



EDUCATOR
IMPLEMENTATION
GUIDE

Real Life™ Clinical Reasoning Scenarios: RN Mental Health 3.0

YOU MAY BEGIN.

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BIPOLAR DISORDER 16

- Student Learning Outcomes
- Scenario Overview
- Module Outcomes
- Reasoning Scenario Outcomes
- Content Topics

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- Student Learning Outcomes
- Scenario Overview
- Module Outcomes
- Reasoning Scenario Outcomes
- Content Topics

Real Life RN Mental Health Debriefing Guides

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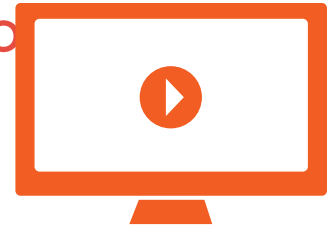
- Phase: Initial Reflection
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DEBRIEFING SUGGESTIONS FOR STUDENTS 22

- Phase: Initial Reflection
- Phase: Discovery
- Phase: Evaluation and Summary

Real Life RN Mental Health Educator Implementation Guide



Description

Real Life Clinical Reasoning Scenarios 3.0 provide students with the opportunity to practice clinical reasoning skills. Students experience life-like clinical situations through video and other forms of rich media.

Clinical decision points are integrated with video segments, requiring students to identify the response the nurse should make. Student choices direct the path of the experience so that each student experiences the consequences of their decisions.

How Real Life Works

In a *Real Life* scenario, students make clinical decisions that affect the care, treatment, and outcomes for virtual clients. Each scenario has a list of objectives that are provided in this EIG with other scenario-specific information. The key to students' success in *Real Life* is to accomplish these objectives and to understand how the decisions they make affect the client's well-being. They begin by watching a brief video of a nurse on a clinical unit. Students need to pay close attention to observe the nurse receiving report on the client's status.

Each scenario focuses on a client who has a particular diagnosis but will also address other related issues. Students make decisions related to both the care and treatment for their client. They may pause, restart, or replay a video. Instruct students to replay the video prior to the end if they want to view it again. The following screen will provide students with a client care question based on a situation they saw in the video. It might ask them to select the best action to take or information to collect to address the situation. Students are provided with several options in response to the video clip. These options can appear in the form of a traditional four option item or an alternate format item, such as a multiple choice item with graphic, image, or video options; an ordered response item; or an essay.

Using branching logic, *Real Life* directs the student to a video of the student's specific response. This means that students can experience different paths throughout the case scenario. The goal is to provide the safest and most effective care to the client at each decision point in the scenario. At any time during the scenario, students have the ability to click on the Electronic Medical Record (EMR) icon in the upper right-hand corner of each page. Clicking on this icon opens the client's medical record. The documents in the EMR are similar to what students would see in a health care setting, including the medication administration record, vital signs, provider orders, and laboratory results. After students have completed a scenario, they have the option to repeat it and make alternate choices. Because of the branching logic system in *Real Life*, students can have a new experience in the scenario each time they use it by selecting different answers to the questions.

When students complete a scenario, an Individual Report is automatically generated. The report provides an overall reasoning score, performance related to outcomes (QSEN, NCLEX Client Need Category, and Body Function), and feedback on questions answered. The question, selected option, and rationale for the option are provided. As students navigate through *Real Life* scenarios, you can expect their scores to improve. Students may either print or electronically download their Individual Reports for you to review with them. The instructor could use this report for debriefing or as a remediation tool prior to having the students re-enter the scenario. Instructors may also generate a Group Report for each *Real Life* scenario.

Features

Real Life 3.0 includes new features. The Welcome page that introduces each scenario has been updated. A Scenario Overview page has been added. A Rationale Mode provides feedback throughout the scenario, and a Back button allows review of completed pages. For more information on added features, see *Real Life 3.0: What's New*.

