



ECCU 2017 CONFERENCE & EXHIBITION • A CALL TO ACTION...AND ALL THAT JAZZ!

Diagramming Skill Sessions for Instructor Success

Tom Schmitz, ARC IT, NREMT

Mary S. Barber-Schmitz, ARC IT, NREMT

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New Orleans

Presenter Disclosure Information

Tom Schmitz & Mary S. Barber-Schmitz
Diagramming Skill Sessions for Instructor
Success

FINANCIAL DISCLOSURE:

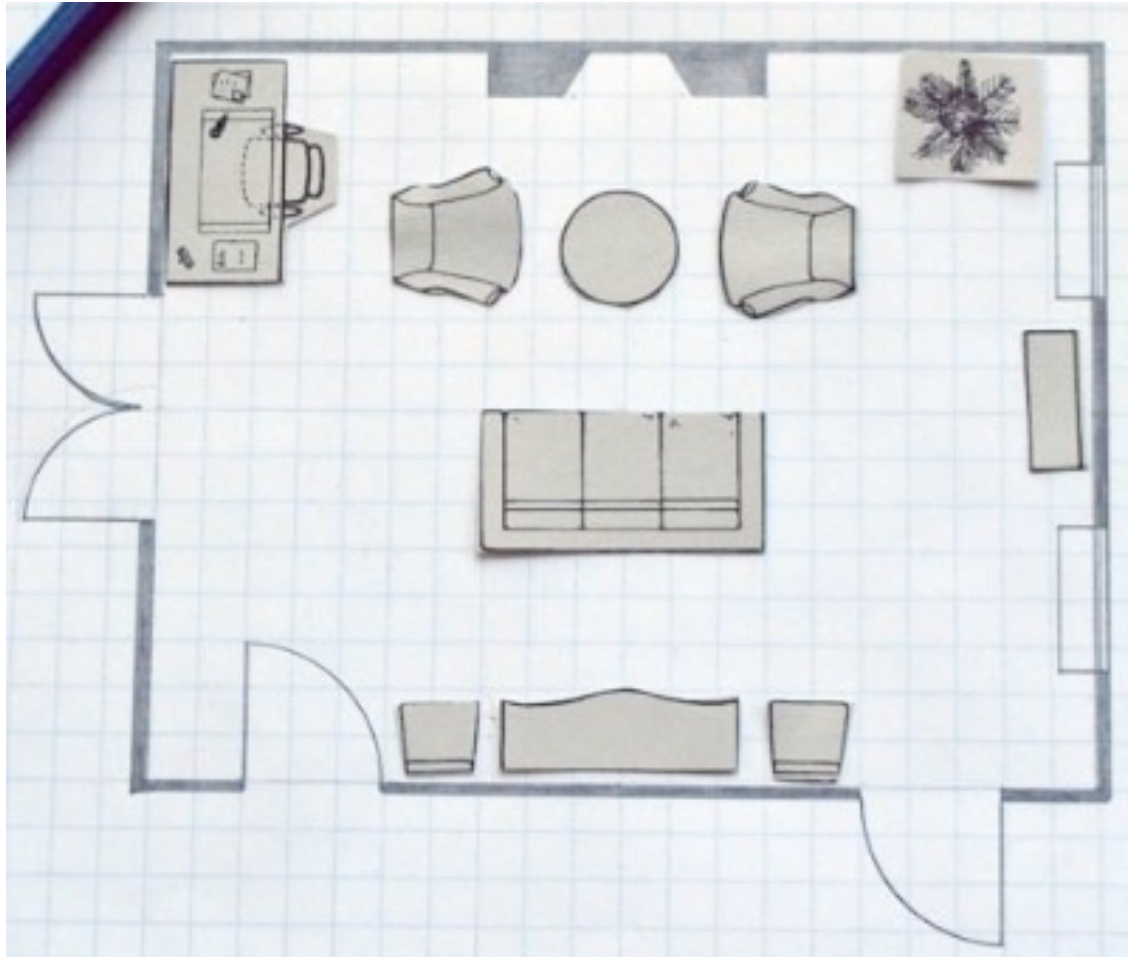
- We are both employees of the American Red Cross

UNLABELED/UNAPPROVED USES DISCLOSURE:

- We will not be discussing any such uses

Why Diagrams?

