

APLS recertification course director's checklist

Before the course

Course size	APLS R now has a minimum course size of 10 candidates – 2 groups APLS R now has a minimum faculty size of 5 faculty
Candidates	Eligibility criteria: Medical candidates must be level ST4 or above and be currently practising in acute paediatrics regularly in a relevant role. This could include doctors working in paediatrics (medicine or surgery), emergency medicine, anaesthetics and critical care as long as they regularly treat acutely ill or injured children in this role. Nursing and AHP candidates must have done a minimum of 2 full 2-day APLS courses and be currently practising in acute paediatrics regularly in a relevant role. Course centres should contact ALSG if they have any questions about candidate eligibility or to request an exception to the eligibility rules on behalf of a candidate. BLS certificate: Course co-ordinators must check that all candidates have a paediatric BLS certificate, dated within a year of the course date, when they book. If they don't have a certificate, then they must acquire one and let the co-ordinator know before the course place can be confirmed.
Course director and coordinator to meet up at least 6 weeks before the course	• Review course director checklist. • Meet with course coordinator. • Agree a date/time for the pre course faculty meeting (online using Zoom or Teams) – should be 7-10 days before the course. • Agree faculty allocation – particularly the lecturers and faculty for the sim demos. • Pre-allocation of faculty roles in each simulation for instructors by the co-ordinator in conjunction with the course director can be helpful to allow faculty helpers to prepare more fully. This will need to be done on the programme that is sent out to faculty before the faculty meeting.

Meeting # 1 (online) to be held a week before the course

Item	Notes
Recording	Ensure the meeting is recorded, and everyone is made aware of this, it can then be shared with any instructors who are not able to make it.
Introduce faculty	Identify, who is recertifying and if anyone has taught on 7e before. Set up WhatsApp group with agreement of all instructors.
Instructor Preparation	• There is a considerable amount of new supporting materials that should be read before the course: this is the key reason for this meeting. Full guidance is given in the 'Instructor Guide' on how to manage simulations to get the best learning for the candidates. • The e-modules need to be completed, and the skills videos watched by all faculty so that everyone is teaching the same materials. • Instructors will need to review the specific simulations that they are teaching, and these should be prepared in advance. • They should watch the APLS 7e illness and trauma simulation films on the website to prepare for the faculty helper role.

	• Pre-allocation of faculty roles in each simulation for instructors by the co-ordinator or course director can be helpful to allow faculty helpers to prepare more fully. This will need to be done on the programme that is sent out to faculty before the faculty meeting. • Remind instructors that ALSG embrace the principles of equity, diversity and inclusion in all our training. Please uphold these principles while teaching and meeting the different needs of learners. Consider for example encouraging speaking clearly, listening attentively and closing the communication loop during the learning conversations. Recognise our individual differences including those of the learners and ensure that opportunities to contribute are offered to all. • Note that the consequences of last-minute faculty dropouts are greater than they have been in the past because the simulations require much more preparation. • If possible, provide the opportunity for instructors to get together to practise the new approach to simulations before the course.
Key changes to the programme	Demo • Should be delivered by experienced instructors. • Make sure defibrillation is demonstrated clearly by experienced confident instructor who is familiar with the defibrillator. • The minimum number of instructors required for the cardiac demo is five; comprising two to act as faculty helper and lead instructor plus a minimum of two instructors to play the roles of team lead and two candidate helpers. • Needs to be rehearsed during the previous lecture. • No 'debrief' after the demo simulation – ensure the candidates have a learning partner conversation using the questions at the end of the lecture slide set. This is followed by a group discussion about leadership and communication. Embedded faculty helper • After the initial brief from the lead instructor, information is provided from <i>within</i> the scenario by the faculty helper acting as a member of the team. Candidates should be encouraged to look to them rather than the external instructor. This can be helped by the lead instructor stepping back or sitting down to observe rather than participate. • If the team leader (candidate) is unsure what to do at any point in the simulation, then the faculty helper can prompt them after an appropriate pause to allow the candidate to think. <u>Candidates should only be prompted if they need it.</u> • Emphasise that the course is not a 'teaching' course. It is assessing the retention of the APLS course content. Note: this is different from APLS which has a teaching element to ensure struggling candidates learn from the simulations. The combined simulation/observed skills within simulations are an opportunity for supported practice. Both the morning and afternoon simulations are continuously assessed. • However, the candidates should be supported to improve. If candidates need a significant amount of support either from the faculty helper or their team members, then this indicates they are 'not quite there yet'. But do not just let them struggle and learn nothing. The embedded faculty helper or the lead instructor should intervene at an appropriate time if a candidate is struggling.

