

**Report on the First Virtual ASPA PPLS Train the Trainer (eTTT) Course
Organized by the IAPA on June 20th 2021 from 0900 to 13.30 hours**

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Setting up the first ASPA PPLS eTTT Course: The challenge of modifying the existing framework of the ASPA PPLS TTT module to effectively train trainers online was initially quite daunting. However, we felt there is the urgent need to expand the pool of PPLS trainers in India. Brainstorming sessions were held by Drs Rebecca Jacob, Elsa Varghese and Vibhavari Naik and a road map was created. Seasoned PPLS trainers included in the faculty team were Drs Chandrika YR, Ekta Rai, R Jayanthi, Lakshmi Kumar and Nandini Dave. Backend IT support was provided by Drs Vibha, Ekta and Chandrika YR. All the above mentioned were included in a WhatsApp faculty group to help communication. Virtual meetings were held on a weekly basis to deliberate on how to teach potential trainers to conduct a skill station, effectively moderate small group discussions and train others to function as a team leader during a crisis on a virtual platform. Faculty were assigned tasks, power point presentations and videos were created and edited. The programme was rehearsed, appropriate modifications and troubleshooting strategies made during the week prior to the course.

eTTT Course Attendees: Sixteen ASPA PPLS certified anesthesiologists were identified and invited to participate. Mandatory requirements included IAPA and ASPA membership in addition to paying a course fee of Rs 1500.00. Programme details were communicated by email and a participant WhatsApp group formed prior to the course. The following attended the course: Drs Aikta Gupta, Amrita Rath, Anita Shirley, Anju Gupta, Anuradha, Aparna Williams, Elizabeth Joseph, Gayatri, Indu Sen, Priyanka Karnik, Rakhee Goyal, Renita, Renu Devprasath, Saroj Bande and Smruthi. Four ASPA PPLS Trainers from Singapore, Philippines and Turkey attended as observers.

eTTT Programme: At the onset a video displaying the programme details and course instructions was played, Dr Vibha welcomed the participants, introduced the faculty and provided housekeeping instructions. Dr Elsa opened the session with an overview of the course and spoke on 'How to get the message across'. Dr Rebecca discussed small group teaching and how to encourage participant involvement concluding with an example of how a case discussion can be conducted. A group activity followed on 'How to conduct a small group discussion' which involved the participants being moved into assigned breakout rooms (eight in each room along with a moderator). Each room was provided a case scenario and a team leader was selected from the group. The task for the group, was to plan a strategy on what questions to ask and how the case was to be moderated by their leader when teaching

the members of the other group. The participants were then moved back into the Main Hall and the next 30 minutes involved the two case scenarios being discussed by the team leader of one group moderating the discussion with the other group. Faculty observers Drs Nandini and Lakshmi, provided feedback on how the case discussion was planned and conducted. Dr Lakshmi then gave some useful tips on 'How to handle the difficult student'.

After a 10-minute coffee break, Dr Jayanthi deliberated on 'Online etiquette and how to navigate the Zoom platform and breakout rooms. Dr Vibha dealt with the session on 'Crafting and conducting of skill stations' following which, the groups were moved into their breakout rooms. Participants were shown a series of clinical slides describing 'How to perform neonatal nasal intubation'. A group leader was again assigned whose role was to use the four -step method to teach this skill with the help of the slides. Dr Lakshmi and Dr Chandrika observed these deliberations and provided their valuable feedback on how the skill was taught.

Dr Nandini conducted the final session 'Teamwork in a crisis'. Two videos were played showing medical teams provide CPR to a child; where in one the resuscitation team performed more effectively than in the other. Participants were required to analyse the videos and discuss the positive and negative aspects of how the teams in the videos performed. Feedback for this session was provided by Drs Nandini and Dr Vibha moderated the final feedback session. Dr Elsa later thanked the participants for their enthusiastic participation and welcomed them to the ASPA PPLS Faculty Club. Detailed participant feedback was given on the link provided by the participants and they were awarded ASPA PPLS Trainer Certificates.

Dr Elsa moderated the faculty debriefing session after the course and welcomed Drs Agnes Ng and Erlinda of the ASPA Education Committee. They congratulated us on a very well conducted course and provided useful suggestions on how to make the 'teaching skills' and 'team work in a crisis' sessions more effective. The online feedback from the participants indicated that the course was highly appreciated and useful. The online format allowed them to attend the course from the comfort of their homes which was a big advantage. Several felt the duration of the course should be longer with more time allotted for interactive sessions. Some stated that instructions and expectations of participants roles in the interactive session needed to be explained with more clarity.

The ASPA PPLS India coordinators are on the job to incorporate suitable changes. We thank our amazing faculty for their passion and dedication to the process of teaching and learning. On the whole, planning and conducting this course was an exciting experience for all of us.