

Educational Skills Development Course Program

Dear APLS Instructor,

Welcome to the APLS Educational Skills Development Course. ESDC has been created due to concern that APLS Instructors rarely get opportunities to develop their teaching techniques after completing the GIC.

As such, the course aims to be very practical, primarily focused on 'hands on' opportunities for all participants to practice teaching and to have the opportunity to receive feedback from a faculty of experienced and passionate educators.

As you proceed through the course you will gradually transition to giving feedback to your peers.

On day 1 you will have the opportunity to practice scenario teaching and learning conversations and will receive focused, specific feedback from the faculty.

On day 2, you will practice discussion groups and skills teaching, but also rehearse giving educational feedback to your fellow instructors.

Scattered throughout the course are a number of lectures & plenaries designed to introduce you to new educational theories but also to offer the chance for some downtime to reflect on what you have learned and discuss your findings with your peers.

We hope you will find the process both engaging and challenging, and look forward to your feedback on your experience with the course.

Many thanks,
APLS ESDC Facilitators

Educational Skills Development Course Program

Tuesday <date>

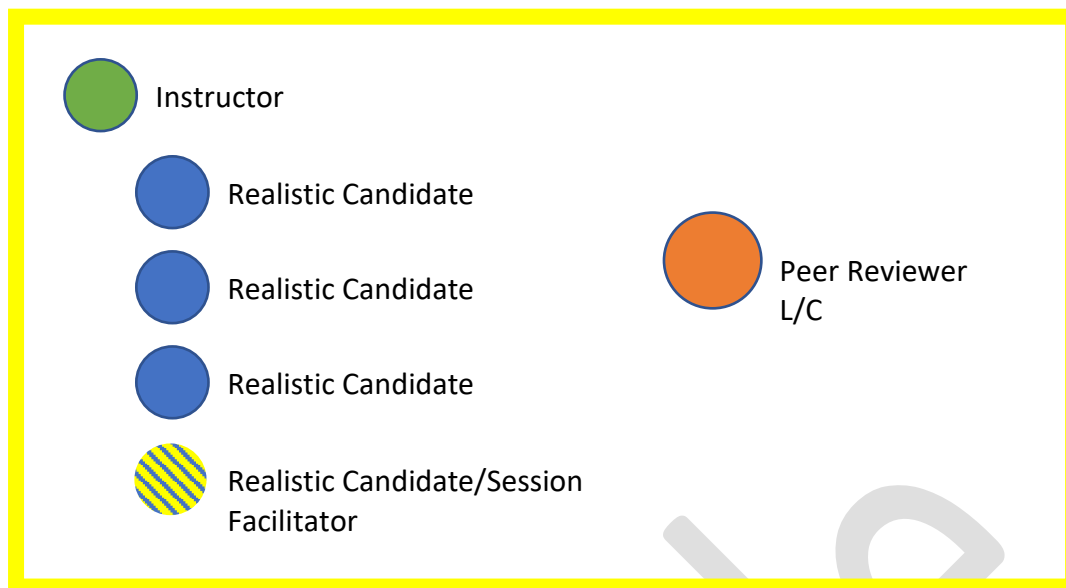
Time		Aims of session
0815-0900	Facilitator Briefing	
0845	Course registration	
0900 – 0930	Welcome & introductions:	Create safe container for community of practice.
0930-1015	The challenge of listening	Awareness of processes that enhance and hinder listening. Build trust and mutual respect
1015-1030	Morning Tea	
1030-1100	Scenario Teaching – implications of Foundational papers: Debriefing with Good Judgement – Rudolph et al Safe Container – Rudolph et al PEARLS – Eppich & Cheng Rapid Cycle Debriefing – Perretta et al (Hunt) Difficult Debriefing Situations_ Grant et al	Understand the theoretical rationale for scenario teaching. Describe key behaviours for facilitating learning through scenarios (supporting 15 min low fidelity scenarios)
1100-1130	Learning conversation Following the lead of the learner and providing targeted support for their development.	Davis, Mike, & Denning, Kate. (2018). Listening through the learning conversation: a thought provoking intervention. <i>MedEdPublish</i> , 7(3).
10-15 mins	Retrieval practice – solo or find a friend	
1145-1230	Demonstration Scenario -	Using <i>colour commentary</i> to explore application of key elements & behaviours for facilitating learning through scenarios.
1230-1315	Lunch	
1315 - 1400	Pre-brief for Day 1 Demonstration –pre-briefing/inviting a candidate into the fictional contract.	Development of practical scripts and skills for different phases of facilitating scenarios via practice/targeted feedback/observation
1400 - 1430	Prepare for Scenario Teaching - pairs	ALSi practice/troubleshooting – tips & tricks
1430 – 1545	Scenario teaching/Learning conversation practice	Scenario teaching/learning conversation in pairs. (2 scenarios) 12 mins /scenario & 8 mins for L/C 10-12 mins group reflection
1545-1600	Afternoon tea	
1600-1715	Scenario teaching/Learning conversation practice	Scenario teaching/learning conversation in pairs. (2 scenarios) 12 mins /scenario & 8 mins for L/C 10-12 mins group reflection
10-15 mins	Take homes from today/focus for tomorrow	Buddy Groups
1730	Plans for Day 2	
1830	Dinner - participants and facilitators	TBC

