PTC Primary Trauma Care
Foundation

PRIMARY TRAUMA CARE

Instructor Course Manual

(including How to run a PTC Instructor Course – Guidance for Faculty Trainers)

2021 Edition

The Primary Trauma Care Foundation is proud to have worked in association with organisations including:

College of Surgeons of East, Central and Southern Africa

The World Federation of Societies of Anaesthesiologists

The Royal College of Anaesthetists

The University of Oxford Global Surgery Group

The COOL project 2013-14
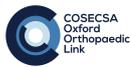
Tropical Health and Education Trust

Australasian College for Emergency Medicine

King's Global Health Partnerships

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Medical Aid For Palestinians

Ministry of Health of the People's Republic of China
中国卫生部

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The PTC Course and PTC Instructor Course are accredited by the Royal College of Surgeons of Edinburgh

The Australasian College for Emergency Medicine endorses PTC as a recommended trauma course for LMICs

The original version of the PTC manual was an annex to *Surgical Care at the District Hospital*, published by the World Health Organisation in 2003

PRIMARY TRAUMA CARE FOUNDATION

Instructor Course Manual

Disclaimer and health and safety notes

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Health and Safety
All PTC instructors are expected to take all reasonable care to ensure the health and safety of all course participants and guests. This includes checking that there are no unacceptable risks, for example from electrical systems, appliances, sharp tools, broken glass, trip hazards, road traffic, food provision, sanitation, contagious diseases, or any other cause.

Contents Page

Welcome to the PTC Instructor Course Manual and Training Day

Welcome to the PTC Instructor Course. After you have taken part in the two day PTC Course, we hope that you may be able to take part in the one day PTC Instructor Course, which is designed to give you the knowledge and skills needed for you to become a PTC instructor.

You have attended the 2-day PTC course and experienced the teaching methods that are used in that course, and the structure of the course. During the instructor course we will invite you to think back to the way that course was taught, and your previous experiences of how you learned and were taught.

Today we will cover most aspects of teaching and delivering the PTC course and give you practice in using the teaching methods PTC uses. This will be useful to you when you teach on future PTC courses. What you learn today will also be useful to you in other teaching that you do.

The Primary Trauma Care Foundation has produced several documents to be used in the PTC and PTC Instructor courses. These are:

- The *PTC Course Manual*
- *How to run a PTC Course*
- The *PTC Instructor Course Manual (this volume)*
- In addition a package of *Logistics Resources* used in running PTC and PTC instructor courses is available for download at the PTC website www.primarytraumacare.org

These are designed to help you during the instructor course and afterwards when you teach on PTC courses.

This Manual

This manual is written to help two groups of people:
- Trainee Instructors, who are taking part in the instructor day, and
- Faculty Trainers, who are experienced PTC instructors teaching on the PTC Instructor course.

If you, as a Trainee Instructor, have a chance to read through it before the day this will be very helpful to you. It will be helpful to you as a reminder when you teach on a PTC course or PTC Instructor Course in the future.

The sections of the manual follow the teaching sections of the instructor course. Each section in the manual has the same structure:
- Introduction, aims and objectives
- Background educational information, written particularly for Trainee Instructors.
- The Instructor Course Slides for the section. These reflect the information in the background educational information. Having the slides here helps you to prepare and will be useful if you teach the instructor course in the future
- Advice and opportunity for Trainee Instructors' preparation for their practical workshop sessions.

The final section of this manual is guidance that you and other Faculty Trainers will find useful when you come to run the PTC Instructor Course.

What is going to happen on the Instructor Course?

Learning Objectives

On completion of this course, Trainee Instructors should be able to:
- understand the PTC Course content and the principles and approaches behind its delivery
- understand the theories behind effective teaching and learning
- identify the skills required of the educator to support effective teaching and learning
- apply their knowledge and skills of effective teaching and learning to the delivery of the PTC Course

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The day will start by introducing some of the background to teaching and adult learning. We will then use this knowledge to introduce techniques for the four teaching methods that you will have experienced on the PTC course. These methods are:
- giving a lecture
- leading a discussion group or workshop
- teaching skills
- running teaching scenarios.

During each of these sessions
- the Faculty Trainers will demonstrate the teaching methods.
- you will think back to how these teaching methods were used during the PTC Course.

Following these sessions there will be Practical Teaching Workshops. During these you will have an opportunity to put what you have learned into practice. In small groups of other course participants you will use the techniques that will have been demonstrated on the course to:
- give a short (five minute) lecture
- lead a discussion group
- teach a skill
- run a simulated trauma scenario.

This is for you to concentrate on putting into practice what you have learned about the structure and techniques of teaching and giving feedback.

During the workshops you should use either very short PTC skills or topics, or you could choose other skills or topics. Ideas that you could use will be given in the Practical Teaching Workshop notes panel in each section.

The final session of the instructor Course looks at planning for the next two-day PTC course that you and your colleagues will be teaching. This session allows you and your colleagues to finalise who will teach what during the next two days and to plan how you will run the day.

On a PTC course you work as a team:
- develop a positive attitude to each other and your course participants
- be prepared to help each other in any way.

Members of the Faculty Trainer team today will also be present during the 2-day course that you teach, to support, advise and encourage you.

Key points and themes for the Instructor Course day

Everyone can improve their teaching skills and learn to be a good teacher. You are not born a good teacher; you become one.

Good teaching depends on good preparation. You will hear a lot about this today!

Plan to:
*   be responsible for timing and planning
*   be responsible for the layout of the teaching room and for equipment.
*   be in control of all that happens in your class or small group and the timing of the session you are running
*   create a positive atmosphere so that the participants enjoy learning

Our educational philosophy and approach to training

PTC instructors have been trained all over the world, forming a global family. Teaching others to improve their care of trauma patients helps to save lives and reduce disability. The methods we use and the underlying educational theory on which they are based have been proved to work in many countries around the world.

PTC principles:
We should
*   be adaptable to local practice
*   use appropriate teaching materials with varied teaching methods
*   create positive interaction and good relationships
*   encourage and learn from local participation

Introductory Slides

Objectives of the Day	Contents of the Day	PTC principles
At the end of today you will be able to o understand the PTC Course content & how we teach it o understand the theories behind effective teaching & learning o identify the skills we need to teach & learn effectively o apply these skills & knowledge to delivering the PTC Course	• How adults learn • Interaction, teaching and learning • Communication skills • Different ways of asking questions • How to give feedback • How to use 4 different teaching methods • Planning for the next course	• Adaptable to local practice • Appropriate teaching materials • Use varied teaching methods • Positive interaction & good relationships • Encourage & learn from local participation

Interaction, Communication and Learning

How Adults Learn

We have all learned while we grew up from childhood, and in our training. For a moment, think back to how you have experienced learning and being taught. How did this happen? What worked well and what did not? Was the way you learned the same when you were a child as it has been as an adult?

The PTC Course has been carefully structured using principles of adult learning. Learning can be defined as "a change in behaviour resulting from experience". Teaching can be defined as "a planned experience causing a change in behaviour". It is useful to think of learning in terms of behaviour rather than just knowledge. Planning is a very important part of teaching, as we will discuss during the day.

Session Aims:
- To understand some of the principles of adult learning
- To understand the importance of communication skills
- To understand the importance of asking questions
- To make you confident in giving and receiving well-structured and supportive feedback

Research has shown some things about how adults learn:

Adults learn best when they are motivated, and when the information they receive is interesting and relevant
In every training module on the Instructor Course, we focus on knowledge and skills about teaching. This is interesting and relevant to Trainee instructors because they will be teaching a PTC course very soon. Also, if you teach in your professional life, you will find the training helps that too.

Adults learn better when they are actively involved
That is why we use interactive teaching methods and start the day by exploring communication techniques and interactive teaching. We include as much practical experience as possible in the day. In the *Practical Teaching Workshops* later in the day you will learn from direct 'hands on' experience. In the Practical Teaching Workshops you can use PTC course material. This preparation will help to make you ready for your next course.

Adult learners appreciate well-prepared and well-structured teaching.
Today is clearly structured, and tightly timed. Each teaching session starts with a clear aim and finishes with a summary. Adult learners value keeping to time. We will need to keep things moving!

Adults like to know what they are doing well and what they can improve.
They value positive reinforcement and constructive feedback to help them change. Throughout the day we will give you feedback and teach you to give feedback to each other. The purpose of feedback is to help you analyse what went well in your teaching and precisely what you might change to improve your teaching.

How we learn

Think back to the two day PTC course that you have just done. You learned in different ways, in three main areas – knowledge, skills and attitudes.

Knowledge:
- you *learned and remembered* the facts included in the course content. Much of this happened during the lectures.
- you moved to *understanding* these facts - and learning to *apply* them to particular situations. Much of this happened in the discussions and skill stations.
- you moved to putting this all together in managing patients in simulation scenarios, and thinking how you could apply the PTC principles in other areas such as triage in major disasters.

Skills:
Think back to a skill you learned like riding a bicycle or driving. You went from:
- being a beginner
- to practising and mastering the skills
- until eventually you performed the skill automatically without thinking about it.

The skills you learned on the PTC course included airway and chest drains. When you learned these skills you already had the background knowledge from the interactive lectures. You started by seeing the instructor perform the skill, and then the instructor demonstrated and talked through the skill. After that, you had the opportunity to imitate and practise it while you talked it through. You then did further practice. To move to mastery and automatic performance would require much more practice after the course.

Attitudes:
The final type of learning was *changing attitudes, motivation and valuing what you had learned* – much of this happens through interactive learning. If learners develop a positive attitude towards PTC they are more likely to remember what they have learned and to want to use PTC principles in their future practice.

We have all had many years of learning, and as adults our ways of behaving are often quite fixed. As adult learners, more than as children, we need to *choose* to learn and change what we do. We learn because we want to. We will do this more if we see what we learn as being relevant to us and practical, and when those teaching us respect us and are supportive rather than being negative or punishing.

When we learn and change our behaviour, as adults we go through a cycle of experience:
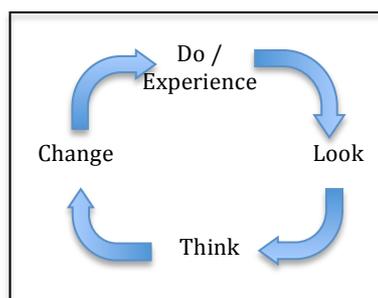
If learners are enabled to look at and think about their experiences this helps them to learn. This may make them think that they will want to make a change to what they do. They can then test this by doing it, and go round the cycle again.

Learning can start at any point in this cycle. Good feedback, as we will see later, can help this process.

Motivation and Barriers

Think back to how you were taught as a child, and the teaching you experienced on the PTC course. What made you want to learn? What made learning difficult?

As adults, we want to learn because we are motivated. If we are not motivated we will learn less well.

Our motivation to learn can come either from inside us (internal or intrinsic) or outside us through external (extrinsic) factors. Internal motivation includes wanting to learn because we realise that what we are learning is important and relevant to us, and will give us benefit. External motivation includes fear of being punished if we do not learn. Internal sources of motivation are much more powerful. We should remember these factors and use them to help learners we are teaching.

