

APLS Provider Course Overall EvaluationInstructor Candidate (IC) ☐ Overseas/Alternative GIC (IC) ☐ 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	0	1	2	3	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					Instructor candidates are required to consolidate all teaching modes by completion of 2 nd IC
Skill Station					
Scenario Teaching					
Learning Conversations					
Scenario Assessment					
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					

See next page for further information

APLS 4e Instructor Attributes & Feedback

Global Assessment – see grid on next page for further information

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/Recommendations from Director and OR Coach

Requires Further Course as IC / OC / RI

YES / NO (please indicate)

Proceed to FULL INSTRUCTOR

YES / NO (please indicate)

NAME OF COURSE DIRECTOR (please print):

APLS 4e Instructor Attributes & Feedback

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

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

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 demonstrate 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 candidates’ needs.
Enthusiasm for the 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

Facilitating small group discussion - workshops

NAME OF SESSION:

CIRCLE APPROPRIATE DESCRIPTOR

Candidate Name:

Co-facilitator Name:

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	Minimal preparation and teaching not consistent with pre-course reading or online learning	Poor seating arrangements. Poor use of any visual aids, candidates struggle to see, or not included in discussion	Prepared environment ensuring all candidates can engage equally from where seating is arranged.
Open Introduces self, topic, expectations of session and learning outcomes	Minimal introduction, unaware of learners’ clinical backgrounds	Late or incomplete introduction Does not invite candidates to share their knowledge and experience	Seeks understanding of prior experience and outlines how session will run.
Facilitate Has a clear plan for session development, and the knowledge to support knowledge gaps	Not prepared, no clear plan for session progression, inadequate knowledge	Seems prepared but questions do not guide discussion to meet learning outcomes.	Good plan is followed through, learning outcomes are achieved, knowledge is shared appropriately for learner needs
Closure	No closure	Does not follow accepted format, or elements	Invites and answers questions appropriately, good summary and clear termination
General facilitation points			
Content and flow Uses resources (cases) to lead logically flowing discussion on topics relevant for learning outcomes	Content link to learning outcomes unclear, poor knowledge of provider course content. Session runs as a Q& A between facilitator and candidates	Some linking of content to learningoutcomes, knowledge of provider course content mostly adequate. Minimal discussion amongst candidates	Clear link of content/resources to outcomes, good knowledge of provider course content. Session flows well with candidates learning from each other’s experience and knowledge
Engagement Ability to facilitate discussion on relevant topic (notteach)	Talks 'at' group. Minimal inclusion of candidate knowledge	Struggles to remain candidate focused, and or teaches for most of the session	Uses awareness of candidate knowledge/experience to maximise individual learning
Poise and confidence manages behaviour appropriately	Manages group behaviours inappropriately	Allows some members to dominate discussion without bringing in experience of others.	Manages behaviours with respect for candidates experience and knowledge.
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/Feedback:

Skills Teaching with coaching

NAME OF SESSION:

CIRCLE APPROPRIATE DESCRIPTOR

Candidate Name:

Co-facilitator Name:

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 stagedapproach	Stages are unclear or not deliveredappropriately. 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 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 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 engagedthroughout
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 tocandidate needs	Inappropriate response to candidate questions and/orlearning needs	Mostly responds appropriatelyto candidate questions and/orlearning needs	Responds appropriately to candidates' questions and learning needs

Comments/Feedback:

Simulation/ Scenario Teaching

NAME OF SESSION:

CIRCLE APPROPRIATE DESCRIPTOR

Candidate Name:

Co-facilitator Name:

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 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
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 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 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 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/Feedback:

Learning Conversation

NAME OF SESSION:

CIRCLE APPROPRIATE DESCRIPTOR

Candidate Name:

Co-facilitator Name:

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 an 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 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)	Questions are not always formulated to get the best response from candidates	Uses open and probing questions to allow candidates to analyse their performance

Comments/Feedback:

Scenario Assessment

NAME OF SESSION:

CIRCLE APPROPRIATE DESCRIPTOR

Candidate Name:

Co-facilitator Name:

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 or familiarise themselves with the environment and/or simulation scenario	Fully sets up equipment with co-instructor to run an 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 brief to candidate	Fully briefs candidate on assessment process, outcomes and specifics of the case
Facilitate (candidate facilitation)	Does not effectively facilitate assessment scenario	Mostly facilitates assessment scenario	Effectively facilitates simulation assessment
Facilitate (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/Feedback: