

Transitioning to Distance Education



Tips for Using Interactive Clinical Scenarios

Available for...

RN Fundamentals | Assessment | Psych | Maternity/Pediatrics | Lab & Diagnostic Testing

LPN Medical-Surgical | Maternity/Pediatrics | Geriatrics | Psychosocial Nursing

With clinical sites closing in response to COVID-19, securing clinical time may now be difficult. F.A. Davis's **Interactive Clinical Scenarios (ICS)** help to provide students with a means to experience a broad range of patients in a virtual real-world setting.

The scenarios are case-based and walk students through the nursing process, allowing them to practice thinking like a nurse in a safe environment.

Each scenario presents students with a series of questions concerning assessing the patient, choosing nursing diagnoses, planning outcomes and interventions, and evaluating and adjusting the nursing plan.

TIP Assign the ICSs for a participation or completion grade to help track “attendance” and ensure students are keeping up at home. Students can also email their results to you as proof of completion.

TIP Use your Learning Management System Discussion Board to pose questions that facilitate thoughtful discussions. The ICSs can be a wonderful starting point for an online discussion as students are walking through each step of the nursing process and practicing their critical-thinking and clinical judgment skills.

Visit the [Distance Learning Hub for Undergraduate Nursing](#) to view the **Interactive Clinical Scenarios** that are available for use with your students.

Students will have free access to the Interactive Clinical Scenarios until further notice.

FAQs

Q How can we track our students' progress/performance?

A Students can print/email their results, but we recommend grading these for completion, rather than using the actual percentage score. The ICSs are ideal to be used as a class participation grade.

Q Do students need a course code/number to submit their results?

A Upon finishing an ICS, students can choose to email their results to their instructor. A window will appear asking for more information, including course number and course title. Both of these fields must be populated; however, any numerical value (e.g., "123" or "0") can be entered for course number, and any text can be entered for course title (e.g., "Maternity 101" or "Practice").

Q Is there an answer key?

A There is no discreet answer key. Instead, the answers are programmed into the software. Rationales are provided for both correct and incorrect responses as students work through each scenario.

Q How do students complete the clustering activities?

A The clustering activities challenge students to group similar assessment data into clusters. Students must "drag and drop" data into similar groupings, labeled Primary, Secondary, Cluster A, Cluster B, etc. These labels are simply column headings and are not meant to identify a data hierarchy. The suggested answers represent just one way of interpreting the assessment data. If the student's answer conflicts with the suggested answer, we encourage the instructors to use this as an opportunity for dialog and discussion in the classroom.

Q Can students redo a scenario?

A Once a student has completed a scenario, the option to "Clear Scores" will appear in the top right corner. Clicking this button will allow students to redo the entire scenario and their original responses will be unavailable, as if they had never completed the exercise. If this button is *not* clicked, the student's original responses will remain every time the scenario is opened.

Q How long does it take to complete one scenario?

A On average, it takes approximately 35 minutes to complete a scenario. Knowledgeable, confident students may only take 15 minutes, but less confident/knowledgeable students might take as long as 60 minutes.

Q Can ICS substitute for clinical time?

A ICSs should be used to augment clinical hours, not as a substitute. They are meant to provide a way for students to apply the nursing process, practice clinical decision making, and develop clinical judgment.