



VITAL ANAESTHESIA SIMULATION TRAINING

VAST Facilitator Course

*Course director - Adam Mossenson
Busselton, Western Australia
6-8 May 2024*

**In conjunction with Emergency Medicine Education
and Training (EMET) WA**



Emergency Medicine
Education and Training



Executive summary

Situation

A 3-day Vital Anaesthesia Simulation Training Facilitator Course (VAST FC) was successfully conducted in Busselton, Western Australia, supported by and delivered in collaboration with Emergency Medicine Education and Training (EMET) WA.

Background

This faculty development initiative extends of the emerging collaboration between VAST and EMET. Building on the momentum of a VAST FC conducted in Albany in August 2023, this VAST FC saw the integration of past VAST FC participants into the role of group mentors and course faculty. This model of regional expansion of capacity for the conduct of simulation activities, development of networks, and supporting a nidus of simulation activity in a region is intended to spark enthusiasm and motivate the ongoing creative use of simulation to address patient safety and training agendas across EMET sites. The program was conducted at the St John Ambulance first aid training centre in Busselton.

Assessment

This VAST FC represented a successful next step in the collaboration between VAST and EMET. Former VAST FC participants took a leading role in the conduct of the program and in mentorship of course participants. This example directly provides a proof of concept for capacity building and sustainability of this initiative, but also gives a tangible

example for course participants on one way that skills developed during the course can be put into practice. We were also fortunate to have Dr Shelley Gower present during the course. Shelley was active in conducting fieldwork and setting the scene for recruitment of study participants into a project evaluating the impact of the VAST / EMET partnership.

Recommendations

1. Having a series of VAST's courses planned in the pipeline is an excellent avenue for engaging future faculty.
2. Faculty numbers, roles, and responsibilities during a course should be adjusted fluidly to respond to training needs and last-minute eventualities.
3. Effort should be invested into expansion of a Scenario Bank of VAST scenarios. These scenarios can then be flexibly applied to suit the participant profile of future courses.
4. Mentors should ensure the scenarios their groups designed are submitted for review and inclusion in the VAST Scenario Bank.
5. Course participants can apply new skills immediately, for example during feedback conversations with trainees, in critical event debriefing, and in the conduct of simulation activities.
6. Course participants should seek out reflective conversations on their facilitation performance as they apply their skills following the course.
7. Research and evaluation should continue into the impact of this training, ensuring this collaboration meeting the needs of key stakeholders.

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Acknowledgements

We gratefully acknowledge financial support from the:

- Emergency Medicine Education and Training (EMET) WA
- St John Ambulance
- Vital Anaesthesia Simulation Training Ltd

Attendees

The pool of attendees was diverse, both in terms of clinical and location of practice. Last minute adjustments were made to course faculty to account for illness.

Faculty			
Name	Professional role	Course role	Workplace
Adam Mossenson	Anaesthesia	Course director	Perth
Kylie Bull Livingston	Co-ordinator	Course co-ordinator	MEU / EMET
Juliette Blackburn	Medical SMO	Mentor	Busselton
Steve De Luca	Anaesthesia / Emergency	Mentor	Bunbury
Nicole Stanley	ICU	Mentor	Perth
Shelley Dutton	Nursing	Facilitator	Melbourne
Anna West	Anaesthesia	Facilitator	Bunbury / Busselton
Shelley Gower	Researcher	Research	Perth

Participants			
Name	Professional role	Employer	Location
Joshua Poller	ICU registrar	NMHS	Perth
Binar Parekh	Anaesthesia registrar	SJOG Midland	Perth
Donnchada Jackson	Medical registrar	SJOG Midland	Perth
Siobhan Hulston	Anaesthesia registrar	SJOG Midland	Perth
Emily Earnshaw	Medical education unit	WACHS Great Southern	Albany
Geoff Hunt	Emergency doctor	WACHS Central / SW	Busselton
Bernice Grant	Nursing	WACHS	Pemberton
Clare Willix	Emergency doctor	WACHS	Busselton
Frances Werner	Emergency Doctor	WACHS SW	Bunbury / Busselton
Shanu Khader	Emergency Doctor	WACHS	Bunbury
Helen Acuil	Nursing	Curtin University	Perth
Sonya Jones	Nursing	SJOG Midland / Curtin University	Perth

Venue, equipment, and budget

The training was conducted in the spacious training centre of St John Ambulance Busselton. The space was kindly provided in-kind, with great appreciation from EMET/VAST. The centre was spacious, bright, and very comfortable. Two rooms were setup, one for the interactive workshops a debriefing, and another as the simulation space. In addition, breakout areas were used for scenario design, and meals.

All equipment was provided by the EMET team, expertly coordinated by the team and EMET (Kylie, Stephanie, and Jamie) as well as Nicole volunteering her time. A small amount of additional equipment was sourced last minute to complete the VAST equipment set. Given this was a non-clinical space, a massage table was used in lieu of a patient stretcher, and mobile blood-pressure cuff stand used for an IV pole. The concept of what was 'inside' and 'outside' the clinical simulation space was demarcated as usual during VAST's programs with tape on the floor. The relatively large number of observers were encouraged to sit in chairs, removed from the clinical environment. Course participants were given the opportunity to run technology using Use of REALITi360 simulation equipment, available across WACHS/EMET sites, as well as orientated to the use of SimMon as a backup technology.

The course was funded exclusively by EMET, with attendees charged a modest fee on a cost-recovery model.

