

NCSBN Clinical Judgment definition addresses the need for a strong nursing knowledge base:

*The observed outcome of critical thinking and decision making. It is an iterative process that **uses nursing knowledge** to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care (RN and PN).*

Elsevier key products for building knowledge include Sherpath, EAQ, eBooks, and some components of the Clinical Skills.



SHERPATH

Upgraded Sherpath offers interactive course content with a variety of assignment types, quizzing tools, and teaching resources to help you better engage students and achieve your learning objectives.

Course Setup Options

- Create your course with default settings (Recommended for beginning users) – Course content will be added automatically to the Course Plan. You can make changes as needed.
- Manually build your course – An option for advanced users. You can create your own folders and manually add the resources that you need in your course

Resources & eBooks

Instructor and Student Resources: Relevant teaching and student resources, class activities, and reading recommendations from your Elsevier textbook can easily be made visible to students through Sherpath's Course Plan. Evolve Instructor and Student Resources are easily accessible from the "resource and eBooks" section in Upgraded Sherpath. Examples of Instructor Resources include PowerPoint presentations & TEACH for Nursing lesson plans. Student resources include Case Studies, Key Points, Review Questions, and Answer Keys for eBook activities.

Assignable Resources:

- **Lessons:** Digital lessons create an engaging, didactic experience to better help students achieve learning objectives. Relevant, need-to-know content includes multimedia, interspersed micro quizzes, and post-lesson assessments to gauge proficiency. HESI Focus Chapters identify key content that aligns with HESI Specialty Exams.
- **Elsevier Adaptive Quizzing (EAQ):** Adaptive quizzing allows you to create relevant quizzes on a wide variety of topics to facilitate student knowledge application with high-quality practice questions. This personalized, formative quizzing tool allows you and your students to ensure content mastery, better understand areas of weakness and implement targeted remediation.



- **Virtual Simulations:** Case-based simulations scenarios allow students to practice interventions and interactions with patients in an immersive, digital environment.
- **Skills:** Deliver skills exercises with checkoff tools to help evaluate student competency on important skills of the clinical environment.
- **SimChart:** Available as an addition to most courses. Includes a simplified, user-friendly EHR that includes prebuilt case studies and blank charting opportunities. Both can be used for assignments or for active learning opportunities in the classroom

Performance Reports:

Comprehensive assignment dashboards and analytics put vital performance data at your fingertips. This enables you to quickly make content coverage adjustments, see which students are completing assignments, and identify individuals who may be struggling.

Available Reports:

- **Performance summary** – High level overview of assignment and student performance including disengaged students report
- **Gradebook** – Provides scores for assignments with multiple filters available. This gradebook can be exported
- **Engagement** – Provides better understanding of how students are utilizing Sherpath resources, including lessons and quizzing.
- **Assignment Summary** – Provides detailed look at student performance on all assigned resources.
- **HESI Specialty Exam Readiness** – Insight into how students are performing in EAQ mastery assignments based on HESI focus chapters and their readiness for the related HESI Specialty Exam.

Key Point: If you want data on student performance, you must assign the resource (lesson, quiz, etc.).

Assigning it in Sherpath does not mean a course grade must be associated. But this will ensure faculty receive important information about student performance on all Sherpath activities.

Ideas for Use Throughout the Course

Building Student Knowledge - Lessons

- Assign Lessons prior to Class
 - Prioritize Lessons that help meet course objectives
- It is important to communicate your expectations to students and explain the intent of each learning tool to build knowledge. Assigning too many resources can overwhelm the student.
- Use the eBook to engage students as they read, provide instructor highlights, comments, or focused questions
- Power Point slides can be made available to students or reserved for faculty use
- Read with a purpose! Have students complete the Lesson first and write down 3 topics they feel are important to explore further. They can then focus on review of those 3 topics in the eBook
- Assign a pre-class quiz using Adaptive Quizzing to ensure students come to class ready to dig deeper!



Building Student Knowledge - EBOOKS

Elsevier eBooks provide several ways to assist students with knowledge acquisition.

- Faculty can help guide students in their reading by adding notes, highlights and specific focused reading questions. Have students answer the focused reading questions and come to class prepared to answer and share with the class.
- Students can create Flash Cards to help study
- EBooks have a read aloud feature which is helpful

Building Student Knowledge – Sherpath Virtual Simulations

- Assign a Simulation prior to class. During class ask additional questions about the Simulation patient to facilitate discussion (students can work in pairs and then share answers with the class)
 - What were the top 3 nursing assessments or interventions for this patient?
 - Consider patient education needs
 - Develop a care plan for this patient
 - Complete an SBAR for this patient and share with their peers

Building Student Knowledge – SimChart Activities

- Assign a SimChart Case Study or work through the case in class to help students apply what they're learning
- Open a blank chart to use during class
 - Document common assessment findings relevant to the topic of the day
 - Develop a relevant care plan

Additional Tips for Student Engagement

- Most of the Power Point slides also contain case studies with guided questions for class discussion
- Review the lowest scoring questions and correct answers on Lesson Performance Report and facilitate class discussion
- Review the “Teach for Nursing” lesson plans, found in instructor resources, for case studies and additional ideas to engage students in all course settings

Evaluation

- Review performance reports for all assignments and address cohort weaknesses during class time
- Students and Instructors can use Adaptive Quizzing (EAQ) as a formative assessment
- Monitor progress weekly. Early identification and intervention of “at-risk” students is key!
 - Consider additional Lesson or EAQ assignments for remediation as needed

Grading



There are many ways to include Sherpath assignments in course grades. **A consistent approach to student workload and grading in Sherpath is key to successful integration in multiple courses across the program.** Some considerations:

- Adaptive Quizzing is the best formative assessment of student learning. Consider a portion of the course grade for EAQ.
- Many programs include lesson completion as part of course preparation, lending them to more of a “completion” type requirement/grade.



Elsevier Adaptive Quizzing (EAQ) - Sherpath

Elsevier has adaptive quizzing that is book specific and included in Sherpath as well as the EAQ-NCLEX. Consider EAQ that is in Sherpath as a tool **for course specific knowledge acquisition** through class preparation and unit exam study. EAQ NCLEX is a comprehensive programmatic product that should be considered for HESI preparation and remediation, as well as NCLEX preparation. This should begin in the first term.

Understanding Elsevier Adaptive Quizzing

Types of Quizzing Options: There are 4 different quizzing options in EAQ: Mastery, Custom by Topic, and Custom by Question and NGN Cases (great for building clinical judgment)

- **Mastery** assignments provide a personalized quizzing approach with the goal of having students answer increasingly difficult questions as they move through their nursing program. There are 3 levels of Mastery: Level 1-Novice, Level 2-Intermediate, and Level 3-Proficient. All levels will provide questions with an associated increased level of difficulty as the student levels up in the product. Students must consistently answer questions correctly at each level before the product will allow them to level up. All students start at level 0 for all topics. **Faculty and students have the option to create Mastery quizzes.**

How does Mastery work?

It is important to note that assignments in EAQ can be created by the instructor or student. All questions that the student answers, regardless of the topic, the assignment type, or who created the assignment calculate into the student's overall level of Mastery. Questions are tagged to multiple topic areas so that students are leveling up in multiple topics on any one assignment.

It is also important to note that achieving a Mastery level takes time and students should not expect to achieve proficient level mastery in one day. As the quizzes are adaptive, each student will take a varying number of questions to achieve the Mastery level goal. It is important to view

Mastery assignments as a goal of the course and provide adequate time to complete the assignment.



- **Custom by Topic** assignments allow the instructor to select a topic and a specific number of questions for students to complete. Questions are randomly selected for each student based on their current Mastery level of the topic. **Faculty and students have the option to create Custom Quizzes.**
- **Custom by Question** assignments allow the instructor to build a quiz by choosing questions relevant to the selected topic area. On this type of quiz all students receive the same questions. **Only Faculty can create Custom-by-Question quizzes.**
- **NGN Clinical Judgment Case Studies** these assignments include both 6-item unfolding case studies as well as stand-alone trend and bow-tie items. **Faculty and students have the option to select NGN quizzes.**

The following list of ideas have been shared by instructors who have successfully implemented Sherpath EAQ with improved student performance on unit exams and standardized testing.

Ideas for use across the curriculum

Student Driven Success

- When learning new topics/concepts students can create quizzes in EAQ to help ensure they have a basic understanding of the topic – Novice level is a good goal
- Prior to unit exams students should be ready to answer more difficult questions – Intermediate level is a good goal
- Prior to the course final or standardized assessment students should be able to answer the most difficult questions in EAQ – Proficient level is a good goal
- Prioritize Mastery Quizzing to focus on topics/concepts covered on course exams.
- Enhance student learning through EAQ journaling
 - Have students keep a journal and write down questions they miss or are not confident answering. Students should review the provided rationale carefully and refer to the identified textbook reference to go back and read information related to what they missed.
 - Have students write 2 sentences in their EAQ journal in their own words explaining why they missed the question and what they learned.
- Use EAQ to remediate
 - Have students create quizzes with a goal of achieving higher levels of Mastery related to unit exam content that they missed.
 - Have students create quizzes related to identified areas of weakness on standardized assessments.
- Set a goal to answer a minimum number of questions per week

Instructor Driven Success

- Ensure students understand how Adaptive Quizzing works and emphasize the benefits
- Make EAQ part of the weekly routine.
 - To help students achieve mastery, create weekly custom quizzes. For example, consider a 30-question custom quiz covering pertinent chapters each week. This is particularly helpful if you are covering multiple (3+) chapters weekly.



- Progress students in their Level of Mastery throughout the course
 - Novice – Assign when content is first introduced
 - Intermediate – Assign prior to Unit Exams. Assign several days prior to the Unit Exam to give students additional time to study
 - Proficient – Assign prior to course final/standardized assessments
- **Prioritize Mastery Quizzing!** Reserve Mastery Quizzing for “most important” topics/concepts. Use HESI Focus Chapters as your guide.

Clinical Skills (Learning Components)



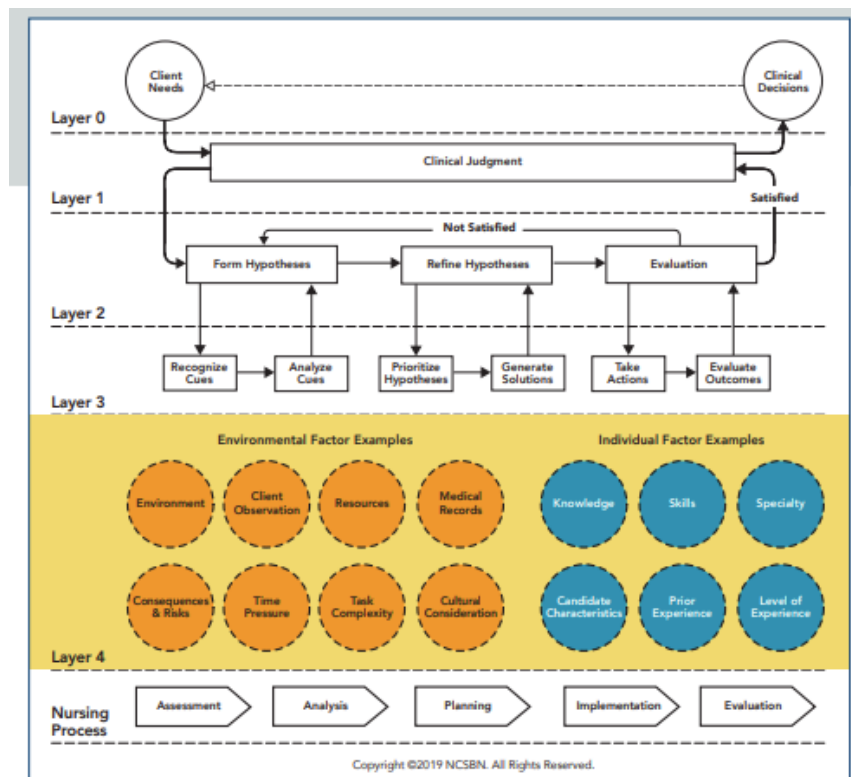
Clinical Skills have components that help build knowledge related to important nursing skills.

- **Quick Sheet** – provides a concise, step-by-step overview of the skill procedures
- **Supplies** – a list of supplies necessary to perform the skill
 - Help students prepare for clinical by instructing them to gather necessary supplies to perform a skill during lab. Provide an assortment of supplies. Students can use the supply list to guide them.
- **Videos** – demonstration of each step the skill, performed by a nurse in a realistic and current patient-care setting
 - Encourage students to review the video prior to coming to lab.
 - Bring up the video in class to connect lab skills and clinical care to the class discussion.
 - Watch the video together with a clinical group and compare/contrast best practice to what they have seen in their clinical setting.
 - Encourage students to use illustrations to help them gather the appropriate supplies. It is especially helpful when they don’t know what a supply is from the supply list. Guide them to use illustrations to identify the correct items.
- **Test** – includes questions to review basic understanding of the skill. Test questions provide rationales to help students review/remediate and test scores report to the gradebook, allowing faculty to track student performance.
 - Consider using the test as a “Ticket to Lab.” Assign review of pertinent skills to students and instruct them to complete the skill test associated with each skill. Require a minimum score, for example, 80% or 100%. Students are allowed multiple attempts on the test, and receive rationale for questions missed, enabling them to achieve the desired score and ensure basic understanding of the skill prior to coming to lab.

NCSBN defines Clinical Judgment as:

The observed outcome of critical thinking and decision making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care (RN and PN)

The NCSBN developed a model of five interacting layers that illustrate the complex process of clinical judgment, including the context in which decisions are made. The NCSBN's Clinical Judgment Model (NCJMM) was created to help evaluate candidates' clinical judgment. The diagram illustrates the layers of the NCJMM starting from the broadest layer (0) defining the context of the clinical situation and leading to the most specific contextual layer (4). Layer 3 represents those measurable cognitive aspects of clinical decision making. These are the basis for the new NGN test items and case studies.



