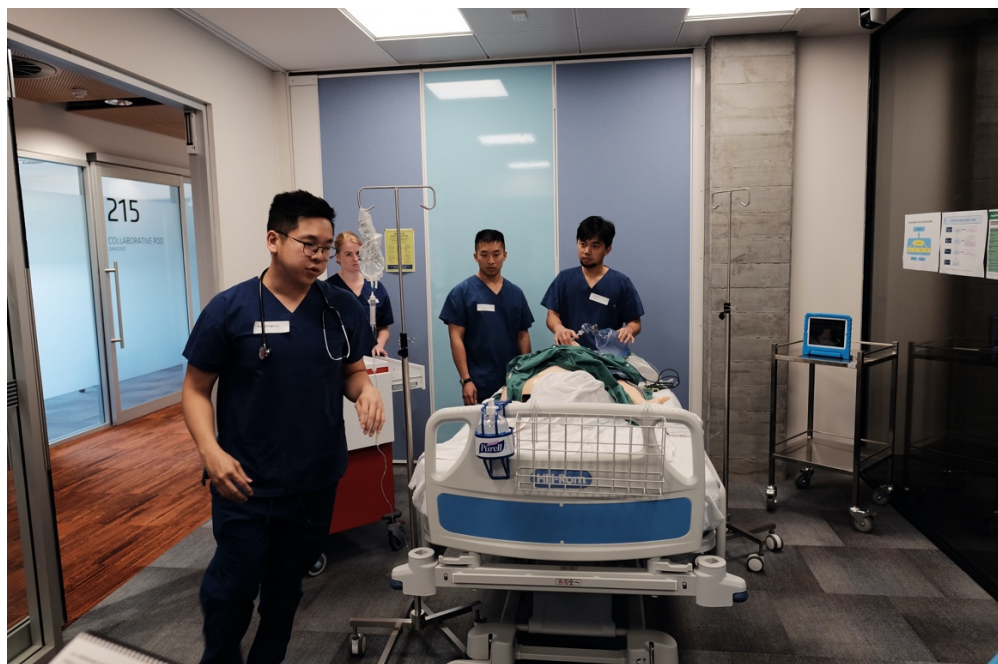




VITAL ANAESTHESIA SIMULATION TRAINING



VAST Facilitator Course report

Oct 19-20th 2020

Course Instructor - Adam Mossenson

Executive summary

Situation

The VAST Facilitator Course was delivered in Perth, Western Australia, at the Curtin University Midland Campus in October 2020.

Background

Vital Anaesthesia Simulation Training (VAST) was developed to teach and reinforce essential clinical practices and non-technical skills for both anaesthesia providers and perioperative teams. VAST harnesses the essential elements for effective delivery of simulation-based education (SBE), without a reliance on expensive technology or a dedicated simulation environment. First piloted in 2018, VAST also offers facilitator training, building capacity for educators to deliver and debrief SBE. The Facilitator Course can be individually tailored to the needs of the participant group and can accommodate participants of varied clinical backgrounds and experience in SBE. This VAST Facilitator Course was supported by SJOG Midland and was delivered to SJOG staff interested in incorporating delivery of SBE into their current roles.

Assessment

Seven participants from a range of disciplines (anaesthesia, nursing – ED/ICU/Periop, midwifery) were trained by 4 Facilitators, supported by the simulation co-ordinator at Curtin. The Midland Curtin Campus was an ideal venue. Participants valued the teaching format and skills progression over the 2-day course. Participant feedback highlights that the Course offers readily utilisable skills that the participants are motivated to implement in their current roles.

Recommendations

- Delivery of the VAST FC should occur on a recurring basis at SJOG Midland to continue to build capacity for simulation delivery and debriefing
- VAST Design, a 1-day program focusing on scenario development, should be precede the next Facilitator Course and be offered to those trained on this course
- Future Courses should incorporate newly trained facilitators as faculty
- The SJOG Simulation SIG should consider how to integrate mentorship opportunities for emerging simulation facilitators
- Future Courses will include a registration fee, with proceeds directly supporting VAST's activities in resource constrained settings.