We can learn either through negative or positive methods. Many of us have experienced negative teaching: "You did that wrong!" or "You are bad" or through punishment if we did things wrong. This is not a good way of learning. Positive experiences that reward behaviour: "That was good" or "I liked how you did that… might it be even better to do…?" are much more encouraging, motivating and powerful and give better learning results.

Barriers to Learning – in the same way as for motivation, barriers preventing us from learning can be internal or external. Barriers from inside the learner can include fear, discomfort, lack of motivation and feelings that the subject is irrelevant to them. Barriers from outside the learner include factors like noise and distractions.

How can we help learners to be motivated and to overcome barriers to learning?
- Ensure they are comfortable physically. Ensure that the environment where we are teaching is not noisy or distracting.
- Show respect to the learner and give supportive feedback.
- Make the teaching relevant to them
- Keep everyone involved – be an interactive instructor.

Slides

Interaction, Communication and Learning	How adults learn Aim • To understand how adults learn	How adults learn • Definition • Learning • Motivation • Barriers to learning

What is Learning?	Adult Learners	Learning - knowledge

Learning
• "a change in behaviour resulting from experience"
Teaching
• "a planned experience causing a change in behaviour"
	Adults learn best when
	• Motivated
	• Information relevant to learner
	• Learner is actively involved
	• Aims defined
	• Positive feedback given
		• Learning & remembering facts
		  Facts in PTC lectures
		• Understanding and applying
		  Discussions and skills
		• Putting it all together
		  Simulation scenarios

Learning - skills	Learning - attitudes	Cycle of learning
• Background knowledge • Imitating • Talking through • Practice • Beginner ➔ practice ➔ automaticity	• Valuing what is learned • Attitudes to PTC • Motivation to use PTC	
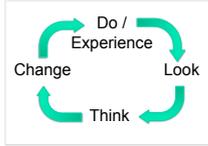
Motivation	Ways of learning	Barriers to Learning
• What is motivation? • What causes it? • From inside the learner • External factors • Which is better?	• Positive and negative • Benefits of positive experiences • Negative effects of painful experiences	• From inside the learner • External factors • How to overcome? • Keep everyone involved • Importance of feedback

	How adults learn	
?	Summary • How adults learn • Motivation • Positive and negative ways	

Interaction and Communication

We have all sat through lectures where the lecturer gives a boring presentation without involving the students, or have received teaching where the teacher uses negative criticism or humiliation. These are not good ways to teach. Good teachers are interactive with the learners they are teaching and create a positive, supportive, atmosphere.

Very useful ways of increasing interaction in teaching are good *communication skills*, good use of *questions* and good *feedback*. We will look at these during this session.

Good Communication Skills

We all use our voice, body and eyes to communicate. When you use these effectively you appear confident and build a good relationship with the course participants. This helps them to focus on the content, not on you. You will continue to make improvements in these areas throughout the day.

We are starting the course with ways to improve your communication skills, because everyone is able to make immediate improvements in the way they use their voice, body and eyes when teaching.

Voice
What annoys you most about a speaker's voice and stops you listening and learning?
- cannot hear – too quiet
- too fast
- too dull – monotonous, no variation
- words you do not understand

What advice would you give to help someone use their voice effectively?
- Be loud enough – make sure the back row can hear.
- Be aware of competing noise from air conditioners, people talking outside the room, traffic noise, rain storms.
- Sensible pace, vary the pace but don't rush
- Vary the pitch of your voice – use your voice to underline an important point
- Use simple language – write important medical terms that may not be immediately understood on a black/whiteboard.

You never need to shout, but most people need to speak more loudly and slowly than in normal conversation. Learn to project your voice. Raise your voice until you can hear it reflecting off the wall at the back of the room.

Body
This covers body language, gesture and posture, where you stand, how you move.
What advice would you give on this area?
- Stand tall
- Stand still, where the majority can see you
- Use simple gestures if necessary
- Smile in order to relax
- Keep your feet pointing forwards
- Move towards your course participants to encourage answers to questions.

Top Tips
- If course participants can see you, they will also hear better.
- Do not keep pacing up and down.
- If you are teaching a large group, you stand. In small groups you need to sit and be at the same level.
- If you are using a board or a screen, make sure that you do not stand between a learner and the screen.
- If your feet point forward you will not be tempted to turn your back and look at the slides on the screen.
- Try to avoid repeated gestures that distract from your message.
- Dress simply and smartly out of respect for your participants

Eyes
Why is eye contact important?
You gain immediate feedback as to whether everyone is paying attention. You give the impression that you are addressing everyone as an individual. This helps you build a good relationship with your class.

Where should you ***not*** be looking?
- At the screen
- Out of the window
- At one fixed spot
- At one person
- Only at your notes

What advice do you have regarding good use of your eyes?
- Look at the group
- Look at the whole group, try to include everyone.

Top Tips

- Check your blind spot. Ask a friend to point out any section of the room you do not look at.
- You ***are*** allowed to look at your notes. You may need some paper notes.
- You ***are*** allowed to look occasionally at your computer screen ***in front of*** you.
- You ***are*** allowed to keep an eye on the clock to ensure you finish on time.

> *Watch other people teaching during the instructor course and how they use these principles. You should think about using them in the practical teaching workshops later today.*

Slides

Being an Interactive Instructor At the end of this session you will be able to • use good communication skills • prepare and use questions in teaching • understand how to give feedback	Being an interactive instructor • What is interactive teaching? Give examples from the PTC course • Why be interactive? • What kind of atmosphere do you need to create?	Communication Skills • Voice • Body • Eyes

Asking Questions

Think back to good teachers you have known and how they taught. Most good teachers have the ability to engage learners in productive discussions. These make learning more personally relevant, more exciting, and more interesting. Good use of asking questions is important in this.

Good use of questions encourages interaction and actively involves the learner, and gains and maintains the learner's attention. It also allows the instructor to assess the learners' levels of understanding of what they have learned.

Question levels

The questions that we ask learners can have different levels.
- At the simplest level are questions that ask for **facts** – they will often start with "what", for example "What letters are important in Primary Survey?" Questions like these allow assessment of knowledge, but rarely promote discussion.
- The next level are questions that look at learners' **understanding** – these often start with "why": "Why are the letters ABC important?" These ask for learners' opinions or personal experiences.
- The next level are questions that look at learners' **application** of their knowledge and often start with "how": "How can you apply this to anything else?" These questions ask learners to solve a problem.

Question types

There are two main types of questions, *closed* and *open* questions, which have different sorts of answers. These types of questions can be useful in interacting with learners during teaching.

Closed questions have a short, specific and usually factual answer like 'yes' or 'no', rather like "What letters are important in Primary Survey?" in the section above. Answering closed questions does not usually require high levels of understanding or complex thinking. They do not lead to further discussion. They can sometimes be useful to end a discussion or change its direction.

Open questions encourage discussion and allow ideas to grow. An example could be "How can you apply this to anything else?" in the section above. Open questions can be very useful for starting a discussion or encouraging a learner to talk.

Using questions

When you are asking questions during teaching it is important to avoid long or complex questions, or questions within questions. Encourage learners to answer questions and give them time to answer.

When learners answer, be positive and make eye contact with the learner who is answering and respond to the answer in a way that indicates that you are interested in what the learner has to say, using appropriate encouraging body language. If someone answers quietly, make sure the group hears

the answer, if necessarily by repeating the answer back. If the answer is wrong, still be encouraging and supportive, and make sure you say the correct answer at the end of the process.

Question slides

Asking Questions
 	
Aim
To understand different ways of asking questions
	Questions
	
	• Why should we use questions?
		Question levels
		
		• Facts
		  • "What letters are important in Primary Survey?"
		• Understanding
		  • "Why are these important?"
		• Application
		  • "How can you apply this to anything else?"
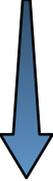
Types of Questions
 	
• Closed questions
• One word answer
  • Ends discussion
• Open questions
  • Allows ideas to grow
  • Encourages discussion
	Learners' answers
	
	• Encourage people to answer questions
	  • Be positive
	• Make sure group hears the answer
	  • Repeat answer back
	• If wrong
	  • Still be encouraging
		?

Asking Questions Summary • Open and closed questions • Question levels • Answers		

Feedback

Feedback is one of the most powerful and evidence-based tools in effective learning and teaching. You will have received feedback in the past. This may have been done well or poorly. Think back to this, and to how feedback was used on your PTC course.

What is feedback?

Feedback allows you and the learner to look at "What did you do well?" and "What can you do differently or improve?". It is a powerful tool to promote reflection on learning, performance, and ways to adjust or improve these. Effective feedback can give a huge boost to learning and professional growth: it stimulates learners to experiment, get out of their comfort zone, and be allowed to make and correct mistakes.

Rewarding things that are done well is a very powerful learning tool. Feedback should have a positive approach to encourage the learner. It is often said that you should give five positive points for every negative.

Feedback is **interactive**. It is not just a one-way process of the instructor telling the learner what he or she did well and what could be done better: it is a mutual interaction where the learner and instructor reflect together on the learner's performance.

It is an exchange of **specific** information about how the learner's performance **compares with a standard** such as PTC. It aims to **support the learner in improving his or her performance**.

During this Instructor Course, whenever you do a practice teaching task you are each going to receive immediate feedback. The same principles of feedback will help you as an instructor to learn how to reflect on your own teaching and to make changes in how you teach.

We looked at the Learning Cycle earlier. Feedback is part of this – it helps a learner to look at performance, to think about whether change is needed and to make that change.
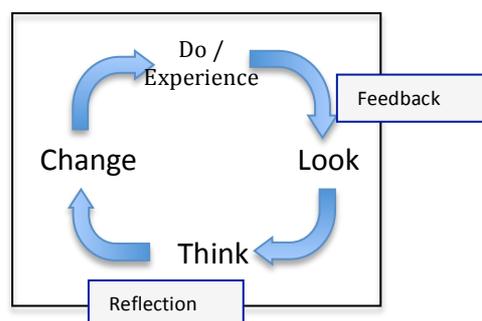
How to give feedback?

Feedback should invite the learner to think about how they have performed. It should always be supportive. It is useful to have a structure in giving feedback. A simple structure that can be useful is:

1. First, ask the learner to sum up in one word how they felt they did. *"How do you feel that went?"* This allows you to assess the learner's insight into how they performed. You can in turn give a very brief evaluation, for example *"I thought that was excellent / good / OK / could have been better – let's go back through what you did and look at each part, as this can be improved"*.
2. Ask the learner *"What was good, and why?"* It is important for the teacher to ask the learner first since it is helpful for the learner to recognise and state this and encourages him/her.
3. After this the teacher should then say what was good, and why.
4. Then we can ask "*What can you improve, and how?"* Again, the learner should recognise and say what could be improved.
5. Then the teacher should say what could be improved, and how.
6. Finally, the teacher should summarise the feedback and up to three things that the learner should concentrate on.

