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DEVLEARNSM

Session 206

Your Game Plan for Designing & Developing Mini-Scenarios

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PHI-210

Ethical & Legal Dimensions in the Health Sciences

Convert 1-credit course to mostly self-directed

- Increase # of seats
- Decrease faculty role in course
- Decrease student time on course
- Flexibility & autonomy for students

GAME PLAN

- Work with SME to write scenarios
- Write effective feedback
- Develop in eLearning tools

Resistant subject matter expert?



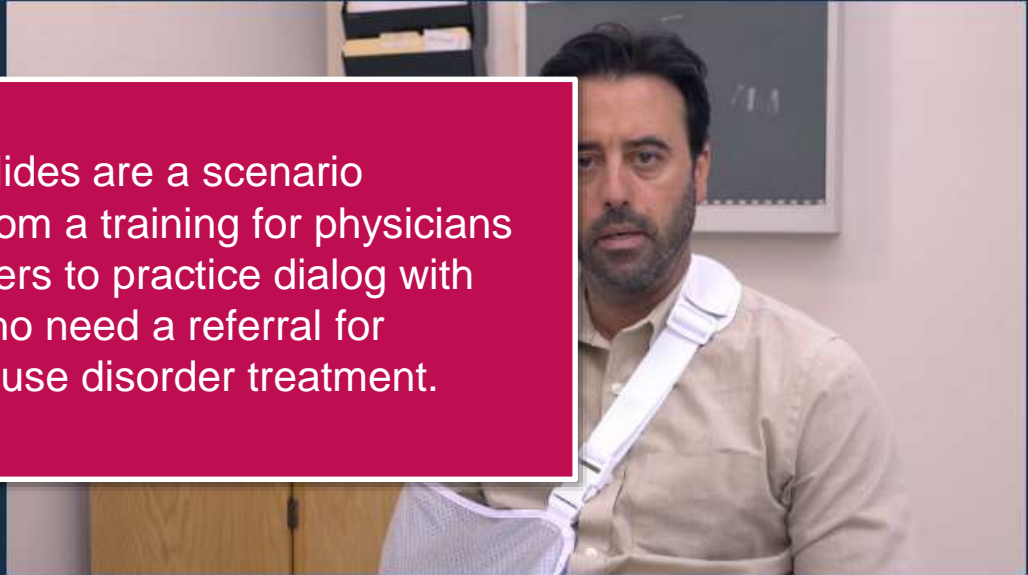
- Show examples of interactive scenarios
- Need to speak the same language
- Underline the value

Show examples

another scenario

- Module 3
- Objectives
- Video: Provider Experience
- Dealing with Challenges
- Scenario: Suzanne
- POLARS
- Scenario: Nick
- Funding Sources
- Stigmas
- Privacy and Confidentiality
- Conclusion

The next slides are a scenario example from a training for physicians and providers to practice dialog with patients who need a referral for substance use disorder treatment.



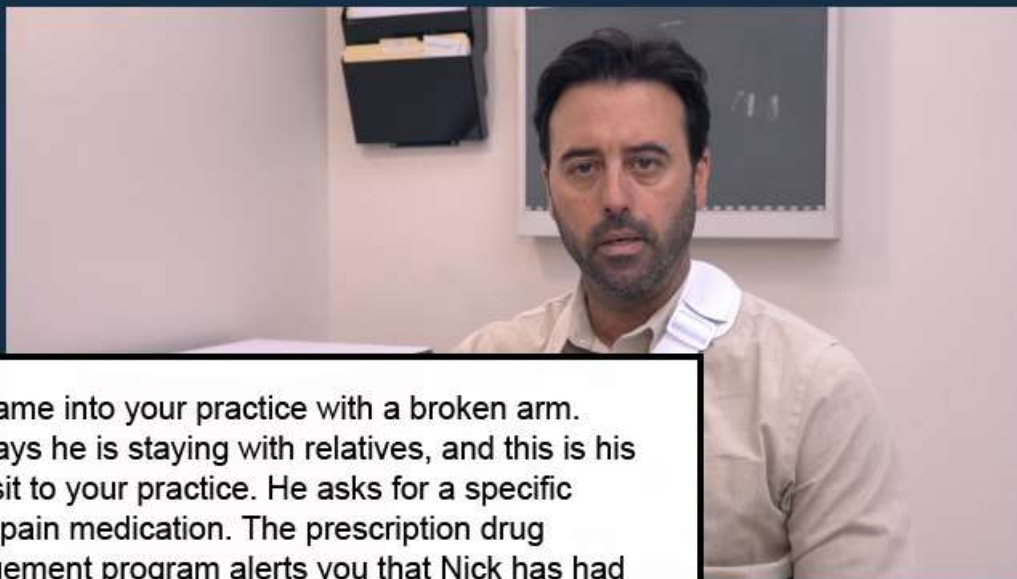
Next



Slide Title

- Module 3
- Objectives
- Video: Provider Experience
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Let's look at another scenario



Nick came into your practice with a broken arm. Nick says he is staying with relatives, and this is his first visit to your practice. He asks for a specific opioid pain medication. The prescription drug management program alerts you that Nick has had 5 opioid prescriptions from 3 different providers in the past month. You are concerned about the alerts.

Next



Slide Title

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- Scenario: Nick**
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What would you say?

Click one of the speech bubbles to respond

Click one of the speech bubbles to select the best thing to say to Nick.

Nick, I'm concerned about the impact these pain medications are having on your life. You mentioned that the medications are causing problems at home – you are neglecting family responsibilities, and your wife is complaining about your drug use. I'm concerned that the pain medications are being used for more than back pain. What do you think?

Nick, it sounds like you're having some serious problems with the pain meds. How do you feel about that?



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Slide Title

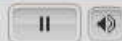
- Module 3
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How does he respond?

