

Attributes Desirable for APLS Instructors

There are many different skills that are important to be a good teacher, and some specific attributes that make good APLS Instructors. The following categories are based on CANMEDs and aim to describe both desirable (green) and undesirable (red) aspects of potential instructor behaviour.

APLS Content

- **Excellent knowledge, can elaborate on difficult areas, has clinical experience of content**
- **Poor performance in MCQ and assessments, often unable to answer content based questions**

Teaching ability

- **Advanced teaching skills, gives good explanations and checks understanding**
- **Little insight into the understanding of others and unable to explain basic issues**

Communication

- **Confident and coherent speaker with good presentation skills**
- **Prefers not to speak in front of groups and is nervous when asked to present**

Collaboration

- **Shows sensitivity to group members, supports and encourages others, good team player**
- **Functions without consideration of the group, interrupts and provides negative feedback**

Management

- **Shows awareness of timing and insight into logistical considerations of the course, good leadership skills**
- **No insight into course objectives, disregards time and logistic constraints**

Professional background

- **Brings perspective from craft group and able to promote interdisciplinary approach. Has credibility as a teacher in acute care paediatrics**
- **Professional background lacks direct involvement in education- or practise of acute paediatric care**

Advocate for APLS Course

- **Promotes APLS approach and able to see strengths and weaknesses of the course**
- **Undermines APLS teaching and promotes alternative or individual options**