As you become more experienced, you can develop this structure into feedback based on enquiry. You can help the learner to think about their performance by asking questions eg *"I noticed you did/said this and was interested why you did this…"* Start with the *"What was good, and why?"* question and use "*why*" and "*how*" questions and prompts, and if necessary make observations, to bring out the learner's understanding of what went well, why and how they achieved this. This thus combines stages 2 and 3 above.

 You can then do the same enquiry based feedback for things that could have been improved, combining stages 4 and 5 above. Finish by summarising the feedback and up to three things to concentrate on, as above.

A negative learning experience such as being shamed, criticised or punished for being wrong in public can result in loss of motivation and interest. Positive feedback or reward is much more powerful. Remember the comment about five positive points for every negative.

This method of giving feedback is very different from the teaching by criticism and humiliation that many of us have experienced. Then finish by summarising the feedback and areas to concentrate on as above.

Feedback should be truthful and precise. It is important to give feedback only on things that the person receiving the feedback can change, and to be specific rather than making general comments: "*when you said…your voice was…"* or *"when you talked about…your back was to the audience"*. Do not be discouraging: if there are a number of points that most need to be improved it may be best to concentrate on one or two. Feedback should be done as soon as possible after the event that you are feeding back on.

Things you could make observations on include:
• Clear structure with beginning, middle and end
• Communication with learners
• Voice
• Eye contact
• Body position & movement
• Pace & timing

If feedback is done supportively the person receiving feedback will be encouraged to listen, not to over react and to decide "do I want to change it?" and if so to change their behaviour.

You can use the same structure of feedback when you think about your own teaching.

Feedback slides

Feedback
 	
Aim
• To understand how to give feedback
	What is feedback?
	
	• Two-way and supportive
	• Looking at
	  • "How you did"
	  • "What you can change"
	• Positive approach
	  • Five positive points for every negative
		Feedback in Learning Cycle
		
		Do / Experience
		Feedback
		Change Look
		Think
		Reflection
		PTC
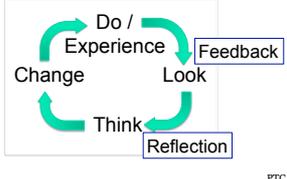
How to give feedback
 	
• Introduction "How do you feel that went?"
• "What was good, and why?"
  • First by learner
  • Then by teacher
• "What can you improve, and how?"
  • First by learner
  • Then by teacher
• Summary by teacher
	Giving feedback
	
	• On things you can change
	• Be specific
	  • "when you said…your voice was…"
	  • "when you talked about…your back was to the audience"
		Make observations on…
		
		• Clear aim & summary
		• Communication with learners
		  • Voice
		  • Eye contact
		  • Body position & movement
		  • Pace & timing

Receiving feedback • Listen • Do not over react • Think "do I want to change it?" • Change your behaviour	**?**	**Feedback** Summary • What was good? • What can be improved? • Be specific • Positive atmosphere

Teaching methods used in the PTC course

Module Summary

During the PTC Course that you attended, four different teaching methods were used. These were lectures, discussion group workshops, skills teaching and simulation scenarios. The next sessions in the Instructor Day will introduce you to each of these, and the Faculty Trainers will demonstrate them to you during these sessions. After an introduction to teaching methods, we will look at giving a lecture and leading discussion group workshops. You will be able to practise these two methods yourself, working with and receiving feedback from other participants in the course. Following that, we will look at skills teaching and simulation scenarios and you will be able to practise these.

Session Aims
- to understand the principles of PTC teaching methods
- to be able to choose and use different teaching methods.

Background to all four teaching methods

Planning

Planning and preparation for teaching is of critical importance.   This has two components – the *instructor's own preparation and planning* of what and how he/she is going to teach, and the physical *environment* where the teaching will take place.

In your own preparation and planning, think about:
- Who is your audience? What is its size and what is the knowledge level of the participants?
- What are you gong to teach and what do you want the learning outcomes to be?
- How are you going to teach it: which teaching method should you use to communicate with the audience?

Choose the most suitable presentation style. This may be using a Lecture, discussion, teaching a skill or using a scenario. The reasons for these are discussed below.

Plan the structure of your teaching presentation:
Every piece of teaching should have a *Beginning*, *Middle* and an *End* – it is often said "tell them what you are going to say, then say it to them and then tell them what you have said". This Introduction, teaching and summary structure applies to all teaching presentations whether it is a discussion group, a lecture, teaching a skill or teaching using a simulation scenario.

Beginning: this is a very important part of the teaching. Each PTC lecture starts with a patient story. This gets the learners' attention, makes them think about the importance of the subject and helps to motivate them. When you begin your teaching, encourage interaction and openness to questions. Identify the group members' prior experience and consider how you may adapt your teaching to this. Plan to set rules, for instance whether you are happy to be asked questions during the teaching or you would prefer questions at the end.

Middle: teach the PTC material interactively. Use questioning techniques and good feedback to involve the learners.

End: ask for questions and then summarise. Each PTC lecture finishes with a '?' slide and then a summary. Then make a clear end to the session – often saying "thank you" to the learners and making sure they know where they are going next works well.

Environment:
Before the teaching session begins, choose the layout of the room. Move the chairs if necessary. Rows of chairs can restrict participation; a circle or semicircle can help participation.   Check lighting, air conditioning, noise, and plan to ask the learners to turn off or silence their mobile phones (and do the same to your own phone!). Make a plan for what you will do if there is a power cut.

Choose and position equipment such as laptop and slides, black or white board for a lecture, equipment, tables etc for scenarios. Remember that PTC's policy is to use only what equipment and resources are locally available for teaching.

Plan that, at the end of the teaching session, you will ask for questions and answer them and then after that to make a summary of the teaching you have given. Doing this helps the participants to remember the summary that you gave at the end rather than focusing on questions, which may have been less important.

Difficult teaching situations

In all four of the PTC teaching methods, certain situations can be difficult.

If someone in the group is dominant, wanting to do all the talking, or is negative:
You can use both non-verbal and verbal techniques. Non-verbal techniques can include stopping eye contact with the person, and actively turning towards others in the group. This is normally enough, but you can also raise a hand, palm downward, as "stop" sign (facing the palm to the person can be rude in some societies, so be careful of this).

Verbal techniques can include thanking the person for their contribution and then asking "what do others think?" or "let's hear what x/y thinks".

A useful technique is to ask the dominant person a closed question with a simple short answer, to thank them for the answer, and then move on to someone else.

If someone doesn't talk:
Non-verbal methods can include giving eye contact to the person, and turning towards them and encouraging what they say by extending your hand, palm up. Verbal methods can include asking them an inviting, open question which they will be able to answer and start talking about, or asking a more general question such as "does anyone on this side have experience of this?"

Side discussions:
Ask a direct closed question to the person having the discussion and give polite feedback. Sometimes it can help to ask the question and then say the person's name.

Someone is obviously sleepy:
This does not have to be because your lecture or discussion is boring – they may be tired! You can move towards them and speak directly towards them, or ask them a direct question.

Think back to the structure of the PTC course that you did, and to its individual sessions. The whole course has been designed using these principles.

The course started with an MCQ test. This helped to make you and other learners think about what you knew, and to make the course relevant to you and to motivate you to learn. The local trauma perspective session did the same thing.

The course was carefully planned. The whole course, like each session within it, had a beginning, middle and end. The first lecture, on ABC, was a summary of all the content. The initial demonstration scenario showed you the way that this could be used. The individual lectures and teaching sessions then taught the PTC material in detail. The teaching started with lectures, but also used skills teaching and discussion groups to allow more detailed exploration of the material and to move from learning facts to putting this into more detail and practical use. The scenarios then allowed you to put everything you had learned together in managing patients.

Each lecture started with an introduction, and a story about a patient, to stress the importance of the subject and to make it relevant. The lecture then covered the detail, and used questioning and other techniques during the main part of the lecture. There was then a question mark slide to invite questions, and following this there was a summary of the content so that the learners finished the session with a clear memory of the important points in the lecture. The same structure was used for the other teaching sessions.

At the end of the course there was a summary, which brought all the parts of the course together and allowed feedback to be shared between the learners and the instructors.

Slides

Teaching Methods	Teaching Methods	Planning your teaching

Objectives
• To know how to plan your teaching
• To use different teaching methods
• To understand difficult teaching situations
	• Planning
	  • Who, what & how you will teach
	  • Environment
	• Delivery
	  • Beginning
	  • Middle
	  • End
		• Who are you teaching?
		  • Group size
		  • Knowledge level
		• What are you teaching?
		  • Learning outcomes
		• How are you teaching?
		  • Lecture, discussion, skill, scenario?

Environment	Delivery	Or…
• Choose equipment • Powerpoint, black or white board • Use only what is locally available • Choose layout of room • Move the chairs if necessary • Check lighting, AC, noise, mobile phones	• Beginning • State aim and content • Middle • Teach PTC material interactively • End • Questions • Summarise	• Say what you are going to say • Say it • Say what you have said

Difficult teaching situations
 	
What to do if…?
• Someone is too dominant?
• Someone is very negative?
• Someone does not talk?
• Someone starts a side discussion?
• Someone falls asleep?
	What did you notice about the PTC course?
	
	• Structure
	  • Motivational MCQ
	  • Planning, Delivery, Feedback
	  • Beginning, middle and end structure
	  • Knowledge, skills and attitudes
	• How we taught it
	  • Be a role model and be adaptable
	  • Positive feedback
		?
		
		PTC

Teaching Methods
 	
Summary
• Planning
• Delivery
  • Beginning
  • Middle
  • End
	PTC Teaching Methods
	
	• Lecture
	• Discussion group
	• Teaching a skill
	• Scenario	

Giving a Lecture

Training module summary

We have all experienced lectures. These may have been good or bad for us as learning experiences.

Good lecturers put across important information in a clear, structured way that helps people to learn and remember. They make the PTC topics relevant: they bring the content alive with relevant pictures, or by reference to an actual clinical case. The lectures should be adapted to your local situation and for different audiences by using relevant examples.

Good lecturers hold everyone's attention, often with the use of interaction; they know when and how to finish. They use communication skills, questioning and feedback to full advantage.

Session Aims
To enable every trainee instructor to
• Understand the advantages and disadvantages of lecture teaching
• Use the PTC slides effectively
• Deliver the PTC lectures in an interesting and informative way
• Put into practice what has been learned during the one-day Instructor course

Background

Lectures are commonly used in teaching. They are often the only way to give information to a large number of people at the same time, and are useful for covering a large amount of information and to introduce facts and ideas. However, unless a lecture is done well and is interactive, learners often do not remember much after it.

In PTC we use a number of lectures, such as ABCDE, Head, Spinal, Limb trauma, Trauma in Pregnancy, Burns. In a lecture you can put across a large amount of new material or information in a clear and structured way. A lecture does not have to be a boring recital of endless facts.

This training module is designed to help PTC instructors to prepare and deliver good lectures.

Planning for a lecture

A memorable lecture does not just happen; it has been carefully planned in advance. Like every teaching method, the planning should have two components – your *own preparation and planning* of what and how you are going to teach, and the physical *environment* where the teaching will take place.

