

This guide will help you replicate a full, immersive clinical day. (Click on text in blue for more info.)

PART I: THE EDUCATOR IMPLEMENTATION GUIDE FOR EASY COURSE ALIGNMENT

1. View the brief faculty orientation video.

Log in to your ATI account at www.atitesting.com/login using your username and password. (Look for the blue **Log In** button.)

- Click **Resources** at the bottom of the far-left column.
- Click **Products & Integration** card. (See below right.)
- Scroll to and click on **Online Clinical Plans**.
- Under **Videos** heading, click **Faculty Orientation Video**.

As you watch the video, note any questions so you can follow up with your Product Training Specialist or Client Executive.

2. Review the Educator Implementation Guide (EIG).

Follow steps 1-3 above:

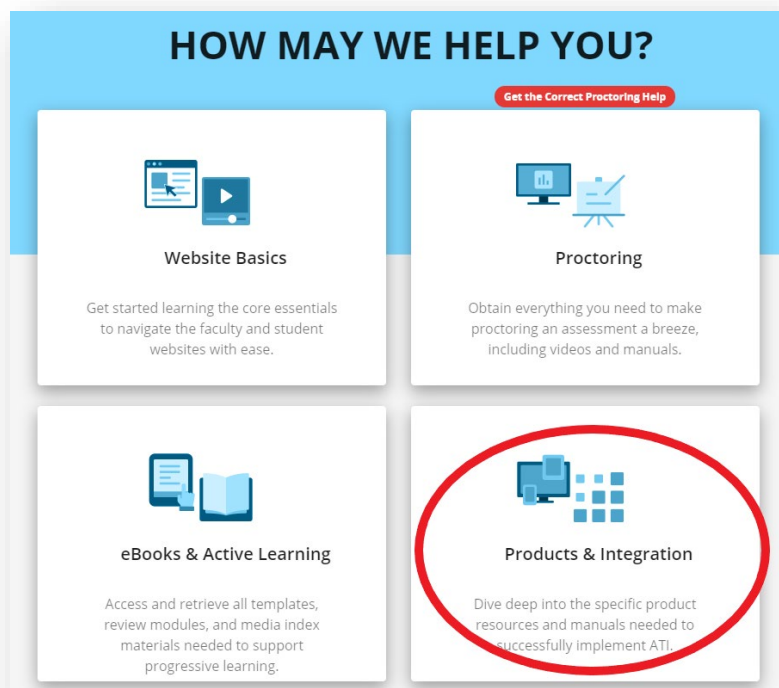
- Under **Educator Implementation Guide (EIG)**, click **RN** or **PN** version of the **EIG**. (Download if needed.)

3. Identify your students' competency levels using the EIG.

Match your nursing simulation content to your students' level of competency. Read the descriptions below (or page 5 in the **EIG**).

If you do not have access to the solutions in the bulleted list below, contact your Client Executive to learn how to add them to your plan:

- HealthAssess
- Real Life Clinical Reasoning Scenarios
- Video Case Studies
- Skills Modules
- Nurse's Touch, The Communicator 2.0
- Nurse's Touch, The Leader.



HOW MAY WE HELP YOU?

Get the Correct Proctoring Help

- Website Basics**
Get started learning the core essentials to navigate the faculty and student websites with ease.
- Proctoring**
Obtain everything you need to make proctoring an assessment a breeze, including videos and manuals.
- eBooks & Active Learning**
Access and retrieve all templates, review modules, and media index materials needed to support progressive learning.
- Products & Integration**
Dive deep into the specific product resources and manuals needed to successfully implement ATI.

Novice nursing student

- Inexperienced learner.
- Engages with uncertainty.
- Limited subject knowledge, skills, and ability to execute decisions.
- Requires guidance/coaching with management of care and prioritization of needs.

Advanced beginner nursing student

- Demonstrates ability to perform.
- Marginally successful with operational guidelines in situational environments with managing care, cues, and prioritization of client needs.

Competent nursing student

- Engages and is flexible with sense of mastery in making clinical judgment and reasoning.
- Demonstrates strong knowledge of subject and skills.
- Strong ability to execute necessary decisions for client needs in a safe manner.

4. Align student competencies to your curriculum outcomes and clinical competencies/objectives using the Integration Map.

Don't change your clinical objectives when using ATI's Online Clinical Plans. Rather, use the **Integration Map** (the table on page 6 of the **EIG**, excerpted in graphic below) to align the prepared **Lesson Plans** with your clinical nursing courses. Professional nursing competencies (see bulleted list below) are embedded into each course context, along with sample clinical outcomes and objectives.