Clinical judgment, and the decision to act or not act, is based on the outcomes of using clinical reasoning. Supporting clinical judgment requires learning activities that promote student's active use of their growing knowledge and reasoning through realistic patient situations and principles of nursing care cross all learning environments. It is imperative to use learning experience that facilitates knowledge building, problem-solving, inquiry, critical thinking, and reflection.



CLINICAL SKILLS

As you are considering Clinical Skills implementation, help students focus on the “thinking” not JUST the “doing” of a skill.

Requirements for any competency assessment, such as assessing the ability to perform psychomotor skills, requires that:

- Each competency must be observable and measurable.
- Each competency must be evaluated over time and on multiple occasions.
- Each competency must be evaluated in multiple contexts. Consider short vignettes or simulations that ensure that students are evaluated on psychomotor skills, communication, teaching, reading environmental cues, delegation, lifespan considerations and documentation. These expectations would vary with student knowledge level.
- Each competency should integrate knowledge, skills, and attitudes with critical thinking while providing care.

The Clinical Skills collections provide a consistent, 360-degree look at nursing skills to ensure students have a solid understanding of how to safely and effectively perform them. Each features a seven-part framework to guide students through all aspects of the skill.

- To apply clinical judgment, building knowledge is essential.
- Consider defining and identifying essential nursing skills. Prioritize skills that can be a threat to patient safety – medication administration and equipment use.
- Components of Clinical Skills that would assist students with building clinical judgment include:
 - Extended Text – offers an in-depth look at all aspects of care to consider with the skills. This page includes safety alerts, patient education, delegation opportunities, monitor and care considerations, considerations for special populations, expected/unexpected outcomes, documentation guidelines, and evidence-based references.
 - Use the various care considerations for discussion in lab to help students connect the psychomotor skill to a patient scenario and build clinical judgment (for example: pediatric/geriatric considerations, home care considerations, etc.)
 - Encourage students who struggle with a skill in clinical to review the Extended Text for that skill as part of remediation
 - Use the Expected Outcomes and Unexpected Outcomes as discussion/talking points, posing “What if” questions for students
 - Look at the Delegation section to bring attention to nursing roles as well as expectations and education for assistive personnel related to the skill.
 - Use the Documentation Guidelines to guide students through documenting skills practiced during lab



HESI CASE STUDIES

Case studies and clinical judgment

HESI Case Studies provide application-based questions to introduce students to real-world care scenarios. This helps students learn to manage complex patient conditions and practice clinical decision making. Questions cover nursing care with a wide range of physiological and psychosocial alterations, as well as related management, pharmacology, and nursing concepts.

Key Point – These resources are used across the curriculum and are often mapped to specific courses.

Implementing Case Studies

Use Case Studies in your class:

- Assign a Case Study prior to class. Review the item analysis. During class, review and discuss frequently missed questions including rationales and/or testing strategies utilized.
- Case studies are great to use in class to bring clinical to the classroom. Students can complete a case study in small groups then discuss as a class.
 - Have each group report to the class what they found to be the most interesting or valuable
 - Asking insightful questions to elicit deeper thinking about a patient situation.
- Have students write an SBAR (Situation, Background, Assessment, Recommendation) of the case study and share with their peer(s).
- Discuss what needs to be charted in an EHR (Electronic Health Record) for this case study and document in an EHR as available.
- Place a revised question from a case study into an exam
- Use a Case Study as a post class assignment.
 - This could be a group project for discussion or assigned individually.
 - Students could also be required to find a research article associated with the case study supporting nursing best practices.

Use Case Studies in Clinical

- Case studies can be used as a post- conference activity in the clinical setting.
- Case studies can also be used for virtual patient care experiences.

Use Case Studies as a part of remediation

- Work with students to identify areas of weakness (either the HESI report or faculty made exam) and complete related case studies.

*** Clearly discuss with students if the Case Study assignments are a shared experience or if it is meant to be independently completed for a grade. This might be a suitable time to reinforce an academic honesty policy and what work students are expected to do on their own.**



SIMCHART WITH CLINICAL KEY

SimChart is an electronic health record designed specifically as a learning tool for nursing students. This educational EHR works seamlessly with all parts of your nursing curriculum – from activities in the classroom to the simulation lab to the clinical learning environment-giving you a realistic, yet controlled way to help students master electronic charting and demonstrate clinical reasoning in patient care.

Components of SimChart

- **My Clinicals** are a blank EHR that can be used across the curriculum in all educational environments
- **Case Studies**
 - Challenger Case Studies help students learn the basics of navigating an EHR and give them practice documenting fundamental concepts of nursing.
 - Unfolding Case Studies present students with more complex patient scenarios, providing them with opportunities to make clinical decisions and practice clinical judgment. Some patients have multiple scenarios that increase in acuity.
- **Simulations** are designed to provide a robust patient scenario with instructor resources to help facilitate student learning both in and outside of the simulation lab.

Implementation ideas for all education environments (classroom, clinical, lab)

My Clinicals - Use these blank EHRs (Electronic Health Record) (Electronic Health Record) to replace passive classroom delivery with engaging activities.

- When teaching Tissue integrity, select a picture or video from Clinical Key to project in the classroom. Have the students take 5 minutes to document the wound correctly.
- When teaching Vital Signs, have students think about the importance of always using the correct sized BP (Blood Pressure) cuff; have them document what they think the BP would be on an obese patient using a regular adult cuff, and a small geriatric patient using a large adult cuff.
- Use the SBAR to teach effective interdisciplinary communication.
- When teaching specific assessment tools, such as Glasgow Coma Scale, AIMS (Abnormal Involuntary Movement Scale) assessment, Morse Fall Risk assessment, etc. have students complete these tools in the My Clinical for an authentic learning experience.
- When teaching disease processes or exemplars, instead of giving students a slide with clinical manifestations, have students document the “expected” assessment findings in SimChart.
- Documentation of care provided in the clinical setting.
- Convert the usual “clinical paperwork” to a digital SimChart assignment.
- Have a “Skills Lab Chart” or “Health Assessment Chart” in which they document all of the skills they perform in the lab.

Case Studies – Select a Case Study relevant to the topic. Teach students how to read charts, plan and prioritize care. Always include Socratic questioning which is useful in helping students develop their clinical judgment skills. (See [Socratic Questioning in Appendix A](#))



Beginning students

- In learning pairs or groups explore the History and Physical section and identify the 3 most important pieces of information needed to plan care for this patient. Think, Pair, and Share
- Role model appropriate documentation for a patient during class time. Open a Case Study and work together to complete the documentation, then review with students the expected charting compared to the group charting.

Intermediate students: Prioritize Care!

- What are the top 3 assessments to perform on this patient?
- What are the top 3 nursing interventions for this patient?
- Look at the Orders, prioritize which orders should be completed first and provide rationale.
- Look at the MAR (Medication Administration Record), prioritize which medications to administer first and provide rationale.

Advanced students: Prioritize Care!