Planning what and how you are going to teach:

- **Who is it for?** The PTC content has already been prepared but, as you plan, think about the level of knowledge and training of your course participants. Adapt the level of detail of your teaching to the group. If you have a mixed group, be aware that some will need more explanation than others – so plan this.

- **Familiarise yourself with the content.** Read what is in the *PTC Course Manual* **and l**ook at the key points in *How to teach the PTC Course.* Read through the slides and become familiar with them. If you feel you need one, write a brief outline, but do not write or use a script.

- **Plan a good beginning.** When you give your first lecture, introduce yourself. It is very important to gain everyone's attention at the start and to make the learners interested in your topic. Each PTC lecture starts with a patient scenario and questions, which you can use for this. You can also ask if a patient like this has come into the local hospital, or use a patient story of your own.

- **Plan and practise your timing.** Check from the course programme how long you have. Not all topics are the same length. Work on the basis of 3 - 4 slides per two minutes. Check the number of slides against the programme. It is helpful to practise the lecture with the slides.

- **Plan how to keep attention during the lecture.** Most of the experience for an audience is in how you present your information, not in what you say. Variety is good, and so plan to vary your voice and your position (read again the communication skills section above). Plan how you are going to make the lecture interactive, for instance what questions you are likely to use. After 20 minutes of lecturing, the attention of your course participants may be wandering. Make them wake up and think! It can be helpful to give mini summaries of what you have said so far during the lecture.

- **Plan a good finish and keep to time.** Know how you will end your lecture. Timing is important on PTC courses and you should finish on time. Ask a fellow Instructor to hold up a sign when you have 5 minutes left and plan what you will leave out if time runs out. A fellow instructor indicates 1 minute – you then summarise the key points. **If time is running out** use the '?' slide to ask simply if there is

anything not understood. You do not want a discussion to start amongst the participants on a matter of little importance to the whole course. You are responsible for finishing on time. Ensure that you finish with the summary so that the learners leave with your message fresh in their mind rather than remembering an awkward question.

Planning environment:

- Arrange the seating in a U-shape to help the lecture to be interactive.
- Check the lighting – not too dark and with no direct sunshine on the screen so that slides are unreadable.
- Make sure the equipment is working *before you start.* Allow time to set up the room and the projector and check that the slides are loaded on computer and the projector is working. Put your computer in front of you, where you can see it easily.
- Room temperature
- Minimise external distractions – plan to ask the participants to turn their mobiles off or silence them.
- Have a visible clock or ask another instructor to give you a five minute warning. If your phone has a timer display you can set this and put it where you can see it.

Using slides effectively

There is a set of slides for each PTC lecture but you do not need to use all the slides.
The text of the slides must not be changed but you may add pictures. You, NOT the slides, will be giving the talk. The slides are your tool, a teaching aid to support what you have to say. The slides provide precise terminology, information and data.

Tips for a good presentation

- Before you speak: stand comfortably, look at everyone and smile. Pause, then introduce yourself.
- Do not read from the slides. Keep your feet pointing at the audience and keep eye contact with them!
- Only look at the screen if you need to point to something
- Avoid using laser pointers; they make you turn your back on the class.
- Give people a moment to read a slide with a lot of information before you speak
- Never read only what is on the screen for the whole lecture.

Using slides to maintain attention and vary the stimulus
Occasionally stop talking – let the audience read the slide in silence.
Use a slide for occasional interaction:
> Example: Ask about a list: *What is most important? Why*?

Use the <B> key occasionally to gain attention half way through an intense lecture. In PowerPoint this turns the screen black (<W> turns the screen white). Press the <B> key on your computer, move away from your computer in order to
- stress something important
- tell a clinical story to illustrate
- draw on the board to make something clearer
- ask a question, e.g. what would be your drug of choice?
- Ask what was on the slide!

Press any key to return to your slides.

If there is a power cut

Think what you will do if there is a power cut. The projector will not work but if you are using a laptop it should run on its battery so you will be able to see the slides (have some headings on a piece of paper in your pocket in case the laptop stops working too). Be prepared to use headings on a whiteboard. With a small group you can turn the laptop round to face the group and use the laptop screen.

If the power comes back on, do not try to go back and run through your slides: you will run out of time.

Slides

Lecture	Lecture When? • Large audience (20 or more) • Large amount of information • Introduces facts and ideas • Limited transfer of information	Lecture – Planning **Instructor** • Who is it for? • Read PTC manual content and slides • Plan beginning / middle / end • Plan timing • Plan interaction and keeping attention • Plan a good finish

Lecture – Planning
 	
Environment
• Arrange seats in a U if possible
• Check lighting
• Make sure equipment is working
• Check temperature
• Minimise external distractions
• Have a clock/timekeeper
	Audiovisual aids
	
	• PowerPoint
	  • Use large text
	• Blackboard / Whiteboard / Flipchart
	  • Write clearly
	  • Allocate someone to write?
	• Don't need to use all slides
	• Plan for power cut
		Using Slides Effectively
		
		• You do not need to use all the slides
		• Do not change the slide text.
		• You may add pictures
		• Read from the laptop not the slides
		• Use slides to maintain attention
		  • <B> key
		• Be prepared for a power cut

Lecture – Delivery
 	
• Beginning
  • Clear aim and contents
  • Patient scenario
• Middle
  • Interaction with audience
  • Mini summaries during lecture
• End
  • Questions
  • Summarise
	Interaction with audience
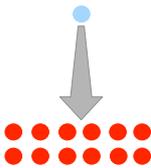	
	PTC
		Interaction with audience
		
		Two way Communication: use questions
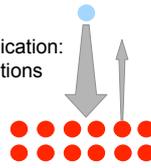		
		Answering a question
		
		PTC

Interaction with audience • Use questions • Use examples relevant to audience • Where will you stand? • Check if audience can see screen or board • Face audience not screen or board	? PTC	Lecture - Summary • Planning • Delivery • Interaction with audience • Audiovisual aids

Practical Session – Lecture		
• Use *short* topic from PTC or other topic • Structure not content important • Flipchart / whiteboard / slides • Use Plan, Delivery, Feedback • How you teach more important than what you teach • Five minutes then five minutes feedback		

Practical Workshop – Lecture   **40 minutes**

Each trainee instructor will give a very short lecture (five minutes) to a small group of other trainee instructors. After the lecture one of the other trainee instructors will give you feedback on what you did.

You should choose a topic that you like to teach about. This could be a very small topic from the PTC Course, or something else.

You can use a flipchart / whiteboard / laptop (there may be a projector available)

You should concentrate on what you learnt this morning – your preparation, the structure of the lecture (beginning, middle and end), communication skills, presentation and questioning techniques. **How you teach, in today's session, is more important than what you teach!**

If you are happy about the idea, you could ask a friend to take a short video of you on their phone. Watch it after the session finishes. You will learn a lot!

Lecture - summary

The lecture is an important teaching method on the PTC course. It does not have to be dull and you can learn to improve your teaching through creative preparation, good use of the slides and the use of questioning and other methods to ensure learner involvement.

Leading a Discussion Group

Training module summary
In this session you will learn how to lead a discussion and how to run a discussion group workshop. You will watch a member of the Faculty Training Team run a short discussion group. You will apply these techniques in the *Practical Workshop*.

Session Aims
- to give you the confidence to lead a discussion group

Background

Discussion Group Workshops take place during the morning of Day 2 of the PTC course. They are run as small group discussions and so are entirely interactive, encouraging the learners to work together, with the instructor acting as a facilitator. Everyone in the group should participate.

Discussion groups can be a very effective method of learning. For course participants discussion workshops offer an informal small group in which to learn and to ask questions about anything they have not understood. This leads to 'ownership' of the topic in the group.

For the Instructor they give the opportunity to learn from local knowledge about local situations, in order that the discussion is relevant, and to see if everyone has understood the difficult bits of some teaching.

This method is good for small groups – participants tend to become more inactive and contribute less if the group is larger, and it can be difficult to keep the group focused and keep everyone's involvement. One technique that can be useful with larger groups is *Brainstorming*, which is discussed below.

Think back to the discussion group workshops that you did on the PTC course. What did you find useful about these?

Watch the short discussion group that the Faculty Trainers will lead. As you watch, think about and make notes on the following:
- What was the teaching aim?
- How did the instructor lead the group to achieve this?
- Could you hear?
- Could you see?
- Why did it go well?

Discussion group workshops should use the same structure – planning, beginning, middle and end – as all other teaching methods. Like every teaching method, the planning should have two components – your *own preparation and planning* of what and how you are going to teach, and the physical *environment* where the teaching will take place.

Planning what and how you are going to teach:

There are four PTC discussion group workshops:

Neurological Assessment
The topic *Neurological Assessment* in the *Head and Spinal Cord* lecture contains some complicated information and the discussion leader can ask questions to revise this material, ensure that it has been understood and reinforce the main ABC message.

Pain Management/Analgesia
You will find notes on *Pain* in the *PTC Course Manual*.

Transportation
You should base your Workshop on the local context. The discussion will centre on applying the PTC principles to what actually happens.

Paediatrics.
The *Paediatrics* workshop will pick up key points from the presentation on *Trauma in Children and Pregnancy*.

On the PTC course, each discussion group workshop lasts for 20 minutes. You will need to keep to this time. Your aim will be to draw out the key points and enable every person to make a contribution. The key points are listed in *"How to run the PTC Course"*. Plan to make the whole workshop as relevant as possible to the local context.

Prepare the introduction and an introductory question, follow-up questions and how you will reinforce the key points in your summary. Think about how you are going to end the discussion, asking for questions and then summarising.

Planning – environment:

- Avoid distraction and noise
- Choose the seating layout. A circular layout with the leader in the circle, sitting at the same level as the participants, is much better for encouraging discussion than leader standing in front of a row of participants. As the Workshop Instructor you should sit facing into the room with your back to a wall so that those discussing look at you rather than the other groups in the room.
- If you are going to use a flipchart then ensure that everyone in the group can see it and that you will be able to write on it, or you could ask one of the participants to make notes.

Delivery

Beginning – plan to introduce yourself and state a clear aim for the discussion, allocate a scribe for notes or a flipchart if necessary. *Tell* the group you want them to participate.
For any topic you might start with a simple real-life clinical situation in which you want the group to come up with a specific set of answers.

Middle – In a discussion group you can use different techniques to increase interaction in the group:

- Use of open and closed questions
- Use names and include the quiet person.
- When you ask questions, give people time to think before they answer.
- You can always ask the same question to a number of people – "And what do you think?"
- You might ask for a show of hands, a vote in answer to a question. You can then ask people directly why they responded in a particular way.
- Allow participants to bring up questions and see if others can answer.
- You are responsible for leading. If someone is talking too much, thank them for their contribution, then ask what other people think.
- If someone suggests a treatment or course of action you consider to be wrong, ask the rest of the group: Do you agree? Why? Why not? Then after listening, be clear about the right way forward.
- If you realise that you are doing most of the talking, try rephrasing your statements as questions.

End – Questions, Summary

At the end of 18 minutes the instructor draws the discussion to a close, asks if there are any questions, summarises the key points and finishes on time.
When you repeat the session, don't try to add things you had forgotten.
Keep the message clear and simple; you only have 20 minutes.

