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***Using vClinicals in your Classroom: Active engagement and clinical judgment at its best!***

The ***vClinicals*** are valuable tools for nursing education in a variety of platforms. Here we provide methods of how to use the ***vClinicals*** in the Classroom, whether live or virtual. We posted many resources for you on the NurseThink® web site ([www.nursethink.com](http://www.nursethink.com)), including ways to build clinical days, resources for grading and scoring ***vClinicals***, the research we’ve assembled to provide an evidence base for virtual simulation, and MANY videos to support both students and faculty. Several videos are also available on YouTube. In addition, we will continue to provide resources to assist you in incorporating the ***vClinicals*** in your live and virtual didactic classes. One great resource is the *Client Profiles.* This provides a comprehensive list to use as you create your teaching strategies (see the NurseThink Web site).

**Video recording of live training:**

* **Using vClinicals in the Classroom** <https://youtu.be/_hT0wwSST5A>
* **Conducting class with the vClinicals: Making it work in your live or virtual class** <https://youtu.be/BM2oZWEuuZU>

**Pre-Class:**

* Assign students specific ***vClinicals*** clients prior to class. Ask them specific **Critical Thinking Questions** about these clients and experiences. **Critical Thinking Questions** may include: What lab studies would assist you in planning this client’s care? How should the nurse prepare a child for an invasive procedure? What could have been done to prevent complications or negative outcomes?
* Encourage students to complete an **Ah-Hah** journal to engage in the assigned clients. Questions may include: What did you learn that you did not know already? How will you use this knowledge in the future? What equipment do you need? What complications do you anticipate? What nursing measure do you anticipate?
* Ensure that students go in the Practice Mode and complete a client, such as Ann Rails. Ask them, what surprised you in this case? How would you react to Ann’s declaration? What actions are indicated? Use **Invented Dialogs** to have students develop therapeutic communication responses to Ann and other clients. In **Invented Dialogs,** students are challenged with developing responses to a client’s statements. This is a great way to teach therapeutic communication and provide students will reality-based tools to relate to clients.
* Have students do an **Admit Ticket** for class. For example, have students do Jack Storis. Ask them to email you, post to the LMS, or hand-write a note answering: Describe palliative versus curative care. Name three components of post-mortem care. What 3 priorities of care do you identify in this ***vClinical*** simulation?
* Ask students to complete 1-2 ***vClinicals*** for content you are discussing in class. Then, provide a 5-item quiz in class to validate knowledge. Discuss the case in class and then discuss the quiz questions. Have quizzes provides motivation and reward for class preparation and allows students to have a level of knowledge upon which you can build during live and virtual class time and discussion.
* Have students complete **Pre-Clinical Cases.** In these cases, students do the ***vClinicals*** and then complete case exploration using these questions and others you wish to provide focus:
	+ **What equipment do you need to care for this client?**
	+ **What isolation precautions are needed?**
	+ **What complications do you anticipate?**
	+ **What nursing measures do you anticipate?**
	+ **What family dynamics issues do you anticipate?**
	+ **What education is warranted?**

