

Guide to the Instructor progress log and matrices

4e Pocket Guide to Teaching of Clinical Instructors

The matrices presented below will provide a **guide** to shape assessment at each of the stages of instructor development.

The intention is not that the assessment is based on the number of boxes that are ‘ticked’ in each column, but that progress will be informed more globally by the descriptors.

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Global assessment			
1 st practice	This person’s facilitation caused serious confusion for the learners and would lead to potentially unsafe practice	One or two elements of the overall structure (POFC) need refinement and this impacted on the overall effectiveness of the teaching session	I am confident that, with support, this person would effectively teach using this modality and the candidates would gain from the session
2 nd practice	This person’s facilitation caused some confusion for the learners and would lead to potentially incorrect practice	I would not feel able to leave this person to teach on their own	I would feel confident that I could briefly leave this person to run a session on their own, knowing that they would be able to respond to the learning needs of a group of candidates
ICs	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
Recertification	This person confused the candidates	This person needs to review the materials	I felt I learnt from the session

APLS Instructor attributes are foundational to the skills that support learner-centred teaching for clinical peers from multiple disciplines and specialties, with varied levels of experience.

Criteria	Description of what is required to fulfil these criteria
Credible	Demonstrates a depth of understanding of course knowledge. Has the opportunity to frequently apply the course skills in their clinical practice.
Supportive	Supportive to fellow candidates and to the faculty. Manner and responses to questions demonstrates an ability to create a safe environment for learning Shows respect for learners and faculty as capable clinicians.
Communication Skills	An ability to communicate with fellow candidates and instructors. Good listening demonstrated by responses to questions and relevant contributions to discussions.
Team Member	An ability to work well within a team as demonstrated by assisting with course logistics, managing time and being flexible to accommodate candidate’s needs.
Enthusiasm for course	Supports the course approach for: <ul style="list-style-type: none"> • use of structure in acute management of critically ill/injured children • learner-centred peer teaching • co-facilitation of sessions
Openness to learning	A person who has this capability believes that there is a constant need and possibility for gaining new knowledge, insights and skills

Presentation skills

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Structure: Prepare, Open, Facilitate, Close			
Prepare	Room layout not conducive to learning,poor knowledge of equipment	Environment adjusted whencandidates identify can't see/hear/read clearly, struggles to use equipment	Room set up appropriately, manages equipment well
Open Has prepared topic in advance. Introduces self, topic and learning outcomes.	Poorly prepared. No introduction	Some preparation. Late orincomplete introduction	Well prepared. Good introduction
Facilitate Use of AVAs (audio-visual aids),delivery (voice, tone)	Ineffective or inappropriate use of AVAs. Poor delivery.	AVAs not wholly appropriate, delivery couldbe improved	Good use of AVAs andpresentation effective
Closure Invites questions, summarises andterminates	No closure evident	Does not follow accepted format, or elements missing	Invites and answers questionsappropriately, good summary and clear termination.
General facilitation points			
Content and flow Appropriate, clinically accurate andconsistent 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 ofprovider course content. Session flows well and feelslogical
Engagement Actively engages candidates (e.g. interactive, good eye contact, useof questions)	Not engaging to candidates. Poor interaction	Minimal or ineffective engagement/interaction	Engages and interacts withcandidates well
Poise and confidence	Obviously finding it difficult, lacking in confidence.	Mostly poised andconfident.	Confident and effective.
Responsiveness Ability to respond to candidateneeds	Inappropriate response to candidate questions and/or learning needs	Mostly responds appropriately to candidatequestions and/or learning needs	Responds appropriately to candidate questions and learning needs

Skills Teaching with Continuous Assessment

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Structure: Prepare, Open, Facilitate, Closure			
Prepare Seeks aims of clinical skills teaching and assessment criteria to inform level of coaching	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
Open Introduces self, topic and learning outcomes	No introduction	Late or incomplete introduction	Seeks understanding of prior experience and outlines how session will run.
Facilitate (teaching) Teaches with a staged approach	Stages unclear or not delivered appropriately. Content inaccurate	Stages or content inconsistently delivered. Minimal time for candidates to achieve independent practice	Ensures that learners know how the skill should be performed through demonstration and explanation Enables candidates to achieve independent practice
Facilitate (assessing) Addresses issues of continuous assessment	Does not mention continuous assessment	Mentions continuous assessment, but candidates remain unclear about their assessment outcomes	Clearly articulates all elements of continuous assessment
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 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