The professional nursing standards and guidelines for each competency level and content area are:

- Patient-centered care
- Teamwork & collaboration
- Evidence-based practice
- Safety
- Quality improvement
- Informatics
- Professionalism
- Communication.

ATI RN ONLINE CLINICAL PLANS					
Online Clinical Plan for Curriculum Integration					
INTEGRATION MAP					
COMPETENCE LEVEL	Novice	Advanced beginner			Competent
CLINICAL FOCUS	First Clinical Experiences	Specialty Practice Experiences			Last Clinical Experiences
COURSE	Fundamentals	Adult Medical-Surgical	Maternal Newborn	Nursing Care of Children	Advanced Medical-Surgical
PHASE 1	Preparation and prebriefing				
PHASE 2	Clinical scenario planning and expected student behaviors (critical actions)				
PHASE 3	Facilitated group debriefing and individual reflection				
ASSESSMENT & EVALUATION	Formative assessment, suggested evidence-based evaluation methods, Professional Nursing Competency Targeted Knowledge, Skills, and Attitudes (KSAs), and facilitator evaluation of learner outcomes - reaction				

5. Plan your clinical day with content-specific faculty Lesson Plans.

1. Choose your **Lesson Plan**. (ATI website → **Resources** → **Products & Integration** → **Online Clinical Plans**)
2. Make a list of the materials in the **Lesson Plans** (see at right) that you or your students will need.
3. Review **Lesson Plan** objectives once more to ensure they align with your clinical nursing course objectives.
4. Walk through each phase of the **Lesson Plan** of the module you're using:

Choose student tasks. (See left half of modules/phases sections.)

Select student activities to assign.

Add up total hours of required deliverables to ensure students have adequate time to fulfill assignments before class meets.

Review your tasks under the **Faculty Facilitation** section (located opposite student tasks on the right half of **Lesson Plan**; see at right).

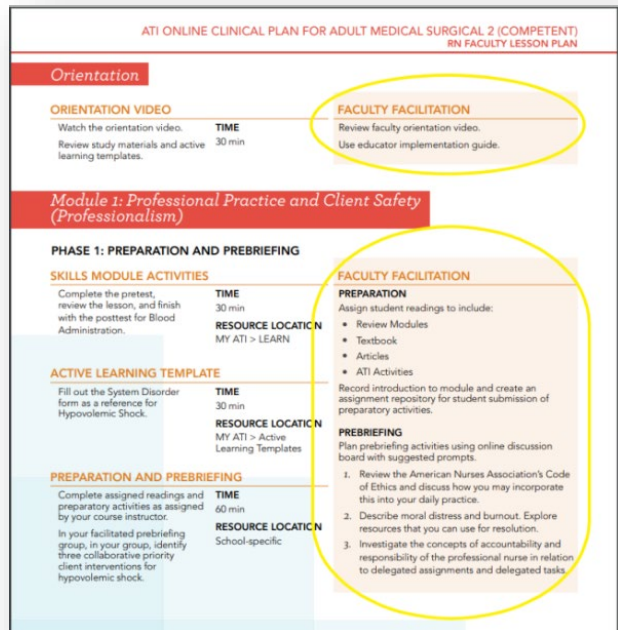
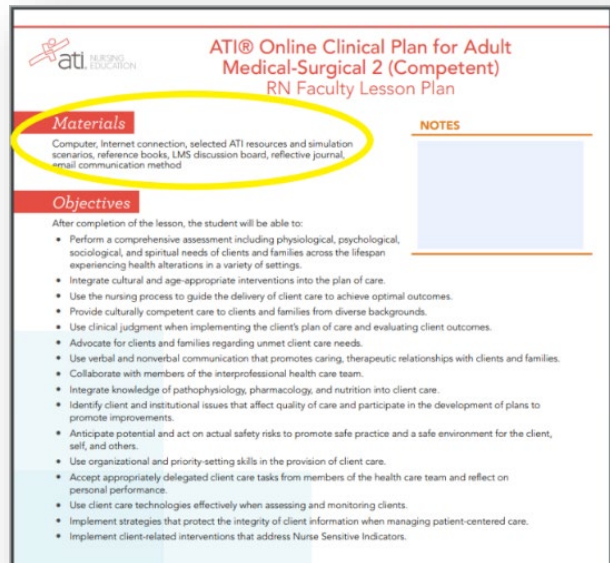
Create discussion boards.

Assign student activities, readings, and discussion-board prompts.

Familiarize yourself with each scenario. Read its overview within the **EIG** and *complete the simulation yourself*. (If short on time, complete the scenario using the **Optimal Decision** mode.)

Plan to host synchronous debriefing.

Verify that the scenario aligns with your program outcomes or clinical objectives. (Ask a subject matter expert to validate that you've correctly placed the scenario in your course or curriculum.)



- Record prebriefing video.
- Schedule assessments.
- Select evaluation criteria (ATI quizzes and assessments, your school's Clinical Evaluation Tool, other topic-specific evaluation methods).
- Create a quick overview of objectives and KSAs (Knowledge, Skills, and Attitudes), so students know how to complete their nursing simulation assignments and clinical nursing evaluation. Post the overview on your learning management system (LMS).

PART II: FACULTY LESSON PLANS FOR STREAMLINED EXECUTION

1. Distribute student assignments.

Use email or your LMS to distribute important information and assign preparatory readings, assignments, and activities.

- Share the **ATI Student Checklist** for the topic you'll be teaching so students know what is expected of them. (See access instructions in box below.)
- Assign the **Student Orientation Video** (see below) to watch as a class or copy the URL and provide the link so students can watch independently.
- Choose readings from your textbook, ATI eBooks, or ATI tutorials.
- Review ATI activities in the **Lesson Plan**, such as **Active Learning Templates** and **Skills Modules**.
- Select assignments that support the development of contextual learning, such as preparing an SBAR, identifying 3 priorities, or creating a care plan.

To access the Student Checklist and Student Orientation Video:

Log in to your ATI account at www.atitesting.com/login using your username and password. (Look for the blue **Log In** button.)

1. Click **Resources** at the bottom of the far-left column.
2. Click **Products & Integration** card.
3. Scroll to and click on **Online Clinical Plans**.
4. Under the **RN** or **PN Lesson Plan** options, locate and click on the appropriate **Student Checklist**. Find the video under that subheading.

Suggest that students review the checklist before class and as they complete the clinical nursing experience.

2. Conduct preconference prebriefing.

- a. Introduce yourself.
 - Welcome students and establish an environment of integrity, trust, and respect, so students feel comfortable while interacting in the virtual classroom.
- b. Review all learning objectives.
- c. Deliver an orientation of the lesson.
 - Clarify expectations to prepare learners for the simulated environment.
 - Establish ground rules for participating about:
 - Mutual respect
 - Giving and receiving feedback
 - "The Basic Assumption" (at right).
 - Discuss the fiction contract to ensure confidentiality and support suspension of disbelief.
 - Establish and maintain psychological safety (the "safe container," at right).
 - Inform students of the debriefing and evaluation process.
- d. Facilitate preconference prebriefing.
 - Ensure students have appropriate prerequisite knowledge and have fulfilled preparation activities.
 - Clarify purpose, goals, and objectives.
 - Provide online discussion-board topics around the clinical nursing focus, such as safety or evidence-based practice.
 - Identify roles and responsibilities during scenarios.
 - Encourage or assign peer groups to support self-reflection following each nursing simulation.
 - Discuss the process for seeking further information or help while completing each simulation.
 - Direct questions to a Q&A forum in the LMS.
 - Remind students of your virtual office hours so that they can request live feedback and support as needed.
 - Provide the timeframe for completion, assignment repository, and [the debriefing process](#).

The Basic Assumption™ is a core value that the Center for Medical Simulation developed and practices during its courses to help create a psychologically-safe learning environment for participants: *"We believe that everyone participating in activities at CMS is intelligent, capable, cares about doing their best and wants to improve."*

Establishing a **safe container** allows learners to engage actively in simulation and debriefings despite possible disruptions to the engagement, such as unrealistic aspects of the simulation, potential threats to participants' professional identity, or frank discussion of mistakes.

e. Perform scenario briefing.

- Provide an overview of each scenario or situation assigned for the clinical day.
 - Find the **Scenario Overview** in the **Clinical Day Lesson Plan** PDF for the ATI solution you are using.

Resources → **Products & Integration** → the ATI product you're using, such as **Nurse's Touch**, **The Communicator**, or **Real Life Clinical Reasoning Scenarios**

- Enable **Optimal Decision Mode** for each simulation so **Optimal Choices** are highlighted for students to facilitate remediation.

