

APLS Course Coach Role & Pathway

An APLS Course Director and or coach may identify faculty who have the skills and attributes that would be suitable to be a coach on APLS courses. If you are interested in becoming a course coach, see the below criteria for an overview of the role, attributes and skills required. Course coaches will be prioritised for courses where there is a greater need. This might be to support a course where there are a greater number of newer or less experienced instructors, a new director on their first course, or instructor candidates exempt from APLS GIC.

The course coach can also serve a role in supporting the director as a senior sounding board - reducing the cognitive load of the director. The director, however, remains the most senior decision maker.

Attributes and skills of coaches

- Openness to learning
- Genuine curiosity/respect for peers who have a passion to support others develop
- Experience of APLS courses with an appreciation of variability in styles/approaches balanced with common behaviours/skills that support learner-centred teaching
- Emotional intelligence /build rapport- ability to recognise and manage own and others' emotions. Recognise how emotions influence behaviour and adapt to a range of environments
- Demonstration of competence with learning conversations
- Demonstrated understanding of how to promote psychological safety through highly developed communication and interpersonal skills and actions.

Role Purpose

The Course Coach partners with the Course Director to **enhance learner-centred teaching and support faculty development** across APLS courses.

Key Objectives

- Support **faculty teaching performance** through observation, feedback, and coaching
- Promote **reflective practice and continuous improvement**
- Foster a **collaborative teaching culture**
- Reduce **cognitive load on the Course Director** (while Director retains decision authority)

Expectations

- Attend **all sessions across the course**
- Use breaks for **feedback and reflection discussions**
- Occasionally step in as an **instructor if required**

Pre-Course

Collaboration with Course Director to establish agreed coaching approach, expectations and shared teaching model (scenario + learning conversation roles).

During the course:

Introduction at first faculty meeting and setting the scene for establishing psychological safety.

- Build relationships early (Day 1)
- Encourage voluntary engagement
- Create a non-threatening coaching presence

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Areas of observation to focus on

Teaching behaviours that support:

Learning Environment

- Psychological safety
- Engagement and inclusivity

Teaching Structure

- Prepare → Open → Facilitate → Close
- Clear **take-home messages for application in clinical practice**

Facilitation Skills

- Strong **learning conversations**
- Balance curriculum with learner needs
- Maximise learner participation

Practical Skills

- Time management
- Enjoyment and energy in sessions

The course coach is responsive to the needs of the faculty. This may include facilitating sessions (stepping in as an instructor) or providing extra coaching as requested. Plan to provide generic feedback to all faculty about facilitation and what you have observed as well as individual feedback to faculty as requested or required. Continued conversations with the director throughout the course should occur for opportunity to share reflections and feedback and collaboratively establish needs and support.

After the course

Faculty will be given the opportunity to give feedback about having a course coach on APLS courses. Feedback for the coach to be provided face to face and will be recorded in the course report. Consider post-course email to faculty with key points for maximising facilitation skills in future teaching sessions.

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Pathway to becoming a course coach

Instructed on a minimum of 10 APLS courses as a full instructor.

