

Forensic Epidemiology Training Course

Approach to Case Scenarios

Facilitators Guidance

Dates – Location

Strategy of training and overview of materials

Goal:

- Active learning by way of active participation of each member in each group

Facilitators' roles:

- Move your group through the scenarios
- Involve every group member
- Moderate discussion drawing on your own expertise and the answer key
- Ensure key points are covered for each question
- Keep an eye on the clock – you'll have only 1:45 to complete each scenario

Reminder: During the training, only you as facilitators will have the answer key; small group participants have only the facts and questions.

To ensure involvement of all participants:

- Facts and questions will be **read aloud** sequentially by individual group participants
- Facilitators should:
 1. Select one participant to read aloud the first set of facts and the first question
 2. Encourage that participant to attempt to answer the first question (regardless of his/her background)
 3. Solicit input from other group members to answer the question
 4. Draw on the facilitator's answer key (if necessary) to cover the key point(s)
- After the first question is completed, have the next person read aloud the next question and begin an attempted answer as above – move clockwise in sequence to include everyone
- Follow this sequence through all facts and questions until the scenario is completed, pacing discussion in order to complete the entire scenario

Note: Scenarios progress from overt (letter/hoax and anthrax attack) to covert (introduction / recognition of salmonella bioterror agents)

On your own, **re-read and carefully review** the facts, questions, and suggested answers and decide what you will want to focus on during actual small group discussions.

General Recommendations for Facilitators

Facilitators –

When breakout groups convene, have participants sit at the table and observers in the row behind the table. If there is room and you desire, invite observers to sit at the table.

Name tents and markers will be located in each room. Have your group members put their name on their card along with any additional information you would like to see (e.g., job role or organization).

Begin with short introduction for each of the participants and observers. At the beginning of each scenario ask the group to decide who will be the group recorder /reporter. Small group report forms will be given to each facilitator before the group begins. The forms are divided into three sections:

1. Unresolved issues
2. Lessons learned and information to pass on
3. Gaps in your jurisdiction and recommendations for action

The group recorder will be responsible for writing down any information that fits into one of these three areas and will speak for the group at the wrap-up on the second day of the course.

During the case scenarios if the person who reads the question feels ill equipped to answer the question, ask someone more with the subject matter of the question to extend the answer. For example, if a lawyer receives a question about laboratory practices and does not feel comfortable answering, ask them to do what they can and then have who is familiar with laboratory practices answer the question.

Observers should not be active participants. Generally, observers will remain quiet. If you feel that an observer would have something valuable to add to an answer, ask for their input. Most likely, the observer will provide the input without your request. They have been told they may be called on, and to feel free to speak up if they have expertise that is otherwise missing.

If you feel that one person is dominating the conversation in the group, try to call on others. Furthermore, facilitators should not dominate the discussion. If there is anyone in your group who is not adding his or her input, try to draw them out by asking their opinion.

At the end of each scenario your group should go through the form to ensure they have captured all relevant information.