

RUNNING AN IMPACT COURSE

IMPACT courses have been designed to run in a standardised fashion across the United Kingdom and beyond. The educational experience gained when attending an IMPACT Course should be similar no matter where a candidate attends a course. Deviation from the standard course can lead to an inferior educational product and is not allowed. The role of each member of a successful IMPACT team is described below.

# Course Director

*The role of Course Director is an important one. The Course Director is directly responsible for:*

 running of the course

 recruiting adequate numbers of faculty with the appropriate skill mix to deliver the course

 ensuring that each candidate reaches a sufficient standard to be able to receive a certificate of successful completion. Where the required standard is not reached by a candidate, the Course Director is responsible for informing him/her why, documenting the conversation and informing the candidate’s educational supervisor. This information should also be forwarded to the IMPACT central office

 ensuring that the instructors instruct to an acceptable standard

 nominating future faculty

 checking that instructor candidates (i.e. those new instructors who have completed an instructor training day but are teaching on their first course) are suitable as instructors and informing the IMPACT central office that this is the case

*The requirements for being a course director are:*

1. Being a member of the IMPACT curriculum development group or
2. Consultants or associate specialists in acute medicine, general medicine, anaesthetics, intensive care, or emergency medicine who have:
   1. documented certification of instructor status with recognised advanced life support courses such as ATLS, CCrISP, ILS, ALS, **or** documented **successful** attendance at education training days such as generic instructor course (GIC) or “training the trainers” course and/or
   2. attended an IMPACT instructor day

# and

* 1. observed and taught on an IMPACT course at an established IMPACT course centre and have been signed off by the Course Director of that course as being a suitable person to become a Course Director

# Setting up a New Course

*A number of components are involved in setting up an IMPACT Course, namely:-*

 obtaining the approved teaching materials  organising a suitable venue

 organising suitable faculty

 organising suitable administrative support

# Obtaining IMPACT Teaching Materials

The central office will provide you access to a shared resource hub. You will then have access to the below in electronic format. Please note some items will need to be printed multiple times and laminated.

## Advice on the preparation for each teaching episode is contained within the resource hub. It is important that this is followed to ensure the smooth running of the course.

These materials are necessary for conducting the various skill stations and teaching episodes. Before these materials will be released, the IMPACT Central Office will ask for new centre documentation to be filled out indicating,

 the members of faculty

 the contact details of the administrator for a new course

# Subsequent Courses

On receipt of the appropriate license fee, access will be issued to allow new candidates to register for IMPACT and complete the pre-course learning materials. All pre-course learning is done “on-line”, and this enables monitoring of the candidates to ensure that they have correctly prepared for the course. The license fee is used to support the IMPACT programme including,

 the central administrative running costs

 production of teaching materials (including the costs of regular curriculum development group meetings)

 maintenance of the “on-line” e-learning  supporting instructor days

# The local Administrator

The role of a local IMPACT Administrator is as important as the Course Director. The administrator must ensure that the Course Director is supported adequately by providing a point of contact for faculty, candidates and observers. The administrator should also verify the suitability of candidates by ensuring mandatory pre-course documentation is completed. The administrator will be responsible to check the e- learning progress of the candidates.

We recommend that an IMPACT course is planned at least four months ahead of time and the current programme can be found on the resource hub.

*The administrator should:*

1. Book a venue
2. Ensure, in discussion with the Course Director, that there is an adequate number and appropriate skill mix of faculty to teach as per the Course Director’s instructions
3. Contact faculty to confirm their availability
4. Advertise the IMPACT Course locally and inform the Central Office so that your course can be advertised nationally if required
5. Circulate the digital evaluation survey link to candidates. This link will be supplied by the central office before the course commences. Candidates should not be allowed to receive their certificate of successful completion unless they have completed the digital evaluation survey.
6. Circulate the digital faculty evaluation feedback survey to all participating faculty to provide feedback on materials.
7. Record the details of the IMPACT candidates, faculty and nurse observers on a standardised form that should be returned to the IMPACT central administration. This is to enable tracking of candidates who have completed an IMPACT course. This standardised form can be found on the resource hub.
8. Ensure that a suitable venue has been booked for the faculty course dinner if deemed necessary by the Course Director

# The Candidates

1. **All candidates MUST be registered with the GMC or NMC (e.g. ANPs) and their registration number recorded**
2. Candidates should be ST1’s or IMT1’s in general internal medicine, acute medicine, acute care common stem (ACCS) training. FY2 doctors may attend but must have completed at least eight months’ practice in acute specialties in their FY2 year.
3. All candidates should have completed an ALS or equivalent course prior to doing IMPACT.
4. F1 doctors, F2 doctors with insufficient acute specialty exposure, medical students and clinical observers are not allowed to be candidates as they are too junior and may not successfully complete the course. Their presence may unwittingly lower the standard of the course. They may observe the course at the discretion of the course director
5. All candidates must also provide the contact details of an educational supervisor at their hospital or the name of the Medical Director of their hospital. Where candidates are not registered with a specific hospital (i.e. locums) the name of their most recent employer must be given.