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Acknowledgements

We gratefully acknowledge:

- The invaluable contribution of the volunteer facilitators
- The support of SJOG Midland in promoting this activity, in particular:
 - o Jamie-Mann Farrar for sparking the idea to run the course and logistical support
 - o Stuart Blinman and Perioperative Services, supporting with staff allocations and course catering
 - o Sonya Jones and Learning and Development for prioritising this activity amongst their educators
 - o The Department of Anaesthesia for supporting the activity and rostering of staff
 - o SJOG Management for supporting the course, enabling the venue and provision of thankyou's for volunteer facilitators
- The energy, open-mindedness and enthusiasm of the course participants
- The World Federation of Societies of Anaesthesiologists (WFSA) for its endorsement and support of the program.

Background

Vital Anaesthesia Simulation Training (VAST) was developed to teach and reinforce essential clinical practices and non-technical skills for both anaesthesia providers and perioperative teams. First piloted in Rwanda in January 2018, VAST provides anaesthesia providers, surgical, nursing, and medical colleagues with an immersive simulation environment for managing common clinical cases; there is a focus on safe anaesthesia and resuscitation for obstetrics, paediatrics, trauma, general surgery, and pre- and post-operative care. The VAST Facilitator Course introduces the principles of simulation facilitation, without a reliance on expensive technology or a dedicated simulation environment. The Facilitator Course is flexible in its delivery can be tailored to suit the needs of the participant group.

Attendees

Faculty			
Name	Country	Background	Role
Dr Adam Mossenson	Australia	Specialist Anaesthetist	Course Instructor
Dr Richard Leslie	Australia	Emergency Physician	Facilitator
Dr Joseph Ong	Australia	Anaesthesia Fellow	Facilitator
Jamie-Mann Farrar	Australia	Clinical Nurse Manager	Facilitator
Peter Sabatino	Australia	Simulation co-ordinator	Co-ordinator

Facilitator Course participants			
Name	Country	Clinical background	Role
Jade Pike	Australia	Clinical educator - Periop	Trainee-facilitator
Daryl Gellesania	Australia	Clinical nurse - Periop	Trainee-facilitator
Naomi Renwick	Australia	Clinical educator - ED	Trainee-facilitator

Julie Chave	Australia	Clinical educator - Midwifery	Trainee-facilitator
Jackie Carbro	Australia	Clinical educator - ICU	Trainee-facilitator
Dr Jonathan Chee	Australia	Anaesthesia trainee	Trainee-facilitator
Dr Emma Brandon	Australia	Specialist Anaesthetist	Trainee-facilitator