- Give students 20 minutes to look at 3 patient charts, similar to what they would do in clinical practice after receiving report. Next, have students spend additional time answering the questions below and then facilitate class discussion.
 - Prioritize the order in which they would see these patients and provide rationale.
 - Which provider orders would they complete first?
 - Which medications would they administer first?
 - What are the top 3 assessments and interventions for each patient?

At any stage in the curriculum:

- SimChart Case Studies can be used in clinical post-conference. Select a Case Study that is pertinent to the clinical setting (especially in a specialty area), and work through it together in the clinical group.
- Assign Case Studies to be completed during any downtime on lab or simulation day
- Build a virtual patient care experience using a SimChart Case. Have students treat the case study patient as their clinical patient of the day. They can complete the case study, look up all of the patient's medications and lab values, create care plans, teaching plans, and more. ClinicalKey provides an excellent evidence-based resource for students to use for these activities and is available from any SimChart health record.

Simulations allows students to use their cognitive (thinking) skills to make clinical judgments as part of nursing care. **Because many Boards of Nursing are allowing much more simulation as clinical time, it is essential to develop a strong simulation program.** Debriefing is an integral part of every quality simulation. It allows students to discuss, digest, and discover.

Consider utilizing the INACSL (International Nursing Association for Clinical Simulation & Learning) Simulation Design Standards of Best Practice found in Elsevier's Journal, *Clinical Simulation in Nursing*, Volume 58, September 2021, pages 1-4

<https://www.sciencedirect.com/science/article/pii/S1876139921000931?via%3Dihub>



- Use these patients in the Sim Lab to provide simulated patient care experiences. Facilitator packets provide faculty with resources to set up and run the simulation
- These can also be a great option for having a patient in the classroom. These same activities used for Case Studies can be done with the Simulations as well.

Consider use of Lasater's Clinical Judgment Rubric ([Appendix B](#)) or another tool to measure thinking skills during simulation.



COURSE-BASED SIMCHART

Course-Based SimChart aligns with Sherpath at the course level to provide you with an easy-to-use, web-based, simulated electronic health record (EHR) system. It comes complete with updated user activities, including case studies, specifically mapped to the text. The user-friendly EHR provides a realistic way to help students master electronic charting and to practice and demonstrate clinical judgment skills. Course-Based SimChart can also help take your classroom from a passive to an active and engaging learning environment.

Course-Based SimChart is comprised of two components:

Case Studies – (Each course includes 10 cases) These patient scenarios provide an opportunity for students to practice clinical judgment, develop key skills in documenting, monitoring, and analyzing patient data, and build confidence in navigating a patient chart. Cases reinforce corresponding course content and include both documentation activities and quizzing.

Empty EHR – a simplified blank chart that can be used for documentation of care or as a learning tool in class.

Best practices for Implementation of Course-based SimChart mirror stand-alone SimChart.



CLINICAL KEY

Clinical key is a component of SimChart and a stand-alone resource for Elsevier Solution Customers.

ClinicalKey for Nursing is a clinical search engine that gives educators and students access to Elsevier reference books, Elsevier full text journal articles, drug monographs, Mosby's evidence-based practice nursing monographs, and so much more. Content in ClinicalKey is indexed daily so it always offers the most complete and current collection of trusted nursing answers. This database is commonly used in clinical facilities by nurses every day and now students can benefit from this great resource.

Implementation Ideas for the Tools Within ClinicalKey



Books – ClinicalKey contains over 75 books, many of which are key reference books used in nursing programs.

- Students can use the Saunders Nursing Drug Handbook, the Mosby's Diagnostic and Laboratory Test Reference, and the Clinical Companion to Medical-Surgical Nursing (Lewis) to help prepare for class, lab and clinical.
- Use the case studies books, such as ***Clinical Cases: Drug Calculations Case Studies*** and ***Clinical Cases: Nursing Care Case Studies***, in class, having students work through pertinent cases related to the topic of discussion. Assign these case studies as homework or pre-clinical prep.

Journals- ClinicalKey includes all journals published by Elsevier, with full text access

- Use this as your basis for teaching evidence-based nursing practice
- Have students search and read articles specific to the class topic, their clinical patient's condition, or important nursing practice topics. Make this a weekly journal article activity, where students can present their articles in class, in a discussion forum, during simulation debriefing, or clinical post-conference.

Clinical Overviews- Clinical Overviews provide essential clinical information for any given diagnosis.

- Students can use Clinical Overviews when looking up information related to content being covered in class or related to their clinical patients to easily complete clinical paperwork. Faculty have reported that clinical paperwork greatly improved once they required students to use ClinicalKey to look up their information.

Drug Monographs - Drug Monographs are listed in alphabetical order or you can search by drug name.

- This is an excellent on-line drug reference for students, and you should encourage them to use it when looking up medications in all course settings including clinical, class, and lab.

Guidelines – Evidence based clinical practice guidelines are available and searchable by specialty, patient age, and authoring organization

Multimedia- Instructors commonly use the multimedia feature to find images related to content they are covering in class.

Nursing Scales- The Nursing Scales section gives an overview of commonly used Nursing Scales in the Clinical Setting. Instructors can bring these scales up during class to help students understand clinical documentation.

Labs – Clinical Key provides a reference for lab values and nursing implications for abnormal values.

Patient Education - The patient education tab is a great resource that can be used in all settings of the curriculum.

- Have students find patient education instruction sheets for exemplars or topics that will be discussed in class. Require this as a ticket to class and then during class have students role play providing patient education with a partner



- Students can also use patient education instructions in the Simulation and Clinical settings to help guide them during patient interactions.

Procedure Videos - The procedure videos are an excellent tool that can be used by instructors to demonstrate common procedures related to clinical management of patient conditions and disorders.

- Project some of the images from the procedure video to spark nursing care discussions.
- Students should be encouraged to do a quick review of ClinicalKey to help them understand the procedure and critically think about what they need to do to ensure safe patient care during that procedure.

Mosby's Evidence-Based Nursing Monographs – Mosby's Evidence-Based Nursing Monographs are another great resource for students.

- When reviewing exemplars have students look up the exemplar in Clinical Key. Review the nursing recommendations and facilitate a class discussion on the most important nursing interventions for that exemplar. This type of activity will greatly enhance student's critical thinking skills.

Clinical Updates is a section mainly used by nursing instructors who need access to free CEU credit.

You can read information related to current topics and take a test to get this credit. Simply follow the prompts and instructions.

Core measures – Core Measures provide a synopsis and relevant evidence of national standards of care and treatment for common conditions. Nursing implication and responsibilities are outlined for each core measure. Reviewing core measures is a great clinical post conference activity.

Nurse educator topics: This is a great resource for instructors to help with clinical educator topics like patient safety and never events.



SIMULATION LEARNING SYSTEM (SLS)

Simulation Learning System (SLS) is the easiest and most effective way to integrate simulation into your nursing curriculum. Filled with evidence-based scenarios, an electronic health record, and teaching support for facilitating each step of simulation, SLS is an effective way to give your students the hands-on practice they need to be successful in today's healthcare environment. The complete solution assists faculty through all 3 phases of simulation.

