



# What to Expect on Course

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During all aspects of this course we highly encourage you to challenge yourself and spend as much time in the Learning Zone as possible. This is also called the Uncomfortable Zone. While in this zone we encourage you to think outside the box, be open to making mistakes, and practicing no judgement and flexibility. We want you to reflect often on what went well, what can be done better, and implement. At any time, if you feel that you are approaching the panic zone please communicate with a peer and/or instructor.

## Role Playing Expectations

- During drills students will be expected to play various roles (patient, primary rescuer, secondary rescuer). Instructors do their best to make scenarios as realistic as possible. Students are a big factor in how realistic a scenario is.
- Please stay in character until instructors end the drill. You may come out of character if you feel unsafe! Say "Stop this is real!"

**Patient Role:** To provide vital sign information after the rescuer told you what they got for numbers and observations.

### **Patient Role Specifics:**

- Unless directed otherwise, please don't reveal what your problem is or things they missed even if the rescuer has figured it out. This will be drawn out in the drill debrief.
- Depending on the level of the course your instructor may ask you to come up with your own patient profile information based on the illness or injury as a way to assess your knowledge.
- Provide feedback to your rescuer.

### **Rescuer Role Specifics:**

- What you see is what you get unless told otherwise.
- What you have is what you have. For example, if you wish to insulate your patient make sure to bring those items with you. We train how we will do during a real emergency. If you don't have something you wished you had, you will need to troubleshoot and figure out how to adapt.
- Perform the assessment. Part of this class is becoming comfortable doing a patient assessment, which requires touching, in a professional manner. After you have made your observations tell your patient what you observed (i.e. pulse rate). The patient will give you different information if applicable.
- Stick to your triangles. It is expected that you complete a full patient assessment including at least 3 sets of vitals.

- Utilize your field guide as a resource. While you should be able to get through the scene size-up and primary assessment without referencing it, we encourage you to use the field guide for the secondary assessment and coming up with your problem list and treatment plan.
- Provide feedback to your patient on their ability to accurately portray their patient profile.

## Feedback Expectations

In order to support each other's growth, feedback will be an essential skill used throughout class. While instructor to student feedback will be provided in a variety of ways, you will be asked to give specific feedback to your peers in a growth oriented manner. This skill does not end in this class. It is a vital skill for all things in life including being able to provide feedback during stressful moments such as a medical emergency. Please read the article linked to below: [How to Give and Receive Performance Feedback](#)

### **Specific Feedback Points to Consider During Drills**

#### **Patient to Rescuer Feedback:**

- Identification of red flags. If not, what red flags did they miss?
- Identified & provided appropriate treatment for red flags. If not, what should have they done differently?
- Did they ask detailed and follow up questions to better hone in on the problem. What questions really keyed into the problem? What questions should they have asked?
- Did they complete a full assessment including asking questions (SAMPLE), performing a detailed head-to-toe exam, and taking at least 3 sets of vitals. What did they do well? What can they improve on?
- Identification and accuracy of the problem(s) and the anticipated problem(s). Were problems listed and addressed in order from most serious to least serious? Did they come up with a new problem list and treatment plan each time there was a change?
- Did they provide accurate treatment for your problem(s)?
- Did they treat you with compassion and empathy?
- Did they protect you from the environment?
- How well did they adapt to not having items they wished they had?
- Comment on specific skills such as spine stable rolls, quality of splints, bandaging, etc.

#### **Rescuer to Patient Feedback:**

- Comment on your patient's ability to act out their profile. Did they accurately demonstrate the injury/illness?
- Did they provide vital sign information after you measured their vitals and told them what you observed?
- Did they volunteer information too early?
- If applicable, did they come up with a patient profile realistic to the illness or injury?
- How was their feedback? Was it specific and growth oriented?