Brainstorming

This can be a useful method of leading a discussion in a larger group. It allows everyone to have a voice while not putting pressure on anyone to speak. It uses a 'scribe' to write down comments on a board while the discussion leader speaks to the group. We often use this method to get feedback at the end of the PTC course.

The discussion leader invites each group member in turn to give an idea about the topic. These are written down accurately by the scribe. When each member of the group has been given the opportunity to speak the leader goes round the group again. "Pass"/ "No comment" is allowed if a group member does not want to say anything. This is continued until the ideas cease.

Slides

Discussion Group PTC	**Discussion Group** When? • Opportunity for group to work together • Strengthens interaction within group • Good for small groups • Motivating • 'Ownership' of topic in group	**PTC Discussion Groups** • Neurological Assessment • Pain Management and Analgesia • Transportation • Paediatrics
Discussion Group • Demonstration PTC	**Discussion Group** • What was the teaching aim? • How did the instructor lead the group achieve this? • Could you hear? • Could you see? • Why did it go well?	**Discussion Group - Planning** • Use appropriate topic • Learners' knowledge levels • Learn group members' names
Discussion Group - Environment • Choose equipment • Flipchart / white or blackboard • Choose seating layout PTC	**Discussion group – Delivery** • Beginning • Clear aim • Allocate someone to write if necessary • Middle • Interaction with audience • End • Questions • Summary	**Interaction in group** PTC
How to get Interaction in group • Introduce topic • Use open questions • Encourage participation from all • Use Brainstorming for more ideas • Stay on topic	**Brainstorming** • Larger group • Decide topic • Take turns for ideas • "Pass"/ "No comment" allowed • Write down accurately • Continue until ideas cease • Decision	**?** PTC
Discussion group - Summary • Planning • When and how • Delivery • Interaction in group • Brainstorming	**Practical Session – Discussion Group** • Use *short* topic from PTC • Structure, not content, important • Use Plan, Delivery, Feedback • Open and closed questions • How you teach more important than what you teach • Five minutes then five minutes feedback	
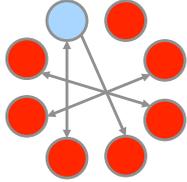
Practical Session – Discussion Group Workshop   40 minutes

You will be asked to prepare and lead a small group discussion for no longer than 4 minutes on a topic of your choice. Ideally, this should be one of the PTC discussion topics (Transportation, Neurological assessment, Analgesia, Paediatrics) but this is not essential.

Use open and closed questions, and concentrate on the structure and leadership of your session. **How you lead the session is much more important than its content.**

At the end of the discussion another participant will feed back to you on how you did.

Reflection and discussion

What went well?
What type of questions worked well?
Did everyone participate?
Who did most of the talking?
How was the timing?

Summary – Discussion Group Workshops

Interactive teaching is at the heart of the PTC course. In the same way that you need to build good relationships with patients, interactions also help to build a good relationship with the course participants. When they are involved in the learning, they remember what they learn and realise how much they already know.

You may have to work at encouraging every participant to be just that – a participant. Successful interactive teaching relies on good preparation.

As you become more skilled you will enjoy teaching in this way more and more.

Teaching a Skill

Training Module Summary
In this session you will learn how to teach a skill and how to run a skill station. You will watch a member of the Faculty Training Team demonstrate the skill and then you will learn how to run a whole skill station. You will apply these techniques in the *Practical Workshop*.

Session Aims
- to give you the confidence to teach a skill
- to enable you to direct a skill station

Background

A number of skills are taught during a PTC course. They include *Basic and advanced airway techniques*, *cervical spine immobilisation, logroll* and *chest drains and decompression*.

The PTC lectures introduce the knowledge before you teach the skills; when you teach a skill you build on the learner's knowledge and understanding. Therefore, during the skill station you focus on teaching the skill *not* on all the background knowledge.

We teach skills to demonstrate safe and effective methods of treatment and to give learners the confidence that they will be able to practise and improve these skills. Many learners are anxious performing in front of others, so teach in a way that encourages their confidence.

Teaching a skill uses the same structure – planning, beginning, middle and end – as all other teaching methods. PTC uses a three stage method of teaching a skill, which will be demonstrated in the session.

Demonstration – teaching a skill
You will watch a Faculty Trainer teaching a short skill station to one or two learners.   Observe carefully and make notes on exactly how the "Instructor" teaches the skill. Focus on the stages and their order.

Think about:
- What happened first?
- What came next?
- Is there a clear structure? What are the stages?
- How well did the trainee learn the skill?
- What made it clear that they had learned the skill?
- Why do you think this structure is important?

Why do we teach a skill this way?

As learners become proficient they go through the stages of beginner, competent practitioner, and then experienced clinician who is able to teach. At the beginning the learner just copies the actions of the expert, but by the end they perform the skills automatically. The learners you teach may be starting at any of these levels. Everyone learns best when they have to teach the skill to someone else. That is why you will encourage the learners to teach others.

When we learn a skill we gain information by seeing it done, hearing about it and practising it.

PTC uses a three-stage approach to teaching skills.

The three stages are:
- Instructor demonstrates at normal speed
- Instructor demonstrates slowly, with explanation
- Learner demonstrates and explains to another learner, with instructor coaching

Before you start, explain what you will do: *"First I will show you how I do the skill at the speed I would normally do it, so that you can see the skill as a whole. I will then do it again more slowly while explaining each step in detail"*.

- The **first stage** is for you the instructor to demonstrate at normal speed, but not so fast that the learners cannot see what you are doing. Do this without commentary ('silent run-through') but make sure your group can see clearly what you are doing.

- At the **second stage** you repeat the skill slowly step-by-step, explaining what you are doing and why, making sure that everyone can see. If necessary, repeat individual steps to ensure understanding. You can sometimes ask the learner to describe what you are doing

- At the **third stage** you ask the learner to demonstrate the skill and explain to you or to a second learner what they are doing. Encourage the learners to do further practice.

As instructor, you watch closely, giving praise where it is due and correcting when necessary.

Do not assume that someone senior is an expert. They may need coaching or have learned an incorrect method.

Planning for teaching a skill

Like every teaching method, the planning should have two components – your *own preparation and planning* of what and how you are going to teach, and the physical *environment* where the teaching will take place.

Planning what and how you are going to teach:
- Think about the learners' knowledge and skills
- Plan what learning outcomes you want
- Revise the relevant content in the PTC Course Manual
- Please refer to "*How to run the PTC Course*" for equipment lists, the learning objectives and further skill station options.

Planning – environment:
- Space free of distractions and noise
- Table in a place where everyone will be able to see
- Adequate Lighting
- Choose equipment
- PTC uses equipment that is locally available, to encourage future courses to be sustainable.

Think about the Beginning, Middle and End of how you are going to teach the skill.

Beginning – plan how you will explain the skill's importance and put it into context with the rest of the course. Plan how you will state the aims of the skill session.

Middle – three stage approach. Plan that in your discussion you will refer back to the lecture content knowledge that the learners have already heard. Plan to use interactive teaching with a supportive, positive atmosphere. Plan to maintain involvement of everyone in the group – while participants take turns at the skill, you must have your eyes on the whole group and keep them all involved and interested. You can ask questions about what you want them to remember and discuss other potential problems or approaches to the skill.

End – ask for questions, then summarise and close the session.

Slides

Teaching a Skill	Teaching a Skill When? • Small groups 5 to 10 • Combination of skill learning and discussion	Teaching a Skill • Demonstration by Faculty Trainers
Teaching a skill Why do we teach in this way? To move from beginner to competent practitioner to experienced clinician able to teach	Teaching a skill – 3 stages • Instructor does at normal speed • Instructor does slowly and explains • Learner does and explains to another learner. Instructor acts as coach	Skills – Planning Teacher • Learners' knowledge and skills • Learning outcomes

Skills – Planning
 	
Environment
• Space, distractions, lighting --
• Choose equipment
• Use what is locally available
• No expensive equipment
	Skills - Delivery
	
	• Beginning
	  • Clear aim and context
	• Middle
	  • Describe use of equipment or skill
	  • 3 stages
	  • Interact with whole group
	• End
	  • Questions and Summarise
		?

Teaching a skill - Summary	Practical Session – Discussion Group	
• Planning • Delivery • 3 stages	• Use *short* topic from PTC • Structure, not content, important • Use Plan, Delivery, Feedback • Open and closed questions • How you teach more important than what you teach • Five minutes then five minutes feedback	

Practical Workshop: teaching a PTC skill   **40 minutes**

In this session you will practise the three stage approach to teaching a skill, in a small group.

You can either use a PTC skill, such as performing a simple airway opening manoeuvre e.g. jaw thrust or inserting an oral airway on a mannequin, or choose a non-medical topic such as how to make a basic paper model aeroplane, tie a simple knot or another skill of your choice.

You will have three minutes to plan your teaching and then five minutes to teach it. You should use interactive teaching techniques to keep everyone in the group interested.

After this, another group member will give you feedback.

Summary: teaching a skill

As with all other teaching, you need clear learning objectives for your skill station and good preparation. You are responsible for the whole group. You must be aware of whether everyone can see, hear and participate. You must be encouraging to the participant who is struggling.

The three stage teaching method works very well, and it is important to ensure that the Trainee Instructors understand and use this.

Teaching using Scenarios

Training Module Summary
Scenarios are an enjoyable part of any PTC course. In this session you will learn about the reasons for the demonstration scenario and how to prepare and run participant scenarios. When well led, the scenario stations are popular and entertaining. The success of your course may rely on how interactive and engaging they are.

All the scenarios are printed at the back of the "How to Teach a PTC Course" manual and can be downloaded with the other course logistics material from the PTC website, www.primarytraumacare.org.

Session Aim:
- to give you confidence in planning and directing scenarios.

Background

Simulation scenarios take place on both days of the PTC course. The first scenario is the *demonstration scenario* performed by the Instructors. This demonstrates the management of a trauma patient and sets the tone for the *practice scenarios*. The scenarios all reinforce the key ABC message through active learning. Scenarios 1 – 8 focus on the Primary Survey. On Day 2 further practice scenarios round off the course. Scenarios 9 – 20 combine Primary and Secondary Surveys.

Scenarios give an opportunity for participants to bring together and integrate all the knowledge and skills that they have learned on the PTC course in a safe, enjoyable, real-time and realistic situation. Repeated scenarios reinforce the key message using different types of trauma patients but emphasising the same structured approach.

Scenarios enable course participants to
- put theory into practice
- learn from each other
- learn from mistakes without harming the "patient"
- develop teamwork
- think about how they communicate in a stressful trauma situation

Scenarios enable the instructor to
- see how well the PTC message has been understood
- detect errors or gaps in skill or knowledge
- know what to emphasise for the rest of the course

Scenarios are fun and excellent for breaking down barriers between participants and instructors. This in turn creates a relaxed learning environment.

Think back to the scenarios that you did on the PTC course. What did you find useful about these?