- The **pre-simulation** stage features instructions, student performance objectives and learning resources.
- The **scenario** stage has an SBAR report, instructor resources, patient responses and algorithms to provide the most realistic scenario possible. It comes with clinical support tools, video, and audio clips, and includes a fully functioning EHR with realistic documentation.



- The **debriefing** stage has a complete debriefing guide and additional skills for review, along with an observer rubric, performance checklist, and post simulation learning resources.
- In addition to using SLS to facilitate simulation, instructors can use SLS to promote student learning in the classroom

Implementing SLS

Ideas for use in the Classroom – These ideas can be used to bring the “patient” into the classroom. It is recommended to use ideas based on course outcomes and not all at once.

- Use the “Pre-Sim” Manager as an in-class activity. Have students work in groups with each group focusing on one piece of the “Pre-Sim” Manager. Each group would then share with class; instructor facilitates discussion.
- Have students chart a priority focused assessment on what they might expect based on a chart review. For example, if the patient has pneumonia, you would expect students to recognize that a respiratory assessment would be the priority and then the next step would be to ask them if they could chart an “expected respiratory assessment” for the patient based on the available data.
- Have students look at the History and Physical, Summary, and Progress Notes, etc. Identify the 3 priority concerns for this patient. How would this information guide your plan of care?
 - Ex: If they note that a patient is a “Fall Risk” in the summary report, ask them to write down 3 nursing interventions that they would focus on when walking into the patient’s room. Are the side rails up? Do they have a fall bracelet on, etc.
 - Ex: Have students get in groups and look at an H&P for a patient. Write down 3 things that they think are applicable to patient care, provide rationale, and share with class.
 - Ex: Vital sign/Assessment Data. Have students look at trends: Look at vital signs or assessment data for a patient and have students identify trends/red flags. Provide 3 nursing interventions with rationale based on a review of this information.
 - Ex: Have students work in small groups to review the patient chart. Students should identify the top 3 nursing diagnoses for the patient based on their review. Students would then fill out a Care Plan in SLS for these top 3 diagnoses. Have groups share their findings. If there are differences, students discuss the reasons for their priorities.

Ideas for use in the Lab/Simulation –Consider utilizing the INACSL Simulation Design Standards of Best Practice found in Elsevier’s Journal, *Clinical Simulation in Nursing*, Volume 58, September 2021, pages 1-4 <https://www.sciencedirect.com/science/article/pii/S1876139921000931?via%3Dihub>



Pre-Simulation Activities

- Students can complete pre-simulation activities including assigned readings, pre-simulation quizzes/exercises, and skills review.
- Students can complete the pre-simulation manager in the EHR to prepare for the simulation experience. Faculty can guide activities as needed to meet course objectives. Encourage and model the use of Clinical Key and Clinical Pharmacology resources in the pre-clinical experience.

Simulation Activities

- Utilize the Instructor resources including the facilitators guide, patient responses and other tools as needed. Use the observer rubric for observing students to determine strengths and weaknesses
- Students can complete the post-simulation activities including post simulation quizzes, exercises, and journaling.
- Students can complete an SBAR of the scenario and how they would report off to the oncoming staff caring for the patient.
- Students can obtain patient teaching documents from Clinical Key
- Students can obtain a research article on the disease process, nursing care or other evidence-based practice document in Clinical Key.
- Consider the use of Procedure Videos in Clinical Key and discuss related nursing care and assistance to the primary care practitioner.
- Value the “What if?” What if _____ occurred instead? How would the nursing care change? What would the priorities be instead? What would you do differently to care for the patient?
- Use the debriefing documents provided for post-conference.
- Use the performance checklist to make sure all steps of the simulation are covered.
- Many simulations have the same patient in different scenarios. Consider a simulation patient early in the program with a more basic concern and then re-visit the same patient later in the program using a more complex scenario

Ideas for use in Virtual Simulation

- Use the same tools as you would for an in-person simulation including pre-simulation and post simulation activities.
- Present the actual simulation through either discussion of the simulation or other creative methods.
 - Video record the simulation and pause at particular points for discussion
 - Role play with faculty as the patient
 - Choose a student to take on the patient role. Provide pertinent patient information to them ahead of time and encourage them to embrace the role!
 - Use the scenario’s algorithm card to create an unfolding scenario. Allow students to decide the best choice of actions and provide the patient’s responses accordingly. Discuss potential outcomes had different decisions been made.



- Consider Synchronous and asynchronous activities during the virtual clinical day. Use group activities to facilitate learning during synchronous learning time.
- If using Zoom or other web-based tools, use the annotation features and polling to increase student engagement.



SLS WITH VR

Simulation Learning System with Virtual Reality (SLS with VR (Virtual Reality)): Building on Simulation Learning Systems (SLS) evidence-based simulation scenarios and activities, SLS with VR leverages the latest virtual reality technology to provide students with a safe, ultra-realistic virtual environment where they can gain valuable hands-on patient care experiences and enhance their clinical judgment skills.

- Robust implementation support for faculty & students to acclimate to the VR experience
- Complete scenarios including Pre-simulation and Post-simulation activities, student learning objectives, debriefing guides, and more.
- Faculty-managed scenario using the Sim-X moderator while students interact in the virtual patient room.

****Review the SLS Best Practices document for additional recommendation for using the full SLS product resources.**

Implementing SLS with VR

Considerations for success

- Faculty should build comfort with the equipment to ensure a smooth simulation experience. This includes the moderator actions in the SimX moderator app as well as the student experience in use of the VR headset & equipment.
- Simulations should begin early in the program. We suggest students spend time in sandbox practice to gain comfort navigating the VR equipment functions.
- Provide multiple VR simulation opportunities for students throughout the semester and program (research supports increased satisfaction with continued exposure to VR simulations)
- Simulations (in immersion) should last 10-15 min and no longer than 20 min in length.
- Ensure students understand the simulation objectives up front. SLS VR scenarios offer great opportunities for students make decisions, prioritize care, communicate with patients/families and interprofessional care providers as well as to ensure patient safety.
- Simulations should be completed using the full components of the SLS product including pre-simulation and post simulation activities (See SLS Best practice document).

SLS VR in the Classroom

Simulations can occur in the classroom as a group activity with 1-3 students “in sim” and the rest of the students participating as observers.

- Just as in the simulation lab, establish ground rules which may include collaboration, teamwork, patient privacy, and a supportive environment.



- Consider doing the pre-sim quiz as a class assignment. You might also have the students complete the pre-sim manager prior to class.
- Before the simulation begins, give students 15 min to review the simulation chart. Have students develop their plan of care, either individually or in groups. Sharing of these plans can be a part of post-simulation discussion/debrief.
- Provide ample debriefing time to allow for discussion and reflection. Consider posing some of the Guided Discussion Questions from the SLS Implementation Guide. Students can work in groups then share.



Appendix A: Tips on the Socratic Method and Clinical Judgment

Socratic questioning is a form of critical thinking that can help students develop their clinical judgment skills. You ask a question specifically designed to elicit discussion that clarifies information, justifies a student's response, or probes further.

