

Reading Motivation and Clinical Judgment of Nursing Interns in Dealing with Clinical Cases in Various Hospital Units

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Abstract

This study aims to determine how the reading attitude of nursing interns influences their clinical judgment on certain clinical conditions that entail urgent action. Using the mixed method, embedded design, 28 participants were recruited to join the study. The results of the study shows that the reading motivation ($x=3.70$, $SD=.42$) and clinical judgment competency ($x=3.71$, $SD=.48$) are rated to a higher extent. It is also shown that there is no significant correlation between reading motivation and clinical judgment competency ($r=.31$, $p=.11$), thus, null hypothesis has been retained or accepted. Themes that emerged in the qualitative section of this study: reading is surviving, reading becomes a way of life, and reading is an opium. Moreover, interns are doubtful starters yet glorious finishers. Further, it has been recommended to offer a clear reward system and positive reinforcement to interns for every independent reading task. Also, guide questions need to be given to those involved with independent reading tasks to usher their energy, time, and attention.

Key words: Reading attitude; clinical judgment; correlation; interns.

INTRODUCTION

Nursing professionals are in the business of dealing with a broad range of issues related to the condition of each patient including complications and improvements, as well as commentaries to patient's clinical records and communications with physicians. Clinical judgment and decision making is always the core of patient care delivery system. Phaneuf (2008) asserted that judgment guides action and decisions, not only of the nurse, but also of physicians and other members of the health team. It is therefore imperative for allied health professionals to have observational and reasoning skills in order to make sound and reliable clinical judgments.

Clinical judgment has been defined as the conclusion or enlightened opinion at which a health professional arrives following a process of observation, reflexion and analysis of observable or available information or data (Phaneuf, 2008). It is a concept of the medical profession that is so complex, requiring professionals to have prior training in order to develop further understanding of the subject. Clinical judgment depends on a professional's ability to observe, to identify relevant information, to identify the relationship among given elements and to reason. Clinical judgment, then, by itself, encompasses a cycle of sensory activities which begins with perceptions and which is followed by cognitive functions associated with the intellectual processing of information through the mental operations of reasoning and judgment. It allows the professional to associate pieces of information, to review them, to establish relationship with known facts, and to analyze and interpret the data at hand from both a critical and rational perspective. Using clinical judgment allows the professional to identify, associate and interpret the signs or symptoms of a given condition.

Tanner's Model of Clinical Judgment

The Tanner's Model of Clinical Judgment is based on over 200 research studies investigating what nurses think in practice as reflected by Figure 1 below. The processes of **clinical judgment** include noticing, interpreting, responding, and reflecting. According to Tanner (2006), it is a function of nurse's expectations of the situation, whether or not they are made explicit. These expectations stem from nurse's knowledge of the particular patient and his or her patterns of responses; their clinical or practical knowledge of similar patients, drawn from experience, and their textbook knowledge. Nurse's noticing and initial grasp of the clinical situation trigger one or more reasoning patterns, all of which support nurse's interpreting the meaning of the data and determining an appropriate course of action.

In many situations, a nurse or any health professional may immediately recognize a pattern, interpret and respond intuitively and tacitly, confirming his or her pattern recognition by evaluating the patient's response to the intervention. In this model, the acts of assessing and intervening both support clinical reasoning and are the result of clinical reasoning. The elements of interpreting and responding to a clinical situation are presented in the middle and right side of the figure below.

Reflection-in-action and reflection-on-action together compromise a significant component of the model. Reflection-in-action refers to nurses' ability to 'read' the patient on how he or she is responding to the intervention and adjust the interventions based on that assessment. Reflection-on-action and subsequent clinical learning completes the cycle; showing what health professionals gain from their experience contributes to their ongoing clinical judgment in future situations. Each situation is an opportunity for clinical learning, given a supportive context and health professional like nurses who have developed the habit and skill of reflection-

on-practice. To engage in reflection requires a sense of responsibility, connecting one's actions with outcomes. It requires knowledge outcomes; knowing what occurred as a result of actions.

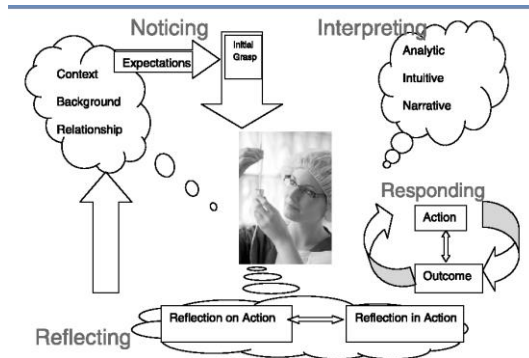


Figure 1. Tanner's Model of Clinical Judgment

Defining Reading Motivation

Several theoretical models have been offered about motivation that focused on beliefs, values, and goals as the primary drivers of their motivation (Eccles & Wigfield, 2002; Wigfield, et.al, 2015). Central motivational beliefs include competence-related beliefs such as self-efficacy, or one's confidence in one's ability to accomplish different tasks (Schunk, et.al, 2009).

