

**EUROPEAN
RESUSCITATION
COUNCIL**

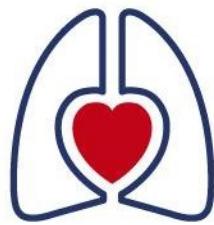
**IMMEDIATE LIFE SUPPORT
PROVIDER COURSE**

(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-Chogouki 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-Chogouki 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-Chogouki 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 Gadinas</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"> <input type="checkbox"/> Welcome to the course. <input type="checkbox"/> Recognize the multiple roles employed by the educator and faculty. <input type="checkbox"/> Recognize teaching modalities for provider courses before practicing them within small group settings. <input type="checkbox"/> 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> <p><input type="checkbox"/> Skill Station 1: High Quality Chest Compression & Defibrillation</p> <p><input type="checkbox"/> Skill Station 2: The Deteriorating Patient incl Demo</p> <p><input type="checkbox"/> Skill Station 3: Handling the Airway & Intraosseous Access</p> <p><input type="checkbox"/> Skill Station 4: Basic Life Support</p>	<p>INTENDED LEARNING OUTCOMES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to equipment preparation and use in teaching: <input type="checkbox"/> Using the given principles, select the appropriate equipment, layout and learning environment to deliver an effective teaching session. <input type="checkbox"/> 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 Gadinas

- 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"> <input type="checkbox"/> Infection Control Safety measures <input type="checkbox"/> Troubleshooting
10.00 – 10.15		Refreshment Break (15')
10.15 – 10.35 20'	<p>Targeted Training</p> <p>Adult Learning & Effective teaching 1</p> <p>Plenary</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"> <input type="checkbox"/> Describe the basic principles of adult learning. <input type="checkbox"/> 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>
10.35 – 10.55 20'	<p>Skill Station 1: High Quality Chest Compression & Defibrillation</p> <p>Skill Station 2: The Deteriorating Patient incl Demo</p> <p>Skill Station 3: Handling the Airway & Intraosseous Access</p> <p>Skill Station 4: Basic Life Support</p> <p>Skills teaching and continuous assessment.</p> <p>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"> <input type="checkbox"/> Explain the principles of delivering effective teaching of a skill. <input type="checkbox"/> Explain the ERC approach to stepwise teaching of skills. <input type="checkbox"/> Explain the principles of delivering continuous assessment during the teaching of practical skills <input type="checkbox"/> 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"> <input type="checkbox"/> Demo Candidate A: good performance, well done. <input type="checkbox"/> Demo Candidate B: small mistakes need to be corrected.

		<ul style="list-style-type: none"> <input type="checkbox"/> Demo Candidate C: does not achieve standard – has to redo it <input type="checkbox"/> Create a strategy for “non-achieving candidates” who need more practice and additional coaching during simulation teaching or coaching session.
10.55 – 12.25 90' <ul style="list-style-type: none"> <input type="checkbox"/> Skill Station 1: High Quality Chest Compression & Defibrillation <input type="checkbox"/> Skill Station 2: The Deteriorating Patient incl Demo <input type="checkbox"/> Skill Station 3: Handling the Airway & Intraosseous Access <input type="checkbox"/> 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</p> <p>Blue Group: Markos Koukos Efrosini Mantzara Lazaros Kourtidis</p> <p>Green Group: Vlasis Karageorgos Cristos Farazi Panoreia 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"> <input type="checkbox"/> Using the given principles effectively delivers skills teaching sessions using a stepwise approach and incorporating continuous assessment. <input type="checkbox"/> Content <ul style="list-style-type: none"> <input type="checkbox"/> A given skill is taught by the candidate, and the faculty plays a provider candidate in a group of three <input type="checkbox"/> 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"> <input type="checkbox"/> CASTeach 1: Shockable Rhythms <input type="checkbox"/> CASTeach 2: Non-Shockable Rhythms <input type="checkbox"/> CASTeach 3: Decision Making <input type="checkbox"/> CASTeach 4: Post Resuscitation Care 	<p>Adult Learning & Effective teaching 2 Plenary Christos Iordanou Bekos Vasileios Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES After this session, the participants can</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the phases of a teaching session (environment, set, dialogue, closure) <input type="checkbox"/> Describe the motivational factors for teaching. <input type="checkbox"/> Describe the requirements and individual differences between learners in ERC courses <p>Content 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></p> <p>Candidate: Group:</p> <p>Discussion</p> <p>Christos lordanou Bekos Vasileios Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the processes involved in delivering an effective simulation. <input type="checkbox"/> Demonstrate understanding of the aims of simulation. <input type="checkbox"/> Demonstrate awareness of how to facilitate learning during simulation, the roles involved and debriefing. <input type="checkbox"/> Recognize the important features of role-playing and scenarios in resuscitation teaching <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration of the teaching of a scenario related to the candidate's background using simulation. <input type="checkbox"/> 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 lordanou Bekos Vasileios Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES</p> <p>After this session, the participants can</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the ground rules of debriefing. <input type="checkbox"/> Understands how to facilitate corrective and constructive debriefing to initiate future changes in behaviour <input type="checkbox"/> Understands how to facilitate personal and team debriefing including technical and non-technical skills. <input type="checkbox"/> Explain the principles of effective debrief. <input type="checkbox"/> 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"> <input type="checkbox"/> Skill Station 1: High Quality Chest Compression & Defibrillation <input type="checkbox"/> Skill Station 2: The Deteriorating Patient incl Demo <input type="checkbox"/> Skill Station 3: Handling the Airway & Intraosseous Access <input type="checkbox"/> 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</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"> <input type="checkbox"/> Use the course principles to effectively deliver a simulation teaching session. <input type="checkbox"/> 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"> <input type="checkbox"/> Proper debriefing enables reflection and learning. <input type="checkbox"/> GIC-participant is an instructor on a given scenario, faculty role plays provider candidate (team leader) <input type="checkbox"/> Debriefing of simulation by the candidate in his/her role as "instructor" <input type="checkbox"/> Debriefing on simulation and debriefing by Instructor Trainer (faculty) + group
<p>16.05 – 16.20</p>		<p>Refreshment Break (15')</p>
<p>16.20- 16.35 15'</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skill Station 1: High Quality Chest Compression & Defibrillation <input type="checkbox"/> Skill Station 2: The Deteriorating Patient incl Demo <input type="checkbox"/> Skill Station 3: Handling the Airway & Intraosseous Access <input type="checkbox"/> Skill Station 4: Basic Life Support <input type="checkbox"/> Targeted Training <input type="checkbox"/> CASTeach 1: Shockable Rhythms <input type="checkbox"/> 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</p> <p><u>Candidates:</u> 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"> <input type="checkbox"/> Recognize the importance of effective leadership in small group teaching. <input type="checkbox"/> Describe the complexity of group behaviours. <input type="checkbox"/> Demonstrate the principles of effectively using questions. <input type="checkbox"/> Explain the principles of appropriate and supportive teaching methods for specific learning outcomes for different types of learners. <input type="checkbox"/> Explore strategies for optimizing learning in small groups.

