Judgment, Reasoning, and the Simulated Student: Transformational Approaches to High Leverage Teaching

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Objectives

- Examine how the process through which individuals interpret and make meaning can impact learning outcomes

- Discuss the importance of cognitive frames in the identification of high leverage teaching

- Discover the relationship between judgment, reasoning, and high leverage teaching

- Explore simulation-based faculty development strategies for preparing faculty to recognize and engage in high leverage teaching
A Space For Learning…
The Basic Assumption

We believe our learners are intelligent, capable, care about doing their best, and want to improve.
Group Introductions...

HELLO
my name is

Name
Institution
Role
The Ladder of Inference

Let’s Practice with our Ladders!

Practice Activity
How did George do?

What objective, concrete, behaviors would you use as the basis of your discussion?
LOI, Meaning Making, Judgments
Impact of Perspective
Importance of Cognitive Frames
Frames, Actions, and Results

MEET LUKE...
Why This Matters in Nursing Education...
High Leverage Teaching

- Capitalizing on high leverage points in teacher/learner interactions

High leverage points
- Recognizing own frames and rung on ladder
- Seeking to understand the cognitive frames driving the learner’s decisions and actions
- Meeting the learner where they are with their unique perspective and partnering with them

Understanding why learners choose a specific course of action
- Value that learners chose that course for reason that made sense to them at the time
- Commit to understanding how learner made sense of situation

Learning as meaning-making rather than passage of information

Requires authentic curiosity about learner’s perspective and respect that they are rational, well-intended individuals trying to do the right thing
A Compounding Challenge…

Thank you!!!
Transforming Learning through High Leverage Teaching
Simulation as a Faculty Development Tool

Teaching the Teachers

- Simulation cases designed to place faculty in various teaching environments and contexts
- Teach faculty to recognize and engage in high leverage points
- Skills in:
  - Facilitating purposeful and meaningful learning conversations (critical conversations)
  - Applying debriefing across the curriculum
  - Raising consciousness of the Ladder of Inference and ‘climbing their rungs’
  - Fostering appreciation for understanding learners’ sense making process
- Real time feedback and coaching that helps uncover blind spots and reinforces reflective practice
Standardized Students

- Simulated participants (SPs) trained to portray the role of a student
- Cases designed to replicate realistic, challenging teaching contexts
  - **Environment**: classroom, clinical, simulation lab

- **Learner Challenges**
  - Unconsciously incompetent
  - Failure to progress
  - Overly confident
  - Disengaged
  - Generational

- **Situations**
  - Blame game
  - Off the farm

- Group learning with time-in, time-out coaching
Improving Outcomes Through Simulation-Based Faculty Development

- **Clinical Instructor Workshop** (University of Maryland Institute for Educators)
  - Face-to-face didactic followed by hands-on immersion
  - Scaffolding from micro-skills to comprehensive facilitation of learning conversation
  - Simulated students portraying challenging clinical teaching situations

- **RCT Feasibility Study**
  - Use of simulated students to develop instructor skill sets
  - 4-hour simulation-enhanced workshop with simulated students
  - Effects of using simulated students for instructor development
  - Feasibility of using simulated students as an evaluation method for assessing instructor skills
Improving Outcomes Through Simulation-Based Faculty Development

- Based on pilot study data, simulation-enhanced training resulted in improved:
  - Maintenance of learning environment
  - Structure of learning conversation
  - Transparency of thought, reasoning, and reflection
  - Exploration of cognitive frames and sense-making processes
  - Incorporation of coaching and teaching strategies

- Based on qualitative data from instructors and standardized students:
  - Decreased punitive, one-way conversation
  - Increased reflective dialogue with learner
  - “Opened my mind, slowed me down, and listened more”
  - “Helped me to see how I operate in conversations and how I can improve”
Faculty Development Curriculum for High Leverage Teaching
High Standards

High Regard
A component of holding others in high regard: The Basic Stance

Respect, Curiosity, Helpfulness

Component of High Standards: Advocacy-Inquiry*

✓ **Preview**: I would like to discuss… Is now a good time for you?

✓ **Observations**: I *saw*/heard [specifically]…

✓ **Point of View**: I *think* [I am concerned, I was pleased]…

✓ **Inquire**: I *wonder* [about your thoughts at the time]…

✓ **Listen** to the learner

✓ **Coaching** tailored to the learner’s frame

*Based on Debriefing with Good Judgment, developed by Rudolph, Simon, and colleagues (2006)
# Debriefing with Good Judgment Cognitive Aid

## Phase I: Reactions & Context

**Focus on feelings**

So you just took care of __________. How are you feeling?

**Focus on describing patient story**

Tell me about the patient you cared for. Who is this patient? What are your main concerns?

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## Phase II: Analysis

**Focus on understanding/reflecting**

PAAIL: Preview, advocacy, inquiry, listen…

Reflective techniques…

Deeper dives, unpacking…

Discussion, teaching…

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## Phase III: Summary

**Focus on application of learning**

So based on… how would the care/priorities differ if… (compare and contrast situations on patient age change, acuity change, setting change, etc.)

Summarize or state at least one take-away from today’s simulation that you will incorporate into your practice.

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<table>
<thead>
<tr>
<th>SET</th>
<th>PREVIEW: I would like to discuss… Is now a good time for you?</th>
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<tbody>
<tr>
<td>A</td>
<td>I SAW:</td>
</tr>
<tr>
<td>D</td>
<td>Sarah, I noticed that…</td>
</tr>
<tr>
<td>V</td>
<td>Mark, at one point in the simulation I saw/heard that…</td>
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<tr>
<td>C</td>
<td>I THINK:</td>
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<td>Y</td>
<td>…I was thinking that…</td>
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<td>I</td>
<td>…my concern is…</td>
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<td>N</td>
<td>I WONDER:</td>
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<td>Q</td>
<td>…how were you seeing it?</td>
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<td>U</td>
<td>…what was your take on that?</td>
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<tr>
<td>I</td>
<td>…if you can talk to me a bit about that?</td>
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<tr>
<td>R</td>
<td>…what was going on for you then?</td>
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<tr>
<td>Y</td>
<td>…what was on your mind at that time?</td>
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<tr>
<td>L</td>
<td>…what were your thoughts about this?</td>
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<tr>
<td>I</td>
<td>LISTEN TO UNDERSTAND:</td>
</tr>
<tr>
<td>S</td>
<td>What was driving learner’s decision?</td>
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<tr>
<td>E</td>
<td>Explore frame for further discussion</td>
</tr>
</tbody>
</table>

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**REFERENCE:**


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Adapted from Rudolph and colleagues (2006) and NLN Guide for Teaching Thinking (2016) Adapted by R. Oneillo– University of South Carolina College of Nursing
Reflections...
References


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