Clarification

"Tell me what you found during the client assessment."

"What is the client's priority problem?"

Justification

"How do you know this is the client's priority problem?"

"What change in the patient's status prompted you to call the health care provider?"

Probing

"Explain the implications of the assessment findings."

"Describe your thinking about selecting this as the priority problem."



Appendix B: Lasater Clinical Judgment Rubric

Table 1
Lasater Clinical Judgment Rubric.

Effective Noticing involves: Focused observation	Exemplary Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information	Accomplished Regularly observes/monitors a variety of data, including both subjective and objective; most useful information is noticed, may miss the most subtle signs	Developing Attempts to monitor a variety of subjective and objective data, but is overwhelmed by the array of data; focuses on the most obvious data, missing some important information	Beginning Confused by the clinical situation and the amount/type of data; observation is not organized and important data is missed, and/or assessment errors are made
Recognizing deviations from expected patterns	Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment	Recognizes most obvious patterns and deviations in data and uses these to continually assess	Identifies obvious patterns and deviations, missing some important information; unsure how to continue the assessment	Focuses on one thing at a time and misses most patterns/deviations from expectations; misses opportunities to refine the assessment
Information seeking	Assertively seeks information to plan intervention: carefully collects useful subjective data from observing the client and from interacting with the client and family	Actively seeks subjective information about the client's situation from the client and family to support planning interventions; occasionally does not pursue important leads	Makes limited efforts to seek additional information from the client/family; often seems not to know what information to seek and/or pursues unrelated information	Is ineffective in seeking information; relies mostly on objective data; has difficulty interacting with the client and family and fails to collect important subjective data
Effective Interpreting involves: Prioritizing data	Exemplary Focuses on the most relevant and important data useful for explaining the client's condition	Accomplished Generally focuses on the most important data and seeks further relevant information, but also may try to attend to less pertinent data	Developing Makes an effort to prioritize data and focus on the most important, but also attends to less relevant/useful data	Beginning Has difficulty focusing and appears not to know which data are most important to the diagnosis; attempts to attend to all available data
Making sense of data	Even when facing complex, conflicting or confusing data, is able to (1) note and make sense of patterns in the client's data, (2) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (3) develop plans for interventions that can be justified in terms of their likelihood of success	In most situations, interprets the client's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or complicated cases where it is appropriate to seek the guidance of a specialist or more experienced nurse	In simple or common/familiar situations, is able to compare the client's data patterns with those known and to develop/explain intervention plans; has difficulty, however, with even moderately difficult data/situations that are within the expectations for students, inappropriately requires advice or assistance	Even in simple of familiar/common situations has difficulty interpreting or making sense of data; has trouble distinguishing among competing explanations and appropriate interventions, requiring assistance both in diagnosing the problem and in developing an intervention
Effective Responding involves: Calm, confident manner	Exemplary Assumes responsibility; delegates team assignments, assess the client and reassures them and their families	Accomplished Generally displays leadership and confidence, and is able to control/calm most situations; may show stress in particularly difficult or complex situations	Developing Is tentative in the leader's role; reassures clients/families in routine and relatively simple situations, but becomes stressed and disorganized easily	Beginning Except in simple and routine situations, is stressed and disorganized. Lacks control, making clients and families anxious/less able to cooperate
Clear communication	Communicates effectively; explains interventions; calms/reassures clients and families; directs and involves team members, explaining and giving directions; checks for understanding	Generally communicates well; explains carefully to clients, gives clear directions to team; could be more effective in establishing rapport	Shows some communication ability (e.g., giving directions); communication with clients/families/team members is only partly successful; displays caring but not competence	Has difficulty communicating; explanations are confusing, directions are unclear or contradictory, and clients/families are made confused/anxious, not reassured
Well-planned intervention/flexibility	Interventions are tailored for the individual client; monitors client progress closely and is able to adjust treatment as indicated by the client response	Develops interventions based on relevant patient data; monitors progress regularly but does not expect to have to change treatments	Develops interventions based on the most obvious data; monitors progress, but is unable to make adjustments based on the patient response	Focuses on developing a single intervention addressing a likely solution, but it may be vague, confusing, and/or incomplete; some monitoring may occur
Being skillful	Shows mastery of necessary nursing skills	Displays proficiency in the use of most nursing skills; could improve speed or accuracy	Is hesitant or ineffective in utilizing nursing skills	Is unable to select and/or perform the nursing skills
Effective Reflecting involves: Evaluation/self-analysis	Exemplary Independently evaluates/analyzes personal clinical performance, noting decision points, elaborating alternatives and accurately evaluating choices against alternatives	Accomplished Evaluates/analyzes personal clinical performance with minimal prompting, primarily major events/decisions; key decision points are identified and alternatives are considered	Developing Even when prompted, briefly verbalizes the most obvious evaluations; has difficulty imagining alternative choices; is self-protective in evaluating personal choices	Beginning Even prompted evaluations are brief, cursory, and not used to improve performance; justifies personal decisions/choices without evaluating them
Commitment to improvement	Demonstrates commitment to ongoing improvement: reflects on and critically evaluates nursing experiences; accurately identifies strengths/weaknesses and develops specific plans to eliminate weaknesses	Demonstrates a desire to improve nursing performance: reflects on and evaluates experiences; identifies strengths/weaknesses; could be more systematic in evaluating weaknesses	Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance but tends to state the obvious, and needs external evaluation	Appears uninterested in improving performance or unable to do so; rarely reflects; is uncritical of him/herself, or overly critical (given level of development); is unable to see flaws or need for improvement

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Access full article and printable rubric here:

<https://www.sciencedirect.com/science/article/pii/S1471595310001605>

Insight into student performance, throughout the program, is integral to providing targeted learned-centric education and support. It is also important to ensure students graduate with the knowledge and ability to pass NCLEX and enter practice as safe and effective care providers. The “Assess and Review” resources include means of both formative and summative assessment as well as NCLEX preparation and review. *(Note: for detailed information on HESI Testing, please consult the HESI Implementation Guide)*



Elsevier Adaptive Quizzing (EAQ) for NCLEX

**Detailed Description of each type of quizzing is available in the “Building Knowledge Guide”*

Studying for NCLEX is like training for a marathon, it takes a lot of practice and training. The goal of EAQ for NCLEX is for students to achieve higher levels of Mastery on a wide variety of nursing topics as they move through their nursing program to promote optimal student performance.

HESI Preparation with EAQ for NCLEX

EAQ for NCLEX and HESI is a successful combination, with use of EAQ as test preparation leading to higher HESI scores and first-time NCLEX pass rates (Gouveia, 2022). Students can practice answering NCLEX style questions and receive feedback and rationale for immediate remediation.

HESI Specialty Exams

To prepare for a HESI Specialty Exam, students should quiz in the associated RN Content or Specialty Area (see chart below). Minimally, students should achieve novice mastery in all associated subcategories OR 70% on custom quizzes (when mastery quizzing is not an option). Optimally, students should achieve intermediate level mastery in all associated subcategories OR 80% on custom quizzes.