Click to watch the patient respond



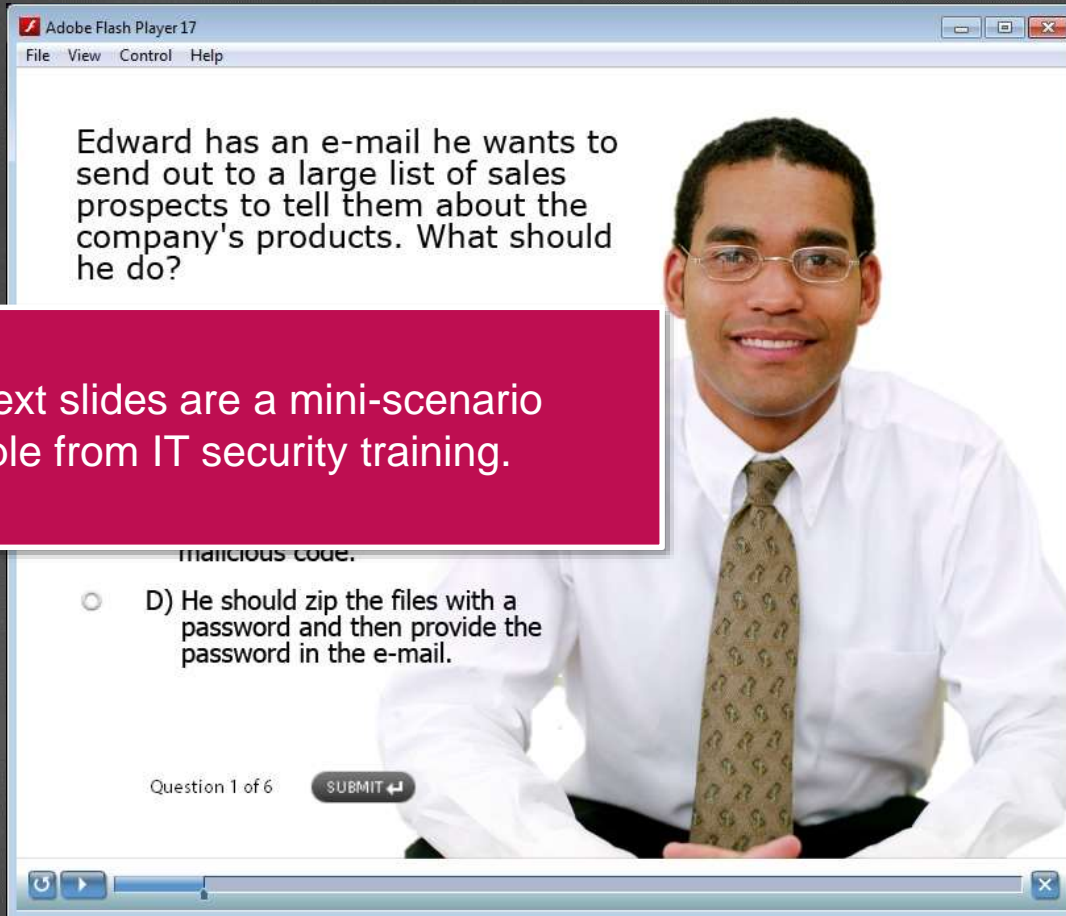
Next



mini- scenarios

Value?

- Opportunity to practice making realistic decisions before working with real patients
- Retrieval & integrate theory into practice
- Low-stakes (safe) practice
- Encourage thinking
- Frame decision within a story
- Simulates challenges learner may meet in real world



The next slides are a mini-scenario example from IT security training.

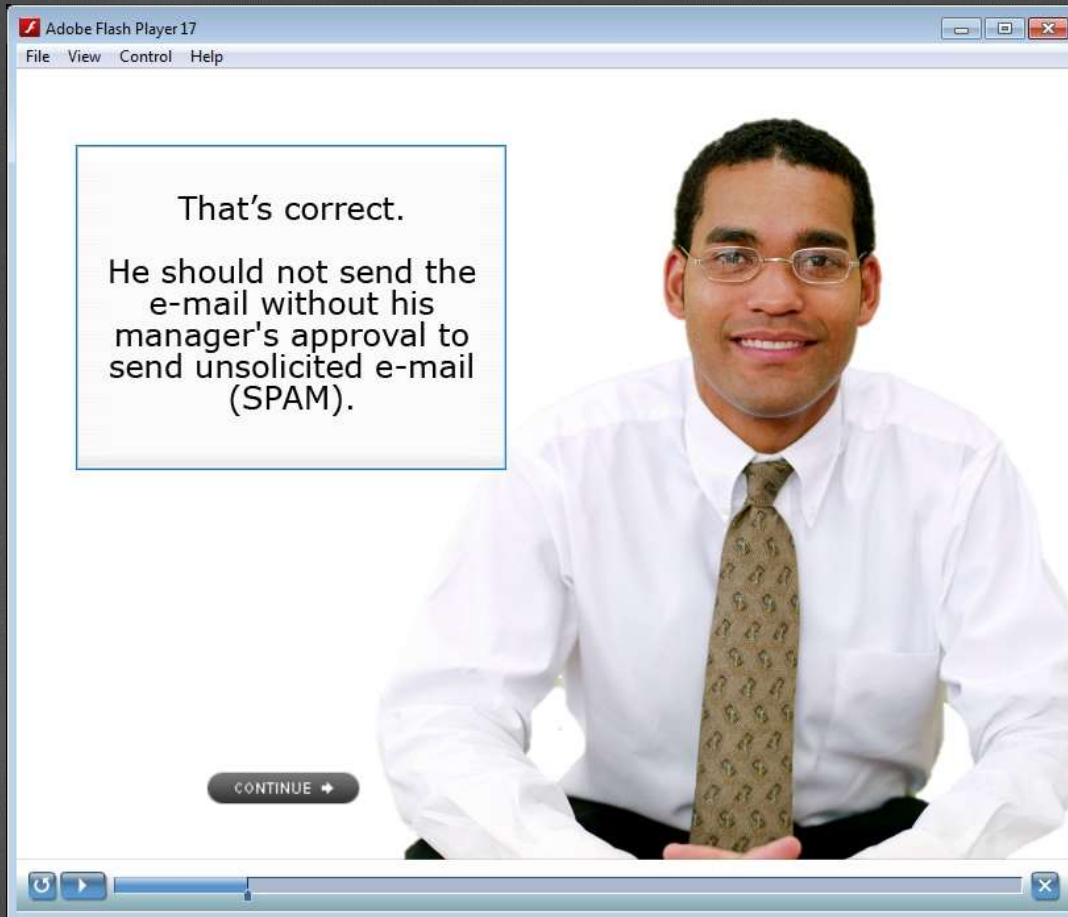
Edward has an e-mail he wants to send out to a large list of sales prospects to tell them about the company's products. What should he do?

