

APLS Provider Course Overall Evaluation

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

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 | | | | | |
| Teaching Ability Discussion Groups/Workshops Skill Station Scenario Teaching Scenario Assessment | | | | | |
| Collaboration/Team work 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 | | | | | |
| OVERALL | | | | | |

Ratings:

3 = Excellent
on last page)

2 = Good

1 = Satisfactory

0 = Unsatisfactory (see grid

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 skills | Collaborative | Manager/leadership abilities | Advocate | Professionalism |
|---|---|---|--|--|---|---|--|
| <p>3.Excellent Candidate could be expected to participate as a full faculty member with no additional support Independent</p> | <p>Excellent knowledge base, can elaborate on difficult areas when appropriate.</p> | <p>Confident and coherent speaker with excellent presentation skills. Seeks and is receptive to information from others</p> | <p>Flexible teaching skills – ability to adapt to the needs of adult learners, gives appropriate explanations and checks understanding</p> | <p>Shows sensitivity to group members supports and encourages others – an excellent team player.</p> | <p>Diligence with time keeping and insight into logistical course considerations. Excellent leadership skills.</p> | <p>Promotes APLS approach and able to see strengths and weaknesses of course.</p> | <p>Brings perspective from craft group and able to promote interdisciplinary approach. Has credibility as a teacher in acute care paediatrics.</p> |
| <p>2.Good Candidate could be expected to participate as a full faculty member with minimal additional support</p> | <p>Solid knowledge base; Able to elaborate on most areas</p> | <p>Clear and confident speaker; Good presentation skills. Listens to others</p> | <p>Listens to feedback; able to adapt teaching style. Good range of teaching styles</p> | <p>Able to collaborate with group members</p> | <p>Shows awareness of time keeping; Keeps conversation focused and relevant</p> | <p>Is able to advocate for APLS and with support can determine strengths and weaknesses</p> | <p>Brings some personal perspective from craft group; Needs some support in elaborating in areas of acute care paediatrics</p> |
| <p>1.Satisfactory Candidate could be expected to participate as a full faculty member with some additional support required</p> | <p>Satisfactory knowledge base; Needs support in some areas, May need more time</p> | <p>Average presentation skills / not clear at times; Needs some work with presentation style. Prompted to enquire about others views.</p> | <p>Very structured teaching style; Needs support to provide explanations appropriate for learners</p> | <p>Needs encouragement to collaborate; Needs to allow time for team members to process information</p> | <p>Needs reminders re time keeping; Needs direction and support regroup discussions</p> | <p>Beginning level advocacy for APLS; Needs encouragement to see strengths and weaknesses</p> | <p>Not confident with using personal knowledge and perspective; Needs support in most areas of acute care paediatrics</p> |
| <p>0. Unsatisfactory Candidate is unlikely to participate as a full faculty member due to the level of additional support required</p> | <p>Inadequate clinical paediatric expertise. Frequently unable to answer content questions.</p> | <p>Nervous presenter. Lacks confidence, clarity and /or cohesion. Comments reflect limited insight into understanding of others</p> | <p>Unable to explain basic issues. Lacks flexibility. Unable to adapt and respond to the learning needs of others.</p> | <p>Insensitive to others. Functions without consideration of group. Interrupts and provides negative feedback.</p> | <p>No insight into course objectives, disregards time and logistic constraints. Unable to facilitate learning within time constraints</p> | <p>Undermines APLS teaching and promotes alternative or individual opinions.</p> | <p>Professional background lacks direct involvement in education or practice of acute paediatric care</p> |

draft