You have been sent a personalised version of this letter, with the *Pocket Guide to Teaching for Clinical Instructors* and via email. At the top of the letter is a code which refers to the resource folder allocated to you. ie: Mary Smith - Pink #C use resources in folder #C

Candidate No. «CANDIDATE» - «NAME» «Surname»

Dear «NAME»

Welcome to the Generic Instructor Course (GIC). This is a practical course where you will be required to deliver or facilitate the following sessions:

* a presentation
* a teaching scenario
* a skills station
* a workshop discussion
* assessment of a candidate on a skill
* assessment of a candidate on a scenario

Your audience will include instructors and fellow candidates. Instructors will role play a candidate amongst the group you are teaching. Another instructor will provide you with feedback according to the feedback matrices which can be accessed online via [APLS GIC 2022](https://aplsorgau-my.sharepoint.com/:f:/g/personal/jane_stanford_apls_org_au/EqKvJqFoimdIpuQTnnpPU-oBLZeodEPYJNcXs696xBInZA?e=G34lqB)

These practice teaching sessions are a way of allowing you to put the principles of good teaching into practice. You will be demonstrating to the faculty that you have understood the principles of teaching and are capable of achieving the educational aims of your sessions in the allocated time frame.

You will need to have prepared all of the allocated teaching sessions BEFORE you arrive on the course and save your materials to a USB stick.

Please allow 6-8 hours preparation time.

In order to maximise the value of this course it is important to prepare carefully. The following instructions will assist you to do this.

1. Read the *Pocket guide to teaching for clinical instructors – 3rd Edition*
2. Watch a series of videos [GIC Online learning videos](https://www.apls.org.au/gic-online-learning-videos)
3. Access information on the [ALSi rhythm simulator](https://www.apls.org.au/alsi)

The book and videos provide you with practical advice and some of the theoretical basis for the techniques you will be practising on this course. As guidance for your preparation,

there are demonstrations of a mini lecture/presentation, teaching a skill and facilitating a learning conversation in the same time frames that you will be asked to demonstrate on the GIC.

You have been pre-allocated the topics for your sessions and they can be found via [APLS GIC 2022](https://aplsorgau-my.sharepoint.com/:f:/g/personal/jane_stanford_apls_org_au/EqKvJqFoimdIpuQTnnpPU-oBLZeodEPYJNcXs696xBInZA?e=G34lqB) in the Resources for GIC simulations folder.

You will only be required to deliver a small part of a usual teaching session and the following tips will aid your preparation:

1. Understand the objectives of each teaching session and plan the material to achieve your objectives. The objectives for your session should be achievable within the allocated time frame. Don’t feel that you need to cover the topic thoroughly; consider removing any “non critical” objective and cull your teaching materials accordingly.

For example:

* if you are allocated the Airway Management skill station, you are required to deliver only part of the skill station that demonstrates “airway opening manoeuvres”.

1. You will NOT need to use all of the slides for your session. You must create interest and diversity in your teaching session whilst achieving the educational objectives of your particular session.
2. Mini Presentation (7 mins). You are provided with a template powerpoint slide set and a topic. You need to enter the objectives, content and summary information. Refer to the Advanced Paediatric Life Support 6th Edition manual, but do not be overly ambitious with content. If you want to include any algorithms, the images are available via www.apls.org.au. Watch the online video on Lecturing to see a demonstration of how the principles of teaching can be achieved in a short time.
3. Mini Workshop/Discussion (7 mins) – read Chapter 6: Facilitating Discussions in *Pocket Guide to Teaching for Clinical Instructors 3rd Ed.* You are to demonstrate the facilitation of a discussion in 7 minutes, which must include the Set and Closure. If it is a case-based discussion, it is likely that you will only cover one case. Additional slides may be used as aids, depending on how you want to support the learners in this format.

For example:

* for a workshop discussion of Sepsis, you are required to facilitate only a small part of the discussion relating to the management of a child with Septic Shock.

