

ONE OF THE BENEFITS OF

# REAL LIFE

*is consistency with our students' exam results.*

If a student does poorly in a certain clinical area on an exam, this also shows up in his or her Real Life clinical reasoning.

**WALKING THROUGH THE SCENARIOS**

**AND SEEING THE CONSEQUENCES OF THEIR DECISIONS**

*helps them understand how they should have been thinking*

**TO GET AN OPTIMUM PATIENT OUTCOME.**

# IT LETS THEM SEE

**HOW WHAT THEY'RE DOING ACADEMICALLY  
CORRESPONDS WITH THEIR CRITICAL THINKING**

*when caring for patients.*

*Lisa Young, MSN, RN, CNS  
Professional Instructor*



## Bridging the gap between theory and practice

*It's no secret that the world of nursing and healthcare is changing every day. The patient population – and medical challenges – are increasingly diverse and driving a need for skilled, flexible and clinically sound professionals.*

Consequently, the educational staff at Ashland University's College of Nursing and Health Sciences has a strong focus on turning out nursing professionals who are equipped to successfully navigate this new world. It was this focus – along with an equally important one on improving student clinical reasoning skills – that eventually led professional instructor Lisa Young, MSN, RN, CNS, and her colleagues to ATI's Real Life solution.

*"We had used lab simulation before for students as well as an online simulation," explains Young, "but when we saw Real Life demonstrated at a small nursing conference, we thought it would be very beneficial, furthering students' experience with diverse patient populations and helping where students were struggling with clinical reasoning."*



ATI Nursing Education's Real Life uses videos and web interaction to guide students through a series of real-world clinical scenarios. Moving through the online simulation tool at his or her own pace, the student makes what he or she believes is the best clinical decisions for each scenario and then experiences the consequences of those decisions.

Ashland has incorporated Real Life's complete Adult Medical-Surgical suite of scenarios into its senior nursing student curriculum. Students complete the scenarios individually and then debrief as a group, comparing answers and talking through their reasoning. Additionally, the school is using select Medical-Surgical modules to improve the clinical reasoning skills of junior nursing students.

For Young and her colleagues, the process for evaluating students' clinical reasoning capabilities is now simpler and more streamlined. And because all students are experiencing consistent scenarios in the same environment, measuring their abilities is, for the first time, consistent and non-subjective.

*"Real Life makes it easier for our instructors to evaluate our students' clinical reasoning," Young says. "Students don't always agree with the optimal decision, and it's okay to have differences. But the scenarios provide them with real practice, where they have to think through the process to come up with their decisions."*

*"Our students like the rationale of Real Life and the fact that it teaches them the 'whys' of decisions," she adds. "It lets them see how what they're doing academically corresponds with critical thinking when caring for patients. It's also very easy for them to use."*

### **Educational Challenge**

Improving students' overall clinical reasoning; exposing students to diverse patient care situations

### **Highlighted Benefit**

Enables students to connect their academic activities and performance with their critical thinking when caring for patients

### **Solution**

ATI Real Life Clinical Reasoning Scenarios