Reading Attitude and Motivation

There are several studies about reading motivation of students particularly children. One of the studies revealed that reading motivation declines over the school years, thus, when they reached college, they tend to lose the needed motivation (Wigfield, et.al, 2016). In the same study, it was also revealed that girls tend to have more positive motivation for reading than do boys, and there are ethnic differences in children's reading motivation. Over the last 15 years researchers have identified in both laboratory and classroom-based research

instructional practices that positively impact students' reading motivation and ultimately their reading comprehension.

Research studies have also shown that reading motivation has various components, which include (a) self-efficacy, (b) interest, (c) preference for challenge, and (d) social interaction (Baker & Wigfield, 1999; Wigfield and Guthrie, 1997). Also, research suggested that motivated readers hold positive beliefs about themselves as readers (Guthrie & Wigfield, 1997). On the other hand, struggling readers assume they are responsible for their reading difficulties. Zimmerman (1997) found that students who doubt their ability to learn give up quickly when faced with new challenges.

To continue to make progress in learning, students should participate in regular classroom experiences appropriate to their cognitive and maturational levels, including interesting and cognitively challenging books (Worthy, 1996). Berliner (1981) asserted, as cited in Seitz (2010), that success rate had a substantial impact on student learning. His studies produced strong, consistent evidence that tasks completed with high rates of success were already linked to greater learning and improved student attitudes, while tasks where students were moderately successful were less consistently related to learning and hard tasks had a negative impact on learning. Hard tasks also produced off-task behaviors and negative attitudes (Seitz, 2010).

Reading Interest of Students

Seitz (2010) citing Worthy (1996) posited that it is not sufficient to provide books that are geared solely to a student's instructional reading level but also to his/her interests. Focusing on a student's interests in selecting reading materials may be more beneficial in promoting reading success than a focus on level. When students have a strong interest in what they read, they can frequently transcend their reading level.

Students who do not enjoy typical school texts often fail to engage in reading, and may develop a lifelong aversion to reading.

Reading and Challenging Task of Clinical Judgment

Highly challenging academic tasks like clinical judgment and decision-making invite students to expend maximum level of effort and encourage students to value the processes of learning. As a result, motivated researchers view high challenge tasks as most beneficial for promoting learning and motivation (Miller, 2003; Seitz, 2010). Challenging tasks promote motivation they offer students opportunities to learn “thoughtful information-processing and skill building strategies” while expending reasonable amounts of effort (Brophy, 1986). Teachers promote such occurrences when they provide students with opportunities to assume increasingly higher levels of responsibility for their learning. Moreover, a challenging task often requires students to use prior knowledge and construct an understanding of a topic. This practice increases the personal meaning that students attach to an activity, therefore increasing the likelihood of becoming engaged in an activity (Miller, 2003). This engagement can also be enhanced by providing students with opportunities to interact with their peers.

During school, students interact and work alongside peers and adults. These social perceptions and relationships are related to and predictive of school-related outcomes (Patrick, Knee, Canevello, & Lonsbary, 2007). Vygotsky (1978) argued that one internalizes higher cognitive ability through social interaction. He perceived learning as a profoundly social process, suggesting that individuals master their surroundings when immersed in dialogue and engaged in the social construction of meaning. Similarly, Patrick et al. (2007) found students perceptions of dimensions of their classroom social

environment, including affiliation, cohesion, fairness, mutual respect, and support from teachers and students are associated consistently with adaptive motivational beliefs and achievement behaviors.

This study aims to determine how the reading attitude of allied health interns influence their clinical judgment on certain clinical conditions that entail urgent action. Further, it also answers the following research questions: (1) what is the reading motivation level of interns; (2) what is the level of competency of interns on clinical judgment; (3) will there be a significant relationship between reading motivation and level of competency on clinical judgment?; (4) what motivates the students to read relevant materials on various clinical conditions and cases; (5) what feelings does the intern express about reading clinical and health related materials relevant to cases encountered in the clinical setting?; (6) what does an intern do when asked to participate in an independent reading task relevant to the clinical cases at hand?

FCMS Conceptual Framework



Figure 2. FCMS Conceptual Framework

FCMS conceptual framework encapsulates this study which aims at determining the relationship between interns' reading motivation to their level of clinical judgment which happens in a cyclical from noticing, interpreting, responding, and reflecting.

METHODOLOGY

With this framework and to answer the research questions, the mixed method, embedded design was utilized (Creswell, 2011). The primary participants of this research for the quantitative phase are nursing interns who were already exposed in various clinical cases hospitals and for the qualitative part, five intern - participants were invited to share their thought on important questions of this study. The quantitative data was analyzed using both descriptive and inferential statistics. The frequency, percentages, means, standard deviations, and correlation statistics were employed to answer the quantitative research questions. For the qualitative part, editing style or approach was used to extract the themes that could answer the qualitative research questions of this study. All of the participants are nursing interns of nursing department of FCMS.

