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

Monday <date>

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| **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 - Hunt E * Learner centred debriefing – Cheng 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. *MedEdPublish, 7*(3). |
| 10-15 mins | **Retrieval practice – solo or find a friend** |  |
| **1145-1230** | **Demonstration Scenario** | Using *colour commentary* to explore application of key elements & behaviours for facilitating learning through scenarios. |
| 1230-1315 | Lunch |  |
| 1315-1530  2nd: 1400 | **Scenario Teaching Skill Stations – 40 mins** (45 min rotations)   1. pre-briefing/inviting a candidate into the fictional contract. 2. building realism during the scenario | Development of practical scripts and skills for different phases of facilitating scenarios |
| 3rd: 1445 | learning conversation and application to clinical context | Practice using a structure & enquiry techniques. |
| 1530-1545 | Afternoon tea/Scenario set up |  |
| 1545-1715  2nd: 1630 | **Scenario teaching practice**  (all stages combined)  (2nd room rotations) | Practical application of knowledge and skills learnt during skill stations  Split L/C  7-8 mins Scenario/3-4 min L/C- *8 mins Reflection* |
| 10-15 mins | **Retrieval practice – solo or find a friend** |  |
| 1730 | Plans for Day 2 |  |
| 1830 | Dinner - participants and facilitators | TBC |

Tuesday <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. |
| 10 mins | **Reflection for application** |  |
| 1130-1230  60 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. |
| **1230-1300** | **Lunch** |  |
| 1300-1400 | **Challenging learner behaviours** | Explore strategies for managing behaviours that can be challenging. |
| (1400-1500)  tbc by group | Optional /Small group: 2nd Practice of choice  Scenario/Discussion/Skill | To trial and apply techniques |
| **1500-1515** | **Afternoon tea** |  |
| 1515-1545 | Q & A |  |
| 1545-1615 | Evaluation & Reflections on the course/photograph and close |  |

**Roles for each practice session:**

Peer Reviewer

L/C

Instructor

Realistic Candidate

Realistic Candidate

Realistic Candidate

Realistic Candidate/Session Facilitator

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:

* + Participating in the role play (& interaction/behaviour with other candidates)
  + 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.