# The Venue

The venue where the course is conducted has to have a number of requirements to enable a course to be delivered successfully, namely:

* + A private faculty room where members of faculty can meet before the course starts and be briefed during and after each day of the course. It also allows an area for faculty to sit quietly to relax or prepare their teaching episode. Coffee, tea and soft drinks are very much appreciated but not essential for running a course.
  + One main tutorial room capable of accommodating the 16 candidates, 4 nurse observers, 8 faculty members and other observers. 30-40 seats should be sufficient depending on the number of observers. A data projector, computer and slide advancer/laser pointer are needed in this room.
  + A minimum of four small group teaching areas/rooms for patient scenario activity. These areas/rooms must be big enough to allow groups of six or more people (four candidates, one nurse observer, one faculty member) to assemble around a “patient” couch with a small table and drip stand. These rooms/areas could also be used for the small group teaching episodes. “Areas” rather than separate rooms work less well as noise from competing teaching episodes can be distracting.
  + An area where clinical skills can be demonstrated. This applies to the lumbar puncture, thoracocentesis and CVP stations which can be messy, especially if the sheep’s thorax mannequin is used.
  + Two additional rooms where the Difficult Decision Workshop can be carried out. These rooms are in addition to the four small group scenario rooms as this teaching occurs simultaneously with scenario/assessment teaching on the last afternoon of the course. On the second day there also are two workshops in Poisoning and Sepsis running concurrently with 8 candidates and 2 nurse observers. This could well include the main tutorial room used for whole-group sessions plus another room
  + In addition to the data projector in the main tutorial room, it is recommended that at least four data projectors, with computers, are needed to successfully deliver the course. These are needed for small group tutorials and the computers should be used to display the CXR’s for the scenarios.
  + Access to toilets and catering facilities should not be overlooked. Drinks and snacks should be available during the breaks to prevent candidates straying from the venue.
  + The course venue must have health and safety approval for the practical aspects of the course and appropriate insurance must be in place to cover all aspects of the course. Neither the Royal Colleges nor the IMPACT central administration take responsibility for any accident or injury sustained from the course by any participant or member of faculty or any other person whilst attending a course.

# Faculty

Faculty teaching on an IMPACT course must meet the following criteria

1. Be a consultant, associate specialist or specialist training registrar (IMT3 or above) in acute medicine or related specialties.
2. In some cases, and at the discretion of the Course Director, a suitable specialist nurse, nurse consultant or allied healthcare professional practising an acute specialty can contribute to IMPACT. The majority of IMPACT faculty should be senior doctors.
3. Faculty **must** have undergone some form of instructor training prior to teaching on IMPACT. This can be any of the advanced life support courses such as ATLS, CCrISP, ILS, ALS, or attendance at an IMPACT Instructor Day.
4. Ideally, they should have attended an IMPACT Course as an observer at some point. However, if they’re known by the Course Director to be familiar with the content and teaching style employed by IMPACT, this is sufficient to allow participation in the faculty.
5. Each member of faculty should have access to the course programme and their teaching materials at least one week prior to the running of a course.

# The Teaching Materials

The timetable for an IMPACT Course can be found on the resource hub. How this timetable is carried out is largely due to the available space and number of tutors available to the Course Director.

Much of IMPACT is delivered in small group tutorial format. Small group tutorials have been shown to be educationally superior to lectures. They allow a more intimate environment in which faculty and candidates can exchange information.

The educational principles associated with small group tutorials however, are unfamiliar to some medical staff and training in how to conduct a small group tutorial is recommended. This topic is covered at length on instructor training days for IMPACT.

Candidates attending the course should have completed the e-learning package prior to attending the course. This can be monitored via the RCPSG website, and the Course Director and Course Administrator should review candidate progress. This enables the course participants to arrive well briefed about the course content and also enables the faculty to assume a certain amount of basic knowledge and teach at a higher level.

Where small group tutorials are not possible due to the arrangement of the venue, a mini lecture is an acceptable alternative using the standardised slides provided by the IMPACT central administration.

