Facilitator Guide

Team Objective Skills Clinical Examination (TOSCE) Workshop

Background
The local NHS Trust had been in discussions with the University Midwifery Lecturers over 2 years about developing an interprofessional workshop for emergency obstetric skills drills. The Trust has identified that student midwives needed to be better prepared in skills drills prior to qualifying as registered midwives. An interprofessional event was favoured by the Trust in particular by the Senior Consultant Obstetrician.

One of the midwifery lecturers was tasked to lead this initiative. A Steering group was set up and included the Lead Practice Development Midwife who was also a Supervisor of Midwives.

The programme for the workshop was identified and confirmed. (See Below)

Discussions took place with the School of Nursing and Midwifery’s Patient and Public Involvement Leads (PPI Leads) about the potential for using the representatives within this initiative. It was confirmed that this was a very appropriate event for their involvement. Their role was to ‘act’ as service users in the 2 scenarios and to give feedback to the students

Acknowledgements
Biddy Saunders, Practice Development Lead/Supervisors of Midwives, University Hospitals Leicester

John Dade ODP Tutor University of Leicester

Alison James ODP Tutor, University of Leicester

Midwifery Lecturers De Montfort University

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**Target audience**
Third year student midwives

FY1 and FYs doctors on obstetric rotation

Maternity Care Assistants

Operating Department Practitioner students

**Time allocation**
Total 10 hours

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2.5 hours</td>
<td>Pre workshop activity</td>
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<tr>
<td>5 hours</td>
<td>Workshop</td>
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<tr>
<td>2.5 hours</td>
<td>Post workshop activity with research and reflection</td>
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**Structure of Event**

**Prior to the event:**
Request relevant student groups are allocated. The placement office has been invaluable as they have allocated the student midwives and notified their attendance at the workshop to the clinical areas they are currently allocated to.

Each team had a maximum of 6 team members

2 or 3 teams

It is suggested that a maximum of 18 students attend the event

Ensure all equipment available for event, ordering, restocking

**Day of workshop**
One hour prior to event – set up room for the first scenario. It is often helpful to get students to wait in a room so that set up can occur undisturbed

Each team will need a table to sit when they are not carrying out the skills drills.
Suggested Programme and brief

**09:30 hrs**  
**Arrival/registration/housekeeping/ refreshments**

A register to taken for the day and the students allocated to the team which they will work with for the workshop. Refreshment breaks identified, location of toilets, storage of bags, any likely fire alarms and arrangements in the event of the bell being sounded.

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**09:45 hrs**  
**Briefing**

An overview of the day is given using the programme and highlighting the aims and outcomes for the workshop. A brief of how to behave in the clinical room is given.

**Introductions/Team Ground rules**

The teams are given time to introduce themselves and discuss some ground rules. The teams are encouraged to identify the key values which their team want to reflect in their practice. The following is often given: confidentiality, respect for each other and their individual beliefs and roles, support and care for each members of the team, communicate with each other and the woman and her partner, be professional.

Feedback is taken and contributions logged on a whiteboard/flip chart paper by the facilitator.

**Introduction to scenarios and resources**

Students are given the opportunity to familiarise themselves with the clinical area and resources.

The team(s) which will observe are given the first scenario.
10:00 hrs  Scenario 1 : Shoulder dystocia

The student who will be the qualified midwife is given a handover using some mock case notes. The student then goes immediately into role play of the scenario.

The facilitator gives prompts and responds to any questions/queries from the team.

The observing team(s) use the formative assessment tool on how well the team is demonstrating the interprofessional competences. Scenario guidelines from the local Trust are available.

10:30 hrs  Debrief, feedback

Following the first scenario run through the team discuss their performance privately and then share their thoughts with the other team(s). The facilitators guide the debrief and raise points for further discussion and clarification based on their performance of the skills drills.

The actors provide feedback from the woman and partner's perspective of their experience of the drill.

The students are given the opportunity to repeat the drill based on the feedback.

11:00 hrs  Break

11:15 hrs  Scenario 2 : Postpartum Haemorrhage (PPH)

The student who will be the qualified midwife is given a handover using some mock case notes. The student then goes immediately into role play of the scenario. The woman is the same from the first scenario.

The facilitator gives prompts and responds to any questions/queries from the team.
The observing team(s) use the formative assessment tool on how well the team is demonstrating the interprofessional competences. Scenario guidelines from the local Trust are available.

11:45 hrs  Debrief, feedback

Following the second scenario run through the team discuss their performance privately and then share their thoughts with the other team(s). The facilitators guide the debrief and raise points for further discussion and clarification based on their performance of the skills drills.

The actors provide feedback from the woman and partner's perspective of their experience of the drill.

The students are given the opportunity to repeat the drill based on the feedback.

12:15 hrs LUNCH

13:00 hrs Scenario 3: Cord prolapse

The student who will be the qualified midwife is given a handover using some mock case notes. The student then goes immediately into role play of the scenario. The woman is different from the first scenario.

The facilitator gives prompts and responds to any questions/queries from the team.

The observing team(s) use the formative assessment tool on how well the team is demonstrating the interprofessional competences. Scenario guidelines from the local Trust are available.
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<tr>
<th>Time</th>
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<tr>
<td>13:30 hrs</td>
<td><strong>Debrief/feedback</strong></td>
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<td>Following the third scenario run through the team discuss their performance privately and then share their thoughts with the other team(s). The facilitators guide the debrief and raise points for further discussion and clarification based on their performance of the skills drills.</td>
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<td>14:00 hrs</td>
<td><strong>Evaluation</strong></td>
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<td>Summary of workshop and key take home messages</td>
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<td>Outline post workshop work – reflection, further reading.</td>
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<td>14:30 hrs</td>
<td><strong>Close of workshop</strong></td>
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<td>Facilitators remain available if students want to discuss individual real life experience of emergency situations.</td>
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