

Generic Instructor Course

1. Pocket guide to Teaching for Clinical Instructors – 3rd Edition
2. **Pre-course preparation** (6-8hrs) supported by online videos, journal articles and allocated teaching materials for your practice sessions (see GIC candidate hub via <https://www.apls.org.au/my-apls>)
3. Face to Face program – where you deliver/facilitate six different teaching modes to a small group of peers and faculty

APLS GIC – Sample Course Program

Day One

Time		Learning Outcomes
08.30 – 08.45	Candidates - Registration & Coffee	– meet fellow candidates and course co-ordinator
08.45 - 09.30	Welcome	Introductions to candidates and faculty. Clarify expectations - including environment for peer-peer learning
09.30 – 10.15	Adult Learning – Theory to Practice Plenary	By the end of this session you should be able to: <ul style="list-style-type: none"> ▪ Identify some factors that facilitate your own learning ▪ Appreciate the factors involved in creating psychological safety ▪ Appreciate how educational theories influence teaching sessions to accommodate learning aims. ▪ Understand the value of using a structured approach to support planning, facilitating, and evaluating education sessions
10.15 – 10.30	Meet up with Mentor & MORNING TEA	
10.30 – 11.00	Lecturing & presenting skills – plenary and demonstration of a 7minute presentation Building on learning from GIC online learning	<ul style="list-style-type: none"> ▪ At the end of this demonstration& your practise session you will be able to ▪ Recognise the effects of using E/S/D/C when delivering a presentation ▪ Recognise the role of visual aids to support your message ▪ Have an increased awareness of your own presentation style
11.00– 12.05 (60 mins)	Practice 1: Presentations/mini lecture 7 mins/candidate for S/D/C.	4 candidates per group to practise giving a presentation/mini lecture
12.05 - 12.55	Scenario Teaching – plenary and demonstration Demonstration of facilitating Scenario Teaching (8 mins) and learning conversation (4 mins)	By the end of this session, you will be able to: <ul style="list-style-type: none"> • Demonstrate an understanding of the aims of simulation • Demonstrate the correct use of simulation equipment • Demonstrate an awareness of how to facilitate learning during simulation • Demonstrate an awareness of the roles involved
12.55 -13.35	LUNCH	
13.35– 14.30	Focus on Learning Conversations – building on GIC online learning videos on feedback, including demonstration of learning conversation	By the end of this session & practise in small groups, you will be able to : <ul style="list-style-type: none"> • Implement the stages of the learning conversation • Recognise and formulate responsive comments. • Involve all members of the group in learning for application in the clinical setting
14.30 – 1500	Equipment familiarisation ALSi orientation & practice Building on learning from GIC online learning videos	By the end of this session you will be able to support learning with use of: <ul style="list-style-type: none"> ▪ Manikins ▪ Equipment kits ▪ ALSi simulation monitors
15.00 – 15.30	AFTERNOON TEA	<i>Can practise using ALSi with pre- allocated teaching scenario</i>
15.30 – 17.15 (105 mins)	Practice 2:Scenario Teaching and Learning Conversation 8 mins for facilitating scenario/4 mins for learning conversation	4 candidates per group to practise facilitating scenarios and learning conversations.
17.15 – 17.45	Peer support and feedback in mentor groups	Candidates provide feedback to faculty and reflect on Day 1 with candidates from different groups Clarify expectations for Day 2 practice sessions
17.45 – 18.00	Faculty meeting – preparation for day two	
18.30	Social Gathering	Relax with faculty and candidates!

