style="list-style-type: none"> <li>• <b>List of Patient Needs- Care Plan</b> What was the underlying issue, cause, or diagnosis? What data supported your conclusion?</li> <li>• <b>Adequacy of Information</b> What information did you miss or not have that otherwise would have provided effective clues to patient health condition?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Plan of Action</b> What nursing interventions did the patient require? On what did you base your response?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Emotions</b> What was the patient, family, or other healthcare team member's reaction to your intervention? How did you respond to that? How did that affect your intervention?</li> </ul>
<b>Responding</b> <ul style="list-style-type: none"> <li>• <b>Self-Efficacy</b> To what extent were you confident and able to adjust your interventions, based on the patient response?</li> <li>• <b>Appropriateness of the Decision-Making</b> Did you agree/disagree with the nurse's interventions? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills Competency</b> What were the critical safety issues and what did you do to protect the patient?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Effective Communication</b> How did you respond to the patient's and/or family caregiver's anxiety? How did you reassure them? Reflect on the kind and principles of health education provided in the scenario, patient readiness, influence on patient's anxiety status.</li> </ul>
<b>Reflecting</b> <ul style="list-style-type: none"> <li>• <b>Self-Evaluation of the Clinical Judgment Abilities</b></li> <li>• <b>Praxis Element (Transferability to another complex situation)</b> If patient clinical condition deteriorated, or patient diagnosis was changed, how would your assessment or clinical judgment be similar or different?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Overall: Ability to Manage the Case in a Well-Planned Manner</b> What went well, what not, and why? What you would do differently?</li> <li>• <b>Plan for Improving Psychomotor Skills</b> What psychomotor skills you think you need to improve in order to tailor your intervention based on patient needs?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Overall: Attitude, Clarity of Communication, Being Calm and Focused</b> Evaluating your clinical performance, to what extent were you able to assess and reassure the patient and family? How did you involve other team members in the care plan?</li> </ul>

Note. Application of Tanner's Model of Clinical Judgment, Lasater Clinical Judgment Rubric, and Bloom's Taxonomy of Learning to create a structured reflective debriefing guide for promotion of clinical judgment.

Al Sabei, S. D., & Lasater, K. (2016). Simulation debriefing for clinical judgment development: A concept analysis. *Nurse education today*, 45, 42-47. <https://doi.org/10.1016/j.nedt.2016.06.008>



## Results

### Benefits

Promotes deep engagement and systematic reflection on clinical and simulated experiences.

Highlights the significance of feedback from experienced nurses.

Identifies opportunities for professional growth.

Provides easy access for future reflection on their nursing school journey.

### Scalability and Adaptability

The digital reflection journal represents a scalable and adaptable tool that can be integrated throughout nursing curricula.

### Future Directions

Incorporate Advanced Technologies: Using artificial intelligence to provide personalized feedback.

Expand Usage: Applying the journal across diverse healthcare programs.



Journal



References