

Generic Instructor Course - Instructor Candidates

FAQs

What do I do as a GIC instructor?

It's important to read/refresh the Pocket Guide to Teaching for Clinical Instructors 3rd edition ("Blue Book") as this is the GIC "manual". Watch the GIC videos <https://www.apls.org.au/gic-online-learning-videos-0> Read the Davis/Denning [Listening through Learning Conversations](#) (~ 1-2 hours) so you are aware of the preparation the candidates are building on in the face to face program.

The GIC faculty program identifies the group you will be facilitating and includes session tips and timing, and learning objectives. You will be allocated as a mentor for 2 candidates 1-2 weeks prior to the course.

Contact with mentees is made via mobile or email to support their preparation for GIC practice sessions.

Plenary Sessions

The GIC course director will allocate you a role as a candidate for one of the plenary demonstrations. For these demonstrations it is important that you play a 'common' candidate. The main aim of the demonstration is to role play the teaching behaviours that new instructors are expected to master. (The opportunity to explore teaching strategies for challenging candidates occurs in the small groups on day 2 & 3 when the candidates' level of confidence/skill has been established).

Candidate (small group) Practice Sessions

As a GIC instructor candidate you will be paired with an experienced GIC instructor when facilitating practice sessions. The GIC instructor role is focussed on developing candidates' teaching skills (clinical content is not the focus).

The practice sessions provide mini teaching simulations for candidates and are where most effective learning happens. The GIC instructors move between role playing candidates, role modelling effective learning conversations and providing feedback from a teaching perspective. (You can access resources regarding the learning conversation from the APLS website under "Instructor Development"). Effective GIC instructors demonstrate perspective in their choice of feedback in the short timeframe; balancing the needs of candidates 'in the moment' with what can be learnt from watching others in the group, reflection/written feedback and further practice.

As a facilitator:

- Be mindful of the learning objectives for the specific teaching style and the needs of the individual candidate/group (this also guides how you role play an APLS candidate).
- Notice the behaviours of the GIC candidate re Set, Dialogue, Closure so you can provide specific feedback. The online feedback tool and matrices will be available for you before the course so you can review the specific behaviours that the GIC candidates are asked to demonstrate.
- Involve the group as much as possible and consolidate and/or build on learning from plenary sessions

Will I have any time off during the 3 day course?

Most instructors attend all the plenary sessions. This enables them to reaffirm the key points when the candidates are doing their practice sessions. Unless the faculty is greater than 12, you will be allocated to co-facilitate all practice sessions. The faculty program is structured to ensure that by the end of Day 2 you will have seen all the candidates. Please let the course director know as soon as possible if you cannot attend the allocated sessions.

General Comments

The GIC course is often a bit confusing at first, and not just for the candidates; you are teaching about teaching, you need to be mindful of the candidates as learners and teachers, and you may switch between role playing an APLS instructor and an APLS candidate. And like APLS provider courses, everything is run to time and moves quickly. Candidates do not always appreciate the need to prepare for the shortened teaching practice sessions and this can create some anxiety. However, the anxiety keeps the energy levels high and the candidates are keen to do well. There is often lots of laughter and their own small group support gives them 'experiential' learning about the effectiveness of small group learning!!