

Integrated Tanner Model Tanner (2006) Prompts

Noticing

- What important subjective and objective data did you notice?
 - Is this expected based on the patient's past medical history and reason for admission?
 - What information is important?
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Interpreting

- What is the most important data to prioritize?
 - Does this data differ from expected patterns?
 - What other assessments do you want to perform?
 - Can you link data to patient symptoms?
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Responding

- How will you intervene?
 - How will you adjust the treatment plan based on the patient's response?
 - What will you delegate?
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Reflecting (in-action)

- Are these interventions effective?
 - If not, what needs to change?
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Reflecting (on-action)

- What did you learn from this encounter?
- What would you do differently next time?

Tanner, C. (2006). Thinking like a nurse: A research-based model of clinical judgment. *Journal of Nursing Education*, 45(6), 204-211.

Integrated Tanner Model Justice, Equity, Diversity, & Inclusion (JEDI) Prompts

Noticing

- What do you notice about your own implicit and explicit bias as the nurse caring for this patient?
 - Consider the patient's social determinants of health. How does this affect their reason for admission and discharge planning?
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Interpreting

- How do you perceive the impact of intersecting identities (e.g., race, gender, socioeconomic status)?
 - How can you develop an inclusive and tailored approach to this patient's care?
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Responding

- How can you respond with empathy, equity, and shared decision making?
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Reflecting (in-action)

- Are interventions being performed with empathy and equity?
 - What can be changed to provide inclusive and safe care?
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Reflecting (on-action)

- Consider: Access to healthcare, social support networks, immigration status, socioeconomic background, abilities, formal education, skin color, language, housing, body size, mental health, sexual orientation, gender identity.

Monagle, J., Roy, K., & Lasater, K. (2023). Learning clinical judgments with a lens of inclusivity. *Nursing Education Perspectives*, 44(5), 308–310.