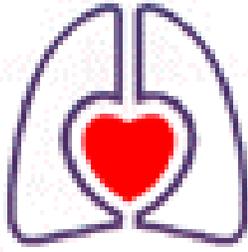


EUROPEAN RESUSCITATION COUNCIL (ERC)
GENERIC INSTRUCTOR COURSE

Budapest, February 26th – 27th 2005

Day One – Saturday 26th February

Time		Learning Outcomes
09.00 – 09.30	<i>Faculty Meeting / Candidate registration</i>	
09.30 – 09.45	Introduction and welcome ~ Andy Lockey & Pat Conaghan	To introduce the course objectives which are to: - <input type="checkbox"/> Understand the basic principles of adult learning <input type="checkbox"/> Critically analyse methods of teaching and assessment <input type="checkbox"/> Be able to teach and assess effectively <input type="checkbox"/> Be aware of the role of the Instructor
09.45 – 10.45	Equipment Familiarisation ~ Faculty in mentor groups	By the end of this session you should be able to assemble and safely use: <input type="checkbox"/> Manikins <input type="checkbox"/> Heartsims <input type="checkbox"/> Defibrillators
10.45 – 11.00	<i>Refreshment break</i>	
11.00 – 11.45	Lecture: Effective Teaching ~ Pat Conaghan🗣️	By the end of this session you should: <input type="checkbox"/> Be aware of some of the factors that influence adult learning <input type="checkbox"/> Recognise that there might be considerable individual differences between candidates on a resuscitation course <input type="checkbox"/> Be able to use this knowledge to motivate adult learners effectively
11.45 – 12.15	Lecture Demonstration: Demonstration – Csaba Critique ~ Pat Conaghan🗣️ Discussion ~ Pat Conaghan🗣️	By the end of this session you should be able to: <input type="checkbox"/> Critically observe a 5 minute lecture and identify its principal features and the 3 phases of set, dialogue and closure <input type="checkbox"/> Comment on these features in providing positive feedback <input type="checkbox"/> Discuss the lecture as a teaching method, identifying its strengths and weaknesses
12.15 – 13.00	<i>Lunch</i>	
13.00 – 13.30	Skill Teaching Demonstration: Demonstration Critique ~ PC🗣️ Discussion ~ PC🗣️	By the end of this session you should be able to: <input type="checkbox"/> Observe, describe and apply the four stage approach to skills teaching <input type="checkbox"/> Discuss the main educational features of the four stage approach to skills teaching
13.30 – 14.45	Skills Teaching Practice In groups, small skill (e.g. Guedel)	<input type="checkbox"/> Practice the four stage approach to skills teaching <input type="checkbox"/> Practice the method and purpose of critiquing
14.45 – 15.00	<i>Refreshment break</i>	
15.00 – 15.30	Scenario teaching Demonstration: Critique ~ PC🗣️ Discussion ~ PC🗣️	By the end of this session you should be able to: <input type="checkbox"/> Discuss the application of role play and scenario teaching <input type="checkbox"/> Recognise the important features of role play and scenario in resuscitation teaching <input type="checkbox"/> Both organise and take part in role plays and scenarios
15.30 – 17.00	Scenario teaching Practice	<input type="checkbox"/> Practice the formal process of scenario teaching <input type="checkbox"/> Practice critiquing
17.00 – 18.30	Lecture Practice ~ two groups of ten	<input type="checkbox"/> Practice a five minute lecture <input type="checkbox"/> Practice critiquing
18.30	Faculty Meeting	



EUROPEAN RESUSCITATION COUNCIL (ERC)
GENERIC INSTRUCTOR COURSE

Budapest, February 26th – 27th 2005

Day Two – Sunday 27th February

Time		Learning Outcomes
08.30 – 08.45	<i>Mentor group meeting</i>	
08.45 – 09.45	Assessment of Skills & Scenarios Demonstration: Critique ~ PC🔑 Discussion ~ PC🔑	By the end of this session you should be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Describe the basic principles of assessment <input type="checkbox"/> Critically discuss the key issues surrounding assessment, especially with regard to making pass/fail decisions and informing candidates of these decisions <input type="checkbox"/> Begin to apply these principles to the skills and competencies covered on provider courses
09.45 – 11.00	Skills Assessment Practice	<ul style="list-style-type: none"> <input type="checkbox"/> Practice the formal process of skills assessment <input type="checkbox"/> Practice critiquing
11.00 – 11.15	<i>Refreshment break</i>	
11.15 – 12.45	Scenario assessment Practice	<ul style="list-style-type: none"> <input type="checkbox"/> Practice the basic principles of assessment <input type="checkbox"/> Practice the method of feedback following assessment
12.45 – 13.30	<i>Lunch</i>	<input type="checkbox"/>
13.30 – 13.45	Closed Discussion (Workshop) Demonstration: Critique ~ PC🔑 Discussion ~ PC🔑	By the end of these three sessions you should be able to: <ul style="list-style-type: none"> <input type="checkbox"/> Recognise the two different types of approaches to group discussion
13.45 – 14.00	Open Discussion Demonstration: Critique ~ PC🔑 Discussion ~ PC🔑	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the relative merits and application of closed and open discussion <input type="checkbox"/> Plan group discussions, based on a universal structure for teaching
14.00 – 14.30	Group Discussion “Styles of discussion, forms and uses” ~ PC🔑	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise and apply appropriate techniques for facilitating and controlling the group
14.30 – 15.45	Closed Discussion Practice	<ul style="list-style-type: none"> <input type="checkbox"/> Practice the form and purpose of discussion <input type="checkbox"/> Practice techniques for controlling the group
15.45 – 16.15	“Role of the Instructor” ~ As an open discussion AL	By the end of this session you should have: <ul style="list-style-type: none"> <input type="checkbox"/> Discussed the role of the instructor through open discussion, facilitated by the Course Director
16.15 – 16.30	Candidates’ debrief ~ PC🔑	<ul style="list-style-type: none"> <input type="checkbox"/> Opportunity for candidates to give feedback about the course and faculty to the Educator
16.15 – 16.30	Faculty - Faculty meeting	
16.30	Course results – mentor feedback	