OVERVIEW

CLINICAL CASE STUDIES

The Problem

Many instructors include case studies in their teaching strategies to encourage application of content to patient care. However, case studies can be perceived as "dry" by students, containing only text and perhaps a few pictures concerning the patient history, labs, and diagnostic results.

To solve this problem, **Clinical Case Studies** have been developed utilizing augmented reality to enhance student engagement.

The Solution

Clinical case studies are a collection of patient storylines that use rich video media and simulated patient chart content to bring case studies to life. Simulated patient videos encourage a continual student focus on safe, patient-centered care, as advocated by QSEN (2014). In this teaching strategy, students are given the opportunity to apply their nursing knowledge and develop their clinical reasoning skills in a low-risk manner prior to caring for actual patients in high-risk settings.

Clinical case studies can be used as active learning strategies via several different approaches:

1. an instructor-led, large group discussion using the suggested interactive questions, where the iPad media is displayed using a projector

2. a small group, student-led discussion using iPads for each group; optional worksheets can be created by the instructor based on the suggested interactive questions provided

3. a "flipped classroom" approach where students complete the case study and optional worksheet before class, and further discussion occurs in class

The "reflection on thinking" provided by the suggested interactive questions and debriefing strategies included in the User Guides answers the call from the National League of Nursing (NLN Board of Governors, 2015) for "debriefing across the curriculum." These questions can be used to move students along the continuum from "knowing what" to "knowing how" to "knowing why."

For ease of incorporation into the classroom, clinical case studies for each patient storyline have been aligned with the WTCS Nursing Curriculum, and leveled using the following criteria:

- *Level 1*: basic assessment & basic intervention
- *Level 2*: advanced assessment & complex intervention
- *Level 3*: complication identification & treatment
- *Level 4*: crisis & intervention

Instructions

1. Review the User Guides under each patient storyline and select the appropriate clinical case study according to the level for your class. Estimated time frame and learning objectives are provided.

2. Use iPad(s) or iPhone(s) with the ARIS app installed.
    a. For an instructor-led case study discussion, the iPad can be connected to most classroom media stations using an Apple VGA adapter.

3. The instructor or student scans the Scenario start QR code provided in the User Guide to begin the case study.

4. Suggested Interactive questions:
    a. In an instructor-led format, the instructor can use the “suggested interactive questions” to stimulate large group class discussion
    b. In a student-led format, the instructor can create a worksheet for students to complete based on the “suggested interactive questions.”

5. Suggested debriefing questions for wrap up of the clinical case study have been created based on INASCL (2013) Standards of Best Practice: Standard VI: The Debriefing Process and NLN-recommended, theory-based debriefing by Dreifuerst (2012).

6. At the end of each case study, a link for a short survey is provided. Please provide feedback about your experience using the clinical case studies as we continue to develop future storylines.

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