

VAST Course manual supplement

Managing participants:

- Consider reducing the number of allocated extraneous roles in scenarios
- Consider allocating role cards to identify those in the scenario, i.e nurse, surgeon, midwife etc

Inclusion of participants who are observing the scenario:

- Utilise the observer briefing cards that are found in the simulation resources folder
- Highlight specific non-technical skills relevant to each scenario for the observers to look out for during the conduct of the scenario
- Engage the observers in the debrief by exploring the observations they have made

If delivering the course where anaesthesia technicians are the norm:

- Have the anaesthesia technician work in their usual role alongside the anaesthesia provider
- Aim to have one technician per sim group
- Consider inclusion of a different technician on each day of the course

For skills stations (*difficult airway management, neonatal resus, trauma primary survey*)

- Following the introductory slide, demonstrate the skill in front of the room in real time and then move on to the presentation detailing the skill
- Following the presentation, break into the simulation rooms and allow the participants practise the skill

Session notes:

Session	Notes
1.7	Consider <u>omitting</u> session 1.7: - As a replacement, consider repeating a scenario as a facilitator demonstration - The timing and choice of repeat scenario is at the discretion of the facilitators - The goal is to model good behaviour, demonstrate key elements of safe practice not demonstrated by participants and provide an example of how to 'buy-in' to scenarios.
2.2	The co-facilitator prompts 1 and 2 are in the wrong order in the scenario run sheet
2.8	The role of the 'Nurse in recovery' is very important: - Allocate this role to a well performing participant or a trainee-facilitator.
3.3	Use the laryngospasm audio loop to build realism within the scenario: - This is located in the VAST USB - This can be emailed out to facilitators ahead of time to have on their phones
3.5	Use the crying baby audio loop to build realism within the scenario: - This is located in the VAST USB - This can be emailed out to facilitators ahead of time to have on their phones
3.8	In addition to the No-easy answers presentation, there is now an additional video for review and discussion at the end: - This is the Elaine Bromiley video from the Facilitator Course

	- There is opportunity to now have participants observe and reflect on the non-technical skill performance of the team and summarise their learning relating to NTS.
3.9	At the culmination of the commitment to change, encourage participants to keep a logbook of cases in their future practise where the learning from VAST was put into place. Review of logbooks may form part of VAST's ongoing monitoring and evaluation.

Advice on VAST Facilitator Course delivery:

Introducing the concept of a time-out:

- Explain the concept of a time-out, i.e. where the Course instructor wants to break the flow of either the scenario or debrief to discuss something
- Once the time-out discussion has concluded, the scenario or debrief should be restarted

Encourage everyday practice of new debriefing skills:

- Encourage trainee-facilitators to hone their skills in debriefing by incorporating debriefing style feedback into their everyday teaching.
- This can occur with trainees regarding performance on a list or for a specific case or following real-life scenarios whereby a team debrief will be of benefit.

Consider a staged approach to introduction of debriefing

Consider splitting the group into groups A and B

- Have group A setup and debrief a scenario for group B
- Meta-debrief group A whilst group B setup a scenario for group A