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.

Prepare (before candidates arrive)

Make sure that the simulation 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.

Open

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.

Facilitate

You are setting the candidates up to get as much out of the next two days as possible.

Be aware that not everyone has the same prior experience of simulation so clarifying the expectations of team leaders and team members and their involvement in the learning conversation, is particularly helpful for our neurodivergent colleagues and international graduates.

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.

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| Simulations | * Ensure candidates feel safe to push themselves and learn - be friendly, encouraging and respectful. * Briefly describe how the simulations will run – re-emphasise the role of the lead instructor and faculty helper, expectations of team leader and team members, that each simulation has embedded skills or discussion points to learn from. * Explain how the embedded skills will work – that they will be watching the faculty helper perform the skills in the simulation and will then have a chance to practise these after the learning conversation. * Let candidates know that all skills should be done effectively in the simulations e.g. BLS. * Let the candidates know that if they need to, as part of the simulation just as in a real-life situation, they can take a resuscitation timeout with the team and use them as a sounding board. * Let them know that they can handover the lead to another member of the team after the primary ABCDE assessment if it would not be their usual role to be a team leader and if they feel they need to. Also, that non-medical candidates can ask someone to auscultate the chest if it is not part of their usual role. * Explain that team members should be realistically supportive and look to the embedded faculty helper for guidance if they are unsure, and for the clinical findings. * Reassure them that that they should stay in role to assess and treat the patient and can handover to a colleague as they might in real life. * Let the candidates know that one of the simulations contains a discussion about ‘end of life’ care and use of an Advanced Care Plan. Ask them to let you know, at some point during day one, if they need to opt out of being a TL or TM in this simulation. This information must be passed onto the course director. |
| Learning conversation | * Explain what the learning conversation is - trying to get the candidate to explore why they are doing something rather than focusing on what they did, to enable everyone in the room to understand and learn from the experience. * Let them know that the faculty will listen to and acknowledge their ideas – encourage them to speak up particularly in the learning conversation. * Tell them that the expectation is that everyone will contribute to all learning conversations. |
| Marking criteria and feedback | * Make it clear that candidates will be told at the end of the learning conversation whether they have met the criteria or are ‘not quite there yet’. And that if they are not sure then they should ask. * Show the candidates the marking criteria that is on the progress log (this should be available in all rooms throughout the course on a laminated sheet with the global indicators on one side and the specific assessment criteria on the other) * Ask whether anyone would benefit from accommodations to ensure they get the best out of the 2 days, if so what are they so that we can make sure we support them consistently. |
| Orientation | * Show them the simulation and monitoring equipment – explain the limitations and show them the algorithms and where they can be found in the room. * Give the candidates proper **hands-on** time to find out where everything that they might need is stored. This is not an opportunity to teach, but to let them orientate themselves to the equipment. * Explain that faculty will move around but candidates will stay in their room. |

**Close**

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.