



**EUROPEAN
RESUSCITATION
COUNCIL**

**IMMEDIATE LIFE SUPPORT
PROVIDER COURSE**

(Σεμινάριο Άμεσης Υποστήριξης της Ζωής)

Immediate Life Support Program				
Date	Venue			
08:00-08:15	Registration and Faculty Meeting			
08:15-08:30	Introduction Bekos Vasileios			
08:30-09:30	Skill Station 1: High Quality Chest Compression & Defibrillation	Skill Station 1: High Quality Chest Compression & Defibrillation	Skill Station 1: High Quality Chest Compression & Defibrillation	Skill Station 1: High Quality Chest Compression & Defibrillation
	Karlis George Iordanou Christos Gadinas George	Bekos Vasileios Kourtidis Lazaros Mantzara Efrosini	Pouriki Sophia Spring Anna	Farazi-Chogouki Christos Charitatos Evaggelos
09:30-10:30	Skill Station 2: The Deteriorating Patient incl. Demo	Skill Station 2: The Deteriorating Patient incl. Demo	Skill Station 3: Handling the Airway & Intraosseous Access	Skill Station 3: Handling the Airway & Intraosseous Access
10:30-10:45	Refreshment Break			
11:45-12:15	Skill Station 2: The Deteriorating Patient incl. Demo	Skill Station 2: The Deteriorating Patient incl. Demo	Skill Station 3: Handling the Airway & Intraosseous Access	Skill Station 3: Handling the Airway & Intraosseous Access
	Pouriki Sophia Spring Anna	Farazi-Chogouki Christos Charitatos Evaggelos	Karlis George Iordanou Christos Gadinas George	Bekos Vasileios Kourtidis Lazaros Mantzara Efrosini
12:15-12:45	Lecture: The ALS Algorithm incl. Non-Technical Skills Bekos Vasileios			
12:45-13:15	CAST Demo			
13:15-14:15	Skill Station 4: Basic Life Support	Skill Station 4: Basic Life Support	Targeted Training	Targeted Training
	Pouriki Sophia Spring Anna	Farazi-Chogouki Christos Charitatos Evaggelos	Karlis George Iordanou Christos Gadinas George	Bekos Vasileios Kourtidis Lazaros Mantzara Efrosini
14:15-14:45	Lunch			
14:45-15:45	Skill Station 4: Basic Life Support	Skill Station 4: Basic Life Support	Targeted Training	Targeted Training
	Bekos Vasileios Kourtidis Lazaros Mantzara Efrosini	Karlis George Iordanou Christos Gadinas George	Farazi-Chogouki Christos Charitatos Evaggelos	Pouriki Sophia Spring Anna

15:45-16:45	CASTeach 1: Shockable Rhythms	CASTeach 1: Shockable Rhythms	CASTeach 1: Shockable Rhythms	CASTeach 1: Shockable Rhythms
	Bekos Vasileios Kourtidis Lazaros Mantzara Efrosini	Karlis George Iordanou Christos Gadinas George	Farazi-Chougouki Christos Charitatos Evaggelos	Pouriki Sophia Spring Anna
16:45-17:00	Refreshment Break			
17:00-17:30	CASTeach 2: Non-Shockable Rhythms	CASTeach 2: Non-Shockable Rhythms	CASTeach 2: Non-Shockable Rhythms	CASTeach 2: Non-Shockable Rhythms
	Farazi-Chougouki Christos Charitatos Evaggelos	Pouriki Sophia Spring Anna	Bekos Vasileios Kourtidis Lazaros Mantzara Efrosini	Karlis George Iordanou Christos Gadinas George
17:30-18:00	CASTeach 3: Decision Making	CASTeach 3: Decision Making	CASTeach 4: Post Resuscitation Care	CASTeach 4: Post Resuscitation Care
18:00-18:30	CASTeach 3: Decision Making	CASTeach 3: Decision Making	CASTeach 4: Post Resuscitation Care	CASTeach 4: Post Resuscitation Care
	Karlis George Iordanou Christos Gadinas George	Bekos Vasileios Kourtidis Lazaros Mantzara Efrosini	Pouriki Sophia Spring Anna	Farazi-Chougouki Christos Charitatos Evaggelos
18:30-18:40	Summary and Debriefing Bekos Vasileios			



