

Repeated Skills Practice Day 1

Set Up and Resource Requirements

Prior to Session – Course Director address all candidates and faculty about aims of this Repeated Skills Practice session:

- Opportunity to practice skills within a group setting
- Not a scenario/ Not a test.

Type of Simulation	
Interprofessional, coaching for safe practice	
Target Audience	
APLS course participants	
Learning objectives	
<ul style="list-style-type: none"> ➤ Initial management of paediatric cardiac arrest ➤ Repetitive practice ➤ All participants given the opportunity to practice each role 	
Scenario Overview	
Paediatric cardiac arrest – shockable	
Session time	
<p>40 Minutes</p> <p>Set – 5 mins</p> <ul style="list-style-type: none"> - Introductions - Expectations – faculty & participants: reinforce key criteria for safe practice for the following skills - Session objectives → deliberate practice of BLS, airway opening, BVM ventilation, sizing & insertion of an oropharyngeal airway and safe defibrillation as a group <p>Dialogue – 30 mins</p> <ul style="list-style-type: none"> - Clockwise rotation for each skill <p>Closure</p> <ul style="list-style-type: none"> - Recap - Takeaway points 	
Human Resources	
Faculty – allocated by Director prior to course	3 x Facilitators/group <ul style="list-style-type: none"> ▪ Faculty 1 for running the session Realiti/safe defibrillation. ▪ Faculty 2 for coaching BLS, OPA insertion & BVM. ▪ Faculty 3 for CPR and noting time, moving roles in a clockwise rotation.
Participants	5-6 members of colour group
Physical Resources	
Simulator	Set up for each station: 1 x infant mannequin REALITi 360
Manikin	ALS Infant on table, unresponsive
Clinical equipment	APLS simulation equipment/ consumables kit
Other	<ul style="list-style-type: none"> ▪ Safe practice criteria x 2 ▪ Cardiac arrest flow chart x 1 ▪ COACHED laminated card x 1 ▪ Diagram of process – Draw on White Board - see SET Script

Clinical Context – Cardiac Arrest with Shockable rhythm – Repeated Skills Practice with Coaching

Order written on white board (see below). Explain format to candidates – 5 mins	
Instructor 1	Leads clinical context and progress of management, runs REALITi and coaches for safe defibrillation
Instructor 2 & 3	Observes candidates' demonstration of safe basic life support, first line airway skills <ul style="list-style-type: none"> → Coaching for safe practice → Initial BLS, ongoing BMV ventilation & OPA insertion coach → Coaching for quality of CPR, depth, recoil, rate, positioning & time off chest
1st responder	<p>D – checks for danger</p> <p>R – checks for response</p> <p>S – sends for help</p> <ul style="list-style-type: none"> → <i>checks help coming</i> <p>A – checks airway</p> <ul style="list-style-type: none"> → 1st line - airway management, clears, opening manoeuvres <p>B – checks for breathing - apnoeic</p> <ul style="list-style-type: none"> → 2 rescue breaths with BMV device <p>C – apnoeic/unresponsive → commences compressions → completes a minimum of 2 cycles before 2nd responder arrives</p> <ul style="list-style-type: none"> → 2nd responder arrives and takes over compressions → Responder 1 takes over role of airway with BMV and inserts oropharyngeal airway → Continues to ensure effective ventilation via BMV
2nd & 3rd responder	<p>C – takes over compressions (swap every 2 mins)</p> <ul style="list-style-type: none"> → Monitor quality (depth, recoil, rate, positioning & time off chest)
4th responder	<p>D - attaches Defibrillator (demonstration of safe defibrillation)</p> <ul style="list-style-type: none"> → Shockable pathway = VF, VF, Sinus <p>** allow for 2 rounds of defibrillation (shockable pathway) then return to ROS</p>
5th responder	<p>Drugs - IV access and drug preparation</p> <ul style="list-style-type: none"> → Drug & fluid calculations <p>(Alternates CPR with 2nd responder if group <6)</p>
6th responder	Observer: key criteria for safe practice – at end of cycle before rotating instructor can invite feedback from Observer.

Once defibrillation sequence is complete the candidates rotate clockwise to take up the next role

** some candidates may require additional 'run throughs'

If incorrect technique used, pause, correct technique then restart to allow candidate to practice skill correctly.