Facilitating Small Groups

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Structure: Prepare, Open, Facilitate, Closure			
Prepare Has prepared session content in advance and created an environment conducive to interaction	No consideration	Poor seating arrangements. Poor use of any visual aids, candidates struggle to see, or feel excluded	Prepared environment ensuring all candidates canengage equally from where seating is arranged.
Open Introduces self, topic and learning outcomes	No introduction	Late or incomplete introduction	Seeks understanding of prior experience and outlines how session will run.
Facilitate 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 orunable to make it work. Minor knowledge gaps	Good plan is followed through, learning outcomesare achieved, knowledge is evident
Closure	No closure	Does not follow accepted format, orelements missing	Invites and answers questions appropriately, good summary and cleartermination
General facilitation points			
Content and flow Appropriate, clinically accurate and consistentwith provider course content. Session flowswell	Content link to learning outcomes unclear, poor knowledge of provider course content. Session does not flow	Some linking of content to learningoutcomes, knowledge of provider course content mostly adequate. Session flow not entirely smooth	Clear link of content to outcomes, good knowledgeof provider course content. Session flows well and feels logical
Engagement Ability to facilitate notteach	Talks 'at' group	Struggles to remain candidate focused, or dominates the session	Uses awareness of candidate knowledge/experien ce to maximise individual learning
Poise and confidence manages behaviour appropriately	Manages behaviours inappropriatel y	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 onthe group’s knowledge

Simulation Teaching

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Structure: Prepare, Open, Facilitate, Closure			
Prepare Clarifies clinical scenario aims and safe management criteria. Sets up equipmentBriefs colleagues	Does not check equipment and/or room layout. Does notbrief colleague/s	Does not fully check equipment and/or room layout. Does not fullybrief colleague/s	Fully checks equipmentand is familiar with the environment and simulation scenario
Open Introduces self/colleagues, topic and learning outcomes	No introductions	Late or incomplete introduction	Seeks understanding of learners prior experience and clinical context
Facilitate (simulation) Facilitates simulation tocontribute 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 leaderand team
Closure May include formative assessment decisions	Ends scenario mid key management actions	Closes scenario at realistic point of management however 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 consistentwith provider course content. Session flowswell	Content link to learning outcomes unclear, poor knowledge of provider course content. Session does not flow	Some linking of content to learningoutcomes, knowledge of provider course content mostly adequate. Session flow not entirely smooth	Clear link of content to outcomes, good knowledgeof 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. Maydemonstrate some unhelpful distractions	Confident and effective.
Responsiveness Ability to respond tocandidate 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 andlearning needs

Learning Conversation

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Structure: Prepare, Open, Facilitate, Closure			
Prepare Has an awareness of learners professional roles and experience	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
Open 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
Facilitate 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	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

Element	Descriptors for levels of achievement		
	Needs further development		Achieved
Structure: Prepare, Open, Facilitate, Closure			
Prepare 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 orfamiliarise themselves with the environment and/or simulation scenario	Fully sets up equipmentwith co-instructor to runan effective assessment
Open 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 briefto candidate	Fully briefs candidate on assessment process, outcomes andspecifics of the case
Facilitate (candidate facilitation)	Does not effectively facilitateassessment scenario	Mostly facilitates assessmentscenario	Effectively facilitates simulation assessment
Facilitate (assessment decision)	Does not discuss outcomes withco-instructor and/or reaches ‘incorrect’ decision	Partially discusses outcomes withco-instructor and/or reaches ‘incorrect’ decision	Discusses outcomes with co-instructor andreaches ‘correct’ decision
Closure Informs candidate of assessment outcome	Unclear or engages in a debriefinappropriately	Informs candidate of assessmentoutcome, but debriefs inappropriately	Appropriately informscandidate of assessment outcome
General facilitation points			
Content and flow Gives information to help progress scenariowithout prompting the candidate	Prompts candidates and affectsassessment outcome. Session does not flow	Gives inappropriate verbal and/ornon-verbal prompts but does not affect assessment outcomes. Session flows but not smoothly,some distractions	Gives clear and timelyinformation to help progress simulation and does not prompt candidate inappropriately. Session flows well andfeels logical
Engagement Interacts constructively without leading	Fails to engage appropriatelywith candidate	Some engagement, not always in atimely 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 unhelpfuldistractions	Confident and effective.
Responsiveness	Gives inappropriate or misleading responses	Some delayed or inappropriateresponses	Gives prompt and appropriate responses

Instructor Progress Log Matrices

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