- Real-life scenarios with branching logic
- Module outcomes
 - National League for Nursing (NLN) competencies
- Clinical reasoning scenario outcomes
 - NCLEX® client need categories/subcategories
 - Quality and Safety Education For Nurses (QSEN)
 - Body functions
- Modules
 - Alcohol Use Disorder
 - Anxiety Disorder
 - Bipolar Disorder
 - Schizophrenia
- Electronic Medical Record (EMR) documents
 - Medication administration record (MAR)
 - Flow sheet
 - Orders and progress notes
 - Laboratory report
 - Radiology report
- Optimal decisions highlighted mode (student access controlled by an instructor)
- Details of mental health scenarios
 - Level of difficulty of real-life mental health scenarios
 - Mental health scenarios
 - Module outcomes
 - Individual scenario outcomes
 - Reasoning scenario outcomes
 - Content topics contained in the scenario
 - Student learning outcomes
- Educator debriefing guide
 - Description of debriefing
 - Role of facilitator
 - Debriefing suggestions
- Student debriefing guide
- Debriefing suggestions

Reports

INDIVIDUAL REPORT

- Overall Reasoning Scenario Performance Score with date and time of use
- An indicator if the scenario ended prematurely due to a detrimental decision or series of missteps
- Reasoning Scenario Performance Score related to reasoning scenario outcomes
- Decision log with optimal decisions highlighted

GROUP REPORT

- Reasoning Scenario Performance composite score
- Individual time use and scores
- Indicators to identify any attempts that ended prematurely due to a detrimental decision or series of missteps
- Group performance related to reasoning scenario outcomes



Benefits

- Exposes students to diversity and common client care situations that might not occur during the students' scheduled clinical time
- Allows students to practice clinical reasoning skills in a safe environment
- Allows students to make clinical decisions and experience the consequences
- Allows students to experience key client care situations without the constraints and demands of simulation
- Allows students to experience and respond to real verbal and nonverbal responses by the nurse, client, and members of the interprofessional health care team
- Allows students to repeat the *Real Life* experience as often as they desire
- Develops a remediation plan by using Decision Log in individual reports
- Uses outcomes to facilitate course and program evaluation

Levels of Difficulty

- Alcohol Use Disorder: Intermediate level
- Anxiety Disorder: Intermediate level
- Bipolar Disorder: Intermediate level
- Schizophrenia: Intermediate level

Recommended Use

- Course work/assignment (traditional or online)
- Individual/group project (create a poster, teaching tool, or concept map)
- Independent learning
- Classroom discussion
- Clinical post-conference
- Makeup following a clinical absence
- Replacement for clinical activity
- Lab activity
- Preparation for NCLEX
- Preparation for first nursing job

Implementation Strategies

Active Instructional Strategies for Educators

- Use as an activity for students waiting to participate in a simulation.
- Conduct debriefing sessions (face to face or online discussion board).
- Play the opening scene in one module and have the students listen to a report. Divide students into groups of three and have each group develop an SBAR report based on information in the report. Ask students to share their SBARs with the large group and get feedback on what was useful in the report, what questions still needed to be asked, and what the priority nursing action is.
- Assign a scenario to be completed in a small group to allow for a professional debate.
- Have students complete a scenario as a ticket-to-class exercise. During class, ask students challenging questions, such as:
 - How would the client's care differ if they didn't have any support at home, were homeless, or uninsured?
 - If you disagreed with the provider's treatment, how would you respond to the order?
 - If the client threatened to cause harm to you or another person, what action would you take and how would that make you feel?
 - What would you do if the client refused care?
- Create simulated experiences using Real Life scenarios.
 - Conduct a teacher-learner simulation by viewing Real Life scenarios in class or in post-clinical conference. Pause when you feel it's appropriate, and have students re-enact the previous scene on a high-fidelity manikin, peer, or standardized actor.
 - Ask a peer or standardized actor to play a family member to enhance the realism and complexity of the scenario.
- Repeat the scenario at the senior level with higher expectations from students.
- Incorporate another health care discipline in the simulation.
 - Invite students from other health care programs to participate in the scenario. If you don't have access to other programs, partner with students from other institutions. Communicate via telephone or Skype. Consider enlisting the aid of retired health care providers.
- Use portions of a scenario for selected teaching/learning moments.
- Review a scenario in class with students in small groups or individually. Have students select answers to questions to guide the scenario via Twitter, academic blog, or student response system. Promote dialogue prior to asking for a response that requires students to defend their selected answer or come to a group decision.

*For more, see **Lesson Plans** under the **Integration Resources** section of the website for ways to incorporate scenarios into classroom learning.*

Implementation Strategies *(continued)*

Active Instructional Strategies for Students

- Identify priority problems/nursing diagnoses.
- Create a care plan.
- Develop a drug card for medications listed on the client's MAR.
- Identify strategies used for client teaching.
- Discuss interprofessional collaboration related to care of the client.
- Find evidence-based articles related to care of the client and formulate a PICO question.
- Discuss cultural and ethnic considerations for the client.
- Identify gerontological considerations.
- Discuss professional challenges associated with caring for the client.
- Examine client compliance/noncompliance issues.
- Analyze variations of the client's laboratory values.
- Upon completion of a clinical reasoning scenario, acknowledge the content done well and remediate content that did not indicate understanding.
- When viewing the scenario, identify the stage of Benner's Novice to Expert model that reflects your current level of practice. Identify competencies and behaviors needed to move toward the expert level.
- Practice SBAR communication with a classmate.

Recommended Time



It is recommended that a student spend about 30 to 60 minutes on each *Real Life* scenario.

Optimal Decisions Highlighted Mode

- The optimal decisions highlighted mode allows students to work through a scenario with "optimal choices" highlighted to facilitate remediation.
- Students must complete a scenario in standard mode one time before the optimal decisions highlighted mode is available.
- Educators can turn on/off access to the optimal decisions highlighted mode.
- This mode is preset to the "off" position.

Rationale Mode

- The rationale mode provides students with reasons why each option is correct or incorrect.
- Students cannot change the answer on submitted items.
- Skip Me Back To Review Decisions navigation feature allows students to review previous decisions.
- Skip Me Forward To Continue navigation feature allows students to move to the last item viewed.

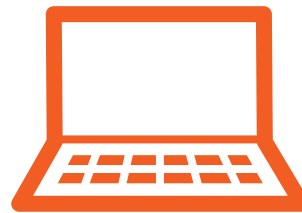
Product Support

At ATI Nursing, we pride ourselves on timely, effective support to meet your needs. Please contact us at 800-667-7531 if you need assistance with this product.

Technical Requirements

For optimal testing experience, we recommended a wired network connection. Full system requirements are available at <http://www.atitesting.com/TechnicalRequirements.aspx>.

Firefox is the recommended browser for viewing *ATI Real Life*.



Real Life RN Mental Health Scenarios Details

Alcohol Use Disorder

STUDENT LEARNING OUTCOMES

Upon completion of this clinical reasoning module, the student will:

- Use critical reasoning to promote a positive outcome for a client in acute alcohol intoxication who experiences alcohol withdrawal.
- Use evidence-based practice in the care of a client in alcohol withdrawal.
- Identify priority nursing interventions in the delivery of care for a client who abuses alcohol.
- Apply therapeutic communication skills to positively affect the outcomes of a client who abuses alcohol.
- Recognize effective and ineffective coping skills in a client who abuses alcohol.

SCENARIO OVERVIEW

This scenario focuses on a 45-year-old male client who was admitted to the hospital as a result of a motorcycle accident with an elevated serum alcohol level. It incorporates client-centered concepts related to the progression of alcohol withdrawal, delirium tremens, and need for seizure precautions. Nursing-focused concepts include planning care and setting priorities, client education, and interprofessional collaboration. Students will be expected to provide therapeutic communication with the client who is in denial regarding the effects of his alcohol consumption. For additional information, please refer to the content topics table.