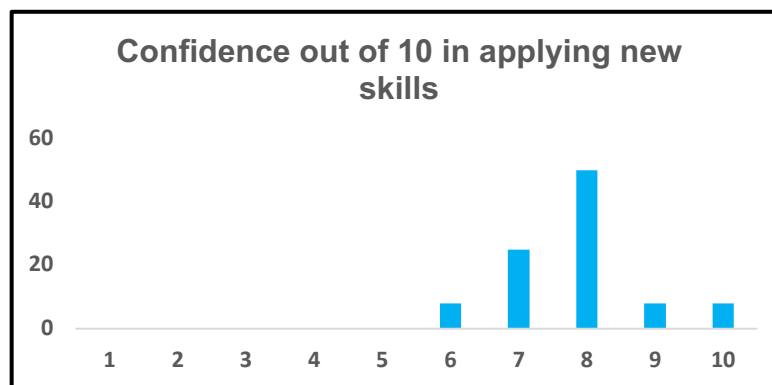
Venue and equipment

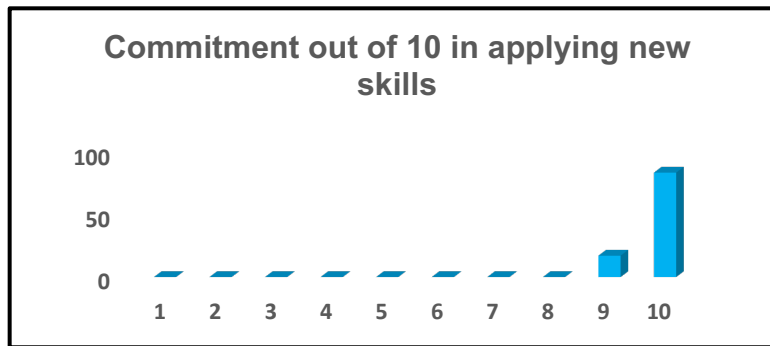
The Course was conducted at Curtin University Midland Campus. With the help of Peter, simulation spaces were setup in the two adjacent control rooms on level 2 of the building. Rather than utilising the full capacity of the Curtin Simulation Facility, using the control rooms as the simulation space was a proof of concept that immersive, high emotional fidelity simulation can be successfully delivered outside of the confines of a purpose-built simulation setting. This example hopefully provides participants with confidence that with careful consideration, they can deliver effective simulation in their workspace. Equipment was gathered over several weeks from the recycled stores at Midland. The VAST teaching resources were provided on loan by Dr Mossenson. To enable seamless and efficient recurring course delivery, consideration should be given to investing in a dedicated set of VAST teaching resources paired with a complete set of equipment required for the Course, ideally to be stored at the Curtin Venue.

Summary of participant evaluations

“Probably one of the best courses I have attended as an adult learner – flexible to the needs of the participants yet recognising we all have skills to bring”

End of day feedback was sought enquiring about the participants’ experience during the course. There was unanimous feedback that the aims and expectations of the program were clear. Participants felt engaged and comfortable with the pace of the program. Likewise, participants valued the course content, opportunity to practice and expertise of the facilitators. Likert scales asked participants to rate their confidence and commitment to apply new skills following the course. Understandably, participants reported a range of confidence in their newfound role as a simulation facilitator. There was however a strong commitment to immediately apply their skills following the course.





Key themes emerged from the qualitative feedback (complete representation of data is at the end of this report):

- The Course provided a sound introduction to the principles underpinning effective simulation facilitation and debriefing
- Participants valued the structured approach to debriefing and specific techniques advocated
- Two key obstacles to further skill development were identified:
 1. Opportunity for future practice
 2. Prioritisation and allocation of time for simulation activities

Reflections

The Facilitator Course was a resounding success. Participants left the course with a commitment to immediately apply their newfound skills in their current roles. In the week following the course, several participants have already put their skills into practice, running simulation-based teaching in theatre and incorporating debriefing style questions into education sessions in the maternity ward. The Simulation SIG at SJOG Midland should be cognisant of the newly trained facilitators and search for opportunities to provide mentorship and give opportunities to practice and consolidate their skills. Support from management, consideration of rostering and prioritising dedicated time for teaching will help to overcome some of the anticipated barriers that the participants feel will limit their ability to deliver SBE in their roles.

The intention is to follow on from this Course with another VAST Facilitator Course in early 2021. A VAST Design workshop will be offered to these course participants, introducing the key concepts of development of new simulation scenarios. There will be opportunity to incorporate participants from this most recent course as faculty to help deliver subsequent courses. Due to the short lead time in organising the course, a pragmatic decision was made to not charge a fee for course participation. In the future, to acknowledge the value of the Course, the contribution of VAST volunteers and to support VAST more broadly, future courses will charge a participant registration fee. All proceeds will directly support VAST's activities in resource constrained environments.