RN HESI Specialty Exam Preparation with EAQ

HESI Specialty Exam	Associated EAQ NCLEX Categories	Minimum HESI Preparation	Optimal HESI Preparation
Community	Specialty Area – Community	Score 70% on 30 question Custom Quiz. Complete specialty area NGN quiz.	Score 80% on 30 question Custom Quiz. Complete specialty area NGN quiz
Critical Care	Specialty Area – Critical Care	Score 70% on 50 question Custom Quiz. Complete specialty area NGN quiz	Score 80% on 50 question Custom Quiz. Complete specialty area NGN quiz



Fundamentals	Content Area – Fundamentals of Nursing <ul style="list-style-type: none">• Issues in Nursing• Nursing Sciences• Fundamental Skills• Health and Physical Assessment	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category
Gerontology	Specialty Area – Gerontology	Score 70% on 50 question Custom Quiz. Complete specialty area NGN quiz	Score 80% on 50 question Custom Quiz. Complete specialty area NGN quiz
Health Assessment	Content Area – Fundamentals of Nursing <ul style="list-style-type: none">• Health and Physical Assessment	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category
Management	Content Area – Leadership/Management <ul style="list-style-type: none">• Leadership• Delegation• Prioritizing Care• Disaster Planning	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category
Maternity Nursing	Content Area – Maternity & Women’s Health Nursing <ul style="list-style-type: none">• Women’s Health/Disorders & Childbearing Health Promotion• Pregnancy, Labor, Childbirth, Postpartum – Uncomplicated• Pregnancy, Labor, Childbirth, Postpartum – At Risk• Nursing Care of the Newborn	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category
Medical/Surgical	Content Area – Med/Surg Nursing <ul style="list-style-type: none">• Cardiovascular, Hematologic, & Lymphatic• Respiratory	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN



	<ul style="list-style-type: none"> • Gastrointestinal • Endocrine • Integumentary • Neuro & Sensory • Musculoskeletal • Renal, Urinary, & Reproductive • Immunologic & Infectious Disease 		quizzes in each sub-category
Nutrition	Specialty Area – Nutrition	Score 70% on 50 question Custom Quiz. Complete specialty area NGN quiz	Score 80% on 50 question Custom Quiz. Complete specialty area NGN quiz
Pathophysiology	Specialty Area – Pathophysiology	Score 70% on 50 question Custom Quiz. Complete specialty area NGN quiz	Score 80% on 50 question Custom Quiz. Complete specialty area NGN quiz
Pediatric Nursing	Content Area – Pediatric Nursing <ul style="list-style-type: none"> • Growth & Development • Infants • Toddlers • Preschoolers • School-aged Children • Adolescents 	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category
Pharmacology	Content Area – Pharmacology <ul style="list-style-type: none"> • Medical-Surgical Drugs • Pediatric Drugs • Psychiatric/Mental Health Drugs • Women’s Health and Maternity/Newborn Drugs 	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category
Psychiatric/Mental Health	Content Area – Psychiatric/Mental Health Nursing <ul style="list-style-type: none"> • Foundations and Modes of Care • Mental Health Disorders & Addictions • Treatment of Mental Health Disorders 	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category



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PN HESI Specialty Exam Preparation with EAQ

HESI Specialty Exam	Associated EAQ NCLEX Categories	Minimum HESI Preparation	Optimal HESI Preparation
Fundamentals	PN Content Area- Fundamentals of Nursing <ul style="list-style-type: none">Basics of Nursing PracticePhysiological Aspects of Care	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category
Maternity Nursing	PN Content Area – Maternity & Women’s Health Nursing <ul style="list-style-type: none">Women’s Health/Disorders & Childbearing Health PromotionPregnancy, Labor, Childbirth, Postpartum – UncomplicatedPregnancy, Labor, Childbirth, Postpartum – At RiskNursing Care of the Newborn	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category
Medical/Surgical	PN Content Area – Med/Surg Nursing <ul style="list-style-type: none">Cardiovascular, Blood, & LymphaticRespiratoryGastrointestinalEndocrineIntegumentaryNeuromusculoskeletalUrinary/ReproductiveInfectious Disease	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category
Pediatric Nursing	PN Content Area – Pediatric Nursing <ul style="list-style-type: none">Growth & DevelopmentInfantsToddlersPreschoolersSchool-aged ChildrenAdolescents	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category



Psychiatric/Mental Health	PN Content Area – Psychiatric/Mental Health Nursing <ul style="list-style-type: none">Foundations and Practice of Mental Health NursingPsychobiological Disorders	Achieve Novice Level Mastery & complete NGN quizzes in each sub-category	Achieve Intermediate Level Mastery & complete NGN quizzes in each sub-category
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HESI Exit Preparation

The HESI Exit Exam measures student readiness for licensure with an exam blueprint that matches the latest NCLEX test plan. In preparation for the Exit exam, students should focus their quizzing on the Client Needs Categories. Remember that every question the student has answered thus far in the program was tagged to the appropriate Client Needs Categories and students should already show some mastery in these areas. At minimum, students should achieve novice mastery in all Client Needs Categories prior to taking the HESI Exit Exam. Optimally, students should achieve intermediate level mastery in these categories prior to the Exit Exam.

RN HESI Exit Exam Preparation with EAQ

EAQ NCLEX Client Needs Category	Minimum HESI Preparation	Optimal HESI Preparation
Safe & Effective Care Environment – Management of Care	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Safe & Effective Care Environment – Safety & Infection Control	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Health Promotion & Maintenance	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Psychosocial Integrity	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Physiological Integrity – Basic Care & Comfort	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Physiological Integrity – Pharmacological & Parenteral Therapies	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Physiological Integrity – Reduction of Risk Potential	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Physiological Integrity – Physiological Adaptation	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery

PN HESI Exit Exam Preparation with EAQ

EAQ NCLEX Client Needs Category	Minimum HESI Preparation	Optimal HESI Preparation
Coordinated Care	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery



Safety & Infection Control	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Health Promotion & Maintenance	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Psychosocial Integrity	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Basic Care and Comfort	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Pharmacological Therapies	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Reduction of Risk Potential	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery
Physiological Adaptation	Achieve Novice Level Mastery	Achieve Intermediate Level Mastery

NCLEX Preparation

Students can continue to work toward proficient level mastery in all client need categories as part of preparation for NCLEX. Encourage students to focus on categories of individual weakness, based on HESI exam results.

HESI Remediation with EAQ for NCLEX

Incorporating Elsevier Adaptive Quizzing for NCLEX into remediation provides students with an opportunity to apply the content that they've reviewed and assess that learning has occurred.

For HESI Specialty Exams, consider including custom quizzing in the content or specialty area of the exam based on scores. (See Remediation section for a complete sample remediation policy that includes EAQ quizzing).

