

Educating the Educators

Shaping our teams, growing our future

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CareFlight

Legends – here in spirit!!!

The CareFlight Educator Course Team



Dean Blackney Snr Flight Nurse NT



Dr Sophie Unell (Snr Reg) NSW



Dr Laura Connell (Registrar) NSW

media consent obtained from all people in all photos

A group of people are gathered in a meeting room. In the foreground, a man wearing a yellow shirt with 'NSW RURAL FIRE SERVICE' on the back is looking at a map on the floor. Other people, some in similar shirts, are standing around him. In the background, a woman is leaning over a table, and another woman is standing with her arms crossed. A presentation board with a flowchart is visible in the background.

Think for a moment

Mission ready

The responsibility is ours



NT MVA

Training for mission readiness

Hospital knowledge -> PHRM, Human Factors, Skills, Critical decision-making = Reflective practices



Training



Reality

Clinical induction/ongoing training

Prepare teams for the job they will do



Pre-Hospital Trauma Course/CART

Doctors, Paramedics, Nurses



Why?

Strengthening the chain of care

Buddy Care
- when it
happens
First Aid

First
Responder
Care

Emergency
Services
Care

PHRM*
team care

Hospital
Care
(all levels)

COMMUNITY EDUCATION LOCATIONS & WORKSHOPS

2011/22

Vietnam

Workshops 1

Workshops 195

NT

DELIVERED 544 WORKSHOPS
TO +7,700 PARTICIPANTS

WA

Workshops 48

SA

Workshops 26

Workshops 187

NSW

ACT

Workshops 2

VIC

Workshops 42

TAS

Workshops 43

Trauma Care
Workshops

Remote Trauma
Course

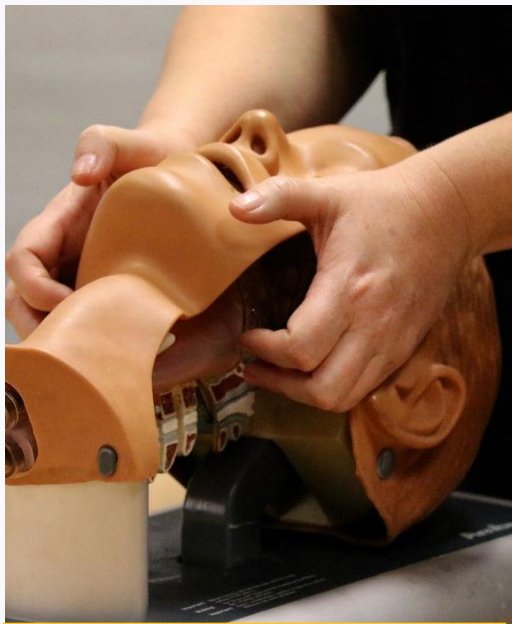
Sick & Injured
Kids in the Bush

Do the basics well until help arrives

First responders, volunteers, park rangers, mines rescue etc



