

The content of an APLS/ALSG GIC is important, but it's the environment (physical, intellectual, social, emotional) that is critical for candidates to take on all that we hope they will from the course.

GIC instructors have a significant role in creating a safe environment for learners to be open to taking risks, moving to the edge of their capacity and allowing change.

As GIC instructors, it's important for us to provide realistic roles as provider course candidates and provider course instructors. In every session that we are involved in (as facilitators, observers, participants, etc), we have the opportunity to role model skills and behaviours that provide subliminal reinforcement of APLS/ALSG teaching culture.

Specifically, these skills and behaviours include:

<p>When meeting with mentees in breaks</p>	<p>Purpose – why are you having this session Communication – with focus on listening, thinking, silence, responding Progress – occurs over time, awareness of their feelings Trust – establishing a respectful relationship Feedback – be able to accept as well as give feedback with an open, curious approach</p>
<p>When facilitating plenary and practice sessions – clear use of P/O/F/C</p>	<p>Prepare: Prepare for Physical and Psychological aspects of learning session, organised, supportive of other faculty, flexible when unexpected events happen Open: introduce session purpose, assess understanding of expectations, timing and roles. Reinforce that role playing by faculty will be realistic to provide some fidelity to simulation practice and opportunity for all the group to learn. Sample script: <i>This session is for simulation of the teaching mode xxxxx. Each of you will have xxx minutes to facilitate learning for your peers and one of the faculty. At the end of each simulation we will reflect and explore issues relevant for peer-peer teaching on future courses.</i> Facilitate: Simulated teaching sessions – role play realistic behaviours and respond to the interventions made to modify that behaviour. Manage timing - to assist candidates practice all stages of ESDC Model learning conversations - including involving the group to discuss strategies (rather than focus on their peer's performance). Use written notes to cover points not raised in discussion and close each learning conversation with one key learning point for group. Closure: after questions, either faculty <u>or preferably candidates</u> can summarise the key 'take home' points they have learnt from the simulation of the specific teaching mode and direct to next session.</p>
<p>Mentee meeting at end of Day 1</p>	<p>Listen to how the day has gone for them. Check expectations for Day 2 <ul style="list-style-type: none"> • Skills (notes have been revised) so should be able to teach 2 people what is prescribed. Minimal words to describe skill. Focus is on practice </p>

	<ul style="list-style-type: none"> • Small Group Discussion – Can remove slides (not a mini lecture). Case is basis for discussion (signs/ treatment options). Other slides are adjuncts • Skills Assessment – different to skills teach (use testing sheets) • Scenario Assessment – think of the case (running a scenario) +/-practice ALSi
<p>Learning conversations</p>	<p>Frame: genuine respect for colleague Conversation: where possible, use advocacy with inquiry. eg: “when you were looking at the ALSi screen, the candidate was waiting for clinical cues and I wondered what was going on for you at that time.</p> <p>“ I’m sensing (name the emotion – ie: frustration)” am I reading that correctly?”</p> <p>Involve the group with a focus on solution strategies for managing the issue raised by the candidate or addressing the point you wanted covered - timing, diversity of learners, etc</p> <p>“I am concerned realism is reduced when there is delay can we talk as a group about strategies to?”</p> <p>Summarise a take home point for candidate and group.</p>
<p>Completing Feedback Forms (system may still have ESDC)</p> <p>Calibration of marking</p>	<p>Faculty calibrate teaching/facilitation in practice sessions according to behaviours that would be expected of an instructor candidate as a member of faculty on their first APLS course.</p> <p>Use of a structured approach to teaching (ESDC - POFC) provides a framework that can support preparation, delivery, and evaluation of teaching sessions. The feedback forms are designed to provide clarity regarding teaching skills and behaviours that support learner-centred teaching for groups with a diversity of learning needs. The structured course teaching environment is usually different to learning needs which are provided in the clinical/university setting.</p> <p>The feedback matrices detail behaviours related to each stage of the ESDC/POFC structure.</p> <p>Candidates can interpret NFD (needs further development) as a ‘fail’ however these are formative assessments that are part of a continuum which continues into the 2 I/C courses.</p> <p>Notes made during the first practice are the basis for evaluating the 2nd practice - along with candidate’s response to the feedback provided by their own thoughts, their peers, as well as faculty.</p>

End of Day 1 faculty meeting:

As always, we aim to deliver a **‘high standard’ but ‘low stress’ course.** The following points should help us to manage this:

1. Don’t take yourself too seriously.
2. Be supportive of your fellow instructors.
3. Listen to the Course Co-ordinator – they keep us on track
4. Have fun!
5. Any problems – go back to point #1.

Thanks for giving your time to support the ongoing development of APLS/ALSG instructors.