Facilitator Guide

Material for each session:

1) Facilitator sheets - these summarise the information you need to give on the phone when you bleep as well as the gold standard management for each case.

2) Patient cases - in each folder is a ward round summary for the morning, current A-E assessment, obs chart, ECG/CXR/bloods (as required), and drugs chart.

3) Circuit planner - this shows the order of bleeps / ward locations etc.

4) Blank drug charts / patient notes for students to fill in as they go round

5) Feedback forms

Set up:

1. 10 mins before the start of the session please pick up the folders and bleeps (9001 and 9240) from the 28A doctors office. The office is the first room on the right after the bay and the folders/ bleep are in the blue lockers just on the right when you go in the door.
2. Put the folders out on the green block wards in the order shown on the circuit planner I've attached. We are NOT leaving notes on the actual wards (they might get lost) but on either side of the desk in the 'boomerang' section between the A and B sides. The patient name is on the front of each folder and also on the circuit planner to make it easier to see!
3. Go to your facilitator room to greet the students.

Intro for the students:

1) Fill out the circuit planner with the student names/ bleep.

2) Give them the phone numbers you will be calling from  - this will act as switch for them if they need help from the SpR/ micro/ imaging etc.

3) Show them how to use the bleeps.

4) Explain that they need to keep a list to prioritise jobs and handover at the end.

5) Explain they need to prescribe everything they want to give and document an impression / plan for each patient (A-E assessment is already done for them in the notes).

6) Ask them NOT to write on any of the patient notes/ drugs charts. Give them a blank drugs chart and a set of  'patient notes' pages to fill in as they go round. They will end up prescribing for multiple patients on the same drugs chart - that's ok!

7) Explain the session is not a test of clinical knowledge but on how to prioritise. communicate and ask for help if they need to.

8) Send them off to the green block to start

During the session:

1) Bleep in the order on the circuit planner. The students will go in opposite directions around the circuit to avoid overlapping too much.

2) Start slowly and increase the bleeps depending on student confidence. If they are doing really well you can add in more distractors or chase them up on tasks they said they'd do.

3) **Communication station:** for this station explain to them that they will need to call you as the patient when they have had a chance to look through the patient notes.

4) You may need to prompt them to ask for important information at the start (e.g. MRN, obs, PMH)

5) After 1.5 hours bleep them to come back for handover (it doesn't matter if they haven't done all the tasks)

6) Ask them to handover any outstanding tasks.

Debrief:

There are lots of debrief models - I've attached the PEARLS model which I find useful.

Go through each case giving your feedback on how they tackled it and a summary of the gold standard management (listed on the facilitator sheet)

Feedback

Please ask them to scan the QR code on the feedback sheet - this generates feedback for both the course and facilitators.