Wound packing – stop the bleeding



Open the airway – jaw thrust

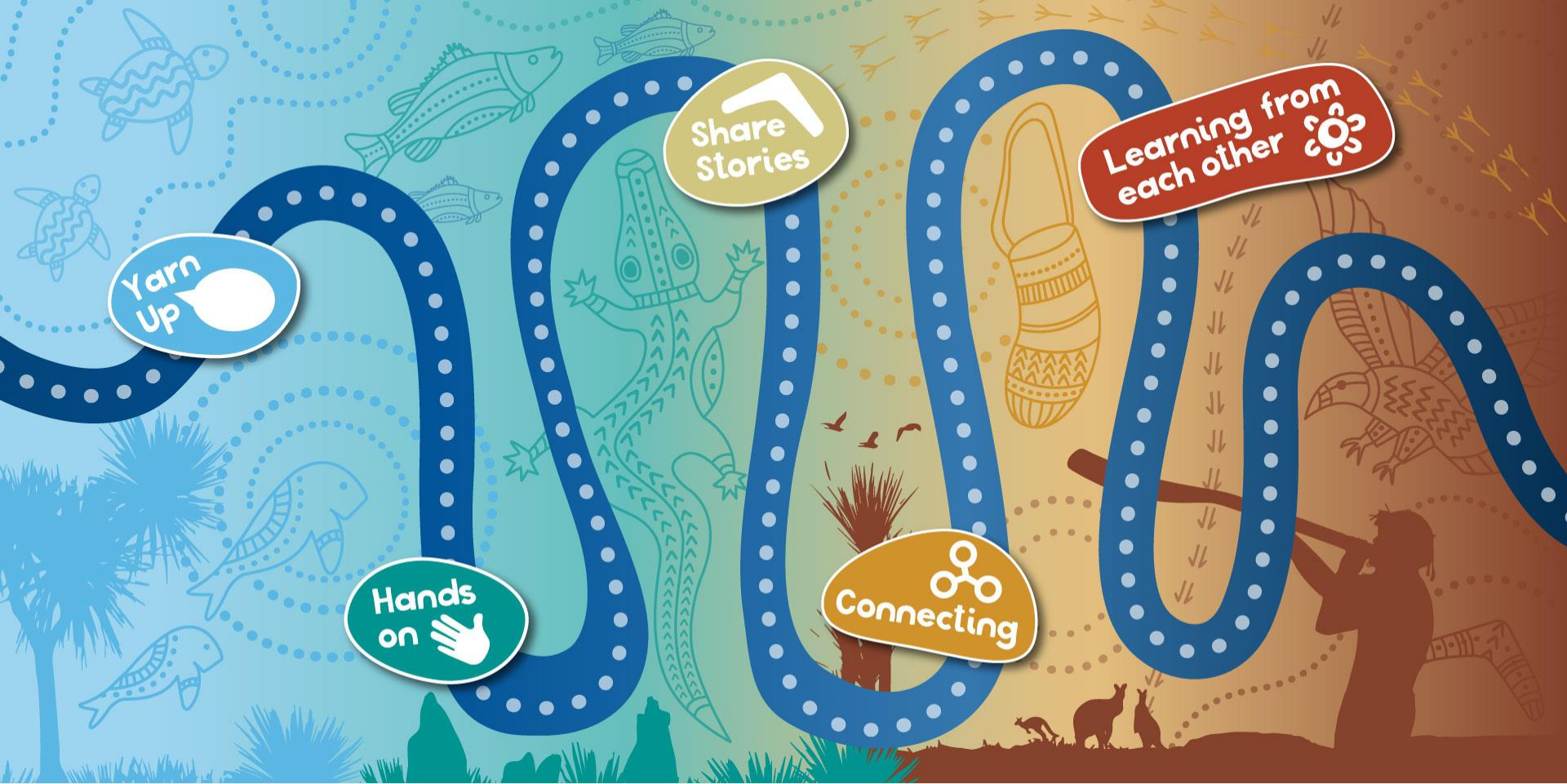


Assist with extrication

Build resilience in the community

Keep First Responders being First Responders!





Yarn Up

Share Stories

Learning from each other

Hands on

Connecting

D R S C A B C D E H



STEP 1 FIND CYCAD PALM

STEP 2 PEEL CYCAD SHELL

STEP 3 SOAK NUTS IN WATER

STEP 4 CRUSH SOAKED NUTS

STEP 5 SOAK CRUSHED
CYCAD IN WATER

STEP 6 FORM CAKE

STEP 7 COOK SLOWLY ON FIRE

STEP 8 SHARE CAKE

Remote Trauma Course

Storyteller



The team



Sharing knowledge and stories



Wound packing

Expect the unexpected



Sick and Injured Kids in the Bush

NT Clinics



Paediatric trauma



IO insertion

Great responsibility – nurture learners

All training audiences



Psychological safety

Reflective practice

Critical decision-making

Human Factors knowledge & skills

Application of skills/ knowledge in PHRM environment

Learn by doing

Prepare them for the job they will do

Share wisdom and experience

Evidence-based, consistent information



A great clinician
does not always a
great educator make

Four stage lights are positioned at the top of the image, casting beams of light downwards. The background is a dark blue gradient with a subtle grid pattern.

Enter stage

The vibe &
the thing

Hi I'm
Laura

Hi I'm
Sophie

The background image shows several firefighters in full protective gear, including helmets and oxygen tanks. They are gathered around a person lying on the ground, possibly a training exercise. One firefighter's shirt has "WESTERN FIRE" visible. The scene is outdoors, with a building and a sign in the background. The entire image is overlaid with a blue tint.

The challenges?