VAST Facilitator Course conduct

Participant pre-course engagement occurred with access provided to online learning content over two weeks prior to the course. There was excellent uptake and progress through this online learning, evident during the course as participants were familiar with key concepts and primed to maximise the opportunity for in-person practice. A poll was conducted regarding course certificates, with unanimous voting on provision of electronic course certificates.

Participants were divided into three groups (A, B, and C), each allocated with a mentor. These groups were used for scenario design and facilitation. When facilitating/debriefing a scenario, each group flexibly selected participants or sought volunteers from the remaining participant pool. The participant groups and mentors were retained throughout the course for consistency and ease of role rotation. Within each group, all participants had opportunity to practice and experiment with the range of roles of the facilitator, including leading a debrief. End-of-day evaluations were collected using a QR code/link to an online form.

The Facilitator Course followed a 3-day format largely in-keeping with the time-table available in the VAST online resources. A there were some slight modifications made:

- **Day 2** – Integration of challenging participants. Guided by the progress made on day 1 of the program, and the opportunity for additional faculty participation on day 2 (Shelley and Anna), the course director elected to present the learning opportunity of facilitation challenges. Course participants were pre-briefed at the start of the day that Shelley and Anna would be portraying various archetypal challenging participant profiles throughout the day. This initiative presented several poignant learning opportunities and moments for reflection and facilitation in challenging circumstances.
- **Day-3** – 'Implementation planning' was combined with 'Future opportunities'. Here, the participant group was divided into two: those from Perth who largely work at SJO Midland and those working in the south-west.
- **Integration of the VAST Facilitation Observation and Rating Method (VAST FORM)** – The VAST FORM is a new addition to the learning resources within the VAST community. Following pre-briefing on its use Parts 1-4 of the VAST FORM were

sequentially introduced to support observation on facilitation performance. The VAST FORM was used by both mentors and peer-observers (course participants). Throughout facilitation practice, reflective learning conversations were held to help guide skill development, with data drawn from the VAST FORM used as the basis for observations made on facilitation. These reflective conversations were initially quite short (targeted feedback) but as the course progressed, longer meta-debriefings were possible.

Course participants worked with their mentors to design a new scenario using the VAST scenario design template. These new scenarios were facilitated and debriefed on Day 3.

Social activity

An informal post-course get-together was arranged at a local pub following day 2 of the program. All breaks and meal-times provided a wonderful opportunity for networking, developing new relationships, and reinforcing existing connections in the region.

Research

There was opportunity for Curtin Researcher Dr Shelley Gower to present the active research underway exploring the impact of the VAST / EMET collaboration. Shelley's overview of the project and the opportunity to meet and bond with course participants will hopefully encourage high engagement with this important work.

Course evaluations and informal feedback

What participants liked:

- Debriefing
- Participating in each other's simulations and learning from each other's mistakes
- Learning from others reframing my ideas about simulation set up
- Mixing up the teaching modalities to keep everyone actively engaged
- The interactive nature of the day x 3
- Timing of each session was appropriate. Safe encouraging environment
- The facilitator's role in simulation training
- The importance of using the 3 steps advocacy inquiry stages during debriefing
- Chance to get to know others in the small groups
- Facilitation scenarios and designing simulation scenarios as a group
- Relaxed / flexible nature of the program
- Getting the chance to run our own scenarios and meta debrief x 5
- More comfortable just learning - took me a while to get my nervousness in check

Areas for improvement:

- Timing prompts with certain parts of the course
- I needed rescuing in the debrief! Felt very vulnerable
- I really would have valued real coffee
- Sometimes hard to follow slides with resources

- Strong anaesthetic led scenarios with a group who are not anaesthetists (Fits with VAST context) / May be add some scenarios outside anaesthetic medicine
- Have a checklist, i.e. for facilitator timing of the scenario, briefing of the participants
- I'm a bit tired - maybe finish by 3pm?
- Sometimes tricky to dive into some simulations I am unfamiliar with
- More opportunities for debriefing practice

Key learning:

- How to debrief using advocacy inquiry x 6
- Embedding consequence in debrief
- Debriefing - where is the learning / how to mine the learning
- 'Inside' cofacilitator giving exam findings
- Taking time with briefing before simulation
- Importance of non-technical skills in simulation
- Balancing education and learner needs, and maintaining safety
- Do not need to 'control' the sim, allow it to flow & learn from the learners
- More confidence with simulation construction
- Scenario design template x 3
- Confidence to consider how to engage
- Tips on involving the group more in a debrief
- Implementation planning
- Asking agenda analytical questions

Comments for facilitators:

- Great group that are easily approachable
- Thank you for your enthusiasm
- Well done running the lectures and simulation facilitation settings
- The program is very well organised
- Keep up the great work
- Loved it thanks x 4
- Great environment for learning
- Enjoyed the workshop
- Thoroughly enjoyed and found their observations & feedback extremely helpful
- You are all bloody legends
- Thanks so much for the last 3 days. What a great team
- Felt supported by all the facilitators and appreciated learning from them throughout the course

Other comments about the VAST Facilitator Course:

- Stretched my brain
- Stretched my thinking
- Inspiring course, hope I can make commitment

Recommendations

The future direction of the VAST / EMET collaboration is bright. In the pipeline for 2024 are a VAST Course in Albany, and a VAST FC in Kalgoorlie. As per the model of this recent course, past VAST FC participants will be mentored by more experienced faculty. The following recommendations stem directly from the experience of conducting this course in Busselton:

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Core members of the VAST team are currently underway on a project to augment the VAST Scenario Bank

Course Photos



















