

TITLE OF THE SCENARIO	Clinical Surgery	
Keywords	Clinical surgery, hospital, surgeon, health studies, medicine	
Who do I want to teach?		
Age range and grade of the learners	18-20 years old (first and second year undergraduate students in health related studies - nursing, medicine, etc.)	
Special characteristics of learners	- Not applicable -	
The learning emphasis?		
Learning subject /field / skills or dimension	Practical skills related to the operation in a clinical surgery room.	
Specific Goals	<p>To acquire basic habits and procedures required to safely operate inside a clinical surgery. The goal is to speed up the adaptation process of future surgeons to the practice of surgery, reducing the number of typical mistakes that inexperienced staff make and therefore reducing the risk of infections and other potential problems. E.g.:</p> <ul style="list-style-type: none"> - Mobile phones must be switched off before entering a surgery room. - How to get dressed to enter the surgery area in a hospital - How to provide tools to the surgeons in the surgery room. - Etc. 	
The teaching emphasis?		Rate 0-5
Learning metaphor that can support the learning objectives	Acquisition (I will transmit/ present / explain content to learners)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	Imitation (I will show to the learners how to do things related to this subject / content, i.e. I will be a model for them)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	Discovery (I will provide the necessary artifacts for the learners to find out / discover a specific concept / knowledge on their own. I will organize guiding activities and provide tips)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	Participation (I will organize sessions in which learners can discuss, share and / or collaborate for learning a specific subject / content and I will facilitate the interaction between them)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Experimentation (I will organize activities in which learners will understand, learn how-to, practise, and / or exercise)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

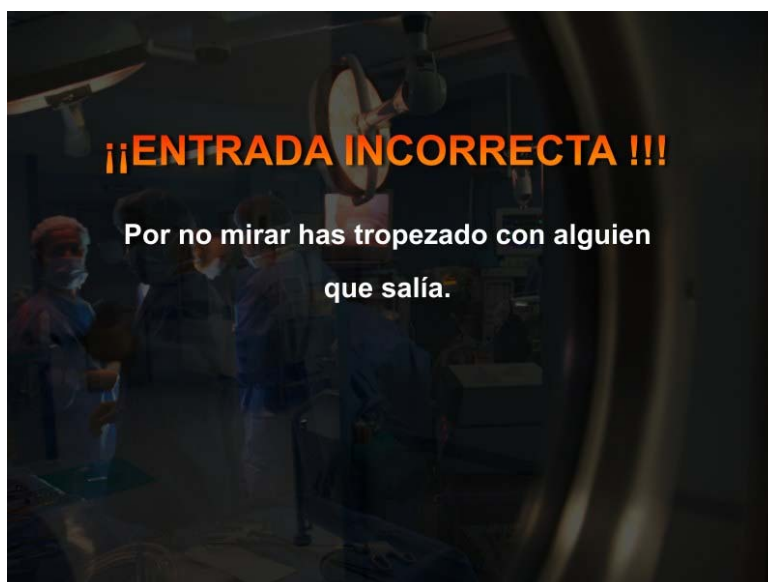
Description of the game

Narrative description of the game plot

The player plays the role of a Nursing student that visits the hospital to watch a surgery intervention as practical training.

The first step is to get properly dressed in the changing room. After that, the student has to find the surgery room. In his way he may make any of the next common mistakes:

- Not switching off the mobile phone
- Provide erroneous care to the patients (e.g. giving answers to questions that only the doctor can provide).
- Enter the room in an inappropriate way (e.g. without looking first through the window to check if anyone is leaving the room at the same time).