The Faculty Trainers will repeat the demonstration scenario from the first day of the PTC course. As you watch this, think about and make notes on the following:
1. What is the teaching aim?
2. How did the instructor directing the scenario achieve this?
3. Could you hear?
4. Could you see?
5. Why did it go well?

What can we learn from the demonstration scenario you have just watched?

It must be:
- hands-on and as realistic as possible
- a positive and safe learning environment.
- involve the whole group
- lead to helpful feedback
- allow no harm to the "patient"

The instructors leading it must be prepared:
The demonstration scenario sets the scene for everything that follows, so decide what the injury details are, who plays the roles and who directs. The participants must believe their instructors can actually resuscitate a real-life trauma patient, so look confident and competent during the demonstration scenario. It is vital for you to plan and rehearse as an Instructor Team.

Everyone has a clear role:
The Instructor
- sets the scene
- gives prompts as necessary and asks questions to clarify what is happening
- asks the participants what they observed
- gives feedback after a scenario.

The "doctor"
- speaks out loud as they are assessing and treating the patient
- communicates clearly with the nurse(s) or assistant(s)
- acts as they would in a real case, with "hands and stethoscopes on the patient"
- uses the whole team

When you lead your demonstration scenario it needs to be lively, fun, using as many bits of kit as possible, with the "patient" acting too.

Planning for teaching a scenario

Running and teaching a scenario uses the same structure – planning, beginning, middle and end – as any other teaching method.

Like every teaching method, the planning should have two components – your *own preparation and planning* of what and how you are going to teach, and the physical *environment* where the teaching will take place.

Planning what and how you are going to teach:

- Learners' experience and knowledge.
- The Instructor must be familiar with the scenarios.
- Prepare in advance how you will brief your participants and how you will ensure the scenario moves along smoothly. Be aware of how long you have, so you don't overrun. Plan how you will finish.
- Consider a practice run-through of the scenario before you start teaching.

Plan your teaching:
Beginning –
Introduce the scenarios. As the scenarios require acting a role, give some helpful tips to the learners and encourage them:

- Not to be shy!
- To act as if this is for real and to put their hands on the patient: *Look – Listen – Feel*
- Use all the equipment available
- Describe in words what they are doing
- Don't hurt the patient, e.g. don't actually put the IV cannula in but tape it to the skin to show that you have 'inserted' it.
- Don't laugh at others' mistakes (unless they themselves are laughing too)
- Be positive and encouraging to each other
- Ask the Instructor if they are unsure about anything, or need more information

Reassure the learners that everyone will have a chance to act each role.

Middle –
Allocate roles and do a briefing. For the first 'patient', 'doctor' and 'assistant' roles you may ask for volunteers. Make sure your participants are comfortable and not exposed – especially women if they are acting as the patient. Sometimes it is good to start with a man in that role if you have mixed groups.
If you have no volunteers, a second Instructor might play the role of the 'patient'. You should ensure that every participant has a turn in every role.

- Send the 'doctor' away from the group while you give the briefing.
- Brief the 'patient' with the full details. The 'patient' needs to know the cause and type of injuries in order to act them out, for example noisy breathing for an obstructed airway; fast breathing, confused speech or moaning in pain. Ask one or two participants to act as observers: tell them what the main learning objectives are. They then give some specific feedback to the person acting as the 'doctor' at the end.
- Bring back the 'doctor'. Set the scene and let them get going.

Your aim is to encourage the 'doctor' to find things out for themselves and to demonstrate how they would assess the 'patient'. So, as the Instructor, do not give too much information at the start.

For example: do not give chest findings until the 'doctor' actually listens to the chest, percusses it, palpates for rib fractures, feels for the trachea, etc. Only after that should you reveal a deviated trachea or any other abnormal or normal finding.

You will provide information in response to the 'doctor's' actions, for instance information on breath sounds if they listen to the chest, or blood pressure if this is requested. If the 'patient' forgets their role, for example not developing noisy breathing as the circulation is being assessed, a comment such as "I think I can hear some noisy breathing" reminds the 'patient' to act it out.

Keep good time and leave time for feedback. If you are working with another instructor, arrange that they will give you a five minute warning.

Difficult Scenario Situations
- If a participant gets stuck, to keep things moving, reinforce and summarise what they have done: "So, you have managed the obstructed airway and treated the breathing issue by decompressing the tension pneumothorax, what is next?" Some possible prompts if they get stuck, or confused:
  o "Are you sure about that?" is often a good start.
  o "What are you doing there?"
  o "What do you think about the patient's breathing?"
  o "How can you assess the breathing?"
  o "What would you like to do, or ask you assistants to do?"

- If a participant misses an important cue, repeat the cue. You may need to give alternative cues – e.g. "he is going very pale now"
- Allow participants to make mistakes but do not make any individual feel bad about it. Occasionally you may need to stop the scenario if your 'doctor' is struggling despite your attempts to keep things moving with questions or prompts, or makes a critical mistake. You can then use open questions and careful feedback technique to encourage the participant to think about what went wrong and how they can improve next time, and then re-start the scenario.
- If a participant gets excited and moves too fast, you can ask them to slow down and do things in real time. If a very good participant runs quickly and correctly through the scenario you can invent further injuries or problems for them to find and deal with.
- If a participant does a technique wrong – this can be corrected during the feedback at the end of the scenario.

End –
Feedback should be brief and immediate and should use the principles you learned earlier in the course. Be supportive and reinforce the positive. Focus first on what went well. Ask the others in the group for their perspective and encourage them to give feedback. Comment on communication and teamwork.

Plan to ask for questions and then summarise. Identify the most important point for everyone to remember and learn. Your summary should reinforce the correct treatment in the particular situation rather than anything an individual did or did not do. Aim to finish on a positive note.

Plan to close the session by thanking the group and then telling them where to move to next.

Planning the Environment:

- Privacy, noise, distraction, lighting.
- Make sure each scenario station has enough room; they can get noisy!
- Gather any useful equipment available. There is a suggested list in *"How to run the PTC Course"* and the *Logistics Resource pack*. PTC does not need complex equipment and it is important to teach only with what is locally available. If equipment is not available a scenario can still run well.
- Prepare your scenario station with a trolley/bed/table and a nearby bench or chair on which you can lay out the equipment.

Scenario Instructor Slides

Teaching using Scenarios PTC	**Scenarios** At the end of this session you will • be confident in planning and directing a scenario	**Scenarios** When? • 5-10 people • Realistic • Motivating, safe and enjoyable • Brings together all aspects of the course • Can be used as assessment tool
Scenarios • Why do we have scenarios? PTC	**Scenarios** • Demonstration scenario • Reinforces key PTC message • Demonstrates • what a clinical scenario is • how it runs • Practice scenarios	**Scenario** • Demonstration by Faculty Trainers
Scenarios Demonstration Scenario: • What is the teaching aim? • How did the Instructor achieve this? • Could you hear? • Could you see? • Why did it go well?	**Scenarios** What do you learn from the demonstration Scenario? • "Hands-on", realistic, interactive, safe • Preparation is essential • Roles are clear	**Scenario Planning - Content** • Learners' experience & knowledge • Read scenarios • Plan briefing and timing • Consider practice run-through

Scenario planning - Environment
 	
• Privacy, noise, distraction, lighting
• Enough space
• Use local equipment
• Use people as models
• Use bed or trolley
	Scenarios – Delivery
	
	• Allocate roles
	  • 'Doctor', patient, nurse, observer(s)
	• 'Doctor' out of room
	  • Full story told to group
	• 'Doctor' back in room - give history
	• Encourage realistic role play
	  • "Hands and stethoscopes on"
		Difficult Scenario Situations
		
		• Participant gets stuck
		• Participant misses an important cue
		• Participant makes mistake
		• Participant goes too fast
		• Participant does a technique wrong

?	**Scenarios - Summary** • Planning • Delivery • Feedback	**Practical Session - Scenario** • Use *short* topic from PTC • Use Plan, Delivery, Feedback • How you teach is more important than what you teach • 3 minutes prepare, 5 minutes scenario then 3 minutes feedback

Practical Workshop: Teaching Using Scenarios   **40 minutes**

You will be running a scenario with a small group of other course participants. Printed copies of the scenarios will be available, and you should plan your teaching of the scenario using the points listed above. You will have three minutes to prepare before you teach, and then five minutes to run the scenario. After this one of the other course participants will give you feedback.

Summary: Scenarios

The Instructor directing the scenario is well-prepared and confident; does not dominate but encourages the group, only speaking during the scenario when it is necessary; leads the feedback briefly but in a positive manner; and sends the group away feeling they can do it.

Keep a light touch, keep laughing and keep positive. This should be an enjoyable learning experience. You will appreciate seeing the increased knowledge, understanding and confidence of your participants.

Language Issues

If you are teaching on a course where the participants' language is not the same as your own, or you are not fluent enough in the participants' language to teach in it, you may have to work with an interpreter or modify how you teach. In the Instructor Course we have included some slides for this, though their use in the instructor course may not be necessary if you are not likely to need to teach in another language.

Aims:
- To understand the issues with teaching in another language.

It is important to
- Keep it simple
- Slow down
- Stick to words on your slides
- Write down important concepts
- Avoid jokes

If you are working with an interpreter you should
- Plan for the talk to take twice as long, or you should include half as much content.
- Use simple short sentences
- Slow down - halve your input
- Prepare your script & stick to it
- Go through the script with the translator before the teaching session.

In discussion workshops
- Repeat questions word for word
- Simplify questions if necessary
- If there is silence – are your questions too complicated?

If you are using a board or flipchart, let a local person write and give key points to translator

In summary:
- Keep it simple
- Keep it slow
- Keep it short
- Write it down

Language Issue Slides

Language issues	Second language	Translation
Aim • To be aware of difficulties for second language listeners • To understand how to work with a translator	• Keep it simple • Slow down • Stick to words on slides • Write down important concepts • Avoid jokes	• Talk will take twice as long • Simple short sentences • Slow down - halve your input • Prepare your script & stick to it • Give key points to translator
Discussion groups • Repeat questions word for word • Simplify questions if necessary • If silence – are the questions too complicated?	**Board or flipchart** • Let a local person write	**?**
Language issues Summary • Keep it simple • Keep it slow • Keep it short • Write it down		

Planning for the PTC Course you will be teaching

Session Summary
Following today's Instructor Course, you and your colleagues will be teaching a PTC course to a new group of learners.

During this session you and your colleagues, working as a team, will learn how to plan this PTC Course, including what needs to be done before, during and after it. You will finalise the programme and decide who will do what, and divide up the teaching so that everyone has an opportunity to put into practice what you have learned today.

Aims:
- To encourage good planning of further PTC courses
- To allocate roles for the next PTC course
- To think about working as a team

Introduction
When you organise a course you must plan carefully. Above all, pick a team who are good at doing what they promise and also include people who are good at paying attention to detail.

Guidance and supporting information on teaching PTC courses are given in *How to run a PTC Course.* You can download this and the necessary paperwork from the PTC website, www.primarytraumacare.org.

Preparation for running and teaching on the PTC course is just the same as for any teaching, with two components – your *own preparation and planning* of what and how you are going to teach, and the physical *environment* where the teaching will take place.