**EUROPEAN
RESUSCITATION
COUNCIL**

IMMEDIATE LIFE SUPPORT

INSTRUCTOR COURSE

(Σεμινάριο Άμεσης Υποστήριξης της Ζωής)

Day 1 Time	Learning Outcomes and Topics to be Taught	
08.00 – 09.00	Faculty meeting	
08.00 – 09.00	Registration (tea/coffee)	
09.00 – 09.20 20'	<p>Introduction & welcome CD & Educator Christos Iordanou Bekos Vasileios Penelope Kouki</p> <p>All Faculty George Karlis Charalampos Psarologakis Markos Koukos Efrosini Mantzara Lazaros Kourtidis Vlasis Karageorgos Cristos Farazi Panorea Rammou Sophia Pouriki Stavroula Anametopoulou George Gadinis</p>	<p>Introduction – GIC and Faculty Focus on the role of the instructor and the difference between the provider and instructor roles.</p> <p>Content</p> <ul style="list-style-type: none"> ❑ Welcome to the course. ❑ Recognize the multiple roles employed by the educator and faculty. ❑ Recognize teaching modalities for provider courses before practicing them within small group settings. ❑ Be aware of the possible outcomes and the support available during and after the GIC.
09.20 – 10.00 40'	<p>Get to know the equipment Introduction in groups</p> <ul style="list-style-type: none"> ❑ Skill Station 1: High Quality Chest Compression & Defibrillation ❑ Skill Station 2: The Deteriorating Patient incl Demo ❑ Skill Station 3: Handling the Airway & Intraosseous Access ❑ Skill Station 4: Basic Life Support 	<p>INTENDED LEARNING OUTCOMES</p> <ul style="list-style-type: none"> ❑ Introduction to equipment preparation and use in teaching: ❑ Using the given principles, select the appropriate equipment, layout and learning environment to deliver an effective teaching session. ❑ Demonstrate safe use of equipment and candidate management. <p>Content</p>

Conference Room 1 Red Group
Conference Room 2 Blue Group
Conference Room 3 Green Group
Conference Room 4 Yellow Group

Red Group:
George Karlis
Charalampos Psarologakis
Blue Group:
Markos Koukos
Efrosini Mantzara
Lazaros Kourtidis
Green Group:
Vlasis Karageorgos
Cristos Farazi
Panorea Rammou
Yellow Group:
Sophia Pouriki
Stavroula
Anametopoulou
George Gadinis

- ❑ Structure of the workspace, safe use of equipment
- ❑ Resuscitation manikins – basic function, troubleshooting.
- ❑ Defibrillator – Safety is an essential learning outcome.
- ❑ Work with the simulator, tablets/ monitor – airway equipment, if time. Focus

		<p>on practical training – hands-on – candidates assemble material for a teaching session</p> <ul style="list-style-type: none"> ❑ Infection Control Safety measures ❑ Troubleshooting
10.00 – 10.15	Refreshment Break (15')	
<p>10.15 – 10.35 20'</p> <ul style="list-style-type: none"> ❑ Targeted Training 	<p>Adult Learning & Effective teaching 1 Plenary Christos Iordanou Bekos Vasileios Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Describe the basic principles of adult learning. ❑ Clarify the difference between teaching and learning. <p>Content</p> <p>Set the atmosphere, learning climate and actual learning outcomes of the GIC</p> <p>Cover above.</p>
<p>10.35 – 10.55 20'</p> <ul style="list-style-type: none"> ❑ Skill Station 1: High Quality Chest Compression & Defibrillation ❑ Skill Station 2: The Deteriorating Patient incl Demo ❑ Skill Station 3: Handling the Airway & Intraosseous Access ❑ Skill Station 4: Basic Life Support 	<p>Skills teaching and continuous assessment. Plenary and demonstration</p> <p>Demo: Simple skill related to the candidate's background</p> <p>Discussion</p> <p>Christos Iordanou Bekos Vasileios Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Explain the principles of delivering effective teaching of a skill. ❑ Explain the ERC approach to stepwise teaching of skills. ❑ Explain the principles of delivering continuous assessment during the teaching of practical skills ❑ Explain the difference between the different types of assessment. <p>Content</p> <p>Describe the need for repetitive training (spaced repetition & mastery of skills)</p> <p>Demonstration</p> <ul style="list-style-type: none"> ❑ Demo Candidate A: good performance, well done. ❑ Demo Candidate B: small mistakes need to be corrected.