Planning & Comparison



Communication & Instruction

The Flea Flicker



Recording Action

DATE <u>Oct 17-56</u>		ROUND <u>Eight</u>	
TIME ADJOURNED—WHITE		TIME ADJOURNED—BLACK	
WHITE <u>D. Byrne</u>		BLACK <u>Fischer</u>	

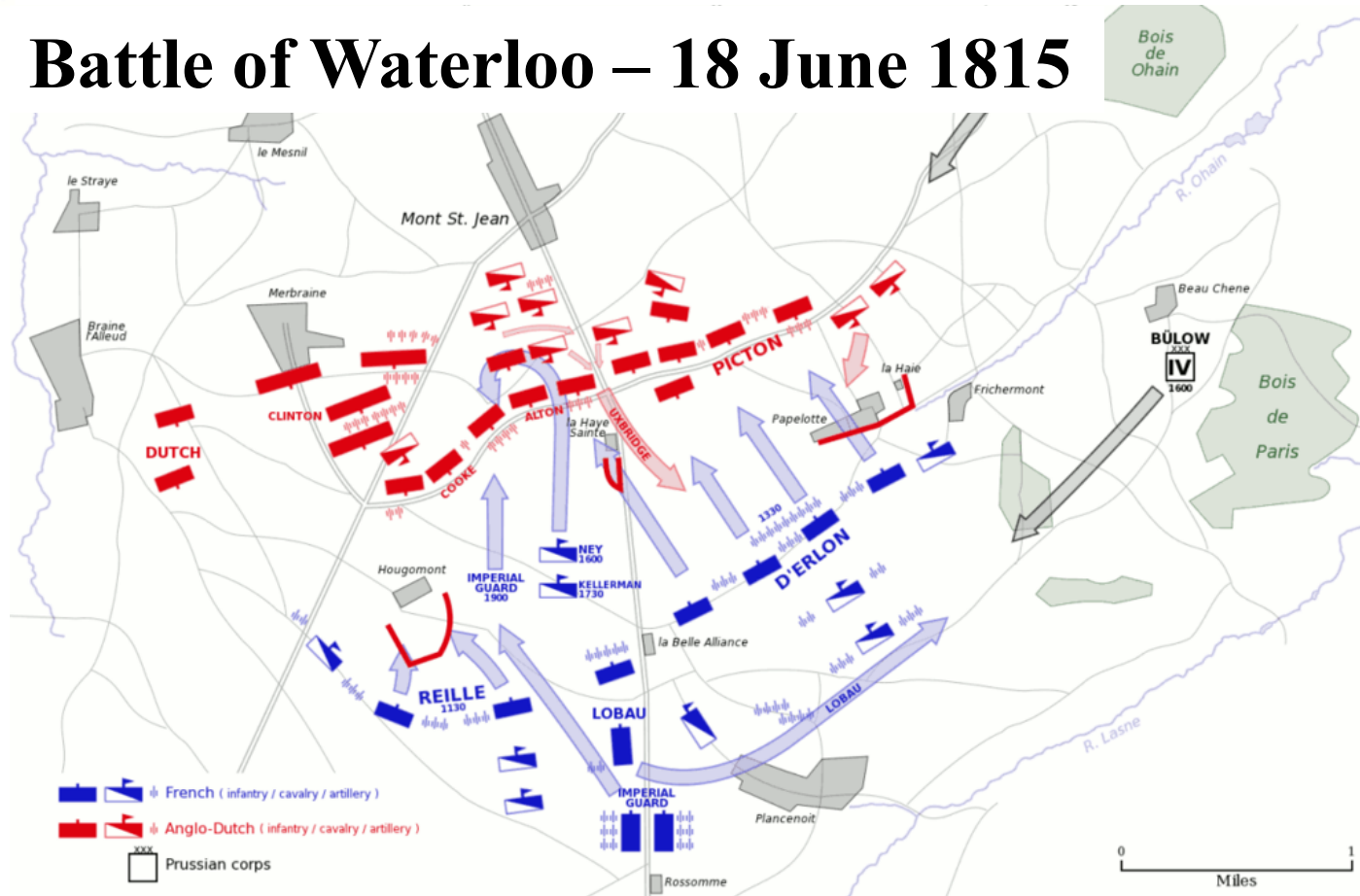
White	Black	White	Black
1 N-K63	N-K63	31 N-T33	N-T55
2 P-Q64	P-15N3	32 N-N8	P-QN4
3 N-Q63	B-N2	33 P-17C4	A-17R4
4 P-Q4	Q-O	34 N-15	15-N2
5 B-B4	P-Q4	35 15-N1	B-B4+
6 Q-N3	PXP	36 15-B1	N-N6+
7 QXP	P-B3	37 K-K1	B-N5+
8 P-154	Q-N-Q2	38 K-Q1	B-N6+
9 R-Q1	N-N3	39 K-Q1	N-152+
10 Q-R5	B-N5	40 K-N1	N-N6+
11 B-N5	N-R5	41 K-B1	B-B1
12 Q-R3	NXN	42	
13 PXP	NXP	43	Mute
14 BXP	Q-N3	44	
15 B-B1	15-N20	45	