	Other instructors must avoid giving information to candidates to avoid confusing them about who they should be looking to.
	Skills - The only 'assessed' skill in APLS recert 7e is defibrillation. This is done within a skill station. - Other skills will be observed as candidates participate and perform them in real time within the simulations. - Candidates should be given coaching during or after the simulation if they have not met the required standard for any core skill (e.g. BMV) and be given further opportunities during later simulations to improve their skills, especially if they have not yet achieved a safe standard. - The core skills to observe and coach on if needed are: - Airway opening manoeuvres. - Oropharyngeal airway - BVM ventilation - IO access - MILS and 20° tilt - BLS infant and child - Safe defibrillation with manual defibrillator - NB: candidates cannot use APLS R certification as evidence of IO insertion, BLS or airway skills for training portfolios and should not ask instructors to sign them off on the course.
Simulations	Share the progress log with faculty and explain what we are assessing: ABCDE assessment, KTPs and teamwork etc.
Questions	Instructors may have questions if this is the first time they have taught a 7e course.
Faculty meeting on Day1	This meeting has been allocated 30min. Centres can choose to extend this to 45min.

Meeting # 2 to be held on the morning of the course

Item	Notes
Introduce faculty	Introduce faculty, confirm recerts. Ensure all candidates have completed the VLE. Review all candidates on the course and check if faculty know anyone. Review programme and make any adjustments
Faculty support	At the first faculty meeting share with the group that the course director is available to all faculty for a one-to-one meeting if required, either during breaks or at the end of the course after the faculty meeting.
Candidate support:	The course director is responsible for ensuring that the candidates are aware of what support is available to them. This should be discussed in the welcome lecture. The course director is responsible for ensuring that candidates have an opportunity to raise any special circumstances, relevant prior or recent experiences, neurodivergence or accommodations that the faculty should be aware of and that any questions they have are answered.
External assessor	The external assessment paperwork can be found on the ALSG website. Alternatively, the report can be filled in online here .
Instructor preparation	Check all faculty have read the 7 th edition manual, done the 7th edition e-modules, viewed the online skills videos and prepared the simulations that they will be teaching.
Skills	Remind instructors that candidates will be expected to perform skills within simulations but not taught them as this is an advanced course. Where uncertainties arise teach about these while coaching further practice.
Continuous Assessment	- Show the instructors either the paper or paperless progress logs (which ever the centre is using) and show how to use them to document candidate assessment, progress and comments. - Emphasise that the course is not a 'teaching' course. It is assessing the retention of the APLS course content. The combined simulation/observed skills within simulations are an opportunity for supported practice. Both the morning and afternoon simulations are continuously assessed. - However, the candidates should be supported to improve. If candidates need a significant amount of support either from the faculty helper or their team members, then this indicates they are 'not quite there yet'. But do not just let them struggle and learn nothing. The embedded faculty helper or the lead instructor should intervene at an appropriate time if a candidate is struggling. - The learning conversation must be used for debrief, emphasising group involvement. - All candidates must 'Team Lead' a minimum of 2 simulations. - Show faculty the Global Development Indicators and Specific Assessment Criteria sheets. These outline the marking criteria for Team leader, ABCDE assessment and Team member and should be available in all rooms and used when marking candidates. These criteria are also printed on the progress log. - Courses using the paperless system must ensure each room has the Global Development Indicators and Specific Assessment Criteria sheets available for faculty in each teaching room as the criteria are not available in the online log. - Use the marking criteria on the progress logs, being informed by the global development indicators and assessment criteria, and a brief discussion

	amongst the instructors in the room. Any candidate who scores 'not quite there yet' or 'concerns' must be flagged to the course director as soon as convenient, and this should be documented on the 'Simulation skills Assessments sheets' as well as the candidate progress log. • Candidates must be informed whether they have met the standard, or whether they are not quite meeting the standard in any area. If the latter is the case, the candidate must be given clear instructions on how they can develop to reach the standards required. This should be done prior to the candidates leaving the room or as soon as possible after the station. Remedial teaching during the course • If a candidate scores 'not quite there yet' or 'concerns' on any skill, after coaching within the simulation, then they should be offered remedial teaching, if time permits, or given opportunities in subsequent simulations to perform the skills. • If a candidate scores 'not quite there yet' or 'concerns' on the morning simulation then they will need to be offered the opportunity to remediate in their afternoon simulation, where you have the flexibility to allocate a simulation to cover any remedial teaching requirements. • Please ensure that you read the 'candidate assessment' document as this covers all the information in detail with regards to remedial teaching and how it should be done on the course. • Remember that a score of 'concerns' means this is not remediable on the course and very rare – i.e., not safe to go out and practise. • Instructors cannot help prioritising different things from each other, either when teaching or during the learning conversations. For candidates this can come across as confusing and sometimes conflicting. Remind instructors that they must give time to listen to candidates' concerns. • Good paperwork and record keeping is essential to facilitate the process of ensuring all candidates are given the best possible chance to succeed. • Remind faculty to ensure that during mentoring sessions, for candidates needing remediation or more critical feedback this should be done on a 1:1 basis and not with their group. There are new documents to help you document concerns with a struggling candidate: • Candidate feedback form – for use during the course • Candidate incomplete attendance form – for missed sessions • Candidate unsuccessful resit one element form • Candidate unsuccessful redo whole course form And for serious concerns please use the 'Regulations – managing a candidate who raises serious concern form'
Demo	• Should be delivered by experienced instructors. • Make sure defibrillation is demonstrated clearly by experienced confident instructor who is familiar with the defibrillator. • The minimum number of instructors required for the cardiac demo is five, two to act as faculty helper and lead instructor plus a minimum of three instructors to play the roles of candidates. • Needs to be rehearsed during the previous lecture.

