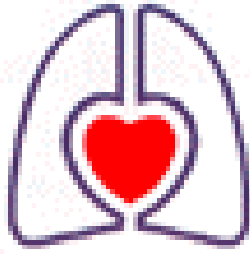


**EUROPEAN RESUSCITATION COUNCIL (ERC)**  
**GENERIC INSTRUCTOR COURSE**

Budapest, February 26<sup>th</sup> – 27<sup>th</sup> 2005

**Day One – Saturday 26<sup>th</sup> February**

Time		Learning Outcomes
09.00 – 09.30	<i>Faculty Meeting / Candidate registration</i>	
09.30 – 09.45	<b>Introduction and welcome</b> ~ 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	<b>Equipment Familiarisation</b> ~ 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	<b>Lecture:</b> 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	<b>Lecture Demonstration:</b> 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	<b>Skill Teaching Demonstration:</b> 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	<b>Skills Teaching Practice</b> 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	<b>Scenario teaching Demonstration:</b>  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	<b>Scenario teaching Practice</b>	<input type="checkbox"/> Practice the formal process of scenario teaching <input type="checkbox"/> Practice critiquing
17.00 – 18.30	<b>Lecture Practice</b> ~ two groups of ten	<input type="checkbox"/> Practice a five minute lecture <input type="checkbox"/> Practice critiquing
18.30	<b>Faculty Meeting</b>	



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**Day Two – Sunday 27<sup>th</sup> February**

Time		Learning Outcomes
08.30 – 08.45	<i>Mentor group meeting</i>	
08.45 – 09.45	<b>Assessment of Skills &amp; Scenarios Demonstration:</b>  Critique ~ PC🔑 Discussion ~ PC🔑	By the end of this session you should be able to: <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	<b>Skills Assessment Practice</b>	<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	<b>Scenario assessment Practice</b>	<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	<b>Closed Discussion (Workshop) Demonstration:</b> Critique ~ PC🔑 Discussion ~ PC🔑	By the end of these three sessions you should be able to:  <input type="checkbox"/> Recognise the two different types of approaches to group discussion
13.45 – 14.00	<b>Open Discussion Demonstration:</b> Critique ~ PC🔑 Discussion ~ PC🔑	<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	<b>Group Discussion</b> “Styles of discussion, forms and uses” ~ PC🔑	<input type="checkbox"/> Recognise and apply appropriate techniques for facilitating and controlling the group
14.30 – 15.45	<b>Closed Discussion Practice</b>	<input type="checkbox"/> Practice the form and purpose of discussion <input type="checkbox"/> Practice techniques for controlling the group
15.45 – 16.15	<b>“Role of the Instructor”</b> ~ As an open discussion AL	By the end of this session you should have: <input type="checkbox"/> Discussed the role of the instructor through open discussion, facilitated by the Course Director
16.15 – 16.30	<b>Candidates’ debrief</b> ~ PC🔑	<input type="checkbox"/> Opportunity for candidates to give feedback about the course and faculty to the Educator
16.15 – 16.30	<b>Faculty - Faculty meeting</b>	
16.30	<b>Course results</b> – mentor feedback	