Planning the follow-on PTC course

The 2-day course normally follows immediately after this 1-day Instructor Course.

People and programme

You and your colleagues will need to finalise the course timetable with a named instructor allocated for each lecture and session. A large flip chart with the timetable and roles written on it is very useful.

Allocate a teacher or teachers for each of the sessions. Before teaching, you will need to read again the appropriate parts of the *"PTC Course Manual"* and *"How to run a PTC Course".*

Allocate a person to each of the following roles:
- Course Director
- timekeeper
- equipment person including making sure the slide set is on the computer
- daily logistics and session set-up
- catering is confirmed
- registration of the course participants and paperwork: all the forms will need to be printed and ready for registration at the beginning of the course and at the and end of the second day:
  - names and name labels

- certificates
- manuals
- MCQs and marking sheets
- Feedback forms

Set a time for a rehearsal for the demonstration scenario.

Some parts of the PTC course, specific to your country are not covered today. You will find hints on preparing these in the first section of *"How to run a PTC Course".*

Working as a team

During the day
- You need to work together to prepare the room for different activities.
- Get the skill stations and scenarios ready with all the equipment during the breaks.
- Keep referring to your programme with the times and the names of who does what.
- Do not leave it to the person giving the lecture to put chairs tidily into rows after discussion groups.
- Support each other at every stage, for example ushering the participants back after a break.

Preparing the learning environment
Take charge of the room!

Before you start
Allow plenty of time to get the teaching room ready. You should arrive at least 30 minutes before the first lecture of the day. When the course participants arrive they should come into a tidy room with everything they need laid out.

Work as a team on this. Help each other to set up the room and the projector.
Be aware of sources of noise, the need for air conditioning, fresh air.

Health and Safety
You will all need to take charge of health and safety to ensure that you and the course participants are safe.

- Are all electric cables, flexes, sockets and connections safe?
- Have somewhere to safely store or dispose of sharps.
- Is all equipment safe and in good working order?
- Are there any trip hazards?
- Are the toilets adequate, with supplies and facilities for cleaning hands?
- Are the food and drinks hygienically prepared and served?
- Remove or make safe any broken glass
- Remove all rubbish and sharps

During this session you will have the opportunity, helped by the Faculty Trainers, to plan the course you will be teaching.

Slides

Planning for the PTC Course you will be teaching	How to run a PTC Course	Tomorrow's PTC Course

At the end of this session you will be able to
 	
• plan for PTC courses
• allocate roles for the next PTC course
• work together as a team
	What is required to run a PTC course?	Checklist
		
		• People
		• Programme
		• Location and venue
		   • Publicity
		   • Food and drink
		   • Paperwork
		   • Follow-up

Planning the PTC Course
 	
• Your own preparation and planning
• Environment
	Planning the PTC Course
	
	• Course Programme
	• Extra roles
	   • Course director
	   • Participant Registration
	   • Timekeeper
	   • Equipment / computer person
	   • Daily logistics and session set-up
	   • Paperwork
		Running the PTC course
		
		How will the day run?
		• Get there early
		• Registration
		• Programme
		• End of day Instructor meeting

Running the PTC course • Prepare the learning environment • Prepare a safe environment • Take charge of safety • Rehearse demonstration scenario	?	**Summary** • PTC concept • How adults learn • Asking questions • Feedback • Teaching methods • Planning your course

Summary of the Instructor Course Day

Reflect for a moment on what you have learnt today.

We hope that you have enjoyed the Instructor Course and that you will find what you have learned useful, both while you teach the two day course and in all your teaching after that, both in PTC and other areas.

How to run a PTC Instructor Course – Guidance for Faculty Trainers

Introduction

These notes will guide you as you teach the 1-day PTC Instructor course. The earlier sections of this *Instructor Course Manual* have all the content that you will be teaching, and these notes give additional detail of the structure of each session and guidance on how to deliver it.

They also contain reminders about selection of Instructors and practical tips that will help you during the actual PTC course, before the Instructor day begins.

PTC has the highest expectations of you and the way you deliver this course. We want to thank you for giving your time to prepare and deliver it, and then to mentor the newly trained instructors. As Faculty Trainers, you must actively involve the trainee instructors in every aspect of their training.

Your responsibilities today:
- Be well prepared to deliver interesting, well-paced training.
- Give the aim/s for each session.
- Explain each Practical Workshop very clearly.
- Take time in each session to allow the trainee instructors to reflect on what and how they learned and to plan how they will teach in the practical workshops.
- Encourage the trainee instructors to work together and to support and feed back to each other.
- Work well as a team.
- Be enthusiastic about what you teach.

What is going to happen during the day?

- The first session of the day discusses the theory behind teaching and learning, and communication skills, asking questions and feedback.
- After this the four presentation styles used in PTC are discussed, using demonstrations from the Faculty Trainers. There is a general introduction and then more detail on giving a lecture and leading a discussion group.
- The Trainee Instructors practise what they have just learned about teaching lectures and leading discussion groups in practical workshops.
- There is then further detail and practical workshops on teaching skills and running scenarios.
- Following this there is a session during which the Trainee Instructors, with guidance from the Instructor Trainers, think about and plan the PTC Course that they will be teaching. This course normally happens on the following two days.

A guideline timetable for the day is given here (this may need to be adapted according to the circumstances of your course).

			If you are using slides, slide numbers
0815	15 minutes	Registration, and Trainee Instructors fill in forms	
0830	15 minutes	Welcome and Introduction	*1 - 4*
0845	45 minutes	*Interaction, Communication and Learning* How Adults Learn Motivation Interaction and communication Asking questions Feedback	5 – 18 22 – 29 30 – 38
0930	15 minutes	BREAK	
0945	60 minutes	*Teaching Methods used in the PTC Course* General introduction including difficult situations Giving a Lecture Leading a Discussion group	39 – 49 51 – 64 65 – 79
1045	40+40 minutes	Workshops 1 (see diagram, p53) Lecture and Discussion Group (cross over after 40 minutes)	
1205	50 minutes	LUNCH BREAK	
1255	40 minutes	*Teaching Methods used in the PTC Course* Teaching a skill Teaching using Scenarios	80 – 91 92 – 106
1335	40+40 minutes	Workshops 2 (see diagram) Scenario and Skills (cross over after 40 minutes)	
1455	15 minutes	BREAK	
1510	60 minutes	Planning for the PTC course you will be teaching	114 - 122
1610 - 1640	30 minutes	Evaluation and Feedback, finish	

- Language issues – this is an optional 15 minute session (slides 107 – 113), and is not required if the Trainee Instructors are not going to be teaching in a language other than their own or through interpreters.
- Each teaching section of the lecture/discussion/skill/scenario incorporates (or is itself, in the case of lecture and perhaps the discussion sections) a demonstration by the Faculty Trainers.

- Workshops: participants divided into two or four (eg two lecture and two discussion) groups, in separate rooms or corners of large room.

The key message for you: teach by example.
Be a model of how you expect the Trainee Instructors to teach. You can often refer to examples of good teaching that they experienced during the preceding 2-day PTC course. The success of your training day may depend on the quality of the preceding PTC course. All motivated learners watch their teachers very closely. They not only learn the content of the teaching session, but also observe the way it is taught. The way the PTC course was taught for the first time often becomes the standard for how it is taught every other time.

Throughout the day we emphasise the need for interactive teaching. We have provided a slide set that mirrors the content of the Instructor Course Manual. This is a resource for you only if you need it. It is important not to simply use the slides as a presentation: the sessions must be taught interactively. Aim to teach without the slides for at least part of the course.

Because we emphasise the importance of keeping to time, if the registration for this day takes longer than expected and you start late, you must drop parts of the Introduction, and just give a brief welcome and overview of the day. Aim to start the first session on time. If trainee instructors arrive late, they must register in the coffee break. You want to start promptly, setting the scene for future PTC courses they will teach.

We want you to enjoy training instructors as much as you enjoy delivering a PTC course. The training methods have proved successful all over the world. However please make any adjustments to fit the locality and culture where you are teaching.

Paperwork and Printing

Before the Instructor course starts you need to check you have the following:

For each Trainee Instructor:
- a printed copy of the *Instructor Course Manual.* This should be given to the Trainee Instructors at the end of the PTC course so that they can look at it before the Instructor Course.
- Electronic copies of *"How to teach the PTC Course"*. These are particularly useful for interactive teaching.
- access to copies of the scenarios, printed in *"How to teach the PTC Course"* and also downloadable in the *Logistics Package* from the PTC website at www.primarytraumacare.org.
- Access to a printed copy of the PTC Course slides – downloadable from the PTC website.

For each member of Faculty Training Team:
- A printed copy of this *Instructor Course Manual*.
- The *Instructor Course Slides*. These are printed in the Instructor Course Manual.
- An electronic copy of *"How to teach the PTC Course"*

The Course Director, in addition to the above, needs to have downloaded the *Logistics Package* from the PTC website.

Choosing your Trainee instructors – thinking ahead during the PTC Course

Selecting good candidates

Although there is the potential for most or all of those on the first part of the 2-1-2 course both to want to take part in the instructor course and to be suitable for this, running an instructor course with that many participants is difficult and dilutes the learning they obtain. We know from experience in PTC courses that 8 – 12 trainee instructors is the best number, and suggest that this is the number you choose. The new instructors can run a second instructor course for other suitable participants soon after the first course.

1. During Day 1 of your PTC course, begin to select possible trainee instructors. Notice those who are clearly interested, and who learn to pass on the skills well. Those who are easiest to train are often young. Choose a good mix of men and women, and don't be afraid to include well-trained nurses. However you may also need to pick some in positions of authority at the height of their careers whose engagement and support for the development of the PTC programme will be valuable.

It is helpful to take photographs of the participants at the start of the course with their name labels. In your Faculty meeting after Day 1, look at the photos of each participant and pick a provisional list.

2. During Day 2 confirm those you have picked. Announce the list at lunchtime, in case some cannot stay on for the following three days, or in case anyone else really wants to be trained.

3. During Day 2 order food for the differently timed breaks during the Instructor Day.

4. At the end of Day 2 ask those chosen to train as instructors to stay behind.
Explain the next day to them and stress the importance of arriving at the start time. Check everyone agrees that this is possible as there are forms to fill in which will take 15 minutes.

Give them each a copy of the printed *Instructor Course Manual*.
Ask them to bring
- a USB stick (for the PTC slides and *"How to run a PTC Course"*). An alternative to this, which works well in many countries, is to use a file sharing service such as Dropbox™ to share the materials.
- their *PTC Course Manual*

5. Once they have left, with your fellow Faculty Trainers, prepare the room for the number of Trainee Instructors.

6. Rehearse the demonstration scenario (Scenario 1) that was used on the PTC Course.

7. Check you have
- equipment for the scenarios and skill stations readily available
- forms, paperwork and names badges ready for registration
- printed copies of the Instructor Course Manual and loaded USB sticks
- the PTC Instructor Slides and PTC slides loaded on the computer(s).
- prepared Instructor Course certificates – you should have the names of the Trainee Instructors taking part in the course from their registration from the PTC Course.