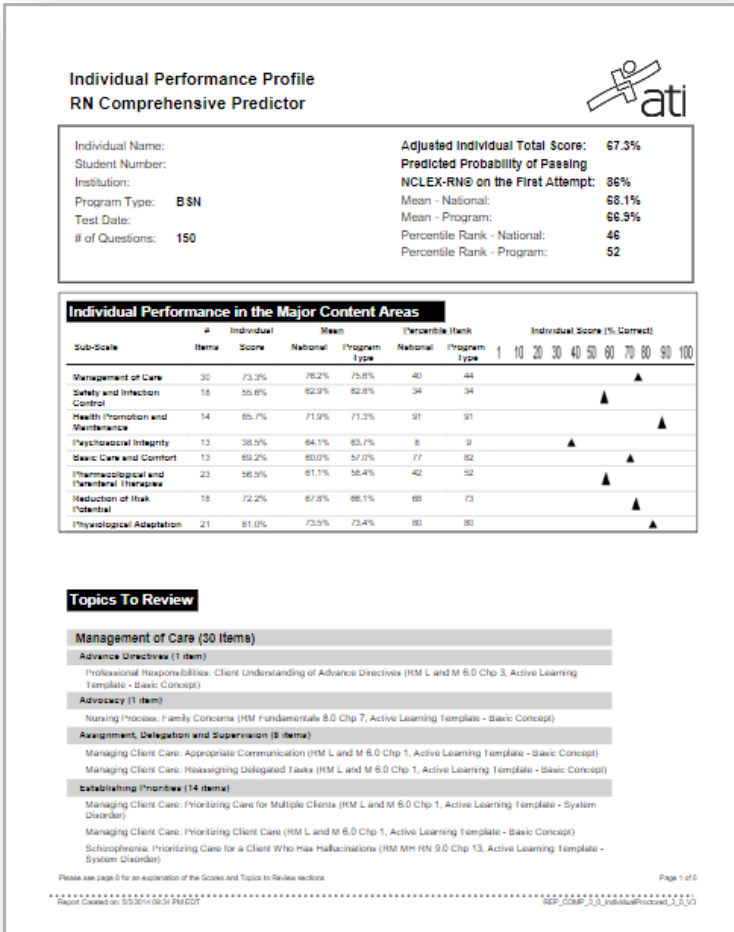
To set this mode, log in to the ATI website, go to left-hand column, click on **Products** → **Manage Products** tab → the name of ATI product. Click the red plus sign (+) under **Access Modules**. Look for the column labeled **Enable/Disable Optimal Decisions** and check that the lock symbol is green next to the module you're using. If it's red, click to "unlock" and turn it green.

- Remind students to complete assigned preparatory materials before beginning each simulation and review the introduction at the beginning to set the scene.

3. Assign clinical day scenarios or situations.

1. Assign the clinical nursing scenario or situation.

- a. Follow the **Online Clinical Plan** recommendations specific to the ATI solutions and scenarios/situations for each "clinical day" module.
 - If you don't have the ATI solution or scenario suggested, choose the one that best matches your lesson.
 - Refer to the RN and PN **ATI Solution Alignment** documents to identify the ATI solutions used in each **Lesson Plan** and module.
- b. Check each simulation scenario or situation in the individual ATI solution **EIGs** (e.g., the **HealthAssess EIG** or **Real Life EIG**) for a brief description of the situation and backstory to provide a realistic starting point from which structured activity begins.
- c. Explain the framework of how student-participant actions impact advancement through the clinical scenario, as well as standardization of cues (see below) to guide participants. (For example, guide students on how to access the scenario, review the patient chart, begin and participate in the scenario, etc.)
 - As students engage in the scenario or situation, the full picture of context may be:
 - Given verbally to participants via the nursing simulation videos
 - Found in the patient's medical record file
 - Revealed if requested through adequate inquiry on the part of participants using the scenario's embedded decision-making and communication tools.



Optional: Provide an online Q&A thread to support self-reflection and consider alternative perspectives.

- Cues may be delivered:
 - Verbally (such as through the patient, provider, or family member)
 - Visually (such as through changes in vital signs or medical record updates)
 - Literally (such as via data in new laboratory results, etc.).

d. Describe how much time students should spend in various activities. Then evaluate their progress for each scenario or situation.

- Refer students to the recommended times provided on the **Student Checklist**.
 - If students complete the scenarios early, encourage them to review their **Individual Reports** (see example at left) and repeat the simulation to improve their performance and achieve their outcomes.