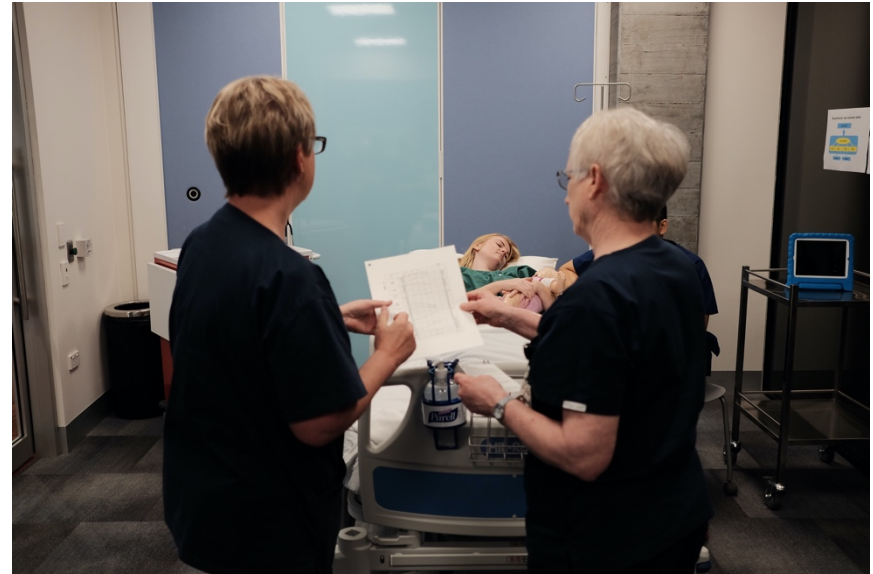
Appendix I – Course Photos

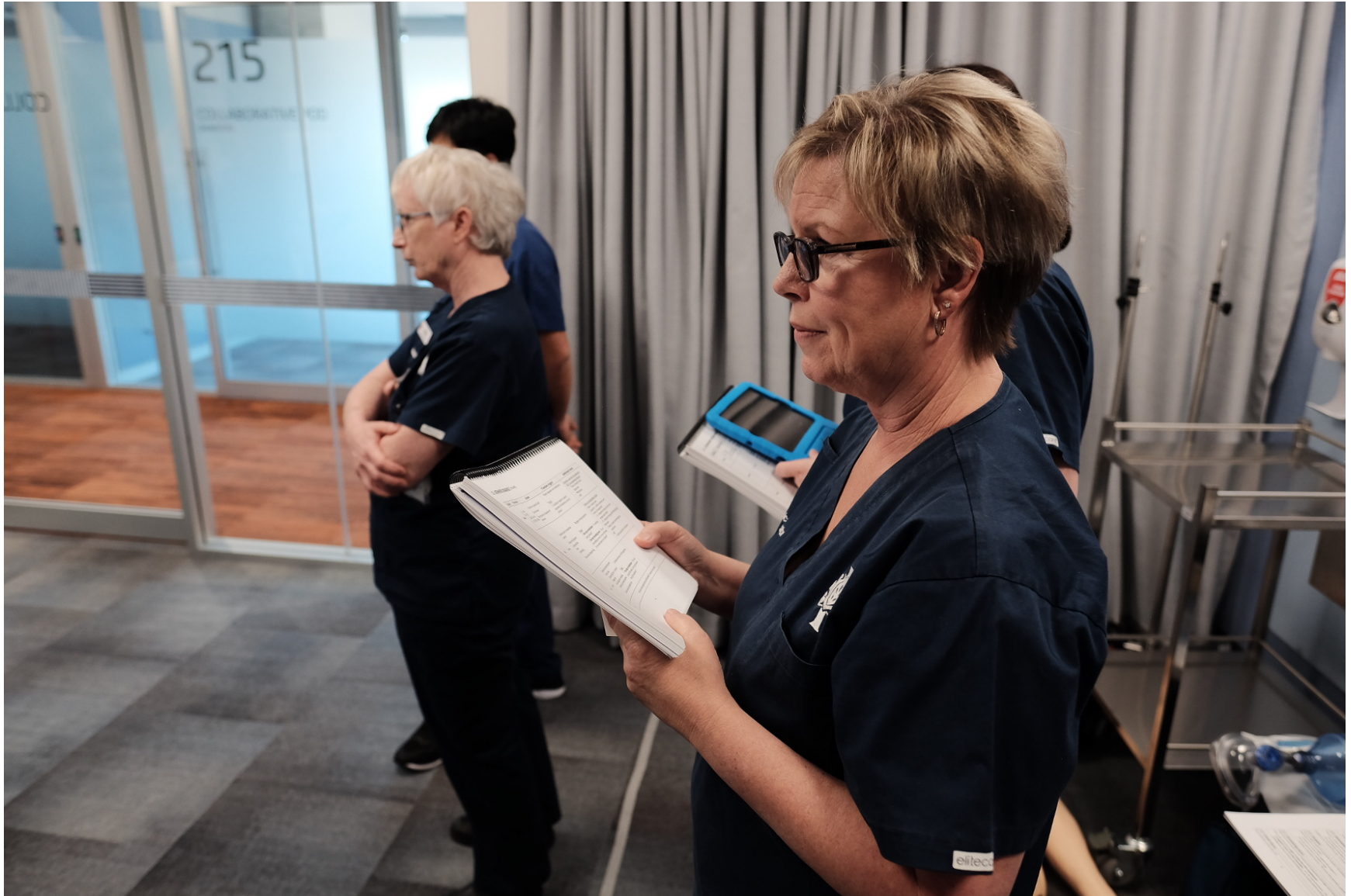














Appendix II – Participant evaluations

Important aspects you learned that you will apply	
<i>Facilitation</i>	<p>Give more of a leading pre-brief to participants in the simulation room</p> <p>Setup and the facilitation of scenarios</p> <p>You can modify the simulation as you go</p> <p>It is important to establish the sim environment to get fidelity and buy in</p> <p>Adapt a clinical scenario as a facilitator when things don't go to plan</p> <p>Pre-briefing is very important if > 1 facilitator</p>
<i>Debriefing techniques</i>	<p>How to rephrase my questions to be less judgemental</p> <p>Give praise whilst debriefing</p> <p>Pay attention to the details that can make a significant impact on patient care</p> <p>Think about the learning objectives and try to drill down into those</p> <p>Allow for long enough pauses for conversations to develop in group feedback</p> <p>Debriefing is harder than it looks, but easier when broken down into RAAT</p> <p>Silence is golden</p>
<i>Debriefing principles</i>	<p>Allow participants to express how they feel</p> <p>Importance of Take-Home-Messages</p> <p>How to steer participants to a certain topic</p> <p>Attempt to utilise with good judgement rather than beating around the bush when it comes to feedback</p>
<i>Content</i>	<p>Non-technical skills are not easily taught, you need to grow into them and practice them</p>
<i>Skill development</i>	<p>Debriefing with a structured approach</p> <p>Debriefing skills and need to practice them</p> <p>Debriefing is an acquired skill that takes a lot of practice</p> <p>Be prepared if asked or opportunity arises for facilitating sim</p> <p>Advocacy enquiry rules!</p>