		<ul style="list-style-type: none"> ❑ Demo Candidate C: does not achieve standard – has to redo it ❑ Create a strategy for “non-achieving candidates” who need more practice and additional coaching during simulation teaching or coaching session.
<p>10.55 – 12.25 90'</p> <ul style="list-style-type: none"> ❑ Skill Station 1: High Quality Chest Compression & Defibrillation ❑ Skill Station 2: The Deteriorating Patient incl Demo ❑ Skill Station 3: Handling the Airway & Intraosseous Access ❑ Skill Station 4: Basic Life Support <p>Conference Room 1 Red Group Conference Room 2 Blue Group Conference Room 3 Green Group Conference Room 4 Yellow Group</p>	<p>Teaching skills with continuous assessment practice 1</p> <p>Red Group: George Karlis Charalampos Psarologakis Blue Group: Markos Koukos Efrosini Mantzara Lazaros Kourtidis Green Group: Vlasis Karageorgos Cristos Farazi Panorea Rammou Yellow Group: Sophia Pouriki Stavroula Anametopoulou George Gadinis</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Using the given principles effectively delivers skills teaching sessions using a stepwise approach and incorporating continuous assessment. ❑ Content <ul style="list-style-type: none"> ❑ A given skill is taught by the candidate, and the faculty plays a provider candidate in a group of three ❑ Each candidate receives a debrief from the faculty
12.25 – 13.10	Lunch Break (45')	

<p>13.10 – 13.30 20'</p> <ul style="list-style-type: none"> ❑ CASTeach 1: Shockable Rhythms ❑ CASTeach 2: Non-Shockable Rhythms ❑ CASTeach 3: Decision Making ❑ CASTeach 4: Post Resuscitation Care 	<p>Adult Learning & Effective teaching 2 Plenary Christos Iordanou Bekos Vasileios Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Describe the phases of a teaching session (environment, set, dialogue, closure) ❑ Describe the motivational factors for teaching. ❑ Describe the requirements and individual differences between learners in ERC courses <p>Content</p> <p>Cover different teaching methods: simulation, skills teaching, debriefing, assessment, small-group and large-group teaching.</p>
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<p>13.30 -13.50 20'</p>	<p>Teaching simulations and debriefing</p> <p>Demonstration and discussion: Demo scenario related to candidates' backgrounds.</p> <p>Instructors: <u>Lead</u> <u>Second</u> Candidate: Group:</p> <p>Discussion</p> <p>Christos Iordanou Bekos Vasileios Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Understand the processes involved in delivering an effective simulation. ❑ Demonstrate understanding of the aims of simulation. ❑ Demonstrate awareness of how to facilitate learning during simulation, the roles involved and debriefing. ❑ Recognize the important features of role-playing and scenarios in resuscitation teaching <p>Content</p> <ul style="list-style-type: none"> ❑ Demonstration of the teaching of a scenario related to the candidate's background using simulation. ❑ Use of role-playing and scenarios during teaching <p>Distribution of roles:</p> <ol style="list-style-type: none"> 1. Team leader 2. Team members 3. Observer 4. Instructor (Learning conversation)
<p>13.50 – 14.05 15'</p>	<p>The ERC Debriefing Strategy</p> <p>Discussion</p> <p>Christos Iordanou Bekos Vasileios Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Understand the ground rules of debriefing. ❑ Understands how to facilitate corrective and constructive debriefing to initiate future changes in behaviour ❑ Understands how to facilitate personal and team debriefing including technical and non-technical skills. ❑ Explain the principles of effective debrief. ❑ Apply authenticity and empathy when facilitating debrief. <p>Content</p> <ul style="list-style-type: none"> • See above