MODULE OUTCOMES

NLN Competencies

- Human Flourishing
- Nursing Judgment
- Professional Identity
- Spirit of Inquiry

REASONING SCENARIO OUTCOMES

NCLEX Client Need Categories

- Basic Care and Comfort
- Health Promotion and Maintenance
- Management of Care
- Pharmacological and Parenteral Therapies
- Physiological Integrity
- Psychosocial Integrity
- Safety and Infection Control

Quality and Safety Education for Nurses (QSEN)

- Evidenced-Based Practice
- Patient-Centered Care
- Safety
- Teamwork and Collaboration

Body Function

- Cognition and Sensation
- Ingestion, Digestion, Absorption, and Elimination
- Oxygenation

Alcohol Use Disorder (continued)**CONTENT TOPICS****Client Education**

- Nutrition
- Readiness to learn
- Vitamin supplements

Medication Administration

- Calculating IV rate
- Disulfiram
- Lorazepam for alcohol withdrawal
- Multiple vitamins and thiamine supplements
- Naltrexone
- Ranitidine for gastritis
- Topiramate

Professional Responsibilities

- In-service education

Nursing Interventions

- De-escalating techniques
- Interventions for client experiencing alcohol withdrawal

Physiological Adaptation

- Alcohol withdrawal
- Physiological changes secondary to alcohol abuse
- Seizure precautions
- Tonic-clonic seizures
- Delirium tremens

Teamwork and Collaboration

- Case manager
- Outpatient treatment
- SBAR
- Social service

Health Assessment

- CAGE questionnaire
- CIWA scale
- Family history of abuse
- Laboratory values: protein, thiamine
- Pain rating scale

Psychological Adaptation

- Addictive behavior
- Compensation
- Denial
- Displacement
- Relapse prevention
- Violence

Therapeutic Communication

- Restating
- Using open-ended questions

Anxiety Disorder

STUDENT LEARNING OUTCOMES

Upon completion of this clinical reasoning module, the student will:

- Use clinical reasoning to provide care for a client experiencing an exacerbation of generalized anxiety disorder.
- Prioritize care for a client experiencing an exacerbation of generalized anxiety disorder.
- Identify appropriate nursing actions for a client experiencing an exacerbation of generalized anxiety disorder.
- Provide education regarding treatment, medication, and nonpharmacological therapies when caring for a client experiencing an exacerbation of generalized anxiety disorder.
- Use therapeutic communication to develop rapport when caring for a client experiencing an exacerbation of generalized anxiety disorder.

SCENARIO OVERVIEW

This scenario centers on the admission of a 22-year-old female client who has anxiety disorder. It incorporates client-centered concepts related to therapeutic communication, assessment of psychosocial needs, and identification of suicidal ideation. Nursing-focused concepts include planning care, client education, and interprofessional collaboration. Students will be expected to provide therapeutic communication with the client who is displaying severe anxiety disorder, and other related content. For additional information, please refer to the content topics table.

MODULE OUTCOMES

NLN Competencies

- Human Flourishing
- Nursing Judgment
- Professional Identity
- Spirit of Inquiry

REASONING SCENARIO OUTCOMES

NCLEX Client Need Categories

- Health Promotion and Maintenance
- Management of Care
- Pharmacological and Parenteral Therapies
- Physiological Adaptation
- Reduction of Risk Potential
- Safety and Infection Control

Quality and Safety Education for Nurses (QSEN)

- Evidenced-Based Practice
- Patient-Centered Care
- Safety
- Teamwork and Collaboration

Body Function

- Cognition and Sensation
- Oxygenation

Anxiety Disorder (continued)

CONTENT TOPICS

Client Education

- Escitalopram
- Levels of anxiety

Physiological Adaptation

- Environmental stressors
- Defense mechanisms: denial, displacement, rationalizing
- Performance of repetitive behaviors
- Relaxation techniques
- Self-injury: cutting

Therapeutic Communication

- Active listening
- Evaluation of client verbal and nonverbal speech patterns
- Restating communication technique

Medication Administration

- Calculation of parenteral medication
- Escitalopram
- Lorazepam
- Paroxetine

Teamwork and Collaboration

- Outpatient Treatment
- SBAR

Health Assessment

- Determining suicidal intent
- Findings consistent with anxiety attack
- Hamilton-A Assessment Scale
- Priority action during anxiety attack

Bipolar Disorder

STUDENT LEARNING OUTCOMES

Upon completion of this clinical reasoning module, the student will:

- Assess symptoms of bipolar disorder.
- Apply the nursing process in the plan of care.
- Implement physical and psychosocial safety plan.
- Implement pharmacological and nonpharmacological treatments.
- Identify outcome criteria for ongoing maintenance.

