

# The Making of A Good Scenario:

---

## Adding Life to Continuing Education

Leslie Huntington BS, EMT-P



# Your Students...

---

- Are adult learners
  - They are experiential
  - They want relevance
  - They live by the WIIFM principle
- Are more geared towards visual and hands-on learning
  - Puking out material in a lecture format isn't the most effective method for learning for them



# Benefits of Scenarios

---

- They bring experience and relevance to the table
- They can hit the WIIFM points on the head!
  - Identifies specific strengths and weaknesses of the students' skills
- They enhance and reinforce skills
  - Patient assessment
  - Incorporates problem-solving into the skill set of the students
- They keep the class interesting and interactive
- They make less work for you during the class



# Some Down-Falls, Though

---

- Potential loss of control:
  - Of the desired end-learning points by the instructor
  - Of the classroom dynamic
- Scenarios may become time-consuming
  - May have to sacrifice other points of teaching during the class
- Scenarios take time to develop!
  - More prep work before the class



# Rules of Scenario Development

---

- Make them realistic
  - Even if you have to make them up!
- Make sure they allow for logical decision-making
  - Don't leave out important points!
- Make them as interactive as possible
- Make sure they end with a debrief
  - What was really wrong with the patient?
  - Cover the main points of the scenario



# Incorporating Scenarios

---



# Skill Sessions – The Benefit

---

- It puts the skill in better context
  - It can determine the student's ability to apply the skill in a specific situation
  - Do they really grasp the indications and contraindications of the skill?
- It evaluates the students' ability to put it all together
- It develops real-time problem-solving



# Skill Sessions – Scenario Design

---

- Make sure the students have the basics down first
  - They are able to get through the skill sheet with minimal hiccups
  - If the students appear bored during practice, then this is the time to do scenarios!
- Add complexity to the scenario as the confidence builds
  - Add multiple management priorities into the skill
    - A multi-systems trauma patient with an uncontrolled airway



# Scenarios in the Lecture Environment

---

- **Ways to implement scenarios**
  - Start or end with a hands-on scenario
  - Incorporate written scenarios as handouts for group work in class
  - Present a scenario as part of the presentation to involve the whole class at once



# Lectures and Scenarios

---

- Use them as a baseline assessment during a CME class
  - You'll then know where to emphasize specific points of the lecture
- Use them to practice patient assessment
  - An added benefit to subject-specific lectures
- Use them to evaluate the student's grasp of the material at the end of the lecture



# Written Scenario Strategies in Lecture

---

- Large group discussion
  - 1 scenario at a time is presented
  - Patient information, questions and discussion are primarily controlled by the instructor
- Small group discussion
  - 1 or multiple scenarios covered at a time
  - Pre-set questions guide the discussion
  - Students control the direction of the discussion
  - Debrief is conducted by the instructor
    - This may not be as comprehensive due to time restraints



# Tips For Scenario Development

---

- Conduct a needs assessment
  - What is my purpose for incorporating a scenario?
  - What are the main points of the class and how can the scenario emphasize those?
  - What is the knowledge base of the students?
  - Will I have enough time to deploy the scenario as well as the follow-up?



# Scenario Development

---

- Formatting the scenario
  - Use a template if possible
  - For written scenarios, add questions at strategic points
    - These can be used for the debrief at the end
  - Make the scenario progressive
    - Add in “if-then” points
      - Keeps the scenario interactive as the students progress through it during real-time practice
      - Causes students to pause and reflect upon their decisions with written scenarios

# Scenario Development

---

- Formatting the scenario
  - Role play scenarios
    - Have clear scripts for the players
    - It helps to give the “patient” the diagnosis ahead of time so they can act the role better
    - Try to keep the instructor out of the role-play as much as possible
      - Give the patient prompt cards to give to the FR/EMT when they ask for physical assessment info or vitals
    - Provide some debrief questions at the end

# What if I don't have any good scenarios to use??

---

- Start with a final “diagnosis”
  - Angina, asthma, etc.
- Incorporate some of the classic signs or symptoms of it into the scenario first
  - Make sure the signs are specific enough to point to the right diagnosis
- Add enough distracters to make the diagnosis less obvious
  - Or, if you want the diagnosis obvious, then put in distracters that may create challenges in treatment
  - Add 2 diagnoses into the scenario with one of them less needy of immediate treatment



# Adding Questions

---

- Ask good, thought-provoking questions!
  - Starting questions with “how” or “why” or “what” will help
- Always ask “why” or “why-not” as a follow-up
  - Allows the student to analyze their rationale and problem-solving skills



# Examples of Good Questions

---

- “What is the most concerning finding of your assessment so far?”
- “How should you proceed with your treatment at this point?”
- “Why would a \_\_\_\_\_ patient display a finding of \_\_\_\_\_?”
- “What if your treatment didn’t work?”
- Etc.....



# Summary

---

- Scenarios will bring more application and involvement in class
- Scenarios will encourage the students' development of critical thinking skills
  - Students will have to evaluate the “what” and “why” of their thinking and problem-solving skills
- Scenarios will allow the instructor to focus more on student learning during the class