Reality Based Scenario Training
Why Socratic?
How do you normally engage with your class?
Socratic vs PowerPoint
I am writing down everything I could possibly say about this slide
Resulting in me reading all the text out loud
- But hey, that also means I do not have to make any contact whatsoever with my audience

Could this possible get more lame?
- No, probably not
- I should insert a joke, but I wouldn’t know where to find one on the internet
- If I bore everyone long enough, there will be no room for questions
  - The idea of interaction just made me pee in my pants

I hope no one notices...
I’ve just forgotten my name...
Oh well, only 50 more minutes of this
How would that be different with the Socratic method?
**Tell**
- Describe skills
- Explain rationale

**Show**
- Demonstrate skill at full speed
- Break down “by the numbers”
- Demonstrate skill at full speed

**Do**
- Student performs skills step by step
- Student demonstrate entire skill
- Student combines ‘skill sets’
TELL

Verbal introduction to concepts and techniques

Do

Application or Practice
Which concepts and techniques would you need to “tell” the students about?
SHOW

Physical demonstration of techniques

Facilitated discussion of concepts

Do

Application or practice
How would you demonstrate necessary concepts?

What would you discuss about the relevant concepts?
How would you apply the concepts?

Are the previously discussed concepts the ‘Learning Objectives’ for the related scenarios?
The **PAUSE**....when or when not?
**The Pause**

**Intervention Pause:**
- Breaks error cycle
- Reset

**Decision Pause:**
- Creates space to manage information load
- Creates opportunity to discover solution
Instructor Readiness for Override

Where should you be?

- Prepared to physically stop student if necessary, for role player/student safety
- ‘Ride the hip’
- Anticipate the override
What are you thinking?

What are your options?

What are the advantages or disadvantages?

What do you want to do?
If the student cannot be redirected through the use of the pause or has a significant error, reset to ensure correct performance.
“Practice does not make perfect...
Perfect practice makes perfect”
Debrief

Self-directed narrative debrief

Instructor-facilitated review of concepts and techniques
Self-Directed Narrative Debrief

- Chronological order
- Ask concise open-ended questions
- De-emphasize mistakes;
  - Students will generally be hard on themselves and obsess on errors
- Highlight key focused skills and correct performance
Self-Directed Narrative Debrief

- Let the student tell you what occurred
  
  “Start at the beginning and tell me what happened”

  “What happened next?”

- Do not interfere with the process; relevant points can be further discussed after the student talks through the event

  This is not evaluation or performance correction
Benefits of the Debrief

• Provides student a mental repetition
• Builds sequential recall
• Creates experiences which can be referenced in the future
• Student-centered
• Creates positive perception of training
What does this training look like?

Why would you use this for Crisis Intervention Training?
How else could you use this?

THE END