- ☐ A) Use the e-mail merge function to automate the process.
- ☐ B) He should not send the e-mail without his manager's approval to send unsolicited e-mail (SPAM).
- ☐ C) He should save the files as CSV files to eliminate any macros or malicious code.
- ☐ D) He should zip the files with a password and then provide the password in the e-mail.

Question 1 of 6

SUBMIT ↵





Need to show multiple problems?

Multiple mini-scenarios worked for this project because:

- Learners need familiarity with many dilemmas.
- Wanted to structure problems within a framework of ethical concepts.

**mini-
scenarios**

mini-scenario defined

- ☐ short & realistic
- ☐ character
- ☐ situation/problem
- ☐ possible choices
- ☐ decision
- ☐ feedback

mini-scenario

Autonomy: What should you do?

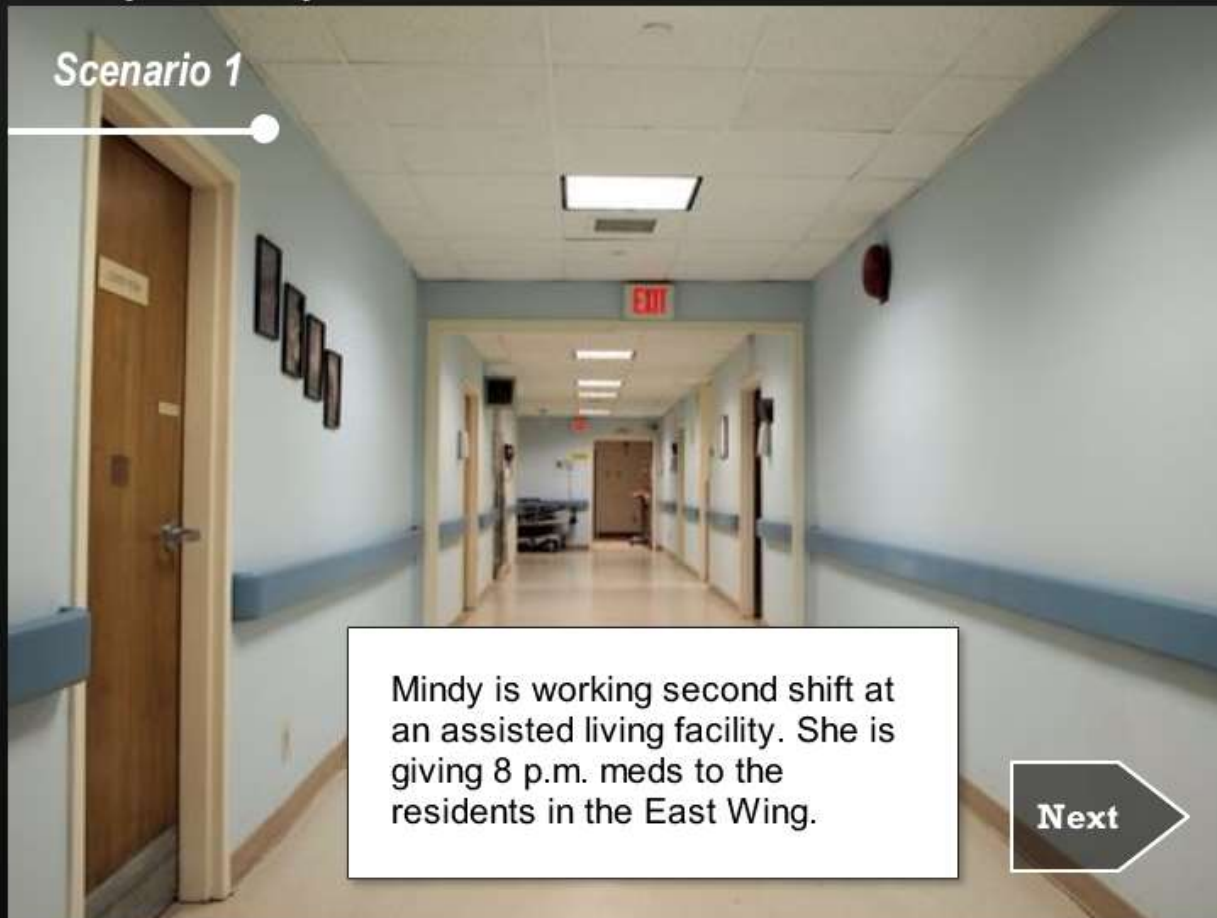
Scenario 1

The next slides are an example of what we ended up creating in this project.

Mindy is working second shift at an assisted living facility. She is giving 8 p.m. meds to the residents in the East Wing.