SCENARIO OVERVIEW

This scenario focuses on the admission of a 33-year-old female client who has bipolar disorder. It incorporates client-centered concepts related to depression, manic behaviors, mental status changes, therapeutic communication, psychosocial needs, and client education. The student will be expected to identify appropriate medications, relevant laboratory values required to initiate treatment, and other related content. For additional information, please refer to the content topics table.

MODULE OUTCOMES

NLN Competencies

- Human Flourishing
- Nursing Judgment
- Professional Identity
- Spirit of Inquiry

REASONING SCENARIO OUTCOMES

NCLEX Client Need Categories

- Basic Care and Comfort
- Management of Care
- Pharmacological and Parenteral Therapies
- Psychosocial Integrity
- Reduction of Risk Potential

Quality and Safety Education for Nurses (QSEN)

- Evidence-Based Practice
- Patient-Centered Care
- Safety

Body Function

- Cognition and Sensation
- Integument
- Regulation and Metabolism

Bipolar Disorder *(continued)*

CONTENT TOPICS

Nursing Interventions

- Appropriate interventions following electroconvulsive therapy
- Interventions for client experiencing manic episode
- Managing disruptive behavior
- Planning discharge outcomes
- Recognizing client comments that indicate suicidal intention

Professional Responsibilities

- Right to refuse treatment

Medication Administration

- Zolpidem
- Fluoxetine
- Lamotrigine
- Lithium
- Olanzapine
- Multivitamin

Therapeutic Communication

- Appropriate response to client communication indicating suicidal intention
- Communication related to inappropriate behavior

Client Education

- Appropriate forms of food
- Enhancing understanding of medication regimen
- Lithium therapy and signs of toxicity
- Nutritional needs

Health Assessment

- Expected outcomes of olanzapine
- Genetic predisposition to bipolar disorder
- Laboratory values related to lithium therapy: thyroid function, BUN, serum creatinine, hCG
- Mental status assessment
- SAD PERSONS assessment tool
- Symptoms of manic episode

Schizophrenia

STUDENT LEARNING OUTCOMES

Upon completion of this clinical reasoning module, the student will:

- Make critical decisions that promote client safety of a client who has schizophrenia.
- Apply knowledge from nursing and to make clinical decisions that promote positive outcomes for a client who has schizophrenia.
- Assess knowledge level and provide teaching to the client who has schizophrenia and their family.
- Prioritize care that results in optimal outcomes for a client who has schizophrenia.
- Recognize potential legal and ethical issues that can arise when caring for a client who has schizophrenia.
- Involve the family in the care of a client who has schizophrenia.

SCENARIO OVERVIEW

This scenario focuses on a 21-year old male who has a new diagnosis of schizophrenia, a routine visit with his mental health care provider at an outpatient mental health clinic, the teaching needs and concerns identified, and a follow-up appointment to evaluate outcomes of the treatment and plan of care. For additional information, please refer to the content topics table.

MODULE OUTCOMES

NLN Competencies

- Human Flourishing
- Nursing Judgment
- Professional Identity
- Spirit of Inquiry

REASONING SCENARIO OUTCOMES

NCLEX Client Need Categories

- Management of Care
- Crisis Intervention
- Mental Health Concepts
- Sensory/Perceptual Alterations
- Substance Use and Other Disorders and Dependencies
- Therapeutic Communication
- Pharmacological and Parenteral Therapies

Quality and Safety Education for Nurses (QSEN)

- Patient-Centered Care
- Safety
- Evidence Based Practice

Body Function

- Cognition and Sensation
- Ingestion
- Digestion
- Absorption
- Elimination

Schizophrenia (continued)

CONTENT TOPICS

Safety and Risk Reduction

- Risk assessment

Medication Administration

- Paliperadone
- Risperidone
- Risk for physical side effects from medications, including extrapyramidal symptoms (EPS), also known as drug-induced movement disorders.
- Risk for weight gain related to medication regimen

Client Education

- Positive and negative effects of schizophrenia
- Treatment for extrapyramidal symptoms (EPS)
- Risperidone
- Paliperdone