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Wednesday <date>

Time		Aims
0800-0900	Skills Teaching: building on online learning - Less is more, use of words for skill teaching to develop self-assessment criteria & maximise practise	To refine skills teaching ability by understanding relevant educational theories and exploring techniques for development of psychomotor skills relevant to learners' context.
0900-1030 90mins	Skills Teaching practice (3 groups) - Select Skill of choice BLS, I/O, Chest Procedures, Airway manouvers, adjuncts & BVM ventilation.	To apply skills teaching techniques and reflect on process and outcomes.
1030-1045	Morning Tea	
1045-1120	Discussion groups - Questions for assessment & synthesis of knowledge for application in the clinical context - Mindful discussion closure with focus on direct application to clinical care	To explore techniques for: early assessment of participants with aim of promoting inter-group sharing and assist learners' synthesis & application of knowledge for their clinical context. Discussion video (watch pre-course)
10 mins	Reflection for application	
1130-1300 90 mins	Discussion group practise 15 mins/discussion - Clinical topic of choice/ can use APLS materials	To apply facilitation techniques and reflect on process and outcomes.
1300-1345	Lunch	
1345-1515	Challenging learner behaviours	Explore strategies for managing behaviours that can be challenging. Grant, V. J., Robinson, T., Catena, H., Eppich, W., & Cheng, A. (2018). Difficult debriefing situations: A toolbox for simulation educators. <i>Med Teach</i> , 1-10.
1500-1515	Afternoon tea	
1515-1545	Q & A	
1545-1615	Evaluation & Reflections on the course/photograph and close	

Roles for each practice session:



Facilitator (yellow): Facilitates practice session

“Instructor” (green): runs session – demonstrating use of ESDC to support learner centred teaching.

Group (blue): role plays realistic candidates

Peer reviewer (orange): manages time and leads learning conversation

Skill Stations Day 1: 45 min rotations

40 mins/ & 5 mins – implications for practice

Pre-brief and SET script (Illness scenario 1)

- Develop an introduction to scenario teaching ‘script’ that
 - a) provides the scenario leader with information about the learner & prepares them for:
 - o Participating in the role play (& interaction/behaviour with other candidates)
 - o Post-scenario learning conversation
 - b) prepares other learners in the group for application of the key teaching points for their own clinical practice.

Scenario Tips & Tricks (pick scenario from ALSi)

To increase repertoire of available cues (sounds, pressure of speech, clinical signs, body positioning, context of case, roles of assistants) to build realism in low fidelity scenarios.

Strategies to maintain realism during scenarios for behaviours that demonstrate –

- Lack of engagement with manikin/roleplay
- Non-use of a structured approach
- Fixation and loss of situational awareness
- Knowledge deficit

Use of ‘pause & discuss’ (pros & cons if not introduced during Set)

Learning Conversation practise:

Increase confidence in using ‘conversational’ opening, advocacy with inquiry techniques and closure of learning conversation with application to clinical practice.