

APLS Provider Course Overall Evaluation

Instructor Candidate (IC) Overseas/Alternative GIC (OC) Returning Instructor (RI)

NOTE to Candidate - Please take photos of all pages of this completed form at the end of the course for your own records then return the original form to your Director/Coordinator to be returned to APLS.

NAME:

COURSE VENUE:

COURSE DATES:

Assessment Criteria	3	2	1	0	Comments
APLS content Has the knowledge and experience to teach the course content. Has credibility as an instructor in acute care paediatrics					
Communication Confident and coherent speaker. Advanced Listening Skills					
Openness to Learning Demonstrates active listening Admits to not knowing or being able to do certain things. Engages with new skills Acknowledges and acts on feedback					
Teaching/Coaching Skills Discussion Groups/Workshops Skill Station Scenario Teaching Learning Conversations Scenario Assessment					N/A Instructor candidates are required to consolidate all teaching modes by completion of 2 nd IC
Collaboration/Teamwork Shows sensitivity to group members, supports, and encourages others					
Management Shows awareness of timing and insight into logistical course considerations					
Advocate Demonstrates support for content and philosophy of APLS /PLS					

Global Assessment - See Grid on last page.

Needs further development	Continue with close mentoring. (Another IC course)	Achieved
This person needs a lot of support to ensure they teach effectively	This person still needs some support to ensure they teach effectively	I would feel confident leaving this person to teach the session on their own if necessary

COMMENTS:

Requires Further Course as IC / OC / RI YES / NO (please indicate)

NAME OF COURSE DIRECTOR (please print):

Candidate Name:

Co-facilitator Name:

Name of Skills Teaching Session:

CIRCLE APPROPRIATE DESCRIPTOR

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Environment	Room layout not conducive to learning; poor knowledge of equipment; skill not checked	Lack of familiarity with equipment causes some issues for candidates	Room set up appropriately. Manages equipment well
Set Introduces self, topic and learning outcomes	No introduction	Late or incomplete introduction	Good introduction
Dialogue Has a clear plan for session development, and the knowledge to back this up	Stages unclear or not delivered appropriately. Content inaccurate	Stages or content inconsistently delivered. Minimal time for candidates to achieve independent practice	Explains and follows a staged approach. Enables candidates to achieve independent practice
Closure	Does or limited session closure	Closes without summarising key applicable outcomes for clinical practice	Allows time for final questions and articulates key elements of safe application of skill.
General facilitation points			
Content and flow Appropriate, clinically accurate and consistent with provider course content. Session flows well	Content link to learning outcomes unclear, poor knowledge of provider course content. Session does not flow	Some linking of content to learning outcomes, knowledge of provider course content mostly adequate. Session flow not entirely smooth	Clear link of content to outcomes, good knowledge of provider course content. Session flows efficiently and logically
Engagement Ability to facilitate not teach	Minimal or no interaction	Some interaction	Candidates clearly engaged throughout
Poise and confidence manages behaviour appropriately	Obviously finding it difficult, lacking in confidence.	Mostly poised and confident. May demonstrate some unhelpful distractions	Confident and effective.
Responsiveness	Inappropriate response to candidate questions and/or learning needs	Mostly responds appropriately to candidate questions and/or learning needs	Responds appropriately to candidates' questions and learning needs

COMMENTS

Overall Rating:

Achieved

Needs Further Development

Candidate Name:

Co-facilitator Name:

Name of Workshop/Discussion Group:

CIRCLE APPROPRIATE DESCRIPTOR

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Environment	No consideration	Poor seating arrangements. Poor use of any visual aids, candidates struggle to see, or feel excluded	Clear environment ensuring all candidates can engage equally from where seating is arranged.
Set Introduces self, topic and learning outcomes	No introduction	Late or incomplete introduction	Good introduction
Dialogue Has a clear plan for session development, and the knowledge to back this up	Not prepared, no clear plan for session progression, inadequate knowledge	Seems prepared but plan unclear or unable to make it work. Minor knowledge gaps	Good plan is followed through, learning outcomes are achieved, knowledge is evident
Closure	No closure	Does not follow accepted format, or elements missing	Invites and answers questions appropriately, good summary and clear termination
General facilitation points			
Content and flow Appropriate, clinically accurate and consistent with provider course content. Session flows well	Content link to learning outcomes unclear, poor knowledge of provider course content. Session does not flow	Some linking of content to learning outcomes, knowledge of provider course content mostly adequate. Session flow not entirely smooth	Clear link of content to outcomes, good knowledge of provider course content. Session flows well and feels logical
Engagement Ability to facilitate not teach	Talks 'at' group	Struggles to remain candidate focused, or dominates the session	Uses awareness of candidate knowledge/experience to maximise individual learning
Poise and confidence manages behaviour appropriately	Manages behaviours inappropriately	Manages behaviours clumsily	Manages behaviours effectively
Responsiveness	Inappropriate response to candidate questions and/or learning needs	Mostly responds appropriately to candidate questions and/or learning needs	Responds appropriately to candidates' questions and learning needs, drawing on the group's knowledge