Revealing Structure

Josh | walks | dogs
|
is morning
|
the

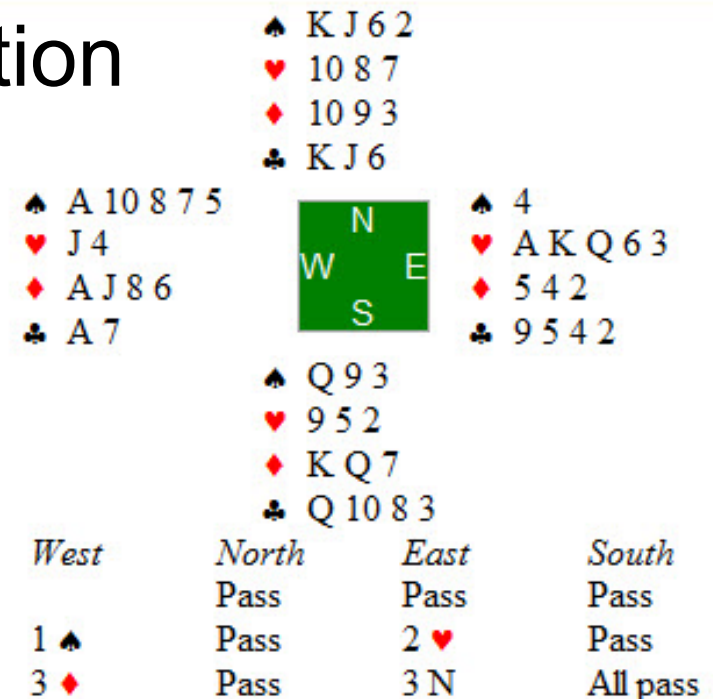
After-Action Analysis

Battle of Waterloo – 18 June 1815



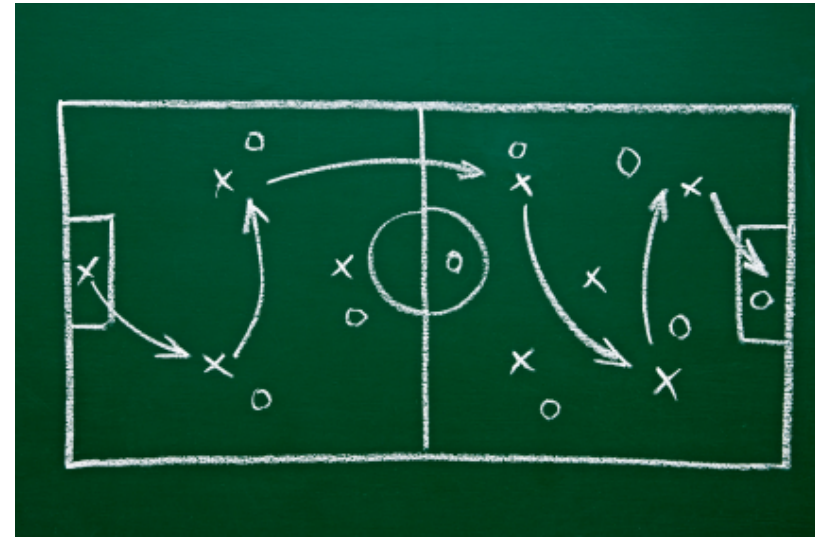
Why Diagrams?