**Psychologically safe, contextualised
learning environment.**

**Excellence and consistency in
course delivery**

- 33 casual clinical educators (TCW/RTC)
- 17 casual clinical educators(SKITB)
- 21 clinical educators (clinical induction/PHTC/CART)
- 12 logistics staff

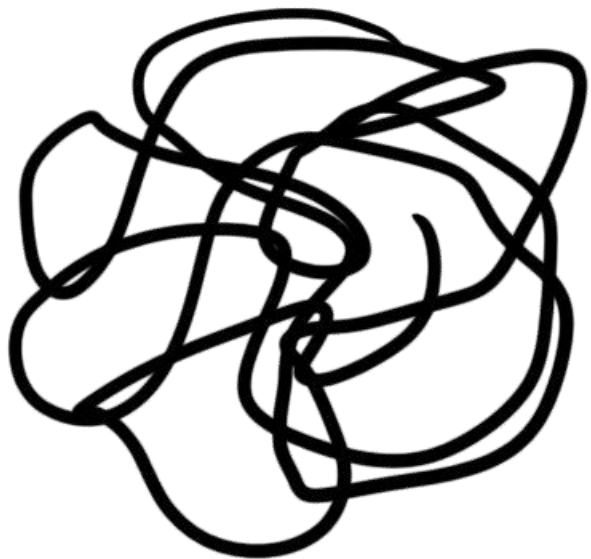


Shared vision

Shared values

- High quality, safe learning environment
- Respect
- Cultural sensitivity
- Useful and useable
- Interactive and impactful
- Equip educators for who, how and what they will teach

Under construction



- All ideas respected
- Disagreement & discussion
- Psychological safety
- “Give it a try”
- Fail forward

Flipped classroom

Simulation and debriefing theory modules – more to come



CareFlight Clinical Educator Course:...

This short module introduces the various models of debriefing, why and how to use them. It also gives an overview of the...

Debriefing module



CareFlight Clinical Educator Course:...

This module is a brief introduction to teaching online using Zoom. It covers the preparation, setup, technology required and the...

Teaching online



CareFlight Clinical Educator Course:...

This short module introduces simulation, why and how to use them. At the end of this module you will be able to: outline the...

Simulation module

Test pilots



Experienced educators

Robust feedback

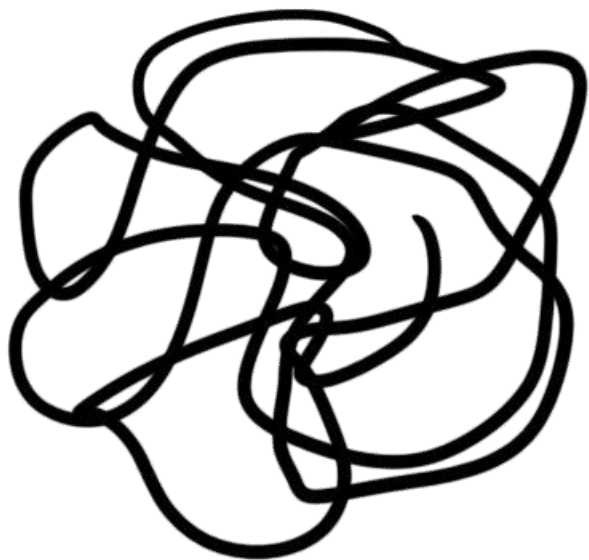


Welcome back Dean!



Under construction

and still evolving



- All ideas respected
- Disagreement & discussion
- Psychological safety
- “Give it a try”
- Fail forward

The STEPS approach to teaching

S . T . E . P . S

Self

Team

Equipment

Participants

Safety

Environment

NSW/Vic/Tas - more structure required



NT – Remote Trauma Course

Cultural awareness & logistic planning crucial



Course program

NSW and NT – need different versions

| Time | Topic | Content, structure, strategies & Key Questions | Notes |
|---------|-----------------------------|--|---|
| 60 mins | The Educator | <ul style="list-style-type: none"> Welcome and introductions Group activity to explore participants experiences of teaching and learning, both positive and negative Group discussion: How to prepare to teach Introduction of the STEPS to teach approach Group discussion: How to grow as an educator | Self Team Equipment/Environment Participants Safety |
| 60 mins | Human Factors for Educators | <ul style="list-style-type: none"> Revisit key concepts Understanding check game Putting language to behaviors How this relates to educators – debriefing etc | |
| 60 mins | Teach a skill | <ul style="list-style-type: none"> Apply the STEPS approach to a teaching exercise Be able to identify learner needs Be able to identify learning objectives Devise and deliver a brief clinical skills workshop Use reflective discussion to self-evaluate the skills workshop | Suggested skills to teach: Airway manoeuvres/BMV Soft-T Tourniquet |
| 45 min | Anatomy of a sim | <ul style="list-style-type: none"> Discuss the meaning of 'immersive' or 'high-fidelity' simulation Using the TCW simulations as a guide, discuss the structure of a simple simulation activity Consider roles of educators and support staff during the simulation, including prebrief Discuss the meaning of the Basic Assumption Identify how the learning objectives relate to the content of the simulation exercise and how these are chosen | |
| 60 min | Anatomy of a debrief | <ul style="list-style-type: none"> Using the human factors concepts discussed earlier in the day, watch a short video showing a crisis situation. Consider the technical and non-technical debriefing points they might choose to explore in a debrief, based on the scenario. Introduce the CareFlight debriefing card, facilitator to explain the purpose and meaning of each step Participants to then consider how they might approach a debrief using the debriefing points they have identified. | Suggested video: https://youtu.be/81c9hYdZXM A Chemical Spill Causes a Crisis - ER |

