

WIIFM – Scenarios

In an Interprofessional course that I facilitate, there is a workshop that requires a few students to engage in a conversation with Simulated participants (SPs) based on scenarios that they can encounter when they start their clinical placement and/or careers as a certified professional in the health care system.

Students tend to shy away when we ask for volunteers to participate, and we often have to spin the “wheel of names” to randomly select student participants to engage in the difficult conversations or scenarios with the SPs.

To ease the nervousness, before the workshop, I would provide the group with the agenda, the expectations, and the scenario with the SP ahead of time so they can prepare on their end as much as they can.

At the end of the scenario, the SP would provide direct feedback to the student who engaged in the scenario, the student is given a chance to reflect on their experience and the observers are also given the opportunity to provide feedback, share insight and reflect on their observations or own experiences. It is a great way to engage the learners in conversation because they open-up to each other and if they are comfortable enough, they can share their own experiences.

I remind the students that some scenarios and real-life situations will require difficult conversations that are uncomfortable. It is natural to feel uneasy, but the experience allows the students to practice tools in communication, how to diffuse anger and how to handle themselves in difficult conversations.

Although uneasy at first, we get feedback that the students find this experience very valuable to their learning, because they are able to take risks, make mistakes without repercussions and reflect on how to approach the situation in a different way next time. Learners are able to form strategies and tools in their head because of the exposure and experience they during the simulated experience.