Pre-brief

Meet your mentees and pre-brief

This session takes 15 minutes, *but includes a coffee* and is held in the candidates’ home rooms with their mentors from 9.55 – 10.10 on the standard programme.

The aim of this session is to prepare the candidates for the course on several levels. You may find it helpful to read the linked article at the top of this page.

Environment/prepare (before candidates arrive)

Make sure that the equipment necessary for the course is in the room and is working. You want the candidates to limit the amount of pretending, to help them immerse themselves as much as possible in the experience.

Set/begin

Introduce yourselves to the group of candidates and get them all to say who they are and to give a bit of their background, experience, interests so that when they are working as a team, they will know how they can help each other.

Dialogue/facilitate

You are setting the candidates up to get as much out of the next two days as possible. Below is a table giving the elements that you need to cover to help them with this; try to ensure the candidates are actively involved in the discussion. In no particular order:

|  |  |
| --- | --- |
| What you need to cover | How this might look |
| Ensure the candidates feel safe to push themselves and to learn | Your demeanour should be friendly, encouraging and respectful; you must show throughout the two days that you are willing to learn, because you value learning. |
| The candidates must know that all of the faculty will listen to and acknowledge their ideas. | “*We may say something you disagree with or have a different perspective on. We welcome hearing different perspectives, so please speak up*.” |
| Establish an atmosphere of curiosity and respect | “*One of the hard things about this course is reflecting on the thought processes behind what you do in the sim. We want to help you with this reflective process. We can see what you do but not what you are thinking. Understanding the relationship between your thinking and performance is one of the most interesting things about this course. I hope you will engage with us in that process*.” |
| Briefly describe how the sessions will run | Include signposting the fact that there will be a focused learning conversation after each simulation, for **everyone** to learn from. Show that you are willing to learn too.Each simulation has been designed to either have an embedded skill for everyone to practise, or for a specific learning point to be discussed, after the learning conversation. |
| Explicitly describe the instructors’ role | * Instructors’ overall aim is to ensure the learning objectives of the APLS course are met.
* One instructor will work within the simulation alongside the team leader and will provide clinical information in real time.
* One instructor will give an initial SBAR handover at the beginning of a simulation and will then facilitate a learning conversation, drawing on the perspectives of all the candidates at the end.
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| Establish a ‘fiction contract’ by showing how you and the candidates are interdependent | “*We will do all we can to make the simulation as real as possible within the resource and technology constraints. I have checked the equipment already but encourage you to check it too. We know that you act a little differently in a simulated setting from your usual workplace, and that for some of you this is a challenge, but we encourage you to work with us to make this feel believable*.” |
| Reassure the candidates that they are acting within their own roles | “*Act as yourself in the simulations, taking care of the patient using your skills, you won’t need to pretend to be a different specialty or level of training.*”*“If you wish to handover the lead to another member of your team after the primary ABCDE assessment you will be able to do so”.* |
| Marking criteria should be made explicit and transparent | Candidates will be assessed as team leader, team member and at individual skills. Show candidates the **‘Global development indicators 7e’** sheet. The pass/fail criteria are given below: |
| **Team member*** Demonstrates effective followership
* Uses names and closed loop communication with team leader and other team members
* Accurately performs skills
* Undertakes elements of the ABCDE assessment as instructed by the team leader
 | **Team leader*** Prepares the team members with appropriate instructions
* Demonstrates effective team leadership with full situation awareness
* Uses names and closed loop communication with team members
* Manages the overall care of a seriously ill, injured or arrested child
* Escalates where appropriate
* Completes a clear SBAR on handover of the patient
* Has responsibility for and ensures a thorough structured ABCDE assessment by starting and then clearly instructing team members to complete this
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| The role of team members | “*When you are acting as a team member you can be realistically supportive. Look to the embedded faculty helper for guidance if you are unsure, and for the clinical findings.”* |
| Orientation to the room and the equipment. This will need 5 minutes. | Give the candidates proper **hands-on** time to find out where everything that they might need is stored. Emphasise that it is their room. |

**Closure**

Check that all the candidates feel ready to fully engage in the course and reiterate that you are available to support them whenever they might need that.