Potential obstacles in applying what you have learnt	
<i>Opportunity</i>	<p>Need to practice this whilst fresh in my mind</p> <p>Need to practice, practice, practice</p> <p>Need more practice to be comfortable and confident</p> <p>I feel that if I don't practice my debriefing skills, I will lose them. I can apply it when teaching students</p> <p>Opportunity to run sim</p>
<i>Prioritisation</i>	<p>Time to be able to participate and simulate SIM sessions in the workplace whilst fresh in my mind</p> <p>Time allocate for sim / department current demands</p> <p>Getting the O+G team on board</p> <p>Time allocated to simulation / education within the department</p>
<i>Skills</i>	<p>Being confident in the debriefing aspect of sim</p>
<i>Participants</i>	<p>The 'difficult' participant</p>
Suggestions for improvement and general comments	
<i>Course design</i>	<p>More teaching aims / algorithms</p> <p>Maybe a debriefing pre-reading on how to structure your questions with a quiz to help?</p>

<p><i>General comments</i></p>	<p>Facilitators were all fantastic. It was a pleasure to learn from them I love the program structure and how everybody needs to rotate to get a feel for every role Probably one of the best courses I have attended as an adult learner – flexible to the needs of the participants yet recognising we all have skills to bring. I think it was immersive and uncomfortable but that is how we grow and learn new things I feel very privileged to be on the course with such competent faculty who are all very encouraging and patient. Nothing to improve!</p>
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