



# Using Scenarios to Engage Your Health Science Students

# Objectives

By the end of today's session, participants will:

- Review the benefits of scenario-based learning
- Hear 5 tips for making the most of this teaching method
- Learn how tools like Realityworks' Medical Manikin Quick Scenario Set can help you achieve your goals

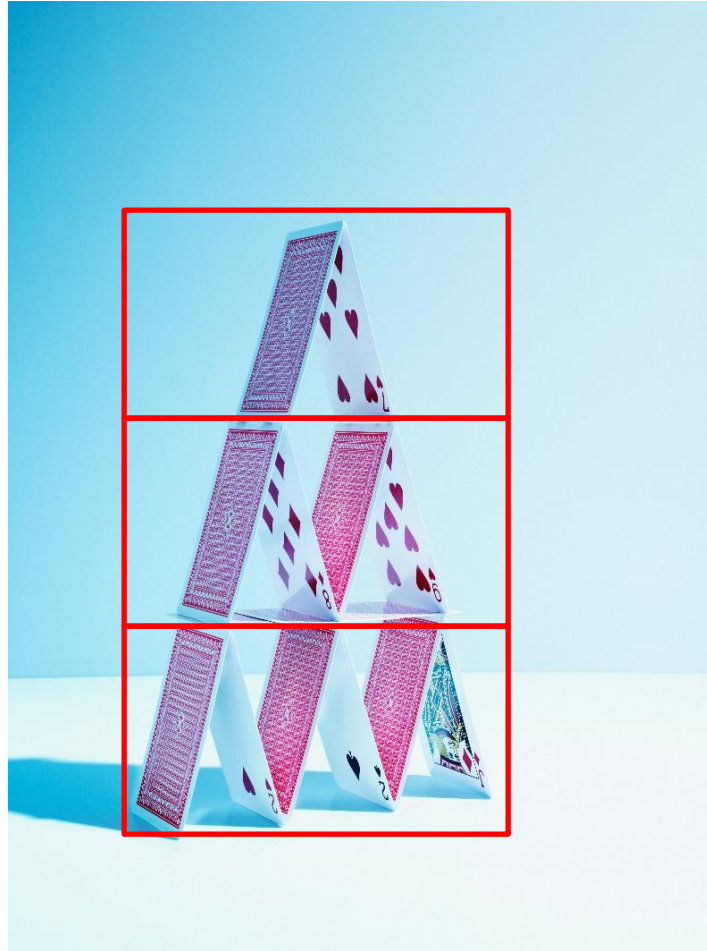
# What is Scenario-based Learning?

- Active (NOT passive!) learning strategy
- Often uses a case or storyline
- Immersive
- Imitate real life

# Theory-based

- Situated Learning Theory (Lave & Wegner, 1991)
- Situated Cognition (Kindley, 2002)
- NLN/Jeffries Simulation Theory, 2021

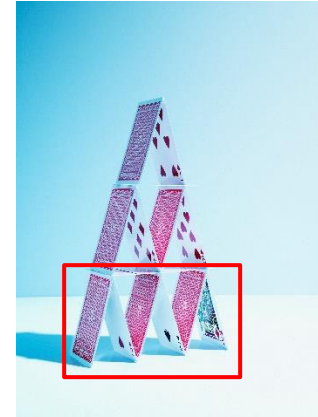
# Knowledge Progression



# Foundation of Facts

What do students need to know?

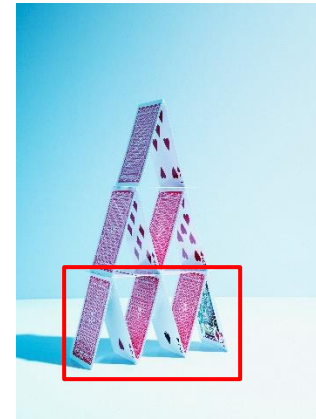
1. Structure and function
2. Anatomy and physiology
3. Representative vital signs



# Foundation of Facts

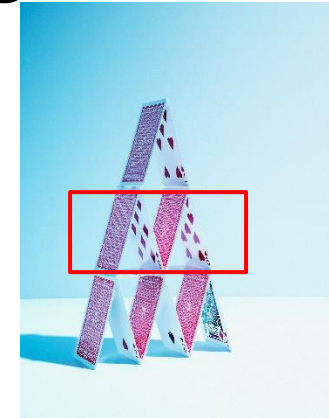
What is the normal oxygen saturation level for a healthy adult?

