

Generic Instructor Course Preparation

Make note of the set of preparation materials allocated to you – either #A, #B, #C or #D. Resources are then numbered 1-6 in the order you will need them during the practice sessions on the course.

You will only be **required to deliver/facilitate a small part** of a usual teaching session and the following tips will aid your preparation:

- 1) Understand **the objectives of each teaching session and plan the material to achieve your objectives.** The objectives for your session should be achievable within the allocated time frame. Don't feel that you need to cover the topic thoroughly; consider removing any "non critical" objective and cull your teaching materials accordingly.

For example:

if you are allocated Pain Management for the small group discussion, narrow down to 1-2 objectives to allow active participation. (This could be 1. use of pain assessment tools and 2. non-pharmacological measures)

- 2) You **will NOT need to use all of the slides** for your presentation and small group discussion sessions. Narrow the educational objectives. This will allow time to be interactive and build on the prior knowledge of the learners.
- 3) **Mini presentation (7 mins).** You are provided with a template powerpoint slide set (the slides are blank) and a topic. **You enter 1-2 objectives**, content and summary information. Refer to the Advanced Paediatric Life Support 6th Edition manual, but **do not be overly ambitious** with content. If you want to include any algorithms, the images are available via www.apls.org.au. Watch the online video on *Lecturing to see a demonstration of how the principles of teaching can be achieved in a short time.*
- 4) **Small group discussion (7 mins)** – read Chapter 6: Facilitating Discussions in *Pocket Guide to Teaching for Clinical Instructors 3rd Ed.* You are to demonstrate the facilitation of a discussion in 7 minutes, which must include the Set and Closure. If it is a case-based discussion, it is likely that you will only cover one case. Additional slides may be used as aids, depending on how you want to support the learners in this format.

For example:

for a workshop discussion of Sepsis, you are required to facilitate only a small part of the discussion relating to the management of a child with Septic Shock.

- 5) **Save your presentations to a USB stick;** you will upload them to an APLS laptop (Windows Microsoft v16) and present them using this. Bring with you any notes or other preparation material that you would like to use when facilitating sessions.
- 6) **Scenario Teaching is effectively split into two parts; you will run the scenario itself and another member of your group will run the learning conversation and close the session.** You will run a learning conversation and close for one of the others. Use the case in your allocated folder to prepare for facilitating a teaching scenario: introduction to the session, description of the case and running of the scenario with AISi (8 mins). You will then hand over facilitation of the learning conversation (4 mins).

Note: The learning conversation that you run will be for a different scenario.

You will facilitate each of these sessions twice: mini presentation, skills station, workshop discussion, scenario teaching, scenario assessment. (skills assessment is only practised once during the course).

You will present the same topic at the second session. You will be given immediate feedback from the faculty after your first session, so that you can incorporate any suggestions into your second session. We want you to concentrate on the principles of teaching rather than be too focussed on the content.

If you are unsure about anything please ask. Jane Cichero can be contacted via ph: +61 0431770004 or Jane.cichero@apls.org.au