<p>14.05 – 16.05 120'</p> <ul style="list-style-type: none"> ❑ Skill Station 1: High Quality Chest Compression & Defibrillation ❑ Skill Station 2: The Deteriorating Patient incl Demo ❑ Skill Station 3: Handling the Airway & Intraosseous Access ❑ Skill Station 4: Basic Life Support <p>Conference Room 1 Red Group Conference Room 2 Blue Group Conference Room 3 Green Group Conference Room 4 Yellow Group</p>	<p>Simulation teaching practice 1</p> <p>Focus = how to run a simulation and debriefing</p> <p>Red Group: George Karlis Charalampos Psarologakis Blue Group: Markos Koukos Efrosini Mantzara Lazaros Kourtidis Green Group: Vlasis Karageorgos Cristos Farazi Panorea Rammou Yellow Group: Sophia Pouriki Stavroula Anametopoulou George Gadinas:</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Use the course principles to effectively deliver a simulation teaching session. ❑ Use the course principles to effectively deliver a learning conversation on the scenario simulation. <p>Content</p> <p>Using ERC scenarios – structure the role play and clinically relevant examples to reduce the simulation's stress, facilitate learning, and provide a well-rounded script.</p> <ul style="list-style-type: none"> ❑ Proper debriefing enables reflection and learning. ❑ GIC-participant is an instructor on a given scenario, faculty role plays provider candidate (team leader) ❑ Debriefing of simulation by the candidate in his/her role as "instructor" ❑ Debriefing on simulation and debriefing by Instructor Trainer (faculty) + group
16.05 – 16.20		Refreshment Break (15')
<p>16.20- 16.35 15'</p> <ul style="list-style-type: none"> ❑ Skill Station 1: High Quality Chest Compression & Defibrillation ❑ Skill Station 2: The Deteriorating Patient incl Demo ❑ Skill Station 3: Handling the Airway & Intraosseous Access ❑ Skill Station 4: Basic Life Support ❑ Targeted Training ❑ CASTeach 1: Shockable Rhythms ❑ CASTeach 2: Non-Shockable Rhythms 	<p>Facilitating small group teaching</p> <p>Demo scenario related to candidates' background</p> <p><u>Instructors:</u> Christos Iordanou <u>Lead</u> Bekos Vasileios <u>Second:</u> George Karlis Candidates: Charalampos Psarologakis Sophia Pouriki Stavroula Anametopoulou Discussion Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Recognize the importance of effective leadership in small group teaching. ❑ Describe the complexity of group behaviours. ❑ Demonstrate the principles of effectively using questions. ❑ Explain the principles of appropriate and supportive teaching methods for specific learning outcomes for different types of learners. ❑ Explore strategies for optimizing learning in small groups.

<ul style="list-style-type: none"> ❑ CASTeach 3: Decision Making ❑ CASTeach 4: Post Resuscitation Care 		<p>Content</p> <ul style="list-style-type: none"> ❑ Focused training of this teaching method with the participants ❑ Recap Environment - set – dialogue – closure ❑ Present challenging behaviours respond appropriately to candidates' attempts to manage these
<p>16.35 – 17.35, 60'</p> <ul style="list-style-type: none"> ❑ CASTeach 1: Shockable Rhythms ❑ CASTeach 2: Non-Shockable Rhythms ❑ CASTeach 3: Decision Making ❑ CASTeach 4: Post Resuscitation Care <p>Conference Room 1 Red Group Conference Room 2 Blue Group Conference Room 3 Green Group Conference Room 4 Yellow Group</p>	<p>Small Group Teaching practice 1</p> <p>Red Group: George Karlis Charalampos Psarologakis</p> <p>Blue Group: Markos Koukos Efrosini Mantzara Lazaros Kourtidis</p> <p>Green Group: Vlasis Karageorgos Cristos Farazi Panorea Rammou</p> <p>Yellow Group: Sophia Pouriki Stavroula Anametopoulou George Gadinas</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Using the course principles effectively deliver a small group teaching session. ❑ Demonstrate the ability to manage challenging behaviours. <p>Content</p> <p>The candidate teaches a given topic, followed by debrief from the faculty</p>