	No longer have a 'debrief' after the demo simulation – ensure the candidates have a learning partner conversation using the questions at the end of the lecture slide set. This is followed by a group discussion about leadership and communication.
Role allocations	- Faculty need to go to their rooms to agree roles and how they will manage the simulations. Recertifying instructors should then rejoin the lecture while the rest of the instructors check the room. - ALL instructors need to observe the demo so that practice is consistent.
Algorithms	- Algorithms should be made available in the simulation rooms for candidates to use in the simulations - Candidates should be allowed to use them as soon as they request them.
Skills	- The centre defibrillator should be demonstrated as part of the skills session. Make sure candidates are aware that there are similarities across different machines, but they should be familiar with the machines in their own centres. - Please remember we are checking the candidates' core skills, not teaching them so our role is to facilitate their practice within the simulation and coach if needed. - Remember candidates have until the end of the day to achieve the skills.
Illness	TL to do the ABCDE assessment
Trauma	Get the TL to allocate roles, with the FH offering to do the primary survey – TL should still guide them through the assessment. FH can prompt this.
Cardiac	- TL should 'direct' the arrest team and assess the patient post ROSC. - Encourage candidates to initiate CPR (using BMV for rescue breaths), with other members of the team continuing this uninterrupted when asked. - All candidates should demonstrate BLS during one of the simulations on both the child and the infant. - A candidate who has not achieved their ABCDE assessment during the morning simulations can be given the opportunity of doing this once ROSC has been achieved in a cardiac simulation. - Remind faculty to check with the candidates if anyone needs to opt out of the 'end of life/ACP' simulation (C3). This will have been mentioned in the introduction lecture.
Candidate dropouts	- Where a group is smaller because a candidate has dropped out, the extra simulations must still be used as they make up part of the content of the course. - Use these as a team scenario or for someone to have a second practice.
Self-nomination	Ensure all faculty are aware of the candidate self-nomination procedure for IP on APLS recert course. The process is as follows: - Candidates should let the course director know at some point during the course. - Candidates should complete the self-nomination JotForm available on the APLS R course page after the course but within 2 months. - Faculty recommendation for IP should be recorded in the progress log, and this is then entered online by centres when entering the candidate results online after the course. - ALSG will email the candidate with a response and if approved the candidate can then write to enquiries@alsg.org requesting that they be added to the APLS IP list. ALSG will add them to this list and send them the standard IP email detailing their next steps.
Facilities	Ensure instructors are familiar with the training centre, and if not provide tours.

Meeting # 3 to be held at the end of day

Item	Notes
Discuss programme	Any issues with programme or equipment. These should be documented and fed back to ALSG as soon as possible.
Candidate results	• Group at a time - have all candidates achieved? Course director should have observed any struggling candidates to ensure QA. Remember that a score of 'concerns' means this is not remediable on the course and very rare – i.e. not safe to go out and practise. • Self-nomination for IP - course director to ask the faculty if there any candidates who have passed the course that they would not support as an IP if they self-nominate. This should be marked on the progress logs and the reasons why any candidate would not be supported should also be documented there. More information on this can be found in the candidate assessment document.
Recertifying instructors	Discuss each recertifying instructor (recertifying instructors must not be in the room whilst they are discussed).
Debrief	Candidates will be given their feedback by the mentors, if all have passed this can be done as a group, if anyone has not passed, they should all be given their feedback individually. Candidates should be reminded by their mentors to go on-line to the VLE to complete their feedback and to receive their certificate.
Expenses	Make sure that instructors claim any expenses and thank all relevant people.