



Scenario Design Guide

Step 1: **Select topic - Based on needs assesement**

Topic:

Basis for selecting the topic:

Learner Needs

Regulation / requirement

Other (Leadership request, new guideline, training documentation, certification, etc.)

Step2: Create Goal and objectives / Identify target participants

Target Participants (learners)

Purpose
<input type="checkbox"/> Test <input type="checkbox"/> Practice/Teaching

Goal

Teaching Objectives based on competencies (knowledge, skills, behaviors/attitude)
1 _____
2 _____
3 _____

What changes are required after testing Steps 1 & 2 (α -test, β -test)

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Step3: Create teaching scenario & establish timing

Length of Scenario (simulation training time)		
<u>Scenario</u>	age <input type="text"/>	Patient name <input type="text"/>
	Chief complaint	<input type="text"/>
Present illness / Narrative/ Story		(make simple)
<input type="text"/>		
Past Medical History		
<input type="text"/>		
Medication History / List		
<input type="text"/>		
Other conditions (IV, ventilator, etc.) or enviroment		
<input type="text"/>		
Scenario stop points		
<input type="text"/>		

Step 4: Determine fidelity, simulator and environment

Room Setup	(e.g. ED, OR, Outpatient clinic, Ward etc.)
Type of Manikin/SP How many?	(e.g. Sim Man, Task Trainer, SP, actors and their roles)
Initial Patient Condition	(e.g. outpatient clothes, bloody bandage, diaphoretic, etc.)
Equipment	IV set, Intubation set, etc.
Labs & Images	Labs Xray CT/MRI image Drugs EKG

What changes are required after testing Steps 3 & 4 (α-test, β-test)?

Step 5: Determine the Assessment method:

Assessment Plan & tool(s)

- | | | |
|---------------------------------------|--|--------------------------------|
| <input type="checkbox"/> Check list | <input type="checkbox"/> Likert / Rating scale | <input type="checkbox"/> Other |
| <input type="checkbox"/> One observer | <input type="checkbox"/> Multiple Observers | |

Create the assessment tool

Create check list questions / Likert Scale with anchor descriptions
Connect each item with the objectives

Step 6: Create an Orientation plan

Orientation Plan

Learner Orientation is a critical element for successful scenarios.

Plan carefully to guide student through the scenario.

Try to anticipate multiple student behaviors and reactions

Point 1)

2)

3)

4)

Step 7: Create a Facilitation plan

Facilitation Plan

Critical expected learner action (Linked to objectives)	Facilitation if student DOES NOT perform? How do you give hints? e.g prompting, cueing, coaching, directing
1)	
2)	
3)	