Next

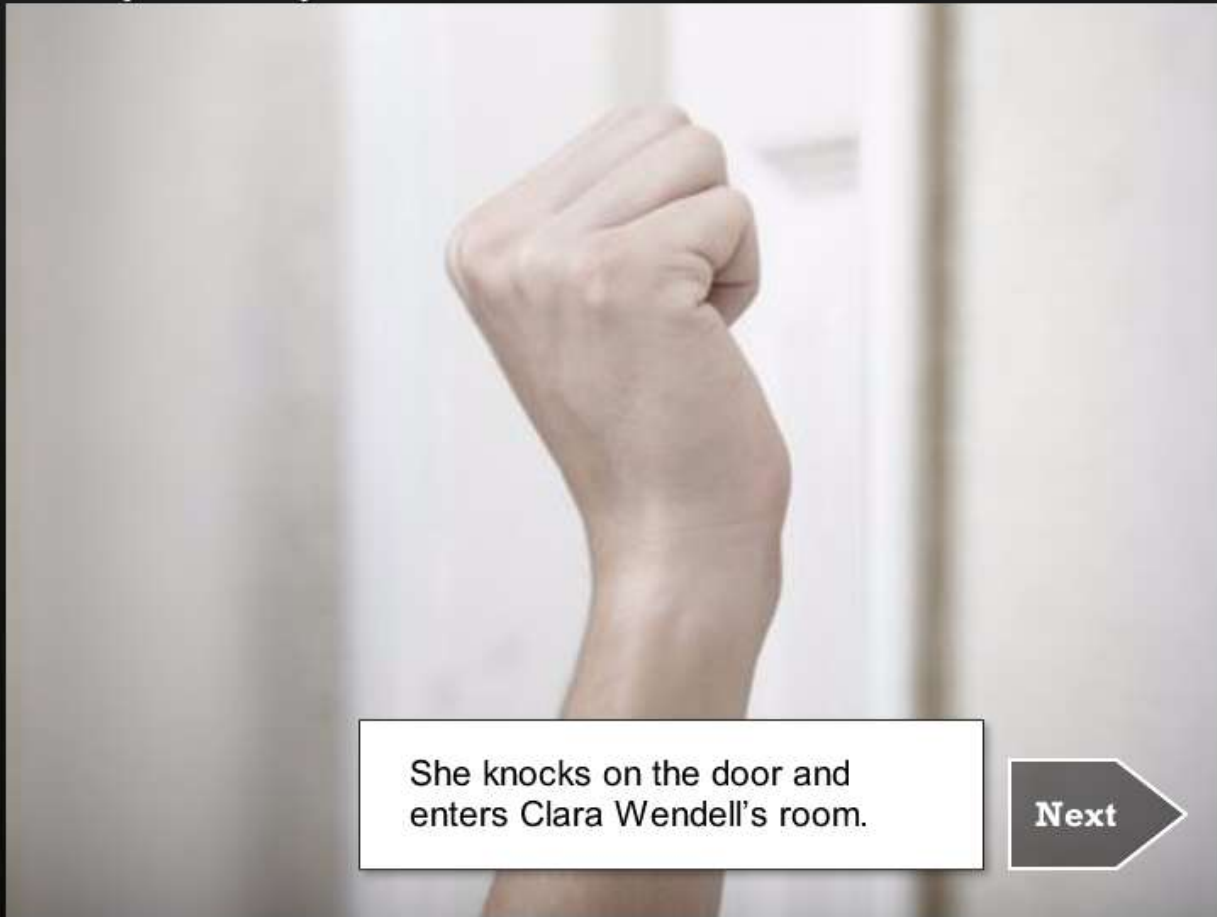
Scenario 1



Mindy is working second shift at an assisted living facility. She is giving 8 p.m. meds to the residents in the East Wing.

Next

Autonomy: What should you do?



She knocks on the door and enters Clara Wendell's room.

Next

Autonomy: What should you do?



She greets Mrs. Wendell and tells her she has her evening pills.

Next

Autonomy: What should you do?

“I don’t want those pills again,” says Mrs. Wendell. “They make me feel funny in the head. I can’t describe it. But I’m not taking them tonight.”

Next

Autonomy: What should you do?



Mindy asks about Mrs. Wendell's symptoms. She tries to explain the benefits of the medication, but Mrs. Wendell is insistent.

Next

Autonomy: What should you do?

What should Mindy do?

Hide the pills in applesauce

Tell Mrs. Wendell that she must take the meds while Mindy watches

Report Mrs. Wendell's concern to the physician



Autonomy: What should you do?



This is the wrong choice.

Patients have a right to make decisions about their care. They may refuse any drugs, treatment or procedure to the extent permitted by the law. They will be informed by physicians of the medical consequences of their decision to refuse treatment, but the responsibility for those consequences must, necessarily, be the patient's.

Repeat Scenario

Next Scenario

Autonomy: What should you do?



This is the right choice.

Patients have a right to make decisions about their care. They may refuse any drugs, treatment or procedure to the extent permitted by the law. They will be informed by physicians of the medical consequences of their decision to refuse treatment, but the responsibility for those consequences must, necessarily, be the patient's.

Repeat Scenario

Next Scenario

GAME PLAN

A chalkboard with a game plan diagram. The diagram features a curved line with an 'X' at the top and a 'O' at the bottom. A long arrow points from the 'X' to the 'O'. There are also several 'X' and 'O' marks scattered around the board. Two pieces of chalk, one light blue and one light pink, are lying on the left side of the board.

The background is a dark, textured surface resembling a chalkboard. It features faint, light-colored chalk drawings. A large, sweeping arrow curves from the upper left towards the center. Below it, there are some circular and linear sketches that appear to be part of a larger diagram or flowchart, though they are not clearly defined.

How in the world...?

Work with your SME

least harm - do least amount of harm
to the least amount of people

NONMALEFICENCE (not nonmaleficance ← in book, legal term)

nonmaleficence. I had a patient who lived in a nursing home, had fallen while trying to turn the light switch on, and had broken his hip. It was time for his bath, so the patient care assistant was helping me move him from side to side. She, not knowing the patient's condition, had pushed on the hip that he had broken, and had surgery on to flip him on his side. He screamed in pain. I allowed him to rest for a little bit until the pain sensation had decreased, but then I asked the PCA to switch sides with me, so that I could monitor where my hands were placed and how much pressure I applied to his sore hip. She was in a hurry, but I really cared about how painful that must have been for him, so when transferring him from the bed to the chair I made sure that his hip was well padded upon transferring and we moved at his pace. **When repositioning a patient with a broken hip, the nurse and aide allow the patient to rest a bit before continuing until the pain sensation decreased.**