<ul style="list-style-type: none"> <input type="checkbox"/> CASTeach 3: Decision Making <input type="checkbox"/> CASTeach 4: Post Resuscitation Care 		<p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focused training of this teaching method with the participants <input type="checkbox"/> Recap Environment - set – dialogue – closure <input type="checkbox"/> Present challenging behaviours respond appropriately to candidates' attempts to manage these
<p>16.35 – 17.35, 60'</p> <ul style="list-style-type: none"> <input type="checkbox"/> CASTeach 1: Shockable Rhythms <input type="checkbox"/> CASTeach 2: Non-Shockable Rhythms <input type="checkbox"/> CASTeach 3: Decision Making <input type="checkbox"/> 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"> <input type="checkbox"/> Using the course principles effectively deliver a small group teaching session. <input type="checkbox"/> Demonstrate the ability to manage challenging behaviours. <p>Content</p> <p>The candidate teaches a given topic, followed by debrief from the faculty</p>

<p>17.35 – 18.00 10'+15'</p> <p>Conference Room 1 Red Group Conference Room 2 Blue Group Conference Room 3 Green Group Conference Room 4 Yellow Group</p>	<p>The role of the Coach; The Coaching session</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"> <input type="checkbox"/> Demonstrate an understanding of the principles of coaching. <input type="checkbox"/> Using the course principles apply them to coach in pairs. <p>Content</p> <p>Plenary Part one -First 10 Minutes Educator explains what coaching is.</p> <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) <p>Part two – candidates then split into pairs and undertake peer-to-peer coaching while faculty meets to discuss the progress of the day</p>
<p>18.00 – 18.30, 30'</p>	<p>Faculty meeting</p>	

