

THERE'S TREMENDOUS VALUE IN
REAL LIFE'S

DEBRIEFING PROCESS.

Our students are very engaged – discussing, collaborating and learning from each other as they walk through clinical scenarios.

**THEY LEARN THE DIFFERENCE
between a 'good' answer and the
'BEST' ANSWER, AND WHY.**

*Lynn Leblanc, MSN, RN
Clinical Simulation Laboratory Coordinator/Faculty*



The best knowledge is shared knowledge

Knowing the difference between a right decision and wrong one in a clinical setting is absolutely essential to becoming a good nurse. But as Lynn Leblanc, MSN, RN, clinical simulation laboratory coordinator for the University of Dubuque's Nursing Program knows, that's not always enough.

"Sometimes we learn more from our mistakes than we do from answering a question correctly," she reflects. "We all may get to an optimum outcome, but in different ways. It's important to discuss that and understand it."

Like many nursing programs, the University of Dubuque has long placed a special emphasis on enhancing nursing students' clinical reasoning skills – successfully transferring the concepts they mastered in the classroom to a clinical environment, where their decisions will have real-life impact on patients. It was this focus that ultimately led Leblanc and her colleagues to ATI Nursing Education's Real Life solution.

ATI Nursing Education's Real Life videos and web interaction walk students through real-life clinical scenarios. Through making what they believe to be the best clinical decisions within the given scenarios, students are able to experience the consequences of their clinical decisions in a safe, non-threatening environment.

"Our previous tool would tell a student if the answer was right or wrong; however, it didn't always help them understand why and, more importantly, didn't effectively convey the consequences of an incorrect answer," says Leblanc.

The University of Dubuque has instituted Real Life as a key part of the curriculum for senior nursing students nearing graduation. It reinforces the concepts they have learned and enables them to further develop clinical skills before joining the work force.

"The scenarios in Real Life make you feel like you're actually in the hospital. There are people who need you, you have challenges, and you need to prioritize," says Leblanc. "The scenarios are good examples of what our students can expect as nurses starting their jobs."

Once students complete the scenarios, they participate in an instructor-led debriefing sessions, where they walk through the scenarios and discuss the decisions each student made.

"Students don't always get to the outcome the same way, and they don't always pick the optimum choice. We have found Real Life's debriefing session to be extremely valuable," says Leblanc. "We have great discussions and collaboration, and everyone gets a sense of what the consequences are of less-than-optimum decisions."



Educational Challenge

Enhancing nursing students' clinical reasoning competencies; increasing students' level of familiarity with and comfort in diverse and challenging real-life patient situations

Highlighted Benefit

Collaborative post-study debriefing sessions

Solution

ATI Real Life Clinical Reasoning Scenarios