broken
hip

2 Nuc Med - where I used to work, we were always short staffed and we had to transfer patients on our own when we weren't supposed to. **Nonmaleficence** principle can be applied to this case - the principle of doing the least amount of harm to the least amount of people. [1] Not following patient safety puts them in danger. This a good example of poor patient care, and technically noncompliance **Even though the unit was short staffed, the technologist waited until a second staff member could help transfer a patient instead of doing it by alone**

wait to
transfer
pt w/
help

3 Nuc Med - **Nonmaleficence** means to do as little harm as possible to the smallest amount of people possible. I observed this countless times in the clinical setting. Nuclear medicine technologists inject patients with radioactive isotopes in order to take pictures of a selected body system. The technologists use the least amount of isotope as possible to still get clear images of the body. **A nuclear medicine technologist inject patients with the least amount of isotope possible to obtain clear images for the radiologist.**

minimize
radioactive
isotopes

Sources

*“Tell me
the
story...”*

- ◆ Case studies
- ◆ Real-world examples
- ◆ Worst-case scenarios
- ◆ Common mistakes
- ◆ Books/articles

Sources



Map it out

Week	Activity	#	Interactives & Mini-scenarios	Principle or Concept	Practice area
			Week 2: Autonomy mini-scenarios		
2	Scenarios	1	Pt doesn't want meds	Autonomy	nursing
2	Scenarios	2	Heart cath & refuse surgery	Autonomy	cath
2	Scenarios	3	Student asked to leave	Autonomy	all
2	Scenarios	4	Mother refuses vaccinations	Autonomy	nursing
			Week 3: Beneficence & Nonmaleficence mini-scenarios		
3	Scenarios	1	dental hygienist, pt with aids	Beneficence	dental
3	Scenarios	2	new diagnosis, angry patient	Beneficence	all
3	Scenarios	3	hospice long-lost daughter	Beneficence	nursing
3	Scenarios	4	ED pt with POLST, daughter wants CPR	Beneficence/	
3	Scenarios	5	sleepy mom holding newborn	Nonmaleficence	
			Week 4: Justice mini-scenarios		
4	Scenarios	1	wheelchair leg broken	Justice	
4	Scenarios	2	transgender patient with UTI	Justice	
4	Scenarios	3	homeless patient, paranoid schizophrenic	Justice	
			Week 5: Integrity mini-scenarios		
5	Scenarios	1	dying patient changes mind	Integrity	
5	Scenarios	2	coworker using someone else's password	Integrity	
5	Scenarios	3	wasting meds need a witness	Integrity	
5	Scenarios	4	ultrasound shows bad news	Integrity	

Instructional designer should add structure and order, as well as make sense of the information.

Track the scenarios – structure

~~subject matter expert~~ ?



Get creative

- Research (YouTube, experts, other models)
- Ask for help

Write as best as you can so the client has something to respond to.

	A	B	D	E	G	H	I	J
	Interactives & Mini-scenarios	# questions or cases	Plan	Storyboard	Find images	Develop	Review	Revisions
1			Angie & Vickie	Angie	Angie	Angie	Vickie	Angie
2								
3	Wk 1: What principle is being upheld?	10	Done	Done	n/a	Done	Done	Done
4	Wk 2: Which tort?	10	Done	Done	n/a	Done	Done	Done
5	Wk 2: Mini-scenario: Autonomy (3-4 cases)	4	Done	Done	Done	Done	Done	Done
6	Wk 3: Mini-scenario: Beneficence & Nonmaleficence (5 cases)	5	Done	Done	Done	Done	Done	Done
7	Wk 4: Mini-scenario: Justice (3 cases)	3	Done	Done	Done	Done	Done	Done
8	Wk 4: Code of Ethics: Match statements to principle	10	Done	Done	n/a	Done	Done	Done
9	Wk 5: Mini-scenario: Integrity (3 cases)	4	Done	Done	Done	Done	Done	Done
10	Wk 5: Patient Bill of Rights	6	Done	Done	Done	Done	Done	Done
11								

16 mini-scenarios

We built 1 template the whole way through (including QA testing) and then reused – saves on development edits