Nursing Interventions

- Appropriate nursing intervention for young adult recently diagnosed with schizophrenia.
- Appropriate response to client experiencing a delusion
- Selecting least restrictive intervention

Teamwork and Collaboration

- Hand-off report
- SBAR

Health Assessment

- SAFE-T tool to assess self-harm
- Substance use discussion
- Durable Power of Attorney for Healthcare (DPAHC)
- Findings consistent with schizophrenia

Real Life RN Mental Health Debriefing Guides

Educator Debriefing Guide

Debriefing is encouraged following completion of a Reasoning Scenario module. The purpose of debriefing is to promote learning through clinical reasoning, empower the learner to reflect on decisions, and allow for discovery and creation of perspectives for managing similar situations.

The amount of time spent in debriefing will depend on how the scenario is used and the goals of the educational session/activity. If all of the key debriefing points are discussed, more time may be necessary. In general, a minimum of 30 minutes is recommended for debriefing.

Role of the Facilitator

1. Create a safe environment of trust to allow for discovery.
2. Provide a nonjudgmental attitude during discussion.
3. Empower students to reason by reflecting on decisions.
4. Allow adequate time for reflection and contemplation.
5. Maintain a positive attitude while redirecting learning as needed.
6. Evaluate the debriefing experience by reflecting on learning outcomes.

Debriefing Suggestions for Educators

PHASE: INITIAL REFLECTION

Outcomes

- Reflect on the scenario and feelings that it incurred. (Assist students to deal with feelings related to their performance on the scenario. Feelings must be dealt with before the focus can be directed to the client.)

Debriefing Prompts

- How do you feel about your performance during the scenario?
- Share what you think went well.
- Reflect on what you think did not go well.
- What was going on in your mind during the scenario?

Debriefing Suggestions for Educators (Continued)

PHASE: DISCOVERY

Outcomes

- Discuss the focus of the scenario.
- Identify factors contributing to the client situation.
- Describe appropriate clinical reasoning related to the scenario.

Debriefing Prompts

- What did you identify as some of the main problems and issues in the scenario?
- What were some of the challenging decisions the nurse made? Describe the rationale behind these decisions.
- What influenced your decisions during the scenario?
- If you did not move through the scenario successfully, what were you thinking that lead you down an incorrect path?
- Share some of the issues that affected your clinical reasoning.

PHASE: EVALUATION AND SUMMARY

Outcomes

- Summarize personal learning that occurred during the scenario.
- Evaluate clinical reasoning ability related to this scenario.

Debriefing Prompts

- What did you learn from this scenario?
- If you were to repeat the scenario, what would you do differently and why?
- What do you think would have happened to this client if the scenario continued?

Student Debriefing Guide

The purpose of **debriefing** is to promote learning through clinical reasoning by reflecting on decisions and allowing for discovery and creation of perspectives for managing similar situations.

Debriefing Suggestions for Students

PHASE: INITIAL REFLECTION

Outcomes

- Reflect on the scenario and feelings that it prompted. Feelings must be dealt with before the focus can be directed to the client.

Debriefing Prompts

- How do you feel about your performance during the scenario?
- Share what you think went well.
- Reflect on what you think did not go well.
- What was going on in your mind during the scenario?

PHASE: DISCOVERY

Outcomes

- Discuss the focus of the scenario.
- Identify factors contributing to the client situation.
- Describe appropriate clinical reasoning related to the scenario.

Debriefing Prompts

- What did you identify as some of the main problems and issues in the scenario?
- What were some of the challenging decisions the nurse made? Describe the rationale behind these decisions.
- What influenced your decisions during the scenario?
- If you did not move through the scenario successfully, what were you thinking that led you down an incorrect pathway?
- Share some of the issues that affected your clinical reasoning.

PHASE: EVALUATION AND SUMMARY

Outcomes

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- Evaluate clinical reasoning ability related to this scenario.

Debriefing Prompts

- What did you learn from this scenario?
- If you were to repeat the scenario, what would you do differently and why?
- What do you think would have happened to this client if the scenario continued?