The Instructor Course Day

When you are preparing to teach the instructor course it is important to read the relevant sections of the Instructor Course Manual. The Instructor Course Slides closely follow the text of this, and to help you the slides for each section are printed at the end of that section. Each section in the teaching methods part of the course also has a slide to help the trainee instructors to prepare for their practical teaching workshops.

Welcome and Introduction

When the trainee instructors arrive, if you have not got their details from the previous day's PTC course registration make sure that you have these recorded. It is best to ask them to type their name directly into a computer spreadsheet (a template for this is in the PTC *Logistics Package* that you can download from the PTC website). Ask them to fill in the "Pre-course questionnaire for PTC Instructors". You will need to enter their confidence scores into the spreadsheet once this is done.

Take 5-10 minutes to welcome everyone and to go through the programme, the pattern of the day, key points, and get everyone to silence their phone.

Repeat the explanation given on the previous afternoon, that the day is very interactive and that the Trainee Instructors will be expected to do short teaching exercises in the workshops and feed back to one another following these. Stress the importance of keeping to time. There are three introductory slides outlining the learning objectives for the day, its contents and the PTC principles.

First session – Interaction, Communication and Learning

How Adults Learn   (45 minutes)

We have provided a set of instructor slides. These closely reflect the text in the instructor manual. They are there to help you if you need them, but you do not need to use all or any of the slides. It is very important that you teach the course interactively with good use of questions and feedback.

You will see that there are a number of points for reflection in the manual indicated by grey boxes in manual; while you are teaching, invite the trainee instructors to think back to their own learning experiences and what they experienced on the PTC course.

In the "Being an Interactive instructor" section there is a slide on Communication Skills with headings of voice/body/eyes – you should do a brief discussion on this with the trainee instructors and you could run this as a brainstorming session with someone writing points down under each heading on a flipchart. Demonstrate as part of your lecture.

At the end of this session another Faculty Trainer should give you a brief feedback, using the four step approach, on how you taught the session.

Teaching methods used in the PTC Course

It is important to give good demonstrations of the four teaching methods. It is also important to give good demonstrations of feedback, so after each demonstration another Faculty Trainer should give a well-structured four-stage feedback.

If you are using the slides, these indicate when the demonstration should be done. The following slides help the trainee instructors to learn from what they saw in the demonstration.

General Introduction including Difficult Situations   (20 minutes)

Giving a Lecture   (20 minutes)

You can use the whole lecture as a demonstration! Use all the techniques that are discussed in the Instructor Course Manual, and use interactive teaching methods and questions. At the end of your lecture another Faculty Trainer should give you feedback to show the Trainee Instructors how it should be done.

At the end of the lecture section, show the Practical Session slide and explain the workshop, and give the trainee instructors five minutes to think about and plan what they will teach before you move on to the next section.

Leading a Discussion Group   (20 minutes)

If you are confident in doing so, you could teach the whole of this session as a discussion group, using and demonstrating the techniques discussed in the *Instructor Course Manual*. Alternatively, you could use the slides and for your demonstration select a small topic from PTC and run a short demonstration discussion group with three or four Faculty Trainers (or Trainee Instructors). Make sure that you demonstrate your planning and setting up the environment in which you will be teaching. Plan with the other Faculty Trainers to demonstrate how to deal with dominant or shy participants.

Immediately after your discussion group demonstration, another Faculty Trainer should give brief feedback to you on how you ran the group.

At the end of the discussion group section, show the Practical Session slide and explain the workshop, and give the trainee instructors five minutes to think about and plan what they will teach before you move on to the next section.

Practical Workshops 1

After the Trainee instructors have learned about lecture and discussion group they will have the first session of practical workshops.

If you have four Faculty Trainers, divide the trainee instructors into two or four groups, depending on whether there are 8 or 12 on the course (to give 3 to 4 trainee instructors per group). If you are using four groups, two of these are lecture and two are discussion group. The first session is 80 minutes, with the groups swapping from lecture to discussion or the other way round at 40 minutes. This will give time for each participant to have 5 minutes performance and 5 minutes feedback.
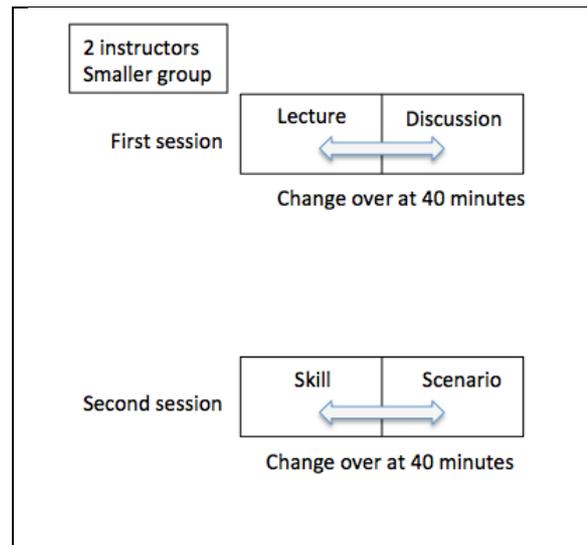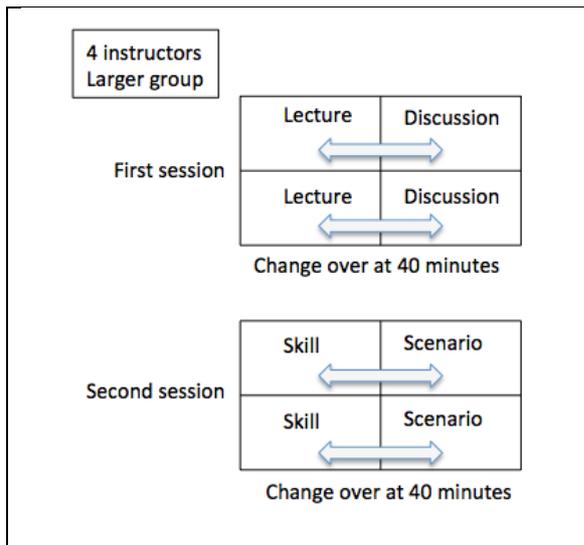
Advice for the trainee instructors on what they should do in the workshops is given in the *Instructor Course Manual* and on the Practical Session slides at the end of each section. You should reinforce to them that how they teach is more important than what they teach. They can use either a short topic from PTC or another topic of their choice. Encourage them to practise feeding back to each other using the four step approach.

For the lecture session, have a flipchart or white/blackboard available as well as a laptop with the PTC slides loaded and, if possible, a projector.

After the first session of Practical Workshops there is further teaching on the teaching methods of teaching skills and running scenarios.

Teaching a Skill   (20 minutes)

The demonstration should be given early in the teaching as indicated by the slides. The slides that follow refer to the demonstration.

Give a short demonstration of teaching a skill to two other Instructor Trainers or Trainee Instructors. Use a skill that the whole group will be able to see. Use the techniques discussed above and make sure that you clearly use the three stage approach to teaching. Teach a very small skill which all the trainee instructors will be able to see clearly from where they are sitting. Useful skills for this can be putting a Guedel airway into a mannequin or tying a necktie or scarf. Use a very clear demonstration of the three stage technique.

Immediately after you do the demonstration another Faculty Trainer should give you a brief feedback on how you taught the skill. This is a good opportunity to bring out some of the good things that you want the trainee instructors to learn.

At the end of the skill section show the Practical Session slide give the trainee instructors several minutes to think and prepare what and how they are going to teach in the practical workshops.

Teaching using Scenarios   (20 minutes)

This training module relies on your excellent running of the scenario stations on the PTC course, which your trainee instructors have just experienced and also on your providing an excellent demonstration scenario again today.

As with the other sections, you should do the demonstration scenario at the point indicated in the slides since the next slides refer to the demonstration.

With the other Faculty Trainers, give a demonstration repeating the demonstration scenario that was used on the first day of the PTC Course. Clearly show the preparation and delivery and teaching techniques that are discussed in the *Instructor Course Manual*. Get everyone to stand up and watch. It is very important that you demonstrate clearly and effectively the structured approach to the trauma patient, and also how a scenario works. Participants will watch this very closely, and often copy what they have seen.

At the end of the scenario section show the Practical Session slide give the trainee instructors several minutes to think and prepare what and how they are going to teach in the practical workshops.

Practical Workshops 2

These follow the same pattern and approach as the first session. For the skills workshop, encourage the trainee instructors to use the three stage teaching method and to practise feeding back to each other.

Language Issues

There is an optional section in the manual and slides about teaching when the participants' language is not the same as that of the instructors, or working through interpreters. If this is not going to be necessary then this section can be omitted.

Planning for the PTC Course you will be teaching   (60 minutes)

Before this session write out the PTC programme on a flipchart with spaces for the new instructors to write who will teach each session and who will do the additional roles.

Remind the Trainee Instructors that, as well as the *PTC Course Manual*, there is useful information in "*How to run a PTC Course*" to support them in running their course.

Use a flipchart and brainstorm approach to let the Trainee Instructors list what they will need to run the course and what roles they will need to do. They will need to plan who, what and how they will teach and the teaching environment.

Encourage them to select a course director (and perhaps a co-director). The director should take over the discussion and together the instructors should decide who is going to teach what on the PTC

Course, as well as the extra roles – use the slides to make sure that they have covered all of these. It is helpful to write out the course timetable on a piece of flipchart paper or whiteboard and for the names of who will be teaching to be written on this. Once the program is complete it is a good idea to take a photograph of it in case a helpful person cleans the whiteboard overnight or throws the paper away!

Once names are allocated, tell them the Faculty will all be available to give them any help with preparation at the end of the day. Ask if there are any questions, no matter how seemingly unimportant. You want everyone to feel they know what is happening.

Remind them they will need
- to rehearse their demonstration scenario.
- to know where all the equipment is for scenarios and skill stations and to prepare these in advance during the day.
- to set up in advance a Faculty meeting at the end of Day 1 of the course.
- To enjoy working together as a team during the course.
- To take control of the room and safety during the course

It is sometimes difficult for all the new instructors to get time to teach for the whole of the following two day course. It is preferable for them all to be present but sometimes they will need to arrange things so that each person need only attend for one day of the second course, provided that on that day they give both a formal lecture and lead small group teaching.

And finally…

You need to round off the day
- Ask the trainee instructors to complete the "Post-Course Questionnaire for PTC Instructors". At the end of the course you will need to record the post-course confidence scores in the spreadsheet and record the scores for the learning objectives, and include these in the course report.
- Give a brief summary of the day
- Present them with their Instructor Course certificates
- Offer encouraging words for their forthcoming PTC course

During the following two days, as a Faculty Trainers it is your job to encourage each new Instructor individually. It may be helpful for a Faculty Training Team member to mentor and support each new instructor individually: at appropriate moments, highlight what they do well and suggest targets for improvement.

Thank you for teaching on the PTC Instructor Course. We hope that you enjoyed it and found it rewarding. Through teaching instructors you are helping with the spread of PTC and saving lives.