

INTERNATIONAL ERC Generic Instructor Course (Day 1+2) & IRC Paediatric, Neonatal and Trauma Intensive Training Modules (Day 3)

in English - German - Italian

in cooperation with

Whithe Cross Southtyrol – Cusanus Accademy Brixen – Alpine Paediatric Life Support Training Center
SARNEPI Italian Society of Paediatric Anaesthesia &
SIMEUP Italian Society of Paediatric Emergency Medicine &
Paediatric Life Support Groups of European Countries (to integrate names of associations)

Programme

3 -5 April 2009 – Brixen/Bressanone (Südtirol – Italia)

Day One: Thursday^{2nd} April 2009 (GIC)

Time	Course items	Learning Outcomes	Course itinerary
20.00	Dinner, Faculty Meeting, Preparation of rooms		

Day One: Friday 3rd April 2009

Time	Course items	Learning Outcomes	Course itinerary
07.00-08.00	Breakfast in the own hotel		
15 08.00-08.15	Registration		
15 08.15-08.30	Introduction and Welcome		AUDITORIUM
45 08.30-09.15	Adult Learning ~ Educator	By the end of this session you should be able to: <ul style="list-style-type: none"> Describe your own personal learning style Identify some factors that might facilitate your own learning Recognise that other individuals are likely to have different learning preferences Think of ways of planning teaching and learning to suit a variety of learning styles 	AUDITORIUM
60 09.15-10.15	Equipment familiarisation (3 x 20 minute rotations)	By the end of this session you should be able to assemble and safely use: <ul style="list-style-type: none"> Manikins Heartsims Defibrillators By the end of this session you should	COURSE ROOMS 1, 2, 3 and 4 In 4 groups : cfr time tables Station 1: Audiovisual aids Station 2: PBLS/BLS Manikins Station 3: Heartsims,

		be able to set up and effectively use: <ul style="list-style-type: none"> ▪ A PowerPoint projector ▪ (An overhead projector - A slide projector) 	Defibrillators (including AED), advanced paediatric and advanced manikins (for EPLS:Material Station EPLS1) <i>eNLS /Trauma will have alternative material in station 3, because item of station 3 is not part of eNLS</i>
30 10.15-10.45	Refreshment Break		
15 10.45-11.00	Lecturing <u>Demonstration Lecture & Critique</u> Lecture critique and discussion ~ Educator □	By the end of this session you should be able to: <ul style="list-style-type: none"> ▪ Critically observe a 5 minute lecture and identify its principal features and the 3 phases of set, dialogue and closure ▪ Comment on these features in providing positive feedback ▪ Discuss the lecture as a teaching method, identifying its strengths and weaknesses 	AUDITORIUM
60 11.00-12.00	<u>Lecture practice station</u>		COURSE ROOMS 1, 2, 3 and 4 In 4 groups :: cfr time tables minilectures EPLS & ALS provided by ERC Minilectures eNLS (ERC/UK RC) Minilectures Trauma PTC/ETC
30 12.00-12.30	Skills Station <u>Demonstration Skill Station & Critique</u> Critique and discussion ~ Educator □	By the end of this session you should be able to: <ul style="list-style-type: none"> ▪ Observe, describe and apply the four stage approach to skills teaching ▪ Discuss the main educational features of the four stage approach to skills teaching ▪ Describe the basic principles of assessment ▪ Critically discuss the key issues surrounding assessment, especially with regard to making pass/fail decisions and informing candidates of these decisions ▪ Begin to apply these principles to the skills and competencies covered on provider courses 	
75 12.30-13.45	Lunch		Cusanus
13.45-14.00	Faculty meeting		
60 14.00-15.00	<u>Skills station practice station</u>		COURSE ROOMS 1, 2, 3 and 4 In 4 groups :: cfr time tables ERC EPLS Instructor Manual chapter P-BLS ERC ALS Miniskills -List eNLS: (ERC/UK RC) ERC/IRC Trauma

			Trauma: IRC/ERC
30 15.00-15.30	Closed and Open Discussions <u>Demonstration Closed Discussion and Critique</u> <u>Demonstration Open Discussion and Critique</u> Critique and discussion ~ Educator	By the end of these sessions you should be able to: <ul style="list-style-type: none"> Recognise the two different types of approaches to group discussion Compare and contrast the relative merits and application of closed and open discussion Plan group discussions, based on a universal structure for teaching Recognise and apply appropriate techniques for facilitating and controlling the group 	AUDITORIUM
30 15.30-16.00	Refreshment Break		
60 16.00-17.00	<u>Closed discussion Practice Station</u>		COURSE ROOMS 1, 2, 3 and 4 In 4 groups : : cfr time tables
30 17.00-17.30	Teaching scenarios and role playing <u>Demonstration Teaching Scenario and Critique</u> Critique and discussion ~ Educator	By the end of this session you should be able to: <ul style="list-style-type: none"> Discuss the application of role play and scenario teaching Recognise the important features of role play and scenario in resuscitation teaching Both organise and take part in role plays and scenarios 	AUDITORIUM
60 17.30-18.30	<u>Teaching Scenario Practice Station</u>		COURSE ROOMS 1, 2, 3 and 4 In 4 groups : : cfr time tables ERC EPLS Instructor Manual chapter P-BLS ERC ALS miniscenarios eNLS: NBLS (ERC/UK RC) Trauma: IRC/ERC
15 18.30-18.45	Mentor Meetings		COURSE ROOMS 1, 2 , 3 and 4
45 18.45-19.30	Faculty Meeting		FACULTY
20.00	Stay together		

