

Safe Surgery NZ Programme

DHB Observational Auditor Training Guidelines

Introduction

These guidelines will assist in conducting auditor training offering training advice for session preparation, facilitation, and auditor training standards.

Conducting Training Sessions

Facilitating training sessions can be challenging – especially with colleagues. Having a clear understanding of the learning outcomes, material and audience will help make the training more enjoyable and successful for everyone. Please consider the information below as a helpful guide to facilitating the training.

Faculty preparation

Creating a 'safe environment' for learning in simulation relates to physical, emotional, and psychological safety of the participants - and faculty. Interactive workshops and new concepts can be threatening to participants. Riley discusses creating a 'non-threatening environment' for learners with the risk of a bad experience potentially turning learners off with little chance of re-engaging them.

Faculty Preparation - make sure you and your team know what is going to happen, are well prepared and know the material well. Faculty planning is vital to ensure a good learning experience. Ensure the scenarios are practised and you have walked through the course as a group. Being disorganised or ill-prepared can lower the confidence of your learners. Events outside your control and requiring a quick rethink of plans will happen at times in the course but being well-prepared minimises the disruption.

Knowing about your learners - where possible, have some background of your learners. Adult learners come with experience and accumulated experiences. It is important to appreciate this as a rich source of learning that can enhance their experience and that of others.

Safe Surgery NZ Programme DHB Observational Auditor Training Guidelines

Plan B - Having a 'Plan B' can be useful to cover unexpected issues: some activity to fill time (for a technical issue) or a contingency for late starting or a participant not able to come.

Participant preparation

Adult learners want to know what is expected so they can mentally prepare for the event. Providing information to learners can manage their anxieties about what to expect.

Preparation will include:

Sending information about the session - location, length of training, what the session will cover (learning outcomes) and what to wear. A timetable will manage time expectations. Stick to the timetable as much as possible for planned breaks and finish times. The information should also include an introduction to confidentiality as part of the framing of the session. This can reassure learners that what happens during the training will stay between the learners and faculty and that it's a safe place to try new things.

Pre-reading - You may wish to send pre-reading to learners relevant to the session - appropriate algorithms, case studies or information on teamwork and communication. A word of warning about pre-reading - most people won't read it. It can be useful to anxious participants but don't consider this as core information to your event. Remember your learners are busy clinical people so be realistic about your own expectations.

Introductions

This is one of the most important parts of the session. You need to take this opportunity to put the participants at ease and develop a position of mutual trust and respect. You may know your learners already but don't assume you actually know them well or they know each other well.

Be relaxed, welcoming and inclusive. Acknowledge prior experience of the group and your own interest in learning from them as well. Remember the physical setting is important even at the introductions.

Create an inclusive environment:

- Chairs set to encourage participation – small group discussions and large interactions
- Consider sitting with the group rather than standing as a lecturer
- Introduce the PPT and use sparingly – a conversation rather than lecturing.

Safe Surgery NZ Programme

DHB Observational Auditor Training Guidelines

Icebreakers

Icebreakers are a good way to get participants engaged and relaxed. They are short activities that are often fun and can contain an important element of learning that links to the day. They also give the faculty an opportunity to gauge each participant's persona - nervousness, quiet personality or over-zealous!

They can be as simple as asking each person (including faculty) to share some information about themselves or involve games and props.

While they are not a vital part of the session, they do provide an opportunity to put participants at ease and flatten hierarchy. Time is a factor in all training sessions so make sure you choose an activity that is time appropriate - the real money is with the scenarios and debriefs and running out of time later in the day can be detrimental to some important learning point.

You will find the icebreaker on the Auditor Training PPT asks participants to describe an alternative career the wished they had – but you are welcome to change this with an alternative question or idea.

Rules of engagement

The **'rules of engagement'** set the tone for interactions among learners and faculty for the session. This is an opportunity to state the expected behaviours during the scenarios, how to interact with the manikin and with each other in a way that will benefit the learning. It is important for you to create an environment that promotes respect, fairness, and honesty.

The faculty can refer to these rules during the course if necessary, to keep things on track or help manage difficult interactions.

Expectations of behaviour in scenarios, debriefs and general interactions

- Treating each other with respect
- Sharing the airtime during discussions
- Valuing other's opinions
- Putting as much into the experience as possible
- Participating in the discussions

Remember you will learn a lot from the participants as well. The auditing process is an art as much as a science and the discussion will enable further learning and understanding of the Surgical Safety Checklist, standards, and role of the auditor.

Safe Surgery NZ Programme

DHB Observational Auditor Training Guidelines

Guidelines for Auditor Training at DHBs

1. Auditors will need access to the online auditing data collection tool on an approved device. While this is not necessary during the training session to calibrate the new auditors, the data collection tool can be demonstrated as part of the training session.
2. For DHBs using QualityHub for data collection, locally trained auditors (auditors in training) should use the 'Untrained Auditor' domain on the app (data collection tool) until accredited by their trained auditor.
3. The DHB training will consist of 4 hours face-to-face training using prepared material. The training consists of:
 - Presentation on auditing, implementation, and challenges
 - Auditing practice videos with pre and post evaluation of ratings
 - Explanation and use of the auditing tool to be used – each participant should have access to a device that has the data collection tool on it
 - Agreed number of moments as auditors in training as validation
4. Accreditation as 'trained auditors' will be achieved by assessing *4-6 moments* (Sign In, Time Out and Sign Out) and ratings validated against the trained auditor.
5. The course should generate CME credits (time) that can be included in the participants portfolio. Please supply a certificate with the appropriate wording (this is to be decided at a DHB level).

References

Riley, R. H. (2015). *Manual of Simulation in Healthcare* (2nd ed.): Oxford University Press.