17.35 – 18.00 10'+15' Conference Room 1 Red Group Conference Room 2 Blue Group Conference Room 3 Green Group Conference Room 4 Yellow Group	The role of the Coach; The Coaching session Red Group: George Karlis Charalampos Psarologakis Blue Group: Markos Koukos Efrosini Mantzara Lazaros Kourtidis Green Group: Vlasis Karageorgos Cristos Farazi Panorea Rammou Yellow Group: Sophia Pouriki Stavroula Anametopoulou George Gadinas	INTENDED LEARNING OUTCOMES After this session, the participants can <ul style="list-style-type: none"> □ Demonstrate an understanding of the principles of coaching. □ Using the course principles apply them to coach in pairs. Content Plenary Part one -First 10 Minutes Educator explains what coaching is. <ul style="list-style-type: none"> • Coaching (rationale for ERC courses) • Key aspects of effective coaching– peer support and feedback • Discussion on strategies for 1:1 coaching. • How is this used on provider courses (expectations and problems) Part two – candidates then split into pairs and undertake peer-to-peer coaching while faculty meets to discuss the progress of the day
18.00 – 18.30, 30'	Faculty meeting	

Day 2 Time		Learning Outcomes and Topics to be Taught
08.00 – 08.15 15'	Coaching time with tea/coffee	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Demonstrate an appreciation of peer support and feedback. ❑ Reflect on learning and plan strategies for improvement. <p>Content</p> <p>Faculty check on the group's welfare and readiness for day 2.</p>
08.15 – 08.30 15'	Adult Learning & Effective teaching 3 Plenary - Educator	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Describe factors that influence adult learning and teaching ❑ Explain the benefits of being an instructor: What's in it for junior and for experienced instructors? ❑ Discuss day one and plan for day 2. ❑ Discuss the need for learning plans to address feedback on day one <p>Content</p> <p>Consider running the session as a Celebrity Interview</p>
08.30 – 09.00 30'	<p>NTS – plenary Interactive discussion</p> <p>Fishbowl discussion on NTS <i>or</i> discussion based on a video of a simulation performance <i>or</i> other method defined by the educator</p> <p>One person from each course to start Discussion:</p> <ul style="list-style-type: none"> ▪ Educator 	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Demonstrate an understanding of the importance of HF and NTS for effective and safe cardiopulmonary resuscitation. ❑ Reflect and improve on personal and cognitive aspects of this kind of teaching <p>Content</p> <ul style="list-style-type: none"> • Importance of leadership, teamwork, situation awareness, and communication • Teaching and assessment of NTS at ERC provider courses

		<ul style="list-style-type: none"> • Non-technical skills as an integral part of human factors • In particular, the importance of leadership and followership, team management, teamwork, situation awareness, and communication • Teaching and assessment of NTS at ERC provider courses including appropriate tools used in the different courses
<p>16.20- 16.35 15'</p> <ul style="list-style-type: none"> ❑ Skill Station 1: High Quality Chest Compression & Defibrillation ❑ Skill Station 2: The Deteriorating Patient incl Demo ❑ Skill Station 3: Handling the Airway & Intraosseous Access ❑ Skill Station 4: Basic Life Support ❑ Targeted Training ❑ CASTeach 1: Shockable Rhythms ❑ CASTeach 2: Non-Shockable Rhythms ❑ CASTeach 3: Decision Making ❑ CASTeach 4: Post Resuscitation Care 	<p>Principles of summative assessment in simulation</p> <p>Plenary and Demo scenario related to candidates' background</p> <p><u>Instructors:</u> Christos Iordanou <u>Lead:</u> Bekos Vasileios <u>Second:</u> George Karlis Candidates: Charalampos Psarologakis Sophia Pouriki Stavroula Anametopoulou Discussion Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session the participants can</p> <ul style="list-style-type: none"> ❑ Comprehend the processes involved in delivering an effective simulation assessment <p>Content</p> <ul style="list-style-type: none"> ❑ Principles of summative assessment in Advanced Life Support courses ❑ Preparation and execution of assessments ❑ Describe possible outcomes: <ol style="list-style-type: none"> 1. pass 2. re-test 3. fail
09.45– 10.00		Refreshment Break (15')