1. Save your presentations to a USB stick; you will upload them to an APLS laptop and present them using this. Bring with you any notes or other preparation material that you would like to use when facilitating sessions.
2. Scenario Teaching is effectively split into two parts; you will run the scenario itself and another member of your group will run the learning conversation and close the session. You will run a learning conversation and close for one of the others. Use the case in your allocated folder to prepare for facilitating a teaching scenario: introduction to the session, description of the case and running of the scenario with AlSi (8 mins). You will then hand over facilitation of the learning conversation (4 mins).

NB The learning conversation that you run will be for a different scenario.

You will perform each of these sessions twice:

* mini presentation
* skills station,
* workshop discussion
* scenario
* scenario assessment
* (skills assessment is only practised once during the course).

You will present the same topic at the second session. You will be given immediate feedback from the faculty after your first session, so that you can incorporate any suggestions into your second session. We want you to concentrate on the principles of teaching rather than be too focussed on the content.

If you are unsure about anything please ask. Jane Stanford can be contacted via ph: 86722800 or [Jane.Stanford@apls.org.au](mailto:Jane.Stanford@apls.org.au).

We look forward to meeting you and participating in this course with you.

Kind regards

Chris Webber, Jane Cichero and Jane Stanford

Course Director and Course Educators

**Check List for «NAME» «Surname» - Candidate No. «CANDIDATE»**

Access [APLS GIC 2022](https://aplsorgau-my.sharepoint.com/:f:/g/personal/jane_stanford_apls_org_au/EqKvJqFoimdIpuQTnnpPU-oBLZeodEPYJNcXs696xBInZA?e=G34lqB) for preparation resources

|  |  |
| --- | --- |
| 1. Read “Pocket *Guide to teaching for Clinical Instructors – 3rd Edition”* | **0** |
| 1. Familiarise yourself with feedback matrices that the instructors will use to give you feedback | **0** |
| 1. Prepare a **7 minute** presentation on the topic: **«Lecture»**    1. Content focussed on **key** **clinical considerations**    2. Use PowerPoint template provided (you do NOT need to use all of the slides)    3. Print out your notes if you need them    4. Save to USB stick    5. Consider rehearsing (aim for approximately 1 minute per slide)    6. You will need to **include Set, Dialogue and Closure in that 7 minutes** | **0** |
| 1. Prepare to lead an **8-minute** scenario teaching session: **<Scenario teaching>**   **Note:** these are effectively split into two parts; you will be a lead facilitator for the case allocated to you. (Session set, introduce case to learner, lead them through the simulation and end the simulation in 8 mins). Then another candidate will lead the learning conversation for the scenario and will close the session (4 mins). (You will lead a learning conversation for another scenario).   * 1. Memorise key points   2. Think through options: *“if candidate does this, then I will do this next”*   3. Plan how you will lead the candidate by using realistic **physiological cues** for the required clinical decisions   4. You will need to **include Set and Dialogue in 8 minutes**. The Learning Conversation and Closure will be done by one of the others in 4 minutes (and you will do this for another scenario)      1. Have a brief look at the Scenario for which you will be leading the Learning Conversation, particularly at the Key Treatment Points: **<Scenario learning conversation>** | **0** |
| 1. Prepare to teach **part** of a skill in **7 minutes: «Skills Teaching»**    1. Learn the 4-stage technique for skills teaching    2. Know what is required for a candidate to achieve a pass when assessed    3. Consider practising Stage 2 so you are clear and succinct    4. You will need to **include Set, Dialogue and Closure in that 7 minutes** | **0** |
| 1. Prepare to facilitate a **7 minute** workshop discussion on the topic e.g.: **«Discussion»**    1. Focus on aims of the session    2. Use whatever tools you need and/or modify the slides to enhance group interaction    3. You will need to **include Set, Dialogue and Closure in that 7 minutes** | **0** |
| 1. Prepare to run a **7-minute** skills assessment: eg: **«Skills\_Assessment»**    1. Familiarise yourself with the objectives of the assessment and the marking sheet | **0** |
| 1. Prepare to run a **12 minute** scenario assessment, using scenario test e.g.: **«Scenario\_Assessment»**    1. Memorise **key** **points**    2. Think through options: *“if candidate does this, then I will do this next”*    3. Plan how you will lead the candidate by using realistic physiological cues for the required clinical decisions    4. You will need to **include Set, Dialogue – including Result - and Closure in that 12 minutes** | **0** |