Day Two: Saturday 4th April 2009 (GIC)

Time	Course items	Learning Outcomes	Course itinerary
07.00-08.30	Beakfast in the own hotel		
15 08.30-08.45	Mentor Meetings		COURSE ROOMS 1, 2 , 3and 4
30 08.45-09.15	Scenarios assessment : <u>Demonstration Scenario Testing and Critique</u> Critique and discussion ~ Educator □	By the end of this session you should be able to: <ul style="list-style-type: none"> Describe the basic principles of assessment Critically discuss the key issues surrounding assessment, especially with regard to making pass/fail decisions and informing candidates of these decisions Begin to apply these principles to 	AUDITORIUM

		the skills and competencies covered on provider courses	
60 09.15-10.15	<u>Scenario Assessment Practice Station</u>		COURSE ROOMS 1, 2, 3 and 4 In 4 groups :: cfr time tables ERC EPLS Instructor Manual chapter P-BLS assessment ERC ALS miniscenarios assessment eNLS: NBLS (ERC/UK RC) assessment Trauma: IRC/ERC
30 10.15-10.45	Refreshment Break		
30 10.45-11.15	For candidates: "Role of the Instructor" <u>Discussion led by Course Director and Course Co-ordinator</u> For faculty: Faculty Meeting – Candidate evaluation <u>Discussion led by Course Educator</u>	By the end of this session you should have: ▪ Discussed the role of the instructor (through open discussion), facilitated by the Course Director	AUDITORIUM
60 11.15-12.15	<u>Practice two : lecturing</u>		COURSE ROOMS 1, 2, 3 and 4 In 4 groups : cfr time tables Minilectures EPLS, ALS, eNLS, Trauma (ERC)
75 12.15-13.30	Lunch		
13.30-13.45	Faculty meeting		
90 13.45-15.15	<u>Practice two : Teaching Scenario</u>	▪	COURSE ROOMS 1, 2, 3 and 4 In 4 groups :cfr time tables EPLS: Cardiac arrest and team work (ERC EPLS-Instructor Manual) Teaching Scenario EPLS 1 ALS: Miniscenarios (ERC) eNLS (ERC/UK RC) Trauma: IRC/ERC
30 15.15-15.45	Break Faculty Meeting		
30 15.45-16.15	Mentor feedback individually		COURSE ROOMS 1, 2, 3 and 4
30 16.15-16.45	Feedback in main lecture room		AUDITORIUM
30 16.45-17.15	Course closure (Generic Part) Outlook on Paediatric Intensive Training Module		
Max. 60 17.15-18.15	Faculty Meeting (global evaluation day 1+2)		
20.00	Stay together		

Day Three: Sunday 5th April 2009 Paediatric, Neonatal, Trauma Intensive Training Module

07.00-07.55	breakfast in own hotel		
07.55-08.00	Welcome and explanation of course itinerary of the day		AUDITORIUM
60 3x20 08.00-09.00	Material Stations (2-4)		<p>Station 2: Vascular access – fluids and drugs / Newborn resuscitation</p> <p>Station 3: Oxygen administration – Intubation / Respiratory failure</p> <p>Station 4: Trauma and Shock Station 4: eNLS</p>
60 09.00-10.00	Skill practice Stations (2)		<p>6x10 min (10 min/Skill)</p> <p>Station 2: Defibrillation – Cardioversion Station 2: NLS</p> <p>Station 3: Vascular access – fluids and drugs</p> <p>Station 4: Oxygen administration – Intubation</p> <p>Station EPLS 5: Trauma Station EPLS 5: eNLS</p>
30 10.00-10.30	Break		
60 10.30-11.30	Skill practice Stations (3)		6x10 min (10 min/Skill)
50 11.30-12.20	Skill practice Stations (4)		6x ca. 8 min (8 min/Skill)
75 12.20-13.35	Lunch		
15 13.35-13.50	Faculty Meeting		
60 13.50-14.40	Skill practice Stations (5)		6x ca. 8 min (8 min/Skill)
90 14.40-16.10	Teaching Scenario (3)		<p>6x15 min (15 min/scenario)</p> <p>Station 3 Newborn resuscitation Station 3: Trauma (PTC/ETC)</p> <p>Station 4: Respiratory failure</p> <p>Station 5: Trauma and Shock Station 5: eNLS</p>
30 16.10-16.40	Break + mentors meeting		
60 16.40-17.40	Teaching Scenario (4)		6x15 min (10 min/scenario)
60 17.40-18.40	Teaching Scenario (5)		6x10 min (10 min/Scenario)
30 18.40-19.00	Faculty meeting		



19.00	Feedback and Closure		
	Evening: Faculty Meeting (global evaluation)		
<p>Participation fees:</p> <p>GIC – ALS: 600 Euro (2 days) GIC- EPLS/ENLS/TRAUMA: 700 Euro (3 days) EPLS/ENLS/TRAUMA-modules: 300 Euro each without GIC day 1+2</p> <p>Further Informations:</p> <p>Paediatric Simulation Training 6th April 2009 – Brixen</p>			



European Resuscitation Council

GIC Course Documents