2. Identify and inform students of the behavioral indicators/critical actions you will use to evaluate them to help them achieve the scenario’s objectives. (Refer to the **EIG** to *match these to your curriculum*, an important step for future accreditation reviews.) Then, throughout the simulation, check in on students’ progress and performance by pulling their **Individual**, as well as **Group, Reports**.

4. Conduct postconference debriefing + individual reflections.

- Prepare for debriefing:
 - Organize students into groups of 10 or fewer to maximize the experience and support deeper contextual learning.

- Use an evidence-based debriefing method (see INACSL “Standards of best practice: SimulationSM Debriefing”). Remember: *Debriefing begins in prebriefing when you introduce the debriefing method.*
 - Include the following recommended elements to craft a successful debriefing session: (Refer to the “Pocket book for simulation debriefing in Healthcare” by Denis Oriot, MD, PhD, and Guillaume Alinier, MPhys, PgCert, PhD, for more specifics.)
2. Conduct synchronous (real-time) debriefing using your virtual-conferencing platform.
- a. Provide an introduction (~3 mins).
 - Thank students for their active participation.
 - Share the purpose of the debriefing (such as to improve performance or learn from mistakes).
 - Discuss safety and confidentiality. (Revisit ground rules and the “Basic Assumption.”)
 - Describe the structure of the debriefing. (Emphasize how you will facilitate the process using your selected debriefing method.)
 - b. Ask for reactions. (5-10 mins)
 - Ask students to describe their thoughts, feelings, perspectives, perceptions, and concerns. Control discussion to limit length.
 - c. Analyze the scenario. (15-20 mins)
 - Use as much time as needed to help deepen contextual learning and support reflective thinking.
 - Recap the scenario to clarify participant understanding of the nursing simulation situation. “Who can tell me what this scenario was about?”
 - Discuss students’ successes. “What did you do well during the scenario?”
 - Discuss students’ difficulties. “What challenges did you experience?”
 - Based on the level of learners, consider the technique you will use to facilitate further inquiry. Consider competency levels to move from educator-directed to learner-directed analysis:

Novice students:

- Provide directive feedback to guide development of technical skills or knowledge.
- Follow a process-centered facilitated approach using questions such as, “What went well? What would you change?”

Advanced beginner students:

- Clarify the correct course of action or best-outcome situation. “What could have been performed in a better way?” “How can we improve our care next time?”

Competent students:

- Use focused facilitation designed to close performance gaps through questioning and understanding the *why*. “I noticed that many of you brought up Mr. Davis’ diaphoresis and that the itching may have indicated an allergic reaction. I was thinking the same thing and wondering if we can discuss this further.” “How could this have been prevented?” “Can you share your thinking?”

d. Summarize the experience. (~5 mins)

- Ask students to share lessons learned to verify key points. "What did we learn today from this scenario?"
- Emphasize and reinforce specific learning outcomes.
- Create linkages to the real world. "If you happen to deal with the same case at the hospital in the future, what learning point will you particularly consider?"

e. Deliver closing. (~3 mins)

- Thank students for openly and honestly participating and sharing.
- Remind students of confidentiality and your hope for their benefit.

3. Assign individual reflection via an online journal to promote deeper contextual learning.

- Select prompts (found in your **Lesson Plan** under the **Faculty Facilitation** column) to simplify connections to practice or future performance.
- Read each reflection and respond in a meaningful way to deepen learning and self-reflection.

5. Complete evaluations and assessments.

The **Lesson Plan** includes recommended methods of assessment to evaluate outcomes, but you must make your own decision on how to evaluate students. For example, you can:

1. Use formative assessments, such as **Learning System**, and other measures, including:

- Individual reports for tutorial and quizzes
- Submitted assignments, such as SBAR or LMS discussion posts
- Participation in group debriefing and completion of individual reflection.

2. Perform a program-specific evaluation, such as using your established clinical evaluation tool for your course.

- Compare targeted KSAs and competencies to your clinical evaluation tool.

3. Consider implementing additional evidence-based methods to evaluate student performance through simulation-based learning experiences:

- Student and faculty evaluations of the nursing simulation experience.
- Faculty reflections on student reactions and outcomes using questions such as "Was there a noticeable increase in competencies after participation in the simulation? How much?"

***CREDIT:** Christine L. Heid, PHD, RN, CNE, CHSE, Consulting Nurse Educator, and Pamela Osuri, MSN, RN, CNS, Director of NCLEX Services, developed ATI's Online Clinical Plans based on a foundation using the "Standards of best practice: Simulation"SM created by the International Nursing Association for Clinical Simulation and Learning (INACSL). The two also contributed to this guide's creation.*