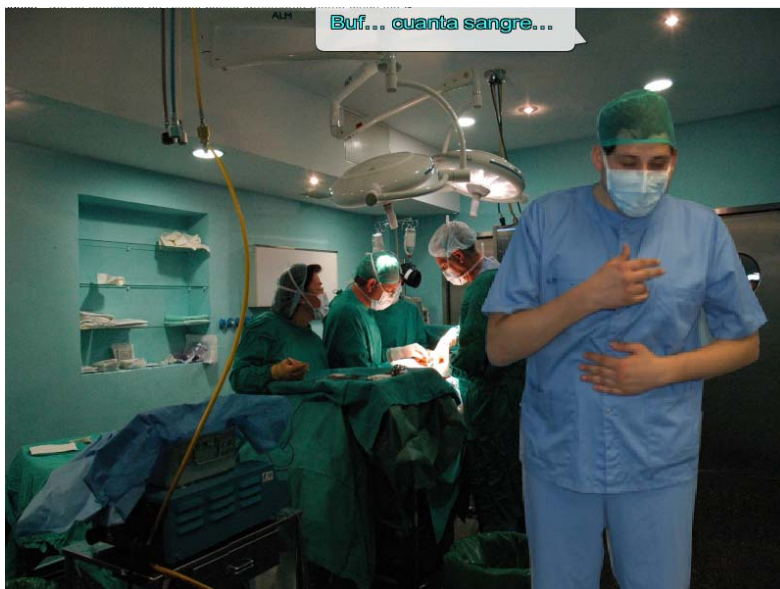


Once the student enters the room, he'll be supervising the intervention.



Randomly, different common situations may happen:

- A colleague gets sick and needs to be escorted outside.



- One of the instrumentalists requests some equipment, and the student has to provide the supplies in the appropriate manner.

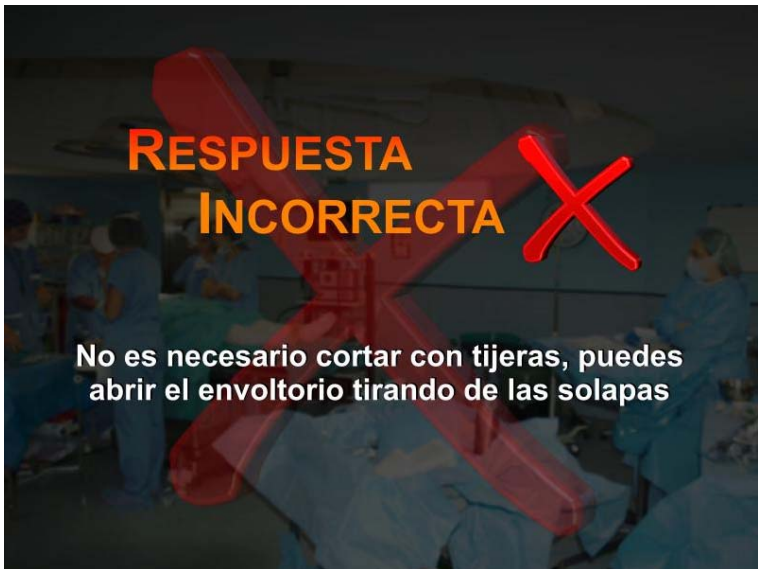


- Some materials drop from the table to the floor. The student must decide how to manipulate unsterilized material.

After all these situations, the student is provided with a detailed assessment report showing all the errors he/she made and adequate feedback.

Goals

Operate correctly in all situations that he/she is presented with.

	Rules	The student loses points if a wrong answer is provided.	
	Challenge	Many situations are unfamiliar for the student. The level of realism makes providing the right answers more challenging.	
	Satisficton system /feedback cycle	<p>The game provide feedback by:</p> <ul style="list-style-type: none"> - Characters that are present in the game, who express disconcert and disappointment when the student does not commit procedures as expected, and thank otherwise. - Full size screens with detailed feedback. - Feedback about the clothing that the player is currently wearing is provided visually at all times. 	
			
		Learning settings	Estimated time
narrative description of learning activities – step by step organization and structuring	The teacher provides a brief introduction in the classroom and explains how to play (if needed).	in the classroom	20 minutes
	Students access to the UCM's virtual campus to play the game before they go to a real intervention. They can play as many times as needed	At home	Unlimited
	The teacher collects all assessment reports through the virtual campus and analyzes the most frequent errors. With this information he/she plans a debriefing session before students go to watch real surgery.	in the classroom	1 hour
			2 sessions
How will I evaluate students?			

Evaluation approach	Assessment report produced by the games	
What will learners need in order to achieve learning objectives?		
Prerequisite	Basic concepts about surgery	
Setting and materials	A classroom, students will need a computer with Internet access at home	
What is needed to implement the scenario?		
Application involved	Mandatory	<e-Adventure>, The game
	Optional	
Infrastructure / equipment	Mandatory	
	Optional	
Learning resource type	Interactive (point-and-click) game-like simulation	
Time / space resources	2 sessions (not even complete)	
Other things to consider		