

APLS Instructor Role – Establishing ALSG course culture.


All aspects of environment (physical, intellectual, social, emotional) is critical for candidates to take on all that we hope they will from the APLS programs.

All instructors have a significant role in creating a safe environment for learners to be open to taking risks, moving to the edge of their capacity and allowing change.

In every session that we are involved in (as facilitators, observers, participants, etc), we have the opportunity to role model skills and behaviours that provide subliminal reinforcement of ALSG teaching culture.

Specifically, these skills and behaviours include:

When meeting with mentees:	<p>Purpose – why are you having this session/meeting/chat?</p> <p>Communication – explore <i>their</i> thinking, use silence, respond to their concerns</p> <p>Progress – occurs over time, have awareness of their feelings (nervous/ frustrated?)</p> <p>Trust – establishing a respectful relationship</p> <p>Feedback – be prepared and able to accept as well as give feedback with an open, curious approach</p>
When facilitating plenary and practice sessions – clear use of P/O/F/C	<p>Prepare: Be prepared with clear understanding of aims of each session/activity within a plenary and know as much as you can about the learners in the group. Be organised, supportive of other faculty and flexible when unexpected events happen</p> <p>Open: introduce session purpose, assess understanding of expectations, timing and roles. Reinforce that the learning from each session is for all participants – each session and scenario has content designed for their care of sick and injured kids – whatever their roles or context.</p> <p>Sample script: <i>This session is for simulating management of kids who've experienced a traumatic event . Each of you will have xxx minutes to manage and lead peer.. At the end of each simulation/scenario we will reflect and explore issues relevant for management of kids who present like this.</i></p> <p>Facilitate:</p> <p>Two way communication. Building on prior knowledge in all sessions. This is how strong links are made for recall in the future. Maximise opportunities for Peer-peer learning</p> <p>Manage timing - to maximise candidate practice/participation/reflections – learning from each other</p> <p>Model learning conversations - including involving the group to discuss strategies (rather than focus on their peer's performance). Use written notes to cover points not raised in discussion and use closure if key learning point for group.</p> <p>Closure: after questions, either faculty or preferably candidates can summarise the key 'take home' points they have learnt from the specific teaching session and direct to next session.</p>

<p>Learning conversations</p> <p>Davis/Denning article</p> <ul style="list-style-type: none"> W.A. I. T (why am I talking)  <p>Chapter 8 of 4e Blue Book</p>	<p>Frame: genuine respect for colleague Conversation: where possible, consider using advocacy with inquiry. eg: When the saturations dropped to 92% I saw you pause and I wondered what you were thinking?</p> <p>I am concerned that sick kids will be compromised when sedating them for intubation - can we discuss how you manage this in your clinical setting</p> <p>You appeared calm and I wondered if you'd managed this situation before....can you share with us your thinking?</p> <p>Summarise a take home point for candidate and group.</p>
<p>Evaluating your teaching</p>	<p>Use of a structured approach to teaching (POFC) provides a framework that can support preparation, delivery, and evaluation of teaching sessions.</p> <p>Review the ALSG matrix for clarity regarding teaching skills and behaviours that support learner-centred teaching for groups with a diversity of learning needs.</p> <p>The feedback matrices detail behaviours related to each stage of the POFC structure.</p>

Also - keep in mind that learner reflection is the most influential aspect to making changes in behaviour. The cohort of clinicians on APLS courses are already practicing clinicians –from the course experience of participating in interactive teaching sessions **they will decide which tips/pearls they pick up from their peers and faculty are worth taking on.**

As always, we aim to deliver a **‘high standard’ but ‘low stress’ course.** The following points should help us to manage this:

1. Don't take yourself too seriously.
2. Be supportive of your fellow instructors.
3. Listen to the Course Co-ordinator – they keep us on track
4. Have fun!
5. Any problems – go back to point #1.

Thanks for giving your time to support the teaching and learning on APLS courses..