## IT IS VERY IMPORTANT THAT FACULTY DELIVER ONLY THE NATIONAL TEACHING MATERIALS WHICH HAVE BEEN PROVIDED BY THE IMPACT CENTRAL OFFICE

The lectures are timed and deviation from the national materials may cause a lecture/tutorial to overrun. It is all too tempting for faculty to “give their own lecture” in the specialist area on which they are teaching. For reasons of standardisation of the educational experience gained by candidates attending the course, this is not acceptable to the Federation of Medical Colleges. A process of constant feedback from faculty occurs via an electronic faculty feedback form which goes directly to the IMPACT National Medical Director.

If non-standard materials are used which deviate from the principles or content of the course, the license to conduct an IMPACT course may be revoked. Additionally, the concept and branding of the IMPACT course are intellectually protected thus delivering IMPACT materials outside the course without permission from the Federation of Medical Colleges will result in legal action to protect the intellectual property of the IMPACT materials.

# The Actors

Four actors or similar are required to correctly conduct the scenarios on day two. A mixture of faculty and observers can be used for the demonstration of scenarios on day one but day two benefits from a “real” person being used in the assessment scenarios. Mannequins may be used for the practice resuscitations but are very much an inferior option.

The candidates have a far more realistic experience when faced with an appropriately trained human being. Actors or similar should be briefed ahead of the course and ideally given a copy of the scenario they are to play. It is preferable to involve healthy adults in “middle age” as the majority of the scenarios involve this age group. Medical students, although possibly able to act out the signs of acute illness, are too young to be realistic actors for most IMPACT scenarios. **It is imperative that actors are warned about the hazards of over breathing as serious incidents have occurred due to excessive hyperventilation.**

It is also necessary to check that:

* appropriate indemnification is in place for both the venue and the actors in case of unforeseen mishaps. (In the case of most NHS facilities this is almost always in place)
* that the actors or similar are in good health

# If either of the above has not been verified this casts doubt on whether scenarios with actors can be used for a course.

The course has been carried out in simulation centres and this is an acceptable alternative to the use of actors so long as the format of the course is upheld.

# Course Materials

The license confirmation will be provided by email for each course as outlined in the administrative section above upon receipt of the appropriate fee. The course materials and all accompanying IMPACT documents will be shared via an electronic resource hub ensuring the latest materials are available for each centre. This hub also includes a timeline for any updates so that the Course Administrator can ascertain which materials have been updated since their last course. A full refresh may take place bi-annually, however, centre administrators will be notified when this has been done.

Materials include all lectures and small-group work, and required clinical materials and imaging, plus lesson plans and set-up instructions for specific workshops.

A bank of scenarios is also included in the online resource hub as well as all administration documents, and guidance on assessment, faculty certificates, etc.

**Suggested Timelines** Course Director’s Duties *Six months ahead*

* + Identify funding source and calculate the costs involved to determine a suitable candidate fee
  + Identify suitable administrative support
  + Identify suitable venue with sufficient rooms (see practical requirements for running an IMPACT course)
  + Contact the IMPACT central office and register the course on the national database
  + Contact potential faculty ensuring correct specialty mix
  + Check venue is booked by administrator
  + Market the course by advertising
  + Provide contact for registration
  + Book actors or similar
  + Check equipment and disposables for lumbar puncture, thoracocentesis and CVP stations are ordered
  + When all of the above is complete – send license fee to IMPACT central office

*Two months ahead*

* + Confirm faculty is available
  + Arrange hotel accommodation for visiting faculty (if appropriate)
  + Check venue organised for faculty dinner (if appropriate)
  + Ensure teaching materials are complete
  + Finalise programme and allocate lectures/tutorials etc

*One month ahead*

* + Check that faculty have their teaching episode materials with a covering letter/email explaining their duties on the course and a copy of the course programme. This should include a reminder if a faculty meeting occurs before the course starts; at the discretion of the course director
  + Check candidates are registered on-line

*One week ahead*

* + Check venue, data projectors, overhead projectors and consumables for practical skills are available/in place
  + Check hotel accommodation is available for visiting faculty and confirm venue for faculty dinner
  + Verify that candidates have completed the majority of the e-learning prior to attending

*Day before*

* + Check availability of equipment and venue one last time. Set up teaching stations and demonstration of initial assessment station

*Day One*

* + If necessary, meet faculty at 08.30 and brief them about who is doing what
  + Deliver course
  + A brief faculty meeting at the end of day one is **essential** to allow documented discussion of candidates and any administrative issues
  + Check faculty are happy about arrangements for the Difficult Decision Workshop

*Day Two*

* + Ensure candidate attendance at the start of the course
  + Deliver course
  + Close up course with the seven-day window to complete course feedback by candidates and receive their certificates
  + Counsel (in the presence of a witness) candidates that have failed to successfully complete the course (\*see the unsuccessful candidate below)

*After the course*

* + Ensure letters of thanks go to all faculty
  + Ensure evaluation has been sent to candidates Administrator’s Duties

*Six months ahead*

* + Book venue
  + Organise catering
  + Contact potential faculty with advice from course director
  + Assist with marketing the course, adverts, contact details locally and ask central IMPACT administration to advertise on IMPACT website
  + Contact central office to make them aware of the course and raise a purchase order to pay the course fee

*Two months ahead*

* + Confirm final numbers of faculty, inviting them to the dinner (if arranged) and confirming the need for accommodation
  + Ensure all equipment is available
  + Purchase and replace missing consumables. (Especially chest decompression station and CVP station if used)
  + Finalise catering arrangements, menus etc.

*One month ahead – access to the e-learning is given* ***four weeks*** *before the course*

* + Check candidates can and are accessing
  + Send final programme to faculty
  + Confirm final candidate numbers for the course

*One week ahead*

* + Liaise with Course Director and check venue, data projectors, overhead projectors and consumables for practical skills are available/in place
  + Check hotel accommodation is available for visiting faculty
  + Prepare candidate and instructor packs for the course
  + Liaise with Course Director to check whether candidates have completed SIMPACT on-line preparation and if necessary contact slow candidates to remind them that this must be completed

*Day before*

* + Liaise with Course Director. Check venue set up for the morning of the course
  + The faculty demonstration of the IMPACT concept happens very early on in the course, so this needs to be set up immediately before the course starts or, ideally, the night before

*Day one*

* + Open venue at 08:00 at the latest
  + Photograph candidates and supply summated photographs of the candidates to course director
  + Register candidates as the faculty are being briefed
  + Set up for day one tutorials in the morning (including lumbar puncture). Set up for the Day 1 scenarios in small rooms in the afternoon

*Day two*

* + Open venue at 08:00 at the latest
  + Whilst first 2 lectures are being given, set up for the CVP and thoracocentesis teaching
  + Over lunch check that faculty have identified actors for the scenarios in the afternoon
  + Check actors briefed

*After the course*

* + Ensure candidate evaluation links are sent. It is recommended that this is completed within one week of the completion of the course

# Assessment and Certification

The candidates are assessed on an IMPACT course. This happens by a number of means:

1. Successful attendance at the whole course
2. Satisfactory completion of the thoracocentesis, CVP and LP stations
3. Satisfactory completion of their “test” scenario on the second afternoon of the course. Remember this course is designed for **doctors in charge of medical take** i.e. ST1/IMT1 level. The standard should be at this level. If candidates are not at this standard, then they should not successfully complete the course

As from September 2022, a multi-evidenced means of assessment will be developed but currently the assessment component is largely subjective on the part of the faculty. **It is very important that the documentation for each scenario is correctly filled out for each candidate.**

# The Unsuccessful Candidate

Hopefully this situation will not arise too frequently. The ethos behind the course is to support trainee doctors not hinder them, however, some candidates will not perform as expected. Under these circumstances a certificate of completion should NOT be issued to the candidate.

To avoid complaints, it is essential to document why a candidate has not completed the course successfully.

# Anecdotal reports that are not substantiated in writing will be difficult to defend and have on occasions led to a charge of discrimination and possible legal action against the course director or individual tutors.

Tutors **must** document candidate performance at each assessed episode and scenario. Performance during lectures is difficult to quantify, thus, documentation is only provided for the practical and interactive sessions. Where problems occur, tutors must indicate why **in writing on the practical session evaluation forms.** If these forms are not filled out correctly, then the candidate may have case for unfair treatment.

Written evidence is required as the candidate can demand to see why they were not successful. This point should be stressed in the faculty briefing sessions.

If a candidate is deemed to be unsuccessful, he or she should be interviewed immediately after the course.

The interview should take place with the course director and a minimum of one other member of faculty and/or the course administrator.

It is suggested that the interview be conducted thus:

* after explaining that the course is designed to help the candidate improve his/her practice, it should be clearly explained why they have failed to complete the course successfully
* documentation must be used to support these reasons.
* When a candidate has failed, the course director should contact the candidate’s supervisor at the institution named on the application form. **The candidate must be informed that this is going to happen.** If a suitable supervisor cannot be identified, then in exceptional circumstances the medical director of the hospital will be contacted.
* The Course Director should exercise judgement in any additional actions and advice from the IMPACT National Medical Director should be sought if necessary.

Unsuccessful candidates should be provided with the standard “receipt for unsuccessful candidates” which is provided electronically in the starter pack.