

# DEVELOPING SCENARIOS

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## Developing Scenarios: What does a scenario look like?

- Brief Overview of Case
  - *Authors, date, educational objectives, competencies*
- Identifying case factors
- Case Summary
- Standardized client/patient information/training materials
- Simulation Room Set-Up
- Student instructions



## Getting Started: What to Consider

- What is the setting?
- Simulated client/patient information/training materials
- What 'real' cases can you gather to inform training?
- Is there anything you expect learners to know/learn PRIOR to the simulation?
- Do you need props?
- About how long will it take?
- Are you briefing learners or will they be given some kind of case notes or chart notes?

## Case Details

### Brief Overview of Case

- Case authors
- Uses for this case (courses)
- Developmental learner level – expectations
- Teaching goals and/or skills and competencies
- Titles are helpful

### SP(S) History & Background Information

- Presenting problem
- Demographic information (gender, age, ethnicity) – more detail as needed and relevant to the case and teaching goals (religion, sexual orientation, culture, and other social identity-related information)

## Resident/Student Instructions

View the case through the learner's eyes

- Make the instructions as close to what a professional might typically receive in that setting
- Consider
  - What are you going to tell learners in advance of the simulation?
  - Will there be chart notes or other documents for review? Do they understand the purpose?

Typically instructions include the following:

- Information about the setting
- What type of visit - acute or continuity
- The role of the learner and focus of the interview
- Likelihood of subsequent visits with this patient
- Presenting issues (but it could include case history, results of a screening, etc.)

## Standardized Patient Information

- SP instructions (this will vary some depending on the complexity of the scenario, goals)
- Training materials (training for SPs is improved if details are provided)
- Purpose of simulation for SP perspective
- Verbatim cues (fine line between 'script' and 'scenario')
- Emotional reactivity

## As Scenarios are Developed: Consider SP Training

### Who am I?

- SPs really need to understand the client/patient
- History and background Information, presenting problem, any diversity or social characteristics that are relevant to the case (or perhaps graded responses)

### How am I feeling?

- Emotional state of the patient
  - We want learners to have opportunities to respond to emotional cues - in order to do so the SPs need to demonstrate emotions that students can respond to
  - But in order to provide these opportunities, SPs need to state or demonstrate the emotions associated with this situation. Depending on the level of learner, the SP's emotional expression should be such that learners are able to respond.

## SP Preparation

### Verbatim Items

- Sometimes you might choose specific words you want SPs to use at specific time points. We can think of these as 'prompts'.

### Project Examples

- Educational/Connection Prompt → "I never realized that these ACEs could contribute to my health... Is that really true?"
- Reducing stigma Prompt → "I always thought I was the only one affected by these events"