

## 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 omitting session 1.7: <ul style="list-style-type: none"> <li>- As a replacement, consider repeating a scenario as a facilitator demonstration</li> <li>- The timing and choice of repeat scenario is at the discretion of the facilitators</li> <li>- 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.</li> </ul>
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: <ul style="list-style-type: none"> <li>- Allocate this role to a well performing participant or a trainee-facilitator.</li> </ul>
3.3	Use the laryngospasm audio loop to build realism within the scenario: <ul style="list-style-type: none"> <li>- This is located in the VAST USB</li> <li>- This can be emailed out to facilitators ahead of time to have on their phones</li> </ul>
3.5	Use the crying baby audio loop to build realism within the scenario: <ul style="list-style-type: none"> <li>- This is located in the VAST USB</li> <li>- This can be emailed out to facilitators ahead of time to have on their phones</li> </ul>
3.8	In addition to the No-easy answers presentation, there is now an additional video for review and discussion at the end: <ul style="list-style-type: none"> <li>- This is the Elaine Bromiley video from the Facilitator Course</li> </ul>

	- 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