COMMENTS

Overall Rating:

Achieved

Needs Further Development

Scenario Teaching

Candidate Name:

Co-facilitator Name:

- CIRCLE APPROPRIATE DESCRIPTOR

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Environment Sets up equipment Briefs colleagues	Does not check equipment and/or room layout. Does not brief colleague/s	Does not fully check equipment and/or room layout. Does not fully brief colleague/s	Fully checks equipment and is familiar with the environment and simulation scenario
Set Introduces self/colleagues, topic and learning outcomes	No introductions	Late or incomplete introduction	Good introduction
Dialogue (simulation) Facilitates simulation to contribute to achievement of technical and non-technical learning outcomes	Does not use a standardised simulation or is unfamiliar with content. Does not facilitate achievement of learning outcomes	Mostly follows standardised simulation and allows some achievement of learning outcomes	Familiar with simulation and effectively facilitates achievement of learning outcomes by team leader and team
Closure Concludes scenario clearly and gathers group for learning conversation May include a handover/summary	No closure	Closes but group not gathered for learning conversation	Concludes scenario clearly and gathers group for learning conversation
General facilitation points			
Content and flow Appropriate, clinically accurate and consistent with provider course content. Session flows well	Content link to learning outcomes unclear, poor knowledge of provider course content. Session does not flow	Some linking of content to learning outcomes, knowledge of provider course content mostly adequate. Session flow not entirely smooth	Clear link of content to outcomes, good knowledge of provider course content. Session flows well and feels logical
Engagement Actively engages candidates	Minimal or no interaction	Some interaction	Candidates clearly engaged throughout
Poise and confidence.	Obviously finding it difficult, lacking in confidence.	Mostly poised and confident. May demonstrate some unhelpful distractions	Confident and effective.
Responsiveness Ability to respond to candidate needs	Inappropriate response to candidate questions and/or learning needs	Mostly responds appropriately to candidate questions and/or learning needs	Responds appropriately to candidates' questions and learning needs

COMMENTS

Overall Rating:

Achieved

Needs Further Development

Learning Conversation

Candidate Name:

Co-facilitator Name:

- CIRCLE APPROPRIATE DESCRIPTOR

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Environment	Does not create an environment conducive to a debrief	Mostly creates an environment conducive to a debrief	Creates an environment conducive to a successful learning conversation
Set Explores candidate issues and actively listens and responds	Ignores candidate issues and does not listen and /or explore	Mostly listens and explores,	Actively listens and facilitates candidates to explore the issues that they wish to discuss, responding appropriately to candidate needs
Dialogue Explores important issues with curiosity and respect Involves rest of group	Does not involve others	Involves some others, but at inappropriate time or loses focus on the candidate being debriefed	Involve others and manages interventions to ensure debrief remains focused on the candidate being debriefed
Closure Solution-focused approach Includes time for questions	Does not focus on finding solutions, e.g. key learning points and/or strategies	Some emphasis on finding solutions, e.g. key learning points and/or strategies	Encourages candidates to identify solutions, e.g. key learning points and/or strategies. Summarises this or asks candidate to summarise
General facilitation points			
Content and flow	Raises inaccurate learning points. Session does not flow	Misses some key learning points. Session flows but not smoothly, some distractions	Encourages exploration of relevant learning points. Session flows well and feels logical
Engagement Mutual dialogue with conversational feel	Instructor-centred dialogue	Attempts to develop candidate- centred dialogue	Allows candidates to explore issues with appropriate conversational feel
Poise and confidence.	Obviously finding it difficult, lacking in confidence.	Mostly poised and confident. May demonstrate some unhelpful distractions or nonverbal behaviours	Confident and effective
Responsiveness Appropriate use of questions	Over reliance on closed and leading questions (easing in)	Question not always formulated to get the best response from candidates	Uses open and probing questions to allow candidates to analyse their performance

COMMENTS

Overall Rating:

Achieved

Needs Further Development

Instructor Candidate Feedback Guidelines

Scenario Assessment

Candidate Name:

Co-facilitator Name:

- CIRCLE APPROPRIATE DESCRIPTOR

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Environment Checks equipment, briefs team	Does not check equipment and/or room layout. Poorly prepared. Does not brief co-instructor / helpers	Does not fully check equipment or familiarise themselves with the environment and/or simulation scenario	Fully sets up equipment with co-instructor to run an effective assessment
Set Briefs candidate, checks understanding. States this is an assessment	Does not brief the candidate or state that this is an assessment	Provides a partial or confusing brief to candidate	Fully briefs candidate on assessment process, outcomes and specifics of the case
Dialogue (candidate facilitation)	Does not effectively facilitate assessment scenario	Mostly facilitates assessment scenario	Effectively facilitates simulation assessment
Dialogue (assessment decision)	Does not discuss outcomes with co-instructor and/or reaches 'incorrect' decision	Partially discusses outcomes with co-instructor and/or reaches 'incorrect' decision	Discusses outcomes with co-instructor and reaches 'correct' decision
Closure Informs candidate of assessment outcome	Unclear or engages in a debrief inappropriately	Informs candidate of assessment outcome, but debriefs inappropriately	Appropriately informs candidate of assessment outcome
General facilitation points			
Content and flow Gives information to help progress scenario without prompting the candidate	Prompts candidates and affects assessment outcome. Session does not flow	Gives inappropriate verbal and/or non-verbal prompts but does not affect assessment outcomes. Session flows but not smoothly, some distractions	Gives clear and timely information to help progress simulation and does not prompt candidate inappropriately. Session flows well and feels logical
Engagement Interacts constructively without leading	Fails to engage appropriately with candidate	Some engagement, not always in a timely fashion	Interaction enables candidate to demonstrate technical and non-technical skills
Poise and confidence.	Obviously finding it difficult, lacking in confidence.	Mostly poised and confident. May demonstrate some unhelpful distractions	Confident and effective.
Responsiveness	Gives inappropriate or misleading responses	Some delayed or inappropriate responses	Gives prompt and appropriate responses

COMMENTS

Overall Rating:

Achieved

Needs Further Development

Domain	Content	Communication	Teaching/coaching skills	Collaborative team member	Leadership	Openness to Learning	Advocate	Professionalism
	knowledge	skill	skill	Personal quality	skill	mindset	mindset	Personal quality
Excellent (3) Candidate could be expected to participate as a full faculty member with no additional support Independent	Excellent knowledge base, can elaborate on difficult areas when appropriate.	Confident and coherent speaker with excellent presentation skills. Seeks and is receptive to information from others	Flexible teaching skills – ability to adapt to the diversity of learner needs: gives appropriate explanations and checks understanding Approachable, patient and respectful	Shows sensitivity to group members supports and encourages others – an excellent team player.	Diligence with time keeping and insight into logistical course considerations. Excellent leadership skills.	curious , frequently asking 'why' questions. Demonstrates active listening by paraphrasing to confirm shared understanding. Admits to not knowing or being able to do certain things. Engages with new skills and thinking by persisting with new tasks or concepts . Acknowledges and acts on feedback	Promotes APLS approach and able to see strengths and weaknesses of course.	Brings perspective from craft group and able to promote interdisciplinary approach. Has credibility as a teacher in acute care paediatrics.
Good (2) Candidate could be expected to participate as a full faculty member with minimal additional support	Solid knowledge base; Able to elaborate on most areas	Clear and confident speaker; Good presentation skills. Listens to others	Listens to feedback; some flexibility in teaching styles. Positive intention to support learners with different needs.	Able to collaborate with group members	Shows awareness of time keeping; Keeps conversation focused and relevant	Acknowledges there are other points of view/opinions. Requires additional support to adapt to new teaching formats/content	Is able to advocate for APLS and with support can determine strengths and weaknesses	Brings some personal perspective from craft group; Needs some support in elaborating in areas of acute care paediatrics
Satisfactory (1) Candidate could be expected to participate as a full faculty member with some additional support required	Satisfactory knowledge base; Needs support in some areas, May need more time	Average presentation skills / not clear at times; Needs some work with presentation style. Prompted to enquire about others views.	Very structured teaching style; Needs support to provide explanations appropriate for learners	Needs encouragement to collaborate; Needs to allow time for team members to process information	Needs reminders re time keeping; Needs direction and support regroup discussions	Limited self-awareness of how behaviour impacts on others /ethos of the course. Can be dismissive of concepts which differ from their own understanding	Beginning level advocacy for APLS; Needs encouragement to see strengths and weaknesses	Not confident with using personal knowledge and perspective; Needs support in most areas of acute care paediatrics
Unsatisfactory Candidate is unlikely to participate as a full faculty member due to the level of additional support required	Inadequate clinical paediatric expertise. Frequently unable to answer content questions.	Nervous presenter. Lacks confidence, clarity and /or cohesion. Comments reflect limited insight into understanding of others	Unable to explain basic issues. Lacks flexibility. Unable to adapt and respond to the learning needs of others.	Insensitive to others. Functions without consideration of group. Interrupts and provides negative feedback.	No insight into course objectives, disregards time & logistic constraints. Unable to facilitate learning within time frame	Shows little curiosity, rarely asks questions. Poor at listening, seldom checks understanding. Avoids opportunities for mentoring/coaching type conversations. Demonstrates rejection of feedback when it is provided	Undermines APLS teaching and promotes alternative or individual opinions.	Professional background lacks direct involvement in education or practice of acute paediatric care