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"> <input type="checkbox"/> Demonstrate an appreciation of peer support and feedback. <input type="checkbox"/> 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"> <input type="checkbox"/> Describe factors that influence adult learning and teaching <input type="checkbox"/> Explain the benefits of being an instructor: What's in it for junior and for experienced instructors? <input type="checkbox"/> Discuss day one and plan for day 2. <input type="checkbox"/> 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' <input type="checkbox"/> CASTeach 4: Post Resuscitation Care	<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</p> <p>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"> <input type="checkbox"/> Demonstrate an understanding of the importance of HF and NTS for effective and safe cardiopulmonary resuscitation. <input type="checkbox"/> 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> <p><input type="checkbox"/> Skill Station 1: High Quality Chest Compression & Defibrillation</p> <p><input type="checkbox"/> Skill Station 2: The Deteriorating Patient incl Demo</p> <p><input type="checkbox"/> Skill Station 3: Handling the Airway & Intraosseous Access</p> <p><input type="checkbox"/> Skill Station 4: Basic Life Support</p> <p><input type="checkbox"/> Targeted Training</p> <p><input type="checkbox"/> CASTeach 1: Shockable Rhythms</p> <p><input type="checkbox"/> CASTeach 2: Non-Shockable Rhythms</p> <p><input type="checkbox"/> CASTeach 3: Decision Making</p> <p><input type="checkbox"/> CASTeach 4: Post Resuscitation Care</p>	<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</p> <p>Candidates: Charalampos Psarologakis Sophia Pouriki Stavroula Anametopoulou Discussion Penelope Kouki</p>	<p>INTENDED LEARNING OUTCOMES After this session the participants can</p> <p><input type="checkbox"/> Comprehend the processes involved in delivering an effective simulation assessment</p> <p>Content</p> <p><input type="checkbox"/> Principles of summative assessment in Advanced Life Support courses</p> <p><input type="checkbox"/> Preparation and execution of assessments</p> <p><input type="checkbox"/> Describe possible outcomes:</p> <ol style="list-style-type: none"> 1. pass 2. re-test 3. fail
<p>09.45– 10.00</p>		<p>Refreshment Break (15')</p>

<p>10.00 – 12.00 120'</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skill Station 1: High Quality Chest Compression & Defibrillation <input type="checkbox"/> Skill Station 2: The Deteriorating Patient incl Demo <input type="checkbox"/> Skill Station 3: Handling the Airway & Intraosseous Access <input type="checkbox"/> Skill Station 4: Basic Life Support <input type="checkbox"/> Targeted Training <input type="checkbox"/> CASTeach 1: Shockable Rhythms 	<p>Simulation Assessment Practice</p>	<p>INTENDED LEARNING OUTCOMES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using the given principles, select the appropriate approach to the preparation and execution of assessments. <input type="checkbox"/> Using the given principles effectively performs a valid, reliable assessment session. <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use ERC assessment scenarios – the structure of the assessment and
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<ul style="list-style-type: none"> <input type="checkbox"/> CASTeach 2: Non-Shockable Rhythms <input type="checkbox"/> CASTeach 3: Decision Making <input type="checkbox"/> 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"> <input type="checkbox"/> Introducing complex challenges. <input type="checkbox"/> Talk about: Stress of assessment, unconscious helping, the teamwork of instructors – Decision-making by consensus <input type="checkbox"/> Candidates practice summative assessments in pairs and /or teams. <input type="checkbox"/> 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"> <input type="checkbox"/> Skill Station 1: High Quality Chest Compression & Defibrillation <input type="checkbox"/> Skill Station 2: The Deteriorating Patient incl Demo <input type="checkbox"/> Skill Station 3: Handling the Airway & Intraosseous Access <input type="checkbox"/> Skill Station 4: Basic Life Support <input type="checkbox"/> Targeted Training <input type="checkbox"/> CASTeach 1: Shockable Rhythms <input type="checkbox"/> CASTeach 2: Non-Shockable Rhythms <input type="checkbox"/> CASTeach 3: Decision Making <input type="checkbox"/> 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"> <input type="checkbox"/> Candidates should demonstrate progression following Debrief from 1st attempt. <p>Content Same skill as on Practice 1</p> <p>APR 2018</p>

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

<ul style="list-style-type: none"> <input type="checkbox"/> Skill Station 4: Basic Life Support <input type="checkbox"/> Targeted Training <input type="checkbox"/> CASTeach 1: Shockable Rhythms <input type="checkbox"/> CASTeach 2: Non-Shockable Rhythms <input type="checkbox"/> CASTeach 3: Decision Making <input type="checkbox"/> 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 Gadinis</p>	<p>Recap Environment - set – dialogue – closure 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"> <input type="checkbox"/> Skill Station 1: High Quality Chest Compression & Defibrillation <input type="checkbox"/> Skill Station 2: The Deteriorating Patient incl Demo <input type="checkbox"/> Skill Station 3: Handling the Airway & Intraosseous Access <input type="checkbox"/> Skill Station 4: Basic Life Support <input type="checkbox"/> Targeted Training <input type="checkbox"/> CASTeach 1: Shockable Rhythms <input type="checkbox"/> CASTeach 2: Non-Shockable Rhythms <input type="checkbox"/> CASTeach 3: Decision Making <input type="checkbox"/> 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"> <input type="checkbox"/> Candidates should demonstrate progression following debrief from 1st attempt <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Same Simulation as on Practice 1 <input type="checkbox"/> Simulation teaching/role play with complex challenges introduced by "difficult" team member <input type="checkbox"/> 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"> <input type="checkbox"/> Reflect on the process of becoming an instructor including the commitment to the role.

		<p><input type="checkbox"/> Describe the principles of the Code of Conduct for ERC instructors.</p> <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> From IP to IC and to ERC instructor <input type="checkbox"/> Continuing education and career opportunities within ERC and the NRC <input type="checkbox"/> Attending an educational instructor day and minimum number of courses to be instructed <input type="checkbox"/> 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	