

“REAL LIFE

GIVES US WAYS TO THINK

about clinical decision making
IN A SAFE ENVIRONMENT.

Students see that what they do has a direct result on patient care and how the decisions they make improve or don't improve care.

**WHEN THEY CHOOSE AN INCORRECT ANSWER,
THEY LEARN FROM THEIR MISTAKES.**”

*Debbie Ellison, MSN, RN
Associate Professor, School of Nursing*



From classroom to clinical – making a successful transition

For the faculty of Austin Peay State University's School of Nursing, the challenge of linking classroom learning to the clinical environment was compounded by a lack of time and site availability for clinical lab simulation – an issue many schools face.



Making the leap from the classroom to the clinical environment is often a difficult one for nursing students. Yet it is precisely this skill that hones their abilities and turns student nurses into strong caregivers.

“We have only a certain number of hours,” explains Debbie Ellison, MSN, RN, associate professor at Austin Peay. “When you have 55-plus students, it takes us a good three days to put everyone through a four-hour (lab) simulation. It’s hard to find the time to do that.”

The search for a viable and effective clinical simulation tool led Ellison and her colleagues to ATI Nursing Education’s Real Life solution. ATI Nursing Education’s Real Life uses interactive tools such as videos to guide students through real-world clinical scenarios. Moving through at their own pace, students respond to the scenarios with what they believe to be the best clinical decision. With Real Life’s branching logic, each different answer leads the student down a different path of consequences and outcomes.

“Real Life really gives students a simulation and case scenario mixed into one,” says Ellison. “It allows students to go through them as many times as they need to. This is especially helpful with the more complex scenarios.”

Austin Peay implemented Real Life’s Adult Medical-Surgical suite of scenarios to supplement its Adult Medical-Surgical classroom curriculum. For Ellison and her fellow instructors, it helps identify learning gaps and supplement content where needed, especially with difficult content. It also provides an easy and effective way to link what was covered in class with how clinical decisions should be made. And for students, the combined learning method strengthens clinical reasoning abilities and improves their performance in a real clinical environment.

“The effect of decisions on patient care is not always something students can see or understand,” Ellison says. “But with Real Life, they have an ability to work through problems without any risk to patients. Over time, they get more confident, and they do better in clinical, having worked through the issues. It’s easier for them to make decisions.”

Educational Challenge

Helping students successfully transition from classroom learning to a clinical environment; enabling students to understand the consequences of clinical decisions

Highlighted Benefit

Realistic case scenarios that supplement classroom curriculum and effectively demonstrate the effects of patient care decisions

Solution

ATI Real Life Clinical Reasoning Scenarios