**During Class:**

* While lecturing on content, pause your lecture or discussion, and open-up the ***vClinicals***. Bring conditions to life by bringing clinical to class!
* Use **Group Work** and **Think-Pair-Share** as students work through scenarios and report back to class or discuss to meet class objectives. Use your media resources to create pairs and groups in the virtual environment and clearly set expectations for students to actively participate in these exercises.
* **What else do you want to know?** Have a class listen to several client **reports** found in the ***vClinicals***. As individuals, groups, or in a class discussion, have students consider additional information they would like to know prior to caring for this client? Consider how you would use that information in providing care?
* Another strategy to implement are **Continuing Cases.** In these cases, for example, when teaching about the peri-operative period, open-up Virginia Smith and Kate Bradley who are pre-operative clients. Then, review Estelle Hatcher and Ramona Stukes in class for the post-operative experience. Discuss, use **Compare and Contrast,** or ask about nursing priorities and safety issues. Discuss QSEN as it may impact these cases. You can also do several of the ***vClinical*** clients who sustained hip fractures and have students compare their care and outcomes.
* Use ***vClinicals*** as **Transition Cases** from one topic to another. For example, in your class on Hormonal Regulation, Discuss Type 2 diabetes mellitus and then review the ***vClinical*** on Joyce Workman. Then, you can introduce Type 1 diabetes mellitus and open-up Linda Pittmon. There are also clients with co-morbidities, just like real-life, so Donald Lyles, Charlie Raymond, and others may help. Dosage calc and Med-Pass provide a great place to get more exposure to oral hypoglycemics and insulin.
* Use **Reinforcement Cases** to discuss just about any concept you are discussing in class. Using the ***vClinicals*** during class will reinforce concepts, allowing for repetition and validation, and may spark students’ interest with a true-to-life example. For example, in a class on Health Promotion, Dotty Hamilton, Joyce Workman, Kenny Barrett, and John Wiggins may be used to discuss lifestyles and promoting wellness. Stress management may employ such clients as Kathryn Horton, Keisha Jackson, or Carlos Mancia. Elder abuse may be illustrated with the ***vClinical*** client Tim Jones.
* **Compare and Contrast** is a valuable tool also. Consider assigning two acuity 1 cases and two acuity 3 clients. Have students **Compare and Contrast**. Or, have students do Jonathon Gibbons, Jody Rush, and Jim Goodmen. How does their care of asthma **Compare and Contrast**? Compare the care and outcomes of the two COVID clients, looking at Charlie Raymond and Mary Barkley. You may want to use the clients that travel from the clinical agency to the community may also be valuable and **Compare and Contrast** opportunities (scenarios are available to transition from pediatrics, maternal newborn, mental health, and med-surg to the community setting). Finally, have students view Estelle Hatcher and Mark Quinn to compare the care and management of clients with appendicitis in adults versus pediatric clients.
* Create an **EHR case** where you discuss with students what would be documented where? Have students write a narrative note. In Med-Pass, Dosage-Calc, or Pediatrics, have students discuss how they would document in an MAR. In a case that has patient education, have students document teaching that is conducted. Wight Goodman is a great client for this!
* Just likeother cases, **Reverse Cases** will really generate your students thinking. This can be submitted prior to or after class or done as a class exercise alone or in groups. Students are given the report for the client. Then you decide the categories that groups need to work on: Past medical history, medications prescribed, family history, developmental/psychosocial history, diagnostics, consultations, plan of care, pathophysiology, etc. Students create a case that could lead them to the point in time of the report. Then, do the simulation in the class. Have students split back into groups to see how their potential cases have changed and how knowing information can change throughout time. What a great and dynamic way to embrace a case!
* Conduct **Med-Pass Relays** in class. You can use randomized clients, or you can pick clients with medications specific for a designated class.
* **Intake and Output** exercises-have students do these as pre-class assignments, in class, or after class to reinforce real-life I & O exercises
* Following completing clients in class, have students write an SBAR, write a note, and provide report to each other

**Remember the value of repetition and students doing *vClinical* scenarios from a variety of perspectives, in a variety of classes, and with increasing complexity and context to provide valuable learning experiences for students. We encourage you to explore the *vClinicals* and experience the rich nature of these scenarios. Use these suggestions to implement the *vClinicals* in your live or virtual classes and create your own objective-driven, engaging teaching strategies based on realistic and clinical judgment focused scenario!**

**We hope these ideas assist you in designing fun and valuable *vClinical* experiences within your live and virtual classes. If you need more ideas, see:**

Bristol, T.J. & Sherrill, K.J. (2018). *NurseThink® for nurse educators success manual.* Waconia, MN: Nurse Tim, Inc. <https://nursetim.com/bookstore/faculty-success-bundle>

Herrman, J.W. (2020). *Creative teaching strategies for the nurse educator.* Philadelphia, PA: FA Davis. <https://nursetim.com/bookstore/creative-teaching-strategies>