Actor Plan How many, what role(s), main purpose

Critical action 1
Actor script
Critical action 2
Actor script

Step 8: Create a Debriefing plan

Debriefing time

Debriefing Model

Debriefing points

Teaching objectives

Knowledge, Skills, Attitudes / Behaviors

1

2

3

4

5

Other points

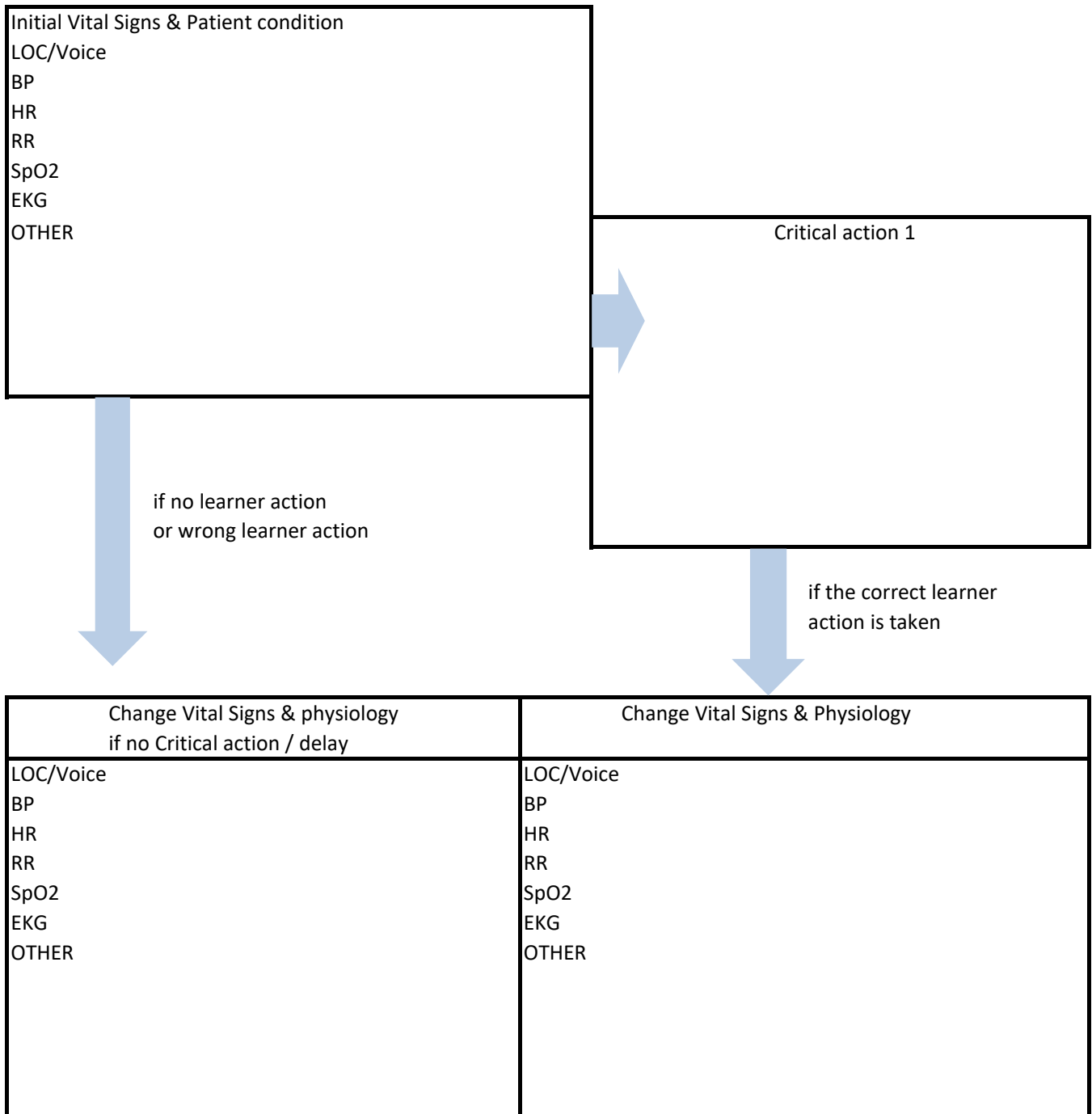
Specific Observations

Summary points

Step 9: Develop/create course materials

	<u>Y</u>	<u>N</u>
Web-based material / Paper material	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation sheet	<input type="checkbox"/>	<input type="checkbox"/>
Survey sheet	<input type="checkbox"/>	<input type="checkbox"/>
PPT lecture, handout	<input type="checkbox"/>	<input type="checkbox"/>
Video	<input type="checkbox"/>	<input type="checkbox"/>
Audience Response System	<input type="checkbox"/>	<input type="checkbox"/>
Video Debrief	<input type="checkbox"/>	<input type="checkbox"/>
Co-Work at bedside	<input type="checkbox"/>	<input type="checkbox"/>
Facilitator	<input type="checkbox"/>	<input type="checkbox"/>
Actor	<input type="checkbox"/>	<input type="checkbox"/>
Moulage		
Props		
OTHER		

Step 10: Scenario Flow / Simulator Transition Plan



Step 11:

α/β scenario testing

α -test check list

- Room, equipment & supplies
- Monitors attached by student or start automatically
- Monitor setup (ED, ICU, etc.)
- Oxygen flow needed (flow-inflating bag, etc.)
- Simulator type supports objectives
- Scenario programming adjustments needed
- Timing - orientation length, scenario length, cues, hints
- Simulation matches learner level
- Right number of participants / learners
- Simulation environment supports objectives
- AV needs / camera placement
- Scripts: introduction, orientation, standardized actor, debriefing

β-test check list

- Orientation supports learner participation
- Patient history and simulation environment support objectives
- Beta testers same/similar or familiar with target learner
- Teaching objectives appropriate for target learner
- Learner understood if scenario was testing or teaching
- Learner able to meet objectives
- Goal and objectives match learner level
- Fidelity - environment, simulator, moulage support objectives and match learner level
- Timing - orientation length, scenario length, cues, hints
- Debriefing guided by scenario objectives
- Safe learning environment
- Programming, simulator or environment changes
- Post course survey content

Scenario Development Steps

Instructional Design

- | | |
|----------------|---|
| Step 1 | Select topic - Based on needs assesement |
| Step 2 | Create Goal and objectives / Identify target participants |
| Step 3 | Create teaching scenario & establish timing |
| Step 4 | Determine fidelity, simulator and environment |
| Step 5 | Determine Assessment method |
| Step 6 | Create an Orientation plan |
| Step 7 | Create a Facilitation plan |
| Step 8 | Create a Debriefing plan |
| Step 9 | Develop/create course materials |
| Step 10 | Scenario/Simulation transition plan |
| Step 11 | Alpha/Beta testing |

