

# Resuscitation trainers' record

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## Requirements to become a trainer

### Prior to attendance on the study day

- You must have been nominated to attend by your manager or practice development team
- You must show an interest in the support of parents prior to discharge home
- You must have a robust knowledge of the infant BLS algorithm (current resuscitation council algorithm)
- You should attend a parent BLS session as an observer

**Attendance and participation** during the study day is compulsory.

### Following the study day

1. You must identify a suitable assessor locally, a list of suitable assessors will be given to you during the study day. The assessor must be an existing resus council instructor (NLS / EPLS / PILS) or resuscitation officer
2. You must arrange to deliver an assessed session in a trainer candidate capacity
3. The session must take place within 3 months of the study day and should be either a group session or a one to one session

The assessment session should be recorded on the candidate assessment record and kept along with your reflective log. A copy of the record should be held by your manager / practice development lead.

You can practice independently as a trainer once the assessed session has been completed.

You are then responsible for maintaining practice by:

- Completing a minimum of 6 sessions per year and at least one every 3 months
- Ensuring teaching reflects current Resuscitation (UK) council guidelines
- Attending an update every 3 years or following resus council guideline changes
- Maintain a reflective log for at least 3 sessions per year. This can be used during the appraisal.

These standards should be confirmed during annual appraisal.

## Responsibilities: Assessment of practice

**You** are responsible for:

- Ensuring you have a good knowledge of the current resuscitation council (UK) guidelines
- Identifying a mentor / assessor
- Providing a copy of the completed assessment to your local lead nurse

**The mentor / assessor** is responsible for:

- Working alongside the candidate to identify learning needs
- Overseeing teaching and learning opportunities
- Assessment of the delivery of a session
- Documentation of both assessments

**Assessment matrix.** Adapted from Generic Instructor Course teaching materials copyrighted to the Resuscitation Council (UK).

## SET

	<b>Needs further development</b>	<b>Effective and competent</b>
Checks and adjusts layout and equipment	Layout inappropriate and no adjustments made Fails to check or is unable to use equipment including manikin	Appropriate layout Checks and is able to use equipment
Ensures everyone can see	Fails to ensure all parents can see	Asks parents to move to enable them to see the manikin if required
introductions	Neglects to welcome and introduce self	Welcomes and introduces self
Establishes usefulness and clearly states outcomes in language appropriate to the layperson	Fails to convey usefulness. Does not establish or communicate learning outcomes Uses terminology that is not understood by the lay person	Conveys context of session Outlines objectives

## DIALOGUE

Uses voice appropriately	Speaks too quietly / too loudly	Effective use of voice with variation of tone and pitch
Uses eye contact appropriately	Fails to establish eye contact	Establishes good eye contact with audience
Demonstrates enthusiasm	Unable to motivate audience	Enthusiastic delivery
Uses personal / group experiences (if relevant)	Does not use personal or audience experience	Illustrates point to enhance learning
Encourages interaction	Does not encourage interaction	Uses questions and discussion to encourage participation and enhance learning
Presents material in a clear logical sequence	Presents material in a confused / illogical way	Clear and logical presentation
Explains 4 stage method	Fails to describe method	Clearly describes 4 stage method
Demonstrates the skill in real time	Fails to demonstrate Adds commentary	Demonstrates skill in real time without commentary
Demonstrates the skills with commentary	Inaccurate commentary	Demonstrates skill with appropriate commentary
Checks understanding	Fails to enquire about understanding	Asks parent questions to clarify understanding
Demonstrates the skill with parent commentary	Fails to demonstrate Allows inaccurate commentary	Demonstrates skill Ensures accurate parent commentary
Facilitates parent independent practice	Does not facilitate continuous assessment / observation	Enables continuous assessment / observation
Keeps to time	Runs out of time or finishes too early	Works within time constraints
Attitude / behaviour encourages learning and interaction	Has difficulty in presenting a positive attitude Behaviour discourages interaction	Behaviour / attitude allows for interaction and contributes to a positive learning experience
Gives feedback	Does not give / inappropriate feedback to parent(s)	Gives adequate / appropriate feedback

## CLOSURE

Invites and answers questions	Fails to ask questions Answers inappropriately	Uses questions and answers to clarify content
Returns to learning outcomes and summarises	Fails to re-establish learning outcomes or summarise	Reiterates learning outcomes and gives short summary
Terminates session	Unclear termination	Terminates session verbally
Records session attendance and concerns in infant's notes	Fails to record the session appropriately	Records session and concerns in infant's notes
Cleans and returns equipment / manikin	Fails to clean manikin appropriately	Cleans equipment and manikin appropriately and returns to storage

### The 4 stage approach to teaching a skill

1. Silent run through in which teacher demonstrates in real time without commentary;
2. Teacher then demonstrates while commentating;
3. Teacher then demonstrates with commentary from student(s);
4. Finally student performs and commentates.

**Assessment feedback form.** Adapted from Generic Instructor Course teaching materials copyrighted to the Resuscitation Council (UK).

### Assessment

Candidate name		
	Assessment 1	Assessment 2
Date		
Assessor name		
Type of session (1:1 / group)		

### SET

	Assessment 1		Assessment 2	
	Needs further development	Achieved	Needs further development	Achieved
Checks and adjusts layout and equipment				
Ensures everyone can see				
Introduces self and other facilitators				
Establishes usefulness and clearly states outcomes in language appropriate to the lay person				

### DIALOGUE

Uses voice appropriately				
Uses eye contact appropriately				
Demonstrates enthusiasm				
Uses personal / group experiences (if relevant)				
Encourages interaction				
Presents material in a clear logical sequence				
Explains 4 stage method				
Demonstrates the skill in real time				
Demonstrates the skills with commentary				
Checks understanding				
Demonstrates the skill with parent commentary (if appropriate to group)				
Facilitates parent(s) independent practice				
Keeps to time				
Attitude / behaviour encourages learning and interaction				
Gives feedback to parent(s)				

## CLOSURE

Invites and answers questions				
Returns to learning outcomes and summarises				
Terminates session				
Records session attendance and any concerns in infant's notes				

## Feedback

Comments and summary of feedback	
Needs further development	Achieved
Signature of assessor:	Signature of candidate:

Comments and summary of feedback	
Needs further development	Achieved
Signature of assessor:	Signature of candidate:



## Reflective log

Please complete a minimum of 3 per year to be discussed during your annual appraisal

Date	
Location	
Description of session	
What went well?	
Were there any difficulties? If so how did you handle them	
What (if anything) would you change?	
Action plan	

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## Observation record

Please observe delivery of a session once per year

Date	
Location	
Session lead	
Description of session	
<p>Main observations of session What did you observe that is different to your delivery?</p>	
<p>How might you use the observation of this session to enhance your delivery</p>	