NSW

| Time | Lesson Title | Duration | Facilitator |
|-------------|---|---------------------------------|----------------------------|
| 0800 - 0820 | Introduction | 20 mins | Dean & Justine |
| 0820 - 0850 | Overview of CareFlight external training (See notes) | 30 mins | Dean |
| 0850 - 0935 | Cultural sensitivity | 45 mins | Cross Cultural Consultants |
| 0935 - 0945 | Refreshments | 10 mins | |
| 0945 - 1005 | Remote Trauma Course/RTC (who this is aimed out, how it was designed) | 20 mins | |
| 1005 - 1045 | RTC skill station delivery/equipment demonstration - Split into wound packing and tourniquet groups and switch (See notes) | 20 mins each (40 mins total) | |
| 1045 - 1125 | RTC skill station delivery/equipment demonstration - Split into airway & helmet removal and pelvis/long bone splinting groups and switch | 20 mins each (40 mins total) | |
| 1125 - 1155 | Logistics overview (See notes) | 30 min | Justine |
| 1155-1225 | Crash car overview | 30 min | |
| 1225 - 1300 | Lunch | 30 min | |
| 1300 - 1330 | Demonstrate an example running of a scenario (See notes) | 30 min | |
| 1330 - 1410 | Discuss debriefing a scenario, and debrief our scenario | 40min | |
| 1410 - 1425 | Mental health session overview | 15 min | |
| 1425 - 1445 | Afternoon tea | 20 min | |
| 1445 - 1505 | Support we offer our Ed's | 20 min | |
| 1505 - 1525 | Other courses in the pipeline | 20 min | |
| 1525 - 1545 | Wrap-up/questions | 20min | |

NT

Debriefing card

CareFlight Simulation: PREBRIEF

CareFlight

1. Welcome
2. Basic Assumption
3. Outline of the session
(e.g. 30 min scenario focusing on _____
(main learning objectives) followed by 30 min debrief in _____
(location))
4. Fidelity Contract & use of confederates/ voice of God
5. Orientation to simulation (mannequin, iSimulate, equipment etc.)
6. Roles/location/time of day/resources available
7. Questions/ concerns?

CareFlight Simulation: DEBRIEF

CareFlight

1. **Emotions: How do you feel now?** Go around the room, you need to get the emotions out before they can access their higher functions for reflection.
2. **Summarise the Scenario:** The instructor does this
3. **Preview:** What are you going to talk about during this debrief, give learners psychological safety as they know what is coming. Ask them if there is anything else they would like to discuss. To do this, pick 3-4 key points aligned to the learning objectives of the scenario and tie in your observations / questions to these.
Eg. in this debrief I would like to discuss situational awareness, dealing with conflict and decision making around RSI.
4. **Then ask open ended questions based on what you observed them do in the scenario and aligned to the points you previewed above:**
Be curious, why did they do what they did? Why did they make those choices? Remember you can see what they do, hear what they say but you don't know what they are thinking, that is the point of the debrief. You are aiming to bring out their frames (background learning, experience, non-technical skills that led them to making that decision/statement etc.)

Examples of types of questions:

Observation Based Inquiry:

e.g I saw/noticed you said/did...
Could you help me understand why/
let me know what your thought
processes were at the time

More advanced: Debriefing with Good Judgement (Advocacy Inquiry).

e.g I saw / I noticed that you did/said/
I think that was because of/resulted in
and I'm curious to know why you did/said that/ what
your thoughts were/ what was going on for you at the
time?

Then listen to their response.

Probe further if required "can you explain that a little more?"