Pauses should be brief and concise to allow for maximum time for candidate hands on practice otherwise coaching on the side to improve the skill

Continue until all 6 candidates have experienced each role & satisfactorily demonstrated DRSABC, airway management & safe defibrillation.

What this session is:

- This session intends to be a **further practice of BLS, airway opening, BVM ventilation and defibrillation for all candidates.**
- It is an opportunity for all candidates to reinforce the skills they were taught and practiced earlier in the day
- Most candidates will have already demonstrated safe practice in these skills during the sessions earlier in the day so this session will be another chance to practice them with immediate feedback if needed.
- For those candidates who have not demonstrated safe practice earlier it is another opportunity for further deliberate practice with feedback and corrections as needed. They may need several opportunities to practice.
- For a very small number of candidates further intensive practice on day 2 and 3 with mentor guidance may be needed and the candidate deemed to have passed once safe practice has been demonstrated.
- It is recommended to get candidates to **perform these skills correctly during the scenarios.** This facilitates further practice and mastery of the skill and embedding in long term memory/muscle memory.

What this session is NOT:

- This is not a summative assessment session, replacing individual testing with a group testing session. Although instructors may need to refer to the teaching sheet for the various drills to ensure they have not missed a step, there will not be tick boxes to complete. It is a practice session repeating the skills taught earlier in the day as a group.
- Some candidates may have demonstrated safe practice during the morning sessions but miss something during the practice in the afternoon. The error should be corrected as soon as it is identified, and further practice time given until safe practice has once again been demonstrated.

SET

- o Welcome to the Repeated Skills Practice Session.
- o For the next 40 mins you will have an opportunity to practice the skills you learnt this morning – DRSABC, Airway management, BVM & Defibrillation.
- o This is **not a test**.
- o We will use a **pause & perfect model** and **coach you from the side** to ensure you are providing effective BVM & CPR and safe defibrillation.
- o You will be responding to a 10 kg “collapsed” infant and will take on different roles.
- o The first responder # 1 starts, and as indicated on the board will respond and complete DRSABC – complete at least 2 cycles before others respond.
- o Responders 2 & 3 will take on compression roles, responder 4 will take on the defib role and responder 5 will take on role of getting IV access and medications. The 6th person can observe and use the Safe Practice Guide to observe for safe practice.
- o After 2-3 rounds of shock (minimum of 2 rounds) we will stop, and everyone will take a clockwise rotation – see the diagram on the whiteboard.
- o The process starts again from the beginning.
- o There is **no TEAM LEADER** – this is a 10 kg collapsed infant & we would like you to all take appropriate action as assigned.

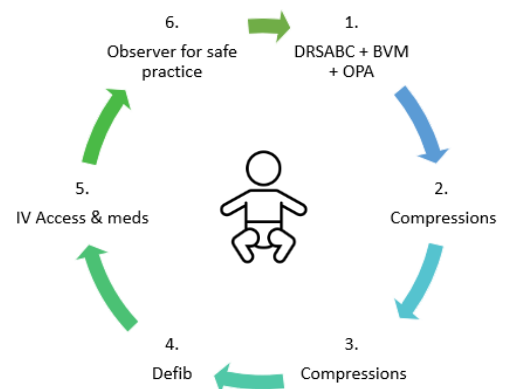
Candidate Role 1: Minimum of two cycles of 15 compressions: 2 breaths before introducing Role 2. Then ask for insertion of oropharyngeal airway to support BVM.

On the white board write up the following before your session starts:

- | | | |
|--|---|--|
| <ol style="list-style-type: none"> 1. Name of candidate 2. Name of candidate 3. Name of candidate 4. Name of candidate 5. Name of candidate 6. Name of candidate |  | <p>DRSABC
Compressions
Compressions
Defib
IV Access/meds
Observer: safety criteria</p> |
|--|---|--|

Collapsed INFANT – 10kgs.

Repeated Skills Practice – clockwise rotation



If a candidate has been identified as needing more support, assign to Observer Role (6) to observe safe practice.

Faculty 1 for running the session (Realiti)/safe defibrillation.

Faculty 2 for coaching BLS, OPA insertion & BVM.

Faculty 3 for CPR and noting time, moving roles in a clockwise rotation.