Recommended Remediation Quizzing with EAQ

HESI Exam Score	EAQ Quizzing to Include in Remediation – HESI Specialty Exam	EAQ Quizzing to Include in Remediation – HESI Exit Exam
800-849	Complete one 20-question custom quiz for relevant content or specialty areas with a goal of 80%.	Complete one 20-question custom quiz for lowest Client Needs Category with a goal of 80%
750-800	Complete two 20-question custom quizzes for relevant content or specialty areas with a goal of 80%	Complete two 20-question custom quizzes for lowest two Client Needs Categories with a goal of 80%
700-749	Complete two 30-question custom quizzes for relevant content or specialty areas with a goal of 80%	Complete two 30-question custom quizzes for lowest two Client Needs Categories with a goal of 80%
<700	Complete three 30-question custom quizzes for relevant content or specialty areas with a goal of 80%	Complete three 30-question custom quizzes for lowest three Client Needs Categories with a goal of 80%



HESI Compass

The final semester in a nursing program typically includes a push to ready students for NCLEX success. HESI Compass supports student motivation, self-efficacy, and test performance (Gouveia, 2021). Because NCLEX preparation is unique to each student, HESI Compass delivers an individualized learning experience informed by insights from secure, valid, and reliable HESI exams to ensure a unique and meaningful course. Students benefit from a self-paced review, supported by a nurse coach, that strengthens their understanding of NCLEX content categories through comprehensive lessons, personalized quizzes, and realistic patient scenarios.

There are two basic models of HESI Compass – the Capstone and the Bridge models. The Capstone model provides a holistic approach to NCLEX preparation and covers all NCLEX content areas. This model is more heavily integrated into the program’s curriculum with a longer course length in program. The Bridge model provides a performance-based approach to NCLEX preparation and focuses on the student’s weakest content areas. It is a shorter course length while students are in program but provides continued coaching after graduation. Programs can consult with Elsevier’s Nursing Education Specialists and HESI Compass Implementation Manager to find the model that will be the best fit.

HESI Compass Implementation Models										
Course Components Included:		HESI Compass Pretest (85 items)	Saunders Modules (10 Modules)	HESI Exit Exam 1 (160 items)	Personalized Study Plan I (PSP I)	HESI Exit Exam 2 (160 items)	Personalized Study Plan II (PSP II)	Coach Availability Ends	Coach Assignment Timeframe	Course Access Ends
Model Type:	Capstone RN 12-16 week program <i>All in program</i>	Pretest	After Pre-test and completion of onboarding requirements	HESI Exit Exam 1	After HESI Exit Exam 1	HESI Exit Exam 2	After HESI Exit Exam 2	One week after HESI Exit Exam 2	Up to 16 weeks	90 days after HESI Exit Exam 2
	Bridge RN and PN 6-8 weeks in program + 4 weeks post program	No Pretest - HESI Exit Exam 1 is used to launch the course	After HESI Exit Exam 1 and completion of onboarding requirements	HESI Exit Exam 1	After HESI Exit Exam 1	HESI Exit Exam 2	After HESI Exit Exam 2	Four weeks after HESI Exit Exam 2	8 – 12 weeks	90 days after HESI Exit Exam 2



HESI Live Review

With HESI Live Review, students come together under the instruction of a nurse educator to address collective areas of weaknesses and encourage each other through group learning and activities. This final NCLEX prep push delivers content review, alongside test-taking tips, to help ensure students can execute their strategy and succeed on exam day.



Appendix A: SAMPLE HESI REMEDIATION PLAN

Please note: The Sample Remediation Plan & Sample Rubric are derived from best practices and intended as a starting point. It is recommended that each program choose what best works for their program and customize it to meet individual needs and outcomes.

Complete remediation in the areas for improvement based on your HESI Score

HESI Score	Remediation / Action Steps
850 or above On Track	<ol style="list-style-type: none">1. Complete all Essential Packets of HESI Remediation.2. Complete all assigned Case Studies in HESI Remediation
800-849 Needs Improvement	<ol style="list-style-type: none">1. Complete all Essential Packets of HESI Remediation.2. Complete all assigned Case Studies in HESI Remediation3. Complete one 20-question custom quiz for relevant content area (specialty exam) or lowest performing Client Needs Category (Exit Exam) with a goal of 80%.
750-799 At Risk	<ol style="list-style-type: none">1. Complete all Essential Packets of HESI Remediation.2. Complete all assigned Case Studies in HESI Remediation3. Complete two 20-question custom quizzes for relevant content areas (specialty exam) or lowest performing Client Needs Categories (Exit Exam) with a goal of 80%.
700-749 High Risk	<ol style="list-style-type: none">1. Complete all Essential Packets of HESI Remediation.2. Complete all assigned Case Studies in HESI Remediation3. Complete two 30-question custom quizzes for relevant content areas (specialty exam) or lowest performing Client Needs Categories (Exit Exam) with a goal of 80%.
<700 High Risk	<ol style="list-style-type: none">1. Complete all Essential Packets of HESI Remediation.2. Complete all assigned Case Studies in HESI Remediation3. Complete three 30-question custom quizzes for relevant content areas (specialty exam) or lowest performing Client Needs Categories (Exit Exam) with a goal of 80%.



Appendix B: SAMPLE HESI Assessment Rubric

1. Standardized proctored assessments are administered to all nursing students at each level.
2. The HESI proctored assessment is weighted at 10 % of the final grade.
3. Students can earn points toward final HESI grade by completing remediation as indicated

HESI PROCTORED EXAM RUBRIC				
HESI Score 850 or above	HESI Score 800-849	HESI Score 750-799	HESI Score 700-749	HESI Score <700
On Track 10 Points (100%)	Below acceptable performance 8 Points (80%)	Below acceptable performance 7 Points (70%)	Needs further preparation 6 Points (60%)	At Risk 5 Points (50%)
Remediation is recommended, not required. <ul style="list-style-type: none"> Complete all Essential Packets of HESI Remediation. Complete all assigned Case Studies in HESI Remediation 	Remediation is required. <ul style="list-style-type: none"> Complete all Essential Packets of HESI Remediation. Complete all assigned Case Studies in HESI Remediation Complete one 20-question custom quiz for relevant content area (specialty exam) or lowest performing Client Needs Category (Exit Exam) with a goal of 80%. 	Remediation is required. <ul style="list-style-type: none"> Complete all Essential Packets of HESI Remediation. Complete all assigned Case Studies in HESI Remediation Complete two 20-question custom quizzes for relevant content areas (specialty exam) or lowest performing Client Needs Categories (Exit Exam) with a goal of 80%. 	Remediation is required. <ul style="list-style-type: none"> Complete all Essential Packets of HESI Remediation. Complete all assigned Case Studies in HESI Remediation Complete two 30-question custom quizzes for relevant content areas (specialty exam) or lowest performing Client Needs Categories (Exit Exam) with a goal of 80%. 	Remediation is required. <ul style="list-style-type: none"> Complete all Essential Packets of HESI Remediation. Complete all assigned Case Studies in HESI Remediation Complete three 30-question custom quizzes for relevant content areas (specialty exam) or lowest performing Client Needs Categories (Exit Exam) with a goal of 80%.
Points added to final HESI grade upon completion of remediation				
	Points=1 (90%)	Points= 1.5 (85%)	Points=2 (80%)	Points=2.5 (75%)