- a) 72%
- b) 88%
- c) 97%
- d) None of the above



# Addition of Context

- Written case studies
- Discussion board postings
- Small group or pair and share conversations
- Large group classroom discussions
- Video

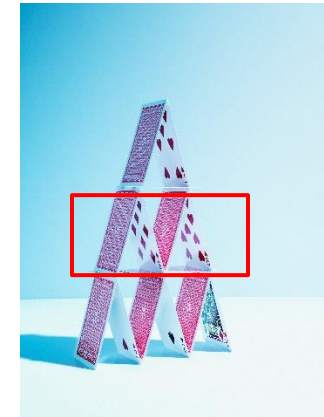


# Addition of Context

Lisa K. is a 68-year-old female who came to your urgent care clinic with complaints of shortness of breath. BP 138/72, HR 94, RR22, O2 sat 90% on room air. PMH: hypertension, tobacco use.

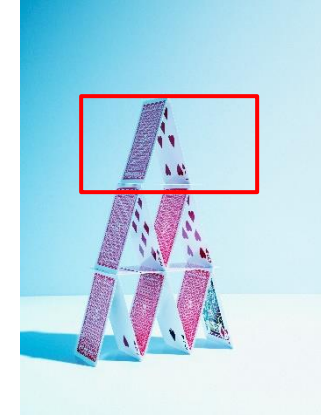
Which of the following is the **priority** intervention for Lisa?

- a) Educate on tobacco cessation
- b) Lie the bed flat for better perfusion
- c) Apply 2L oxygen via nasal cannula
- d) Administer beta blocker



# Expectation for Actions

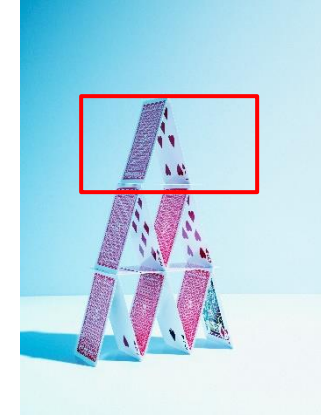
- Simulation
- Role Playing
- Video



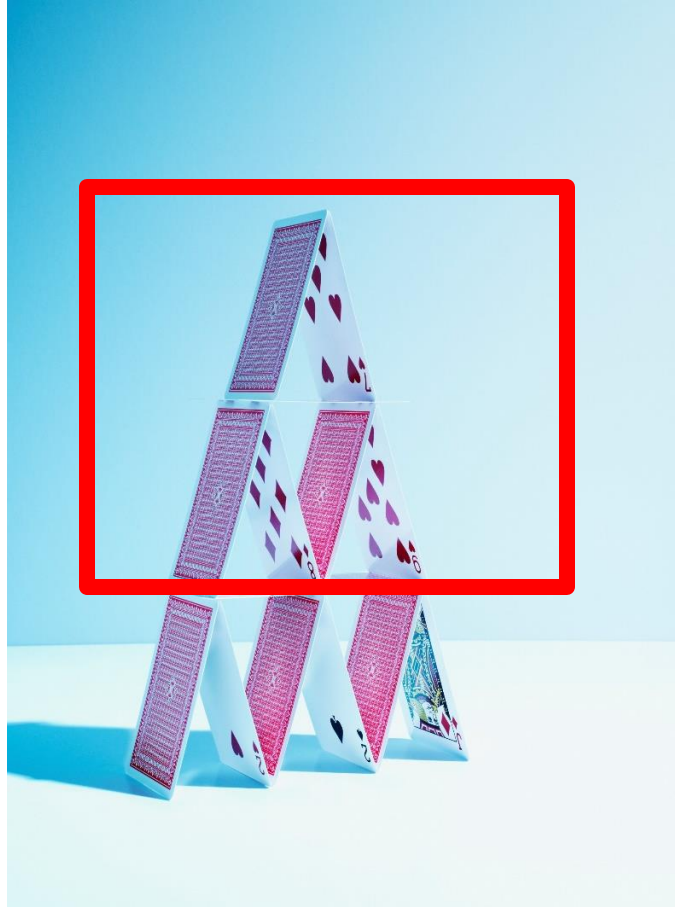
# Expectation for Actions

Lisa K. is a 68-year-old female who came to your urgent care clinic with complaints of shortness of breath. PMH: hypertension, tobacco use.