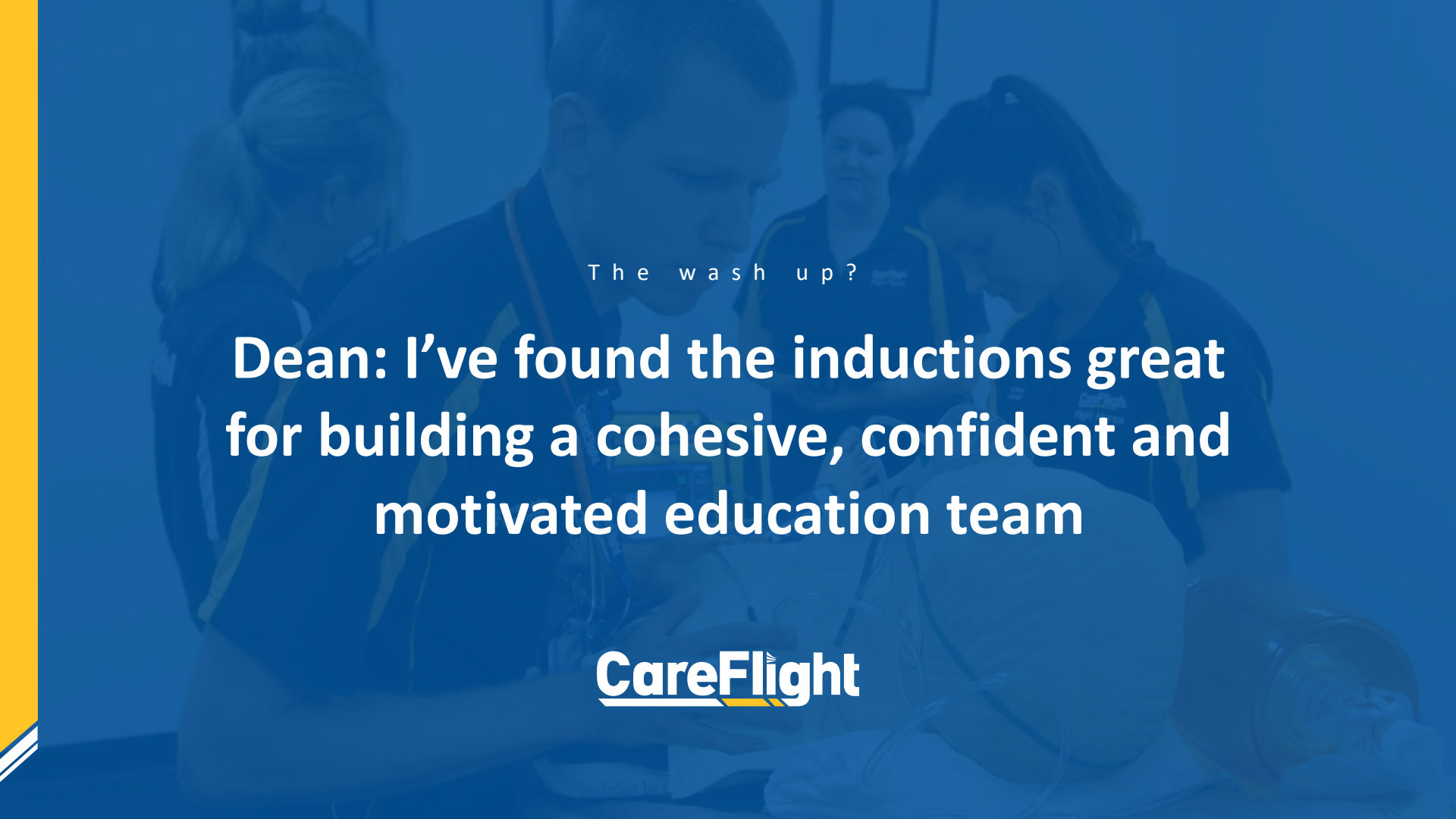
Can add in a small amount of teaching if required
to correct facts e.g "OK so let's quickly have a look
at "subject of last point). Then move onto the next
Advocacy Inquiry question.

5. **Summarise:** In this debrief we have talked about.
Does anyone have any questions?
6. **Wrap up, thank them and go around the room:**
Name one thing you will take away from this scenario?

See one, do a bit of one, then go for it

Support and mentor our educators





The wash up?

**Dean: I've found the inductions great
for building a cohesive, confident and
motivated education team**

CareFlight

The background image shows two paramedics in blue uniforms and high-visibility yellow vests with 'CareFlight' logos. They are wearing helmets and gloves, attending to a patient on a stretcher. The scene is outdoors, with a white ambulance and trees in the background. The entire image has a blue color overlay.

CareFlight Educator Course:

Shaping our teams, growing our future

With enormous thanks to Laura, Sophie and Dean for making this better than I could have imagined!

CareFlight