

## Patient Refusal Video

In this exercise you will create a video involving a patient who wants to refuse care.

**Instructor Notes:** The purpose of this exercise is to help students understand the patient refusal process better as well as learning some of the affective concepts of dealing with patients. The exercise isn't about drama or how to create videos (although some of our students know these well...).

Ultimately, at the end of this exercise, you will have multiple versions of patient refusal videos which can be used as an excellent vehicle to stimulate discussion. The students will have researched and discussed patient refusal situations which provides high level practical learning in a group setting.

Time: Varies. May be assigned as in-class or as an out-of-class assignment. Plan 75-90 minutes to create, upload and view videos. 45 – 60 minutes will be required to view and discuss videos shot outside of class. (Note: times will vary depending on the number of students/groups)

You've been divided into groups. Essential roles for group members include:

- 1 person (may be a student, instructor or another person) to play the patient
- 1 student to play the EMT
- 1 student to video the scenario
- Other students may help plan or "direct" the video.

You'll need to brainstorm three reasons a patient may refuse:

These may be found in the textbook but also brainstormed in the group. Creativity is often good in these situations.

You'll also need a device with video recording capability (e.g. phone).

(To keep file size down, it may be best to video at a lower resolution or to export the video at a lower resolution. Videos may be submitted to an LMS link, Dropbox account, or another file sharing site. They may be too big for email or text submission.)

## Patient Refusal Video (cont'd)

### Instructions:

The purpose of this exercise is for you to create a video in which an EMT deals with a patient who wants to refuse care. Your group will choose three reasons a person may refuse care. Your job will be to address these issues on the video and convince your simulated patient to accept transportation to the hospital.

Your patient will have a significant medical condition. Your instructor will tell you what this condition is. The acting of this condition isn't necessary but relating the nature of the condition may be necessary in your efforts to convince the patient to accept care (e.g. relating risks of refusal to a patient with chest pain or hypoglycemia).

Tell students it is OK to go to the chapter in the book where their condition is discussed if they want to learn additional information to help the scenario. It is OK if the students haven't had the lesson covering that condition. It is great learning that will help them when they do get to that condition.

The video will likely be about 5 minutes in length but most importantly it should fully cover the objective of dealing with a patient who wants to refuse transport but who should really go to the hospital. This means that there is BOTH a clinical and an interpersonal element.

Please find a quiet place without distraction to shoot the video. Make every attempt to hold the camera steady. You won't be graded on video quality—but others in the class will watch it and it shouldn't be distracting to watch because of bouncing around or outside noise.

### Patient Details

Patient details will be provided by your instructor. Your patients will have vital signs within normal limits and be responsive with a common medical complaint. While the medical condition may play into your conversation with the patient, you won't have to treat the patient for the condition during the scenario--just deal with the refusal.

### Facilitation Tips

Not all videos are going to be insightful, but most will have good points to bring out. To get to these points:

- Before showing a group's video, ask them what they learned about patient refusal. Also ask about challenges they faced and any takeaways for real life.
- Ask students to comment before you make your comments.
- Highlight the positive: times students were at the patient's level, when they tried to relate, when they spoke in terms a patient would understand, when they used successful techniques and strategies, etc.
- Ask what their protocols say about refusal situations.

In my classes, I always applaud at the conclusion of all videos and find that students will follow and do the same. It is important to foster collegiality and respect for other's work.

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