RESULTS AND DISCUSSION

On the reading motivation level and level of competency on clinical judgment of interns

Table 1. Reading motivation and Competency Level on Clinical Judgment

	Mean	Standard Deviation	Q.I.
Reading Motivation	3.70	.42	To a higher extent
Competency Level On Clinical Judgment	3.71	.48	To a higher extent

Legend:

1.00-1.79	:	To the lowest extent
1.80-2.59	:	To a lower extent
2.60-3.39	:	To an extent
3.40-4.19	:	To a higher extent
4.20-5.00	:	To the highest extent

Table 1 exemplifies that reading motivation level of interns is at a “higher extent” ($x=3.70$, $SD=.42$), while their competency level on clinical judgment is also at a “higher extent” ($x=3.71$, $SD=.48$). This a very good rating for interns to survive their programs.

Table 2. Correlation between Reading Motivation and Clinical Judgment Competency

	Pearson r	p-value	QI	Decision
Reading Motivation and Clinical Judgment Competency	.31	.11	No Significant relationship	Retain/Accept Ho

It can be gleaned from Table 2 that there is no significant relationship between reading motivation and clinical judgment competency ($r=.31$, $p=.11$). This implies that reading motivation has nothing to do clinical judgment competency. There might be several factors involved like the educational context they are into, the motivation why interns read, and time.

On what motivates the interns to read relevant materials

The following are the themes that emerged from the FGD’s and in-depth interviews conducted:

Reading is surviving

With the rigors that the interns have been facing, reading becomes the major ingredient for them to survive their studies, as one participant shared: “I need to read for me to survive the exams, case studies, and other requirements.” This is corroborated by the participants in one of the FGD’s as they concerted in saying, “reading means surviving.” Interns of any discipline need to read for them to keep themselves abreast with the so-many information bombarded at them. It is mandatory not sometimes a choice as one of the participants

mentioned. If one wants to get good grades then he or she needs to read voluminous materials relevant to the topic assigned or sometimes made as collateral reading materials.

Reading becomes a way of life

Reading is not only mandatory but an essential element for an intern, as one participant quipped, “reading is now part of our existence.” It becomes part of their fibers to exist as interns. One participant even chided: “When I went to sleep, I have books with me, until I slept. When I woke up, still I am holding the book with. Go straight to the door and attend my classes or clinical duty.” It is humorous but there is a grain of truth in it as reading will eat the very essence of one’s attention and conscious. When one is into it, he or she cannot do something but to consume it. This leads to the next theme.

Reading is an opium

Reading is not only an opium but an aphrodisiac because without it, a person hooked into it cannot get rid of it in his or her system. Reading gets one’s attention, but the struggle is how to induce it in one’s system. One participant said: “yes, when you are hooked into reading, you cannot take it away from you but the challenge of this is how will you start in your system?” This is the real challenge. With the onslaught of information and communication technology particularly the springing up of social networking sites, competition is so stiff.

On what does an intern do when asked to participate in an independent reading task?

The themes that sprung up from the series of interviews and FGD’s are:

Doubtful starter

Independent reading task is not always a welcome innovation but abhorred by many interns because it entails so much readings and so much time spent to a thing which at first their 'enemy.' As the previous theme essays, there is difficulty to start reading because of the thought of rigors and time but it is only the beginning part which poses the greatest challenge. Participants doubtedly do the task because it is mandatory but everything changed when they are hooked to what they are reading, as one participants noted: "The difficulty is only at the beginning. You would like it later." They are doubtful at first yet they are pushed to do so because it is a requirement but later on they would learn to love it.

Glorious finisher

One participant mentioned, "You will see that after you are done with the independent reading task, you would feel the sense of fulfillment because you accomplished something with reading." They were doubtful starters but glorious finisher because of the sense of fulfillment they achieve because of the task they completed. The end indeed justified the means. No matter what they had gone through, the completion of the objectives outshines the rigors and challenges posted by the independent reading tasks.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions highlight the findings of this study. First, the reading motivation level and clinical competency on clinical judgment were evident to a higher extent. Moreover, statistics shows that there is no significant correlation between reading attitude and clinical judgment competency of interns. Through the editing style of qualitative data analysis, it was also found out that for interns reading is surviving, reading

becomes a way of life, and reading is an opium. Also, when asked to do independent reading task, interns are doubtful starters yet glorious finishers.

Furthermore, the following are the recommendations of this study. First, use a clear reward system and positive reinforcement when regards to reading exposure of interns. Secondly, expose the interns to more independent reading tasks with guide questions to direct their energy, time and attention.

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