- Obtain vital signs
- Apply oxygen
- Raise the head of the bed



# Knowledge Progression



# 5 Tips for Instructors

1. What elements do I need to include?
2. When should I use scenario-based learning?
3. Home grown or purchased scenarios?
4. Consider mixed media
5. Be patient!

# Tip #1

## What elements do I need to include?

- Context
- Decision-making points
- Clear learning outcomes

# Tip #2

## When to use?

- After foundational knowledge is established
- When decision-making is key
- Rare incidents that not all students would likely see, or
- Critical high-frequency scenarios that all students should show mastery

# Tip #3

## Home Grown or Purchased?

- Either!
- Home grown can be time consuming
- Be sure to review your purchased scenarios!

# Tip #4

## Consider a mix of media

- Photographs
- Audio
- Video
- Written

# Tip #5

## Be patient!

- With yourself
- With students
- Evaluate, evaluate, evaluate!

# Help from Realityworks!

- 100 ready-to-use scenarios
- Variety of ages, care environments, and soft skills
- Each scenario includes:
  - Scenario guidelines
  - Roles
  - Set up instructions
  - Patient descriptions
  - Pre-brief and debrief questions
- INACSL SoBP
- Scenario Cards (5 sets)
- Printable workbook



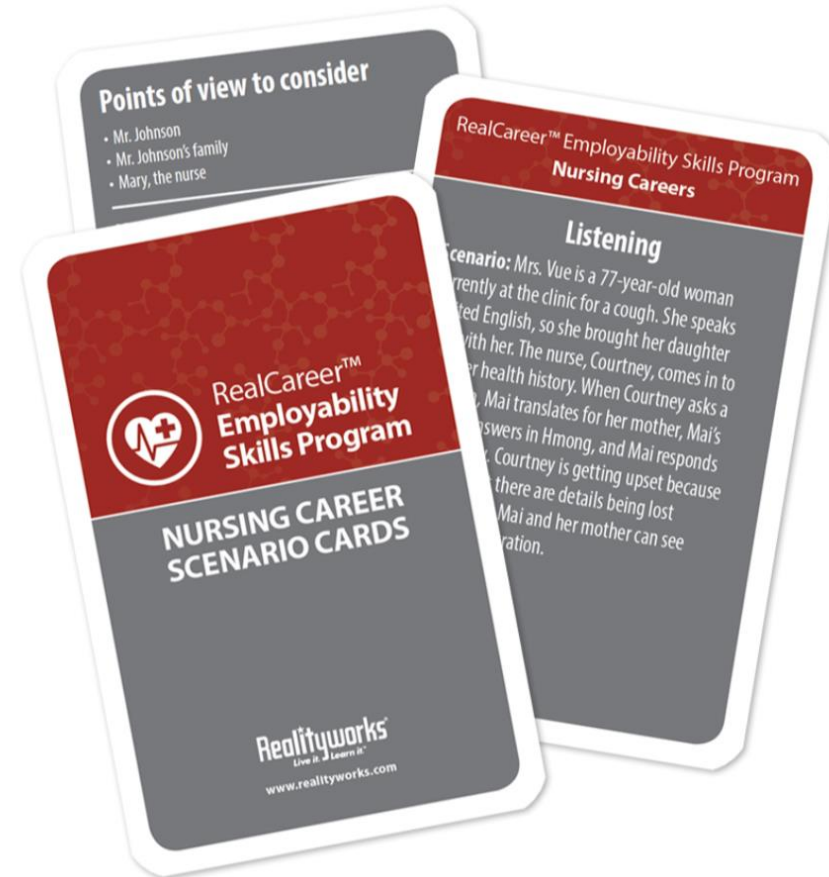
# More Help from Realityworks!

## Scenario Card sets

- Nursing
- Geriatric nursing
- Medical Assistant
- Sports Medicine
- EMT
- Dental
- Employability
- Leadership

## Free Assets

- Career Exploration
- Free Scenario Card samples



For more information please contact Realityworks, Inc.  
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