

Scenarios

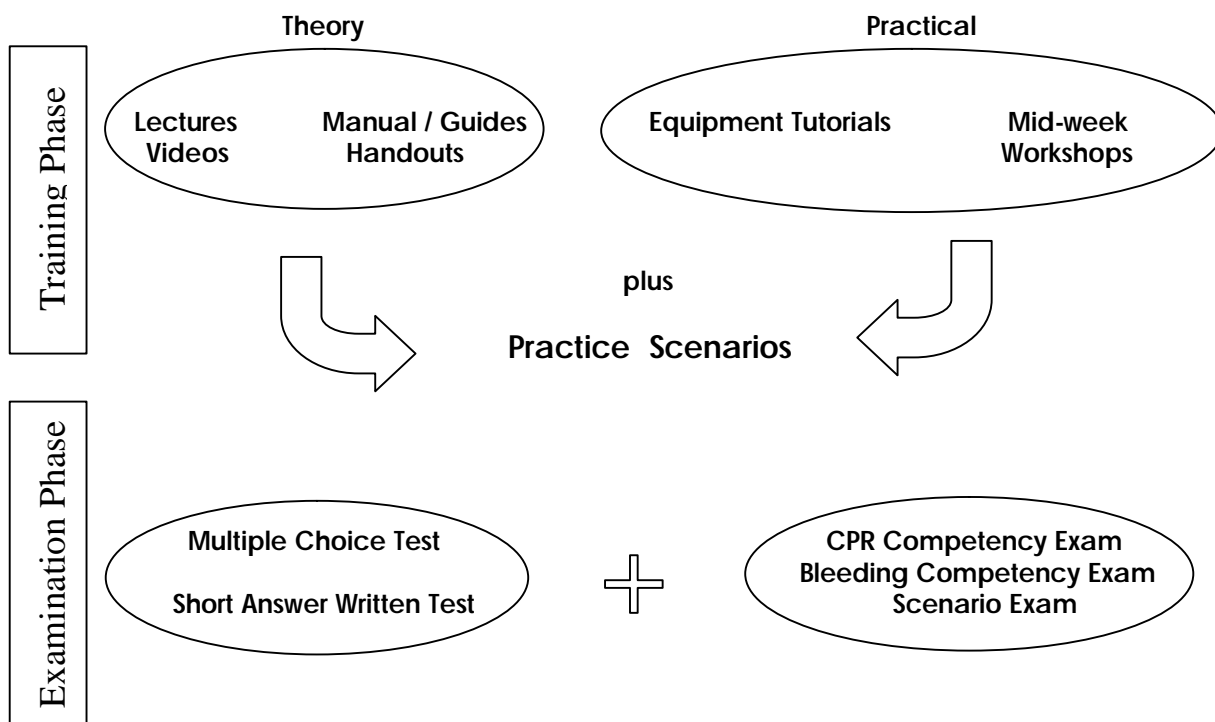


Australian Ski Patrol Association advanced emergency care training incorporates extensive theory material with practical use of rescue, stabilisation, pain relief and medical-gas delivery equipment. Experience has shown that knowing what to do and how to do it is not enough.

The management of an accident scene, including the assessment of multiple casualties; the danger to yourself, the patient and bystanders; and the organisation of equipment and personnel can present a considerable challenge. Scenarios have been included in the training for the last three years to ensure that Patrollers are familiar with the integration of theory and practical application of equipment in real situations.

In terms of the preparation for the final examination (which is competency based), the scenarios provide an opportunity for candidates to practice the integration and management skills required for the practical tests.

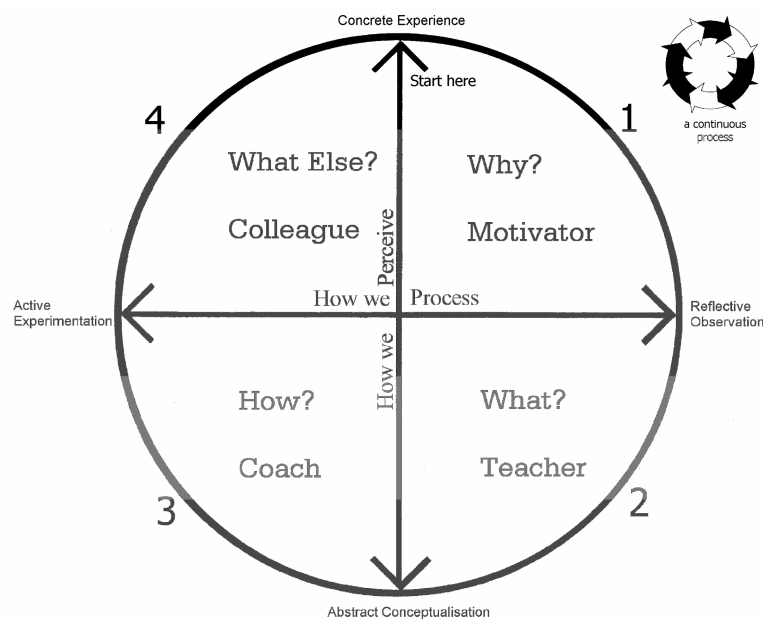
ASPA Advanced Emergency Care Course



As an instructor, an explanation of why scenarios are conducted, what is involved and how to correctly manage the event is imperative for the candidate to gain maximum benefit. Both the practical session and debrief should use extensive questioning, encouraging the candidates to provide the answers (hence, developing self-prompted and reflective learning) and giving the candidates the opportunity to practice site evaluation, assessment and management skills.

Scenarios are the most sophisticated training method used in this course. Presenter is the easiest, trainer or instructor the next, and facilitator the most demanding. Scenarios require you to be a facilitator. You will need to perform four basic roles:

- a. be a **motivator** who explains why the scenario is of value and illustrates specifically why this scenario is of value to the candidate.
- b. be a **teacher** who conveys what is to be done and guide the scenario to the conclusions that add value to the candidate's experience.
- c. be a **coach** who works with the adult learner to develop the scenario management fluidity and confidence that is required. (Scenarios are candidate-led, NOT instructor-led.)
- d. be a **colleague** who draws out the experience of the group to share the experiences so that all may gain from the expertise and breath of knowledge.



Lesson Plan

1. Guide the students through the reasons for scenarios. (integration of skills, practice for exams (competence), management of scene, etc)
2. Fully brief selected candidates who will be acting as the casualties.
3. Invite a candidate to be the 'first responder'. For triage and single patroller exercises, larger classes should be divided into small groups (which run simultaneously) so that candidates maximise their experience at being the first responder.
4. Direct more candidates to assist at the appropriate time(s).
5. Give sufficient time (and/or repetition) for the learning value to be extracted before calling a halt to the role play.
6. Debrief the scenario by conducting a walk-through of the circumstances, picking up the relevant points by questioning the group whilst allowing the group to critique their own performance. Remember, some candidates will come to this course with extensive experience, so use that knowledge for the group's gain.
7. Summarise the outcomes and expected learnings. Ask for advice on how to better handle this scenario.