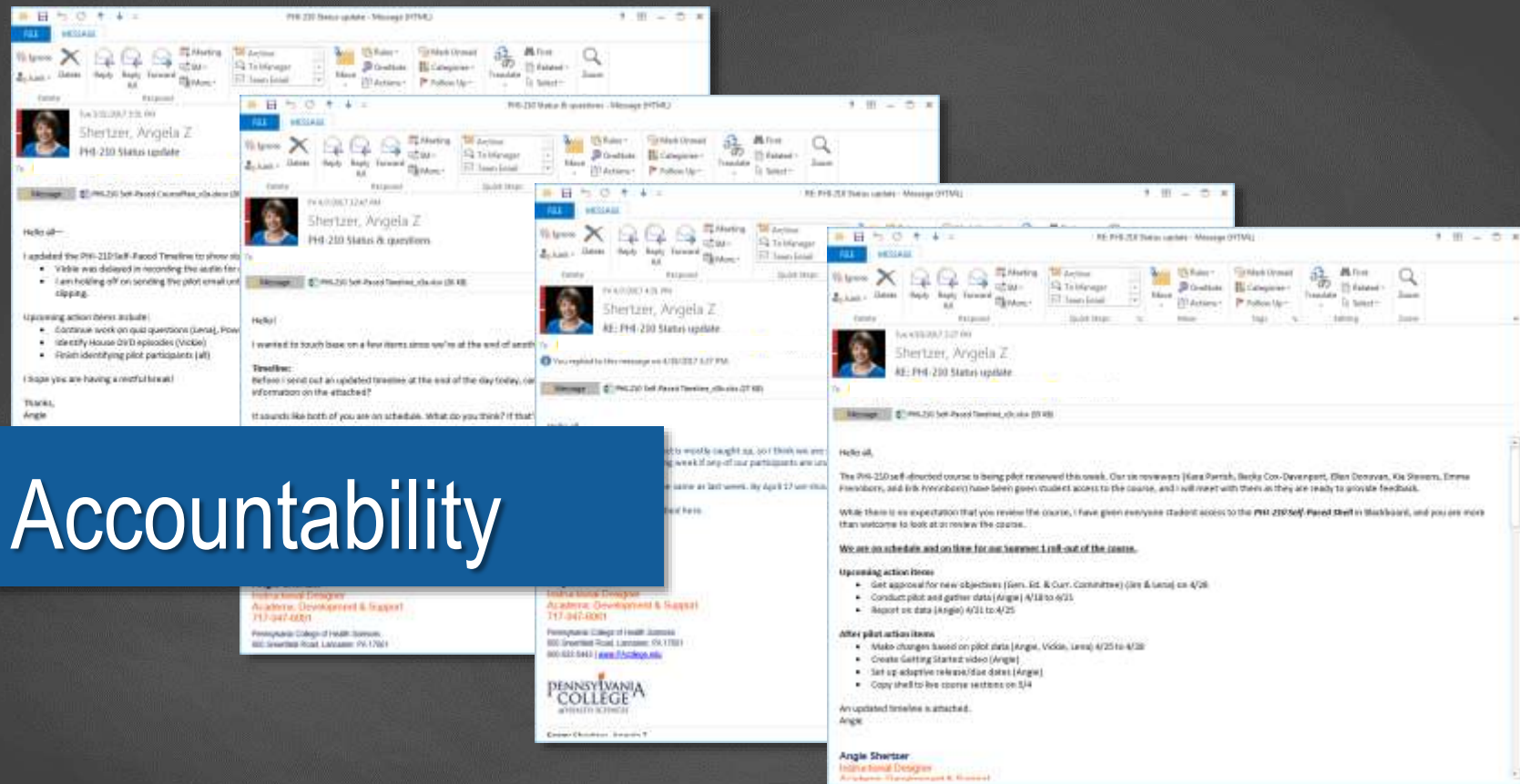
Scope

Tasks	Who	When	Status
Blackboard setup			
Set up Blackboard shell	Angie	2/6/2017	Done
Copy existing content to shell	Angie	2/6/2017	Done
Course Design			
Rewrite course objectives (remove "discuss")	Lena & Vickie	2/17/2017	Done
Get approval for new objectives (Gen. Ed. & Curr. Committee)	Lena & Vickie	March	50%
Create syllabus	Vickie	March	65%
Assess existing online content for self-paced course use	Vickie	March	75%
Assessment			
Identify quiz questions	Lena	March	
Identify exam questions	Lena	March	
Build quizzes and exam		March	
Design & Development: Interactives			
Plan interactives	Angie & Vickie	Feb/March	50%
Develop interactives	Angie	March	
Develop Interactive mini-scenarios (3, 4, 5, 6)	Angie	March	
Develop interactive case studies	Angie	March	
Design & Development: Content			
Schedule new expert videos	Vickie	Feb/Mar	75%
Record new expert videos	Angie	March	
Upload to videos	Angie	March	
Annotations	Vickie	March	
	Angie	March	
	Angie	March	
YouTube links & podcast	Lena & Vickie	March	
Course			

Timeline

	Rapid development, Simple projects	Average typical project	Advanced, Complex More media
Instructor-led Training (ILT)	22:1	43:1	82:1
Level 1 eLearning (Basic) Content pages & assessment	49:1	79:1	125:1
Level 2 eLearning (Interactive) Level 1 plus 25%+ interactive exercises	127:1	184:1	267:1
Level 3 eLearning (Advanced) Simulations, Games	217:1	490:1	716:1

Chapman Alliance (Chapman, Bryan). (2010). How Long Does it Take to Create Learning? Retrieved from https://www.slideshare.net/bchapman_utah/how-long-does-it-take-to-create-learning

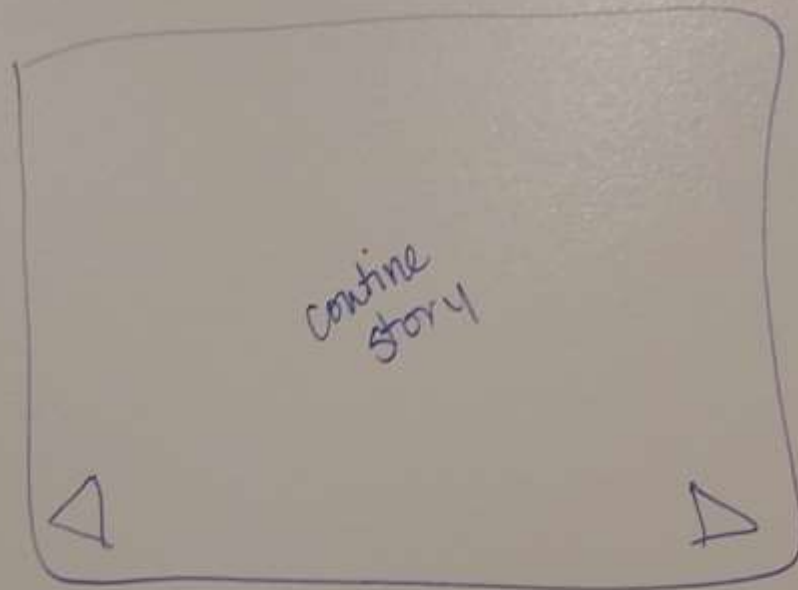
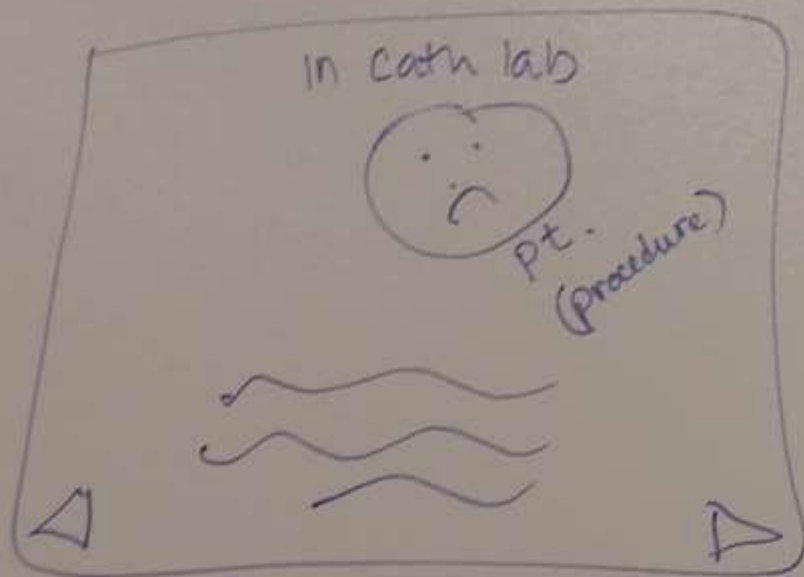


