






## Immediate Life Support instructor course Programme

### Session one – Morning

Time		Learning outcomes
<b>08:30</b> 15 min	<b>Registration Faculty meeting</b>	
<b>08:45</b> 15 min	<b>Introduction and meet your mentor</b>	Course Director provides a course overview clearly defining the course content and anticipated outcomes
<b>09:00</b> 40 min	<b>Lecture:</b> Adult learning Delivery method – lecture	By the end of this session the candidates should be able to: <ul style="list-style-type: none"> <li>–✓ describe their own personal learning, </li> <li>recognising the differences in learning styles</li> <li>–✓ think of ways of planning structured teaching and learning to suit a variety of learning styles</li> </ul>
<b>09:40</b> 15 min	Equipment update Delivery method – small group workshop	By the end of this session the candidate should be familiar with the manikins and defibrillators used during the course 
<b>09:55</b> 15 min	<b>Skills Teaching:</b> Delivery method using slide set 2: Facilitator opens with overview of skills teaching including the learning conversation and continuous assessment	By the end of this session the candidates should be able to: <ul style="list-style-type: none"> <li>–✓ understand the principles of using an outcome based assessment approach</li> <li>–✓ describe the term “the learning conversation” </li> </ul>
<b>10:10</b> 15 min	<b>Refreshment break</b>	
10:25 15 min	<b>Skills teaching:</b> Delivery method: faculty demonstration of bag valve mask ventilation	By the end of this session the candidates should be able to: <ul style="list-style-type: none"> <li>–✓ describe and apply the four stage approach to skills teaching</li> <li>–✓ discuss the main educational features of the four stage approach to skills teaching.</li> </ul>
<b>10:40</b> 120 min	<b>Skills teaching practice stations</b> 15 min per candidate to include set up, delivery, assessment, feedback and closure. 5 min per candidate for feedback.	Practice skills teaching and assessment in groups (maximum group size – six candidates)
<b>12:40</b> 30 min	<b>Lunch/ Faculty meeting</b>	

## Session two – Afternoon

Time		Learning outcomes
13:10 10 min	<b>Mentor meeting</b>	To review candidates' feedback on their performance in session one, and to plan their learning for session two
13:20 25 min	<b>Simulation teaching:</b> Introduce session and state learning outcomes. Faculty can use either A-E scenario, cardiac arrest or sick child scenario for demonstration. Demonstration and critique using slide set 3 Roles required: <ul style="list-style-type: none"> <li>–✓ Instructor</li> <li>–✓ Candidate</li> <li>–✓ Group member x 2-3</li> </ul>	By the end of this session the candidates should be able to: <ul style="list-style-type: none"> <li>–✓ discuss the application of <del>role play and</del> simulation teaching</li> <li>–✓ recognise the important features of <del>role play</del> and simulation in resuscitation teaching</li> <li>–✓ organise and participate in <del>role plays</del> and simulations</li> <li>–✓ demonstrate feedback by undertaking the learning conversation </li> </ul>
13:45 90 min	<b>Simulation teaching: A-E approach</b> 10 min per candidate to include set, dialogue, feedback and closure. 3 min for faculty feedback.	By the end of this session the candidates should be able to: <ul style="list-style-type: none"> <li>–✓ apply the above scenario <del>and role play</del> learning outcomes</li> <li>–✓ be familiar with assessment learning tools</li> <li>–✓ develop an understanding of using a criterion referenced approach in the assessment of developing competence in a skill.</li> </ul> (Maximum group size – six candidates).
15:15 10 min	<b>Refreshment break</b>	
15:25 90 min	<b>Simulation teaching: cardiac arrest/ second sick child ABCDE</b> 10 min per candidate to include set, dialogue, feedback and closure. 3 min for faculty feedback.	By the end of this session the candidates should be able to: <ul style="list-style-type: none"> <li>–✓ apply the above scenario and role play learning outcomes</li> <li>–✓ be familiar with assessment learning tools</li> <li>–✓ develop an understanding of using a criterion referenced approach in the assessment of developing competence in a skill</li> <li>–✓ practice the learning conversation</li> </ul>
16:55 15 min	<b>The role of the ILS/PILS instructor</b> Delivery method: discussion using slide set 4.	By the end of this session the candidates should be able to: <ul style="list-style-type: none"> <li>–✓ fully understand the role of the ILS/PILS instructor on the ILS/PILS provider course</li> <li>–✓ understand the need to keep a logbook of their ILS/PILS instructor activity</li> <li>–✓ understand the process for recertification </li> </ul>
17:10 20 min	<b>Faculty meeting</b>	
17:30	<b>Individual feedback and results for candidates from mentors</b>	
<b>Course closure and evaluation</b>		