Coaching tool

The Mentor's Clinical Judgment Coaching Tool, which follows Tanner's Clinical Judgment Model and the Lasater Clinical Judgment Rubric, provides mentors with guidance regarding questions to ask when coaching and evaluating the clinical judgment of new graduate nurses.

Process	Questions	Evaluation strategies
Noticing	• Which information was most important when you received the change-of-shift report and reviewed the chart? • What stood out to you as unexpected when you walked into the patient's room? • What made you realize you needed to focus your assessment? • What did you assess about the patient? Why? • What else did you notice that may indicate a problem? • Is there any other information you need to know or collect?	Did the new graduate nurse do the following? • Conduct a focused assessment. • Focus on the most important, relevant information. • Recognize subtle changes in the patient. • Recognize the patient as stable or unstable. • Gather enough data.
Interpreting	• Did you see any patterns among what you found in the chart, subjective patient data, and your assessment findings? • Did you find inconsistencies among the chart, subjective patient data, and your assessment findings? • Which data are most important for this patient? • What stood out to you that supported your conclusion? • Are you making any assumptions that may bias your thinking? • What's the most important problem you need to currently manage? Why? • What do you need to do for your patient to prevent a priority complication?	Did the new graduate nurse do the following? • Focus on the most important and relevant findings that explained the patient's condition. • Connect the patient's relevant findings in a meaningful manner. • Consider the individual patient's context. • Compare the findings with professional nursing knowledge, published nursing research, and nursing experience. • Develop a plan to intervene that would likely improve the patient's condition.
Responding	• Why did you use the intervention? • What factors influenced the actions you took for this patient? • How would you know whether your actions worked? • Based on the patient's response, what would you do next? • If the patient doesn't improve, what will likely happen to the patient? What would you do in that situation? • What complications are you monitoring for in this type of patient? How will you recognize them? • If the patient experiences a complication, what's the most important thing to remember?	Did the new graduate nurse do the following? • Tailor the interventions to the patient's situation. • Perform nursing skills competently and confidently. • Remain calm and delegate appropriately. • Communicate clearly and effectively with the patient, family, and members of the healthcare team. • Display compassion and empathy. • Reassess and adjust their interventions based on the patient's response.
Reflecting	• What data do you need to evaluate your effectiveness? • Would you do the same in a similar situation? • What would you do differently in a similar situation? • How does your impression of what you did differ from your mentor? How will you reconcile this?	Did the new graduate nurse do the following? • Analyze how they arrived at their conclusions. • Analyze how they chose to intervene against alternate courses of action. • Develop a specific plan to improve weak areas.

Adapted from Caputi, Dickison and colleagues, Gonzalez and colleagues, and Hensel and Billings.