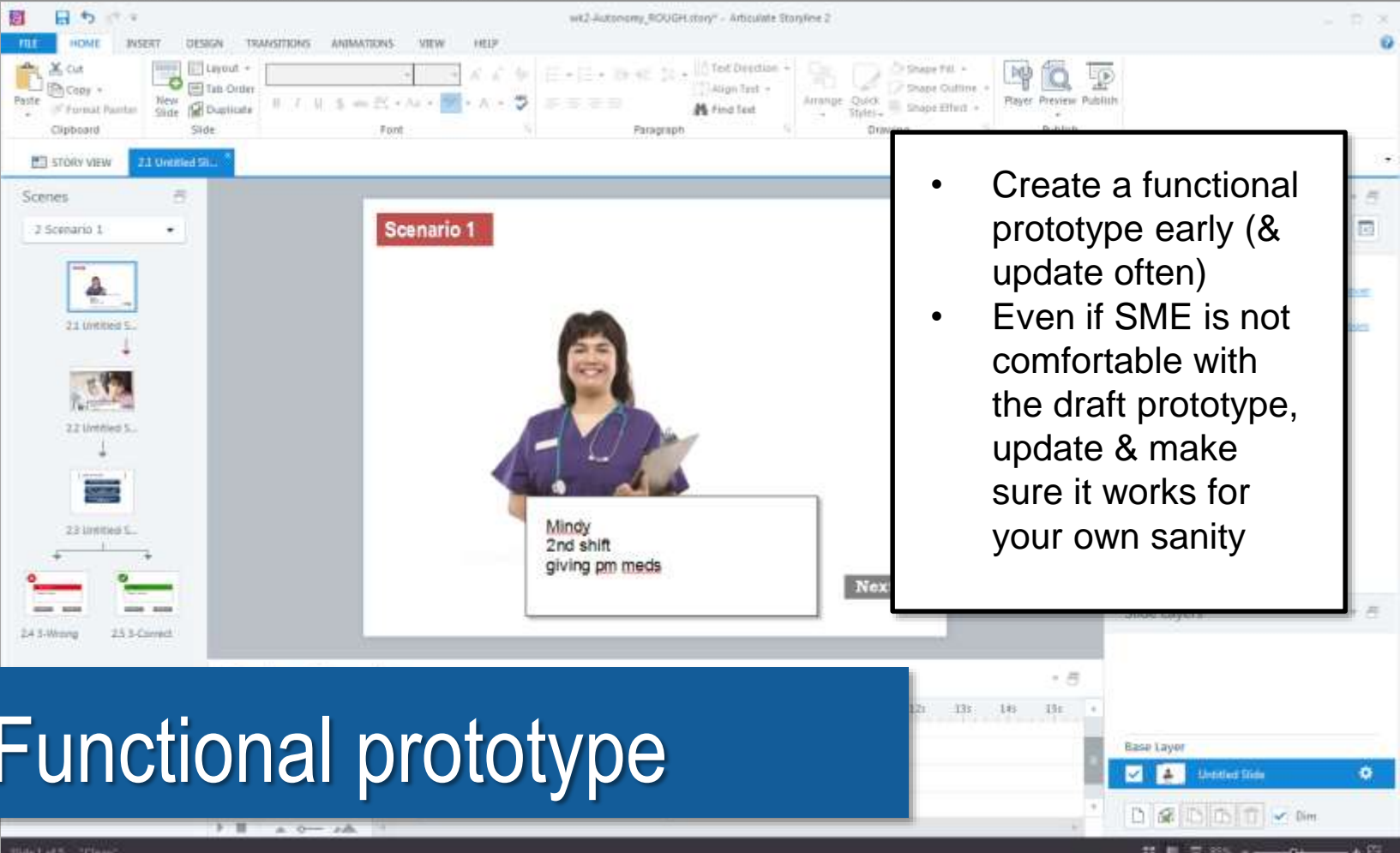
Accountability

translate plans into functional prototype




Storyboard & prototype

Map it out




- 
- The screenshot shows the Articulate Storyline 2 software interface. The top menu bar includes FILE, HOME, INSERT, DESIGN, TRANSITIONS, ANIMATIONS, VIEW, and HELP. Below the menu is a ribbon with various tool groups like Clipboard, Slide, Font, Paragraph, and Shape. On the left, the 'Scenes' panel shows a hierarchy starting with '2 Scenario 1', followed by '2.1 Untitled S...', '2.2 Untitled S...', and '2.3 Untitled S...'. Below these are '2.4 S-Wrong' and '2.5 S-Correct'. The main workspace displays 'Scenario 1' with a background image of a smiling nurse in purple scrubs. A text box in the foreground reads 'Mindy 2nd shift giving pm meds'. A 'Next' button is visible at the bottom right of the slide.
- Create a functional prototype early (& update often)
 - Even if SME is not comfortable with the draft prototype, update & make sure it works for your own sanity

