**APLS GIC – Sample Course Program**

# Day One

| **Time** |  | **Learning Outcomes** |
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| **08.30 – 08.45** | **Candidates - Registration & Coffee – meet mentors** |  |
| 08.45 - 09.30 | Welcome  |  |
| 09.30 – 10.15 | Adult Learning – Theory to PracticePlenary  | By the end of this session you should be able to:* 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 | Introductions in Mentor groups & **MORNING TEA** |  |
| 10.30 – 11.00 | Lecturing & presenting skills – plenary and demonstration of a 7 minute presentation**Building on learning from GIC online learning** | * 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– 12.00 | Practice Stations: Lecture skillsA B C D E F | 4 per group to practice Lectures over 60 minutes(**7 mins/candidate for S/D/C**.) |
| 12.00- 12.50 | Scenario Teaching– plenary and demonstration Demonstration of Scenario Teaching in 12 minutes  | By the end of this session, you will be able to:* 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
 |
| 12.50 -13.35 | **LUNCH** |  |
| 13.35– 14.15UPDATE | Focus on Learning Conversations – building on **GIC online learning videos** on feedback, including demonstration of learning conversation | By the end of this session & practice in small groups, you will be able to :* Describe the principles of effective feedback.
* Recognise and formulate responsive comments.
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| 14.15 – 14.251425 -1500 | Equipment familiarisationALSi 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:* Manikins
* Equipment kits
* ALSi simulation monitors
 |
| 15.00 – 15.30 | **AFTERNOON TEA** | *Can practise using ALSi with pre- allocated teaching scenario* |
| 15.30 – 17.15 | Practice Stations: **Scenario Teaching** | 4 per group to practice scenarios over 105 minutes**12 mins/candidate for S/D – incl learning conversation/C.** |
| A B C D E F  |
| 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 |
| 17.45 – 18.00 | Faculty meeting – preparation for day two |  |
| 18.30 | Dinner TBC | Relax with faculty and candidates! |

**Day Two**

| **Time** |  | **Learning Outcomes** |
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| 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, you will be able to:* 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 Stations: Skills teaching  | All faculty |
| A B C D E F | 4 per group to practice skills teaching over 75 minutes(**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:* Explore strategies for optimising learning in small groups
* Demonstrate an understanding of the complexity of group dynamics
* Recognise the importance of effective use of questioning
 |
| 10.45 – 11.45 | Practice Stations: **Discussion groups** | All Faculty |
| A B C D E F  | 4 per group to practice discussions over 60 minutes(**7 mins/candidate for S/D/C**.) |
| **11:45 – 12:15** | **ALSi practice before scenario assessment** |  |
| 12.15 – 13.00 | **LUNCH** | *Can practise using ALSi with pre- allocated assessment scenario* |
| 13.00 – 14:00 | Assessment in simulations – plenary and demonstrationDiscussion Demonstration of 7 minute skill testingDemonstrations of Scenario Assessment in 12 minutes | By the end of the session, candidates will be able to demonstrate:* An understanding of the underlying principles of assessment
* An awareness of common methods of assessment
* The ability to prepare an assessment
* The ability to perform an assessment
 |
| 14:00-15:00 | Practice Stations: Skills assessment | 4 per group to practice skills assessment over 60 minutes |
| A B C D E F  | (**7 mins/candidate for S/D/C**.) |
| 15:00-15:15 | **AFTERNOON TEA** |  |
| 15.15 – 16.45 | Practice Stations: Scenario assessments | 4 per group to practice scenario assessment over 90 minutes |
| A B C D E F  | **(12 minute/candidate for S/D/C)** |
| 16.45 – 17.15 | Faculty meeting – candidate review | Candidates meet in mentor groups to reflect on Day 2 |
| 17.15 – 17.30 | Peer support and feedback in mentor groups | Meet with mentors to receive feedback and clarify expectations for Day 3 |
| 17:30 -17:45  | Faculty meeting – preparation for day three |  |

# Day Three

| **Time** |  | **Learning Outcomes** |
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| 08.00 - 0830 | The Role of the Instructor and mentoring  | * Understand the role of the instructor and mentoring
* Clarify desired attributes of APLS instructors
* Understand post GIC process as an instructor candidate
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| 08.30 – 11.00 | Practice Two: Lectures, skills and discussions |  |
| Station/Time**0830-0920** |  |  |
| Lecture  | **7 mins/candidate for S/D/C** | 2nd 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***1st candidate for 4th candidate* |
| **0920-1010** |  |
| Skills  | **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 | Practice Two: Scenario teaching and Scenario assessment |  |
| Station/Time | 11.15 – 12.30 | All faculty |
| Scenario teaching  | **12 mins/candidate for S/D including learning conversation/C** | 2nd practise of scenario teaching to demonstrate: responsiveness to feedback/reflection from Day 1 & learning from colleagues. |
| 12.00 – 13.00 | **LUNCH** |  |
| Station/Time | 13.00 – 14.15 | All faculty |
| Scenario assessment  | **12 mins/candidate for S/D/C** | 2nd practise of scenario teaching to demonstrate: responsiveness to feedback/reflection from Day 1 & learning from colleagues.**Note:- Remaining candidate/group to practise learning conversation with peer***1st candidate for 4th candidate* |
|  |  |  |
| 14.15 – 14.35 | Faculty meetingPeer 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 |  |