

# The 5 Rights of Clinical Reasoning: An Innovative Teaching and Learning Approach

## Background

- Nurses with effective clinical reasoning skills have a positive impact on patient outcomes.
- Poor clinical reasoning skills can lead to adverse patient outcomes and a 'failure to rescue'.
- Contemporary educational approaches do not always facilitate the development of nursing students' clinical reasoning skills and innovative teaching and learning approaches are required.



Figure 1: The Clinical Reasoning Process

## Aim of the Project

To develop nursing students' clinical reasoning ability through their engagement with an interactive computerised decision support framework.

## The 5 Rights of Clinical Reasoning

Clinical Reasoning depends upon the ability to:

- collect the **right cues**
- for the **right patient**
- at the **right time**
- take the **right action**
- for the **right reason**

- ✓ **Right Cues** – acquisition / recall of the appropriate information for the situation.
- ✓ **Right Patient** - identification of clinically 'at risk' patients.
- ✓ **Right Time** – interventions are undertaken at the right time and in the right sequence.
- ✓ **Right Action** - the correct action / intervention is identified and undertaken.
- ✓ **Right Reason** - a structured clinical reasoning approach is used and actions are initiated for the correct reasons.

## Preliminary Findings

### Student Feedback:

"The scenarios maintained my interest and made me want to learn more".  
 "The scenarios provided a real situation that I could relate to".  
 "The scenarios developed my ability to solve problems and helped me to recognise the gaps in my knowledge".  
 "I feel more confident about managing complex clinical situations now".  
 "I learned a lot ... it was non-threatening as there was no failing and I could work at my own pace"

## Computerised Decision Support Framework

- Provides theoretical foundations to authentic patient situations.
- A sequential, 'step-through' approach requires students to make decisions at critical junctures.
- Immediate feedback on incorrect decisions is built into the framework; rationales and explanations are provided.
- Students have access to the best available evidence to support their decisions.
- Summative assessment includes reflective journaling.
- Tracking of students' decision making provides a window into how nursing students transform theoretical knowledge into clinical decisions.

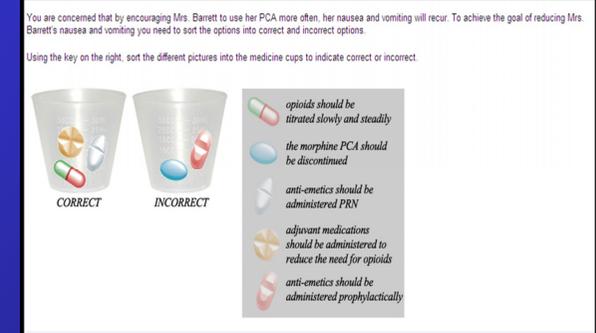


Figure 2: Screenshot of Decision Support Framework

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