Functional prototype

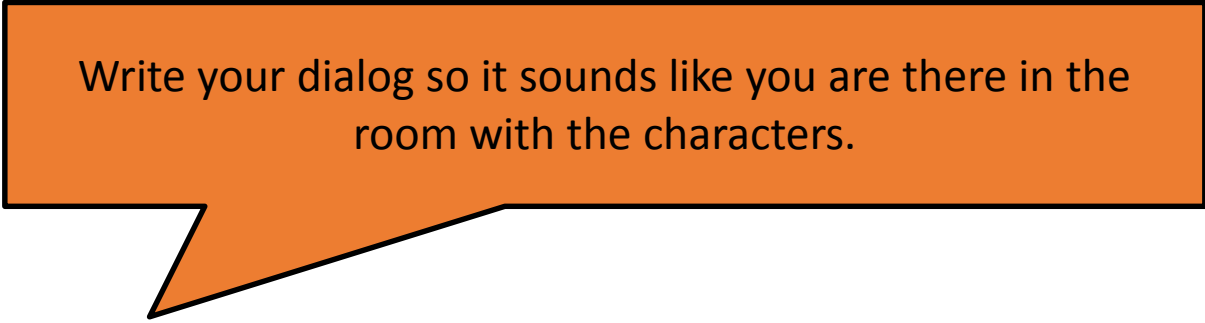
		
	<p>"I don't want those pills again," says Mrs. Wendell. "They make me feel funny in the head. I can't describe it. But I'm not taking them tonight."</p>	<p><i>same, different angle</i></p> 
	<p>Mindy asks about Mrs. Wendell's symptoms. She tries to explain the benefits of the medication, but Mrs. Wendell is insistent.</p>	<p><i>Nurse</i></p> 

Draft & write scenario text

	<p>What should Mindy do?</p> <p>Option 1: Hide the pills in applesauce</p> <p>Option 2: Tell Mrs. Wendell that she must take the meds while Mindy watches</p> <p>Option 3: Report Mrs. Wendell's concern to the physician</p>		
			<p>Option 1: Hide pills in applesauce</p> <p>Feedback: This was the wrong choice.</p> <p>Patients have a right to make decisions about their care. They may refuse any drugs, treatment or procedure to the extent permitted by the law. They will be informed by physicians of the medical consequences of their decision to refuse treatment, but the responsibility for those consequences must, necessarily, be the patient's.</p>

- ◆ George said that he was hungry and needed a snack. He seemed agitated.
- ◆ “I’m hungry,” sighed George. “Where the heck is my snack?”

Draft & write scenario text



Write your dialog so it sounds like you are there in the room with the characters.

- ◆ “I’m hungry,” sighed George. “Where the heck is my snack?”

Draft & write scenario text

Monique saw another healthcare provider accessing a patient's record using someone else's user logon ID and password.

Write answer choices

What should Monique do?

- ◆ Report them to her supervisor.
- ◆ Sign in using the same ID.
- ◆ Do nothing. It's really not a big deal.



What should Monique do?

- ◆ Report them to her supervisor. **Right**
- ◆ Sign in using the same ID. **Wrong**
- ◆ Do nothing. It's really not a big deal. **Wrong**

Question

- ◆ Correct answer
- ◆ Distractor (logical but wrong)
- ◆ Distractor (logical but wrong)

Right

Wrong

Wrong

Give solid choices

Write good feedback

Intrinsic

- Natural consequences
- Play out the story


Instructive

- Immediate & corrective
- Good for beginners

Which is better?

BOTH

Week 5 Interactive Mini-Scenarios: Integrity

State	Test	Discipline	Notes
all			<p>Interactivity Type: Attempts per question: 1 (no Try Again)</p> <p>Check all of these for male/female coverage, diversity images (look at other scenarios too)</p>
	<p>SCENARIO 1: Patient changes mind</p> <p>A terminally ill patient has returned home knowing that he is dying. He completed advanced care planning, in which he signed documents stating that he does not want CPR, artificial nutrition or hydration, or other interventions.</p> <p>During shift report, the night caregiver tells Cecelia that the patient says he changed his mind and wants interventions but she didn't include it in the report.</p>		<p>(source: McTigue 2nd edition, page 127)</p> 
	<p>What should Cecelia do?</p> <p>Option 1: Report the patient's statements to the physician.</p> <p>Option 2: Ask the patient if he is really sure.</p>		<p>And now wants CPR performed if his D should stop beating. She doesn't believe CPR would help him in his advanced condition. (or religious belief) and believes he would be better off in heaven.</p>

Review & feedback

What's in your toolbag?

Develop it

Super-charged multiple choice

- Articulate Studio (Presenter/QuizMaker)
- Storyline
- Adobe Captivate
- Any tool with branching or quizzing

Find image series

** Do you need them?*

- ◆ Stock photography
- ◆ Character bundles
- ◆ DIY photo session



Blackboard

- Non-assessed, low stakes
- Package for web with html5
- Put in Content Collection & link
- Set up read-access permissions

Make it work in the LMS

Cathy Moore

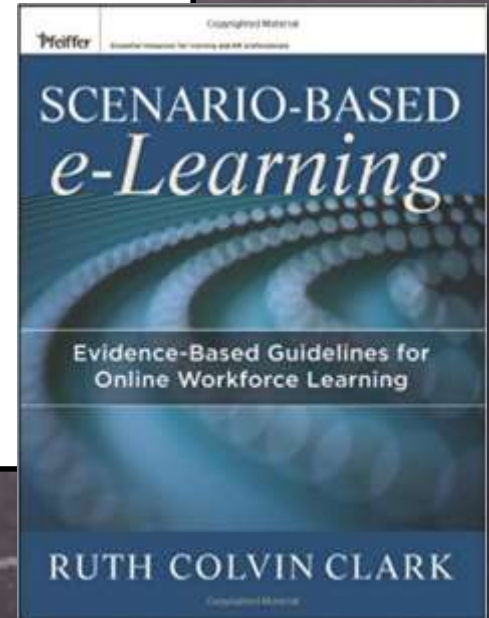
LET'S **SAVE THE WORLD** FROM BORING TRAINING!

Resources

Cathy Moore <http://blog.cathy-moore.com>

- Scenario examples
- Online course

Ruth Clark Scenario-Based e-Learning book



**mini-
scenarios** ◆

GAME PLAN

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Instructional Designer

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Session evaluation: DevLearn mobile app

Resources: devlearn17.com/resources/