- Planning & Comparison
- Communication & Instruction
- Recording Action
- Revealing Structure
- After-Action Analysis



Why Diagram Skill Sessions?

- Establish vocabulary for explanation and discussion
- Provide candidates with template for planning
- Reduce practice teaching failures
- Enhance post-PT analysis, comparison, and feedback



Do I need to be an artist?



Fig.1

Fig.2

- Especially for recording and post-action analysis, the diagramming method should be fast and easy
- For diagramming skill sessions, a simple text-based method works perfectly well

Typical Skill Session Elements

- Video
- GP = Guided Practice
- POP = Prompt-Only Practice
- DP = Detailed Practice
- (A)/(B) = Practice Groups/Partners
- A<>B = Manikin face change
- Other ad hoc notations as needed

Examples

Classic Skill Session Structure

Video
GP(A)
POP(A)
GP(B)
POP(B)

Comparison

Video
GP(A)
POP(A)
GP(B)
POP(B)

Video
GP(A)
GP(B)
POP(A)
POP(B)

Adult CPR Skill Session

Video

DP(A)

GP(A)-PWYW

GP(A)-Instructor

POP(A)

A<>B

DP(B)

GP(B)-PWYW

GP(B)-Instructor

POP(B)

Comparison

Video
DP(A)
GP(A)-PWYW
GP(A)-Instr
POP(A)
A<>B
DP(B)
GP(B)-PWYW
GP(B)-Instr
POP(B)

Video
DP(A)
GP(A)-PWYW
A<>B
DP(B)
GP(B)-PWYW
A<>B
GP(A)-Instr
POP(A)
A<>B
GP(B)-Instr
POP(B)

Video
DP(A)
GP(A)-PWYW
A<>B
DP(B)
GP(B)-PWYW
GP(B)-Instr
POP(B)
A<>B
GP(A)-Instr
POP(A)

Effect of Odd Number of Students

Video

GP(A)

POP(A)

GP(B)

POP(B)

GP(C)

POP(C)

Identification of Missing Elements

Video
GP(A)
POP(A)
POP(B)

Discussion of Excess Elements

Video

Instructor Demonstration

GP(A)

POP(A)

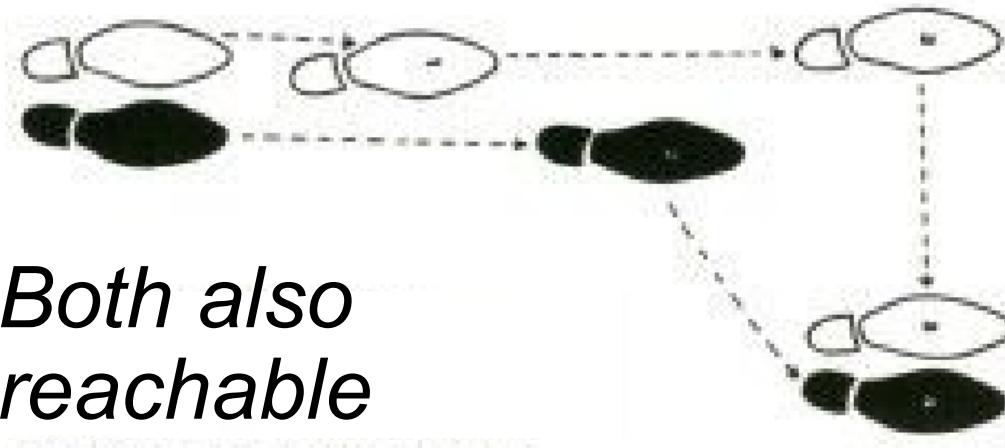
GP(B)

POP(B)

Contact Information

Tom.Schmitz@redcross.org

Mary.Barber-Schmitz@redcross.org



*Both also
reachable
on LinkedIn*