10.00 – 12.00 120' <ul style="list-style-type: none"> ❑ Skill Station 1: High Quality Chest Compression & Defibrillation ❑ Skill Station 2: The Deteriorating Patient incl Demo ❑ Skill Station 3: Handling the Airway & Intraosseous Access ❑ Skill Station 4: Basic Life Support ❑ Targeted Training ❑ CASTeach 1: Shockable Rhythms 	Simulation Assessment Practice	<p>INTENDED LEARNING OUTCOMES</p> <ul style="list-style-type: none"> ❑ Using the given principles, select the appropriate approach to the preparation and execution of assessments. ❑ Using the given principles effectively performs a valid, reliable assessment session. <p>Content</p> <ul style="list-style-type: none"> ❑ Use ERC assessment scenarios – the structure of the assessment and
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<ul style="list-style-type: none"> ❑ CASTeach 2: Non-Shockable Rhythms ❑ CASTeach 3: Decision Making ❑ CASTeach 4: Post Resuscitation Care <p>Conference Room 1 Red Group Conference Room 2 Blue Group Conference Room 3 Green Group Conference Room 4 Yellow Group</p>	<p>Red Group: George Karlis Charalampos Psarologakis</p> <p>Blue Group: Markos Koukos Efrosini Mantzara Lazaros Kourtidis</p> <p>Green Group: Vlasis Karageorgos Cristos Farazi Panorea Rammou</p> <p>Yellow Group: Sophia Pouriki Stavroula Anametopoulou George Gadinas</p>	<p>supportive approach without prompts.</p> <ul style="list-style-type: none"> ❑ Introducing complex challenges. ❑ Talk about: Stress of assessment, unconscious helping, the teamwork of instructors – Decision-making by consensus ❑ Candidates practice summative assessments in pairs and /or teams. ❑ Instructor Trainer (faculty) plays the role of a candidate being assessed.
12:00 - 12:45	Lunch Break (45')	
<p>12.45 – 13.45, 60'</p> <ul style="list-style-type: none"> ❑ Skill Station 1: High Quality Chest Compression & Defibrillation ❑ Skill Station 2: The Deteriorating Patient incl Demo ❑ Skill Station 3: Handling the Airway & Intraosseous Access ❑ Skill Station 4: Basic Life Support ❑ Targeted Training ❑ CASTeach 1: Shockable Rhythms ❑ CASTeach 2: Non-Shockable Rhythms ❑ CASTeach 3: Decision Making ❑ CASTeach 4: Post Resuscitation Care <p>Conference Room 1 Red Group Conference Room 2 Blue Group Conference Room 3 Green Group Conference Room 4 Yellow Group</p>	<p>Teaching skills with continuous assessment practice 2</p> <p>Red Group: George Karlis Charalampos Psarologakis</p> <p>Blue Group: Markos Koukos Efrosini Mantzara</p>	<p>INTENDED LEARNING OUTCOMES</p> <ul style="list-style-type: none"> ❑ Candidates should demonstrate progression following Debrief from 1st attempt. <p>Content Same skill as on Practice 1</p>

	<p>Lazaros Kourtidis</p> <p>Green Group:</p> <p>Vlasis Karageorgos</p> <p>Cristos Farazi</p> <p>Panorea Rammou</p> <p>Yellow Group:</p> <p>Sophia Pouriki</p> <p>Stavroula</p> <p>Anametopoulou</p> <p>George Gadinis</p>	
<p>13.45 – 14.30 45'</p> <ul style="list-style-type: none"> ❑ Skill Station 1: High Quality Chest Compression & Defibrillation ❑ Skill Station 2: The Deteriorating Patient incl Demo ❑ Skill Station 3: Handling the Airway & Intraosseous Access 	Small group Teaching Practice 2	<p>INTENDED LEARNING OUTCOMES</p> <ul style="list-style-type: none"> ❑ Candidates should demonstrate progression following debrief from 1st attempt. <p>Content</p> <p>Focused training of this teaching method with the participants</p>