Day Two

Time		Learning Outcomes
08.00 – 08.30	Skills teaching - Interactive group plenary, building on learning from GIC online learning Demonstration of 7-minute skill teaching session	By the end of this session and your practice sessions, you will be able to: <ul style="list-style-type: none"> Describe and use the skills teaching framework (stages 1 to 4) in facilitating candidate acquisition of a skill Discuss the educational benefits of using the skills teaching framework in the development and assessment of new candidate skills Demonstrate recognition of the need for repeated skill application that leads to skill mastery (reflect on the impact on your own learning when participating in interactive group plenary session)
08.30 – 09.45	Practice 3: Skills teaching	4 candidates per group to practise facilitating skills teaching (7 mins/candidate for S/D/C.) with opportunity for repeated practise if needed.
09.45 – 10.00	MORNING TEA	
10.00 – 10.45	Group dynamics and facilitating small groups – plenary and demonstrations Demonstration of 7-minute discussion workshop session	By the end of this session & practise in your group you will be able to: <ul style="list-style-type: none"> Explore strategies for optimising learning in small groups Demonstrate an understanding of the complexity of group dynamics Recognise the importance of effective use of anticipating group learning needs, a clear set, questioning and closure.
10.45 – 11.45	Practice 4: Discussion groups 7 mins/candidate for S/D/C.	4 candidates per group to practise facilitating small group discussions
11:45 – 12:15	ALSi practice before scenario assessment	
12.15 – 13.00	LUNCH	<i>Can practise using ALSi with pre- allocated assessment scenario</i>
13.00 – 14:00	Assessment in simulations – plenary and demonstration Demonstration of 7-minute skill testing Demonstration of Scenario Assessment in 12 minutes	By the end of the session and practice sessions, candidates will be able to demonstrate: <ul style="list-style-type: none"> An understanding of the underlying principles of assessment An awareness of common methods of assessment The ability to prepare for a skill and scenario assessment The ability to perform a skill and scenario assessment
14:00-15:00	Practice 5: Skills assessment 7 mins/candidate for S/D/C.	4 candidates per group to practise a skills assessment
15:00-15:15	AFTERNOON TEA	
15.15 – 16.45	Practice 6: Scenario assessment 12 minute/candidate for S/D/C	4 candidates per group to practise a scenario assessment
1645 – 1700	Faculty meeting – candidate review	Candidates meet in mentor groups to reflect on Day 2
1700 – 1715	Peer support and feedback in mentor groups	Meet with mentors to receive feedback and clarify expectations for Day 3
1715 - 1730	Faculty meeting – preparation for day three	

Day Three

Time		Learning Outcomes
08.00 - 0830	The Role of the Instructor and mentoring	<ul style="list-style-type: none"> Understand the role of the instructor and mentoring Clarify desired attributes of APLS instructors Understand post GIC process as an instructor candidate
08.30 – 11.00	Repeated Practice : Lectures, skills and discussion	
0830-0920		
Presentation Skills	7 mins/candidate for S/D/C	2 nd practise of lecture, skills teaching and discussion workshop to demonstrate: responsiveness to feedback/reflection from Day 1/ Day 2 & learning from colleagues. Note: One candidate/group to practise learning conversation with peer 1 st candidate for 4 th candidate
0920-1010		
Skills Teaching	7 mins/candidate for S/D/C	
1010-1100		
Discussion	7 mins/candidate for S/D/C	
11.00- 11.15	MORNING TEA	
11.15 - 1230		
Scenario teaching and learning conversations.	8 mins for facilitating scenario /4 mins for learning conversation	2 nd practise of scenario teaching to demonstrate: responsiveness to feedback/reflection from Day 1 & learning from colleagues.
12.00 – 13.00	LUNCH	
13.00 – 14.15	Practice Two: Scenario Assessment	All faculty
Station/Time	13.00 – 14.15	
Scenario assessment	12 mins/candidate for S/D/C	2 nd practise of scenario assessment to demonstrate: responsiveness to feedback/reflection from Day 1 & learning from colleagues. Note: Remaining candidate/group to practise learning conversation with peer 1 st candidate for 4 th candidate
14.15 – 14.35	Faculty meeting Peer support and feedback in mentor groups	Meet in mentor groups to reflect on course and complete evaluation form
14.35 – 14.45	Mentor feedback	
14.45 - 1500	Course closure	