<ul style="list-style-type: none"> ❑ Skill Station 4: Basic Life Support ❑ Targeted Training ❑ CASTeach 1: Shockable Rhythms ❑ CASTeach 2: Non-Shockable Rhythms ❑ CASTeach 3: Decision Making ❑ CASTeach 4: Post Resuscitation Care <p>Conference Room 1 Red Group</p> <p>Conference Room 2 Blue Group</p> <p>Conference Room 3 Green Group</p> <p>Conference Room 4 Yellow Group</p>	<p>Red Group:</p> <p>George Karlis</p> <p>Charalampos Psarologakis</p> <p>Blue Group:</p> <p>Markos Koukos</p> <p>Efrosini Mantzara</p> <p>Lazaros Kourtidis</p> <p>Green Group:</p> <p>Vlasis Karageorgos</p> <p>Cristos Farazi</p> <p>Panorea Rammou</p> <p>Yellow Group:</p> <p>Sophia Pouriki</p> <p>Stavroula</p> <p>Anametopoulou</p> <p>George Gadinis</p>	<p>Recap Environment - set – dialogue – closure</p> <p>Present challenging behaviors, and respond appropriately to candidate's attempts to manage these.</p>
14.30- 14.45	Refreshment Break (15')	

<p>14.45-16.15 90'</p> <ul style="list-style-type: none"> ❑ Skill Station 1: High Quality Chest Compression & Defibrillation ❑ Skill Station 2: The Deteriorating Patient incl Demo ❑ Skill Station 3: Handling the Airway & Intraosseous Access ❑ Skill Station 4: Basic Life Support ❑ Targeted Training ❑ CASTeach 1: Shockable Rhythms ❑ CASTeach 2: Non-Shockable Rhythms ❑ CASTeach 3: Decision Making ❑ CASTeach 4: Post Resuscitation Care <p>Conference Room 1 Red Group Conference Room 2 Blue Group Conference Room 3 Green Group Conference Room 4 Yellow Group</p>	<p>Simulation teaching practice 2</p> <p>Focus = NTS debriefing</p> <p>Red Group: George Karlis Charalampos Psarologakis</p> <p>Blue Group: Markos Koukos Efrosini Mantzara Lazaros Kourtidis</p> <p>Green Group: Vlasis Karageorgos Cristos Farazi Panorea Rammou</p> <p>Yellow Group: Sophia Pouriki Stavroula Anametopoulou George Gadinis</p>	<p>INTENDED LEARNING OUTCOMES</p> <ul style="list-style-type: none"> ❑ Candidates should demonstrate progression following debrief from 1st attempt <p>Content</p> <ul style="list-style-type: none"> ❑ Same Simulation as on Practice 1 ❑ Simulation teaching/role play with complex challenges introduced by “difficult” team member ❑ Learning conversation focuses on human factors
<p>16.15 – 16.30 15'</p>	<p>The Role of the Instructor Discussion - Bekos Vasileios</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> ❑ Reflect on the process of becoming an instructor including the commitment to the role.

		<ul style="list-style-type: none"> ❑ Describe the principles of the Code of Conduct for ERC instructors. <p>Content</p> <ul style="list-style-type: none"> ❑ From IP to IC and to ERC instructor ❑ Continuing education and career opportunities within ERC and the NRC ❑ Attending an educational instructor day and minimum number of courses to be instructed ❑ How to contact course centers and where to find them
16.30 – 16.45, 15'	Faculty Meeting	Review of GIC-candidates
16.45 – 16.55, 10'	Course Closure	
15.55- 17.15, 20'	Faculty Meeting	