



# GIC Participant's Booklet

**CLINICAL PARTICIPANTS**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**PRE-COURSE PREPARATION FOR PARTICIPANTS  
UNDERGOING A GENERIC INSTRUCTOR COURSE**

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Newborn Essential Solutions and Technologies–Education  
Generic Instructor Course (GIC)

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In addition, all forms, instructions, checklists, guidelines, and examples are intended as training resources to meet national and local health care settings’ needs and requirements.

## ACKNOWLEDGEMENTS

The Newborn Essential Solutions and Technologies (NEST360) GIC is based upon the “Handbook for teaching on the Generic Instructor Course for instructors and instructor candidates” written by Andy Coleman for the European Resuscitation Council. It uses the principles of adult learning theory and teaching methodology outlined in the “Pocket Guide to Teaching for Medical Instructors” and the online Virtual Learning Environment (VLE).

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## PREFACE

**The GIC Participant’s Booklet has been designed to support you as you go through a GIC. It is not meant to replace the Pocket Guide to Teaching for Medical Instructors.**

## ABBREVIATIONS AND NOMENCLATURE

<b>ABCD</b>	Airway, Breathing, Circulation and Disability
<b>APLS Course</b>	Advanced Paediatric Life Support Course
<b>bpm</b>	Beats per minute
<b>b/min</b>	Breaths per minute
<b>CPR</b>	Cardiopulmonary resuscitation
<b>CRT</b>	Capillary refill time
<b>dL</b>	Decilitre
<b>FBC</b>	Full blood count
<b>GIC</b>	Generic Instructor Course
<b>IV</b>	Intravenous
<b>LSCS</b>	Lower segment Caesarean section
<b>NEST</b>	Neonatal Essential Solutions and Technologies
<b>NGT</b>	Nasogastric tube
<b>nm</b>	Nanometer
<b>O<sub>2</sub></b>	Oxygen
<b>Pocket Guide</b>	Pocket Guide to Teaching for Clinical Instructors
<b>Providers' course</b>	Any intensive course intended to educate healthcare or maintenance providers on a set of skills or knowledge base
<b>RL</b>	Ringer's lactate
<b>SpO<sub>2</sub></b>	Peripheral blood oxygen saturation
<b>VLE</b>	Virtual learning environment

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# Introduction

**The Generic Instructor Course is an intensive course. To reach the standard required to successfully complete the course you must prepare in advance. Read your providers' course manual, allocated practice topics and the 'Pocket Guide to Teaching for Clinical Instructors' thoroughly.**

In order to teach a topic, you must be familiar with it. We therefore strongly advise that where necessary you review the clinical or technical course material and Neonatal Essential Solutions and Technologies educational modules (NEST-ED) in advance of the GIC. Although core clinical or technical knowledge is not formally assessed, the faculty on the course will expect this to be of an excellent standard.

This NEST360 GIC course is unique as the team of Facilitators and participants are multidisciplinary; there are clinicians, nurses, engineers and technicians. In practice sessions the topics are allocated appropriately so that technicians are not expected to instruct on clinical care and clinicians are not expected to understand the inner workings of a medical device. However, we have much to learn from and to teach each other.

There are various practice stations during the course; you will have been notified of your practice allocations at least two weeks in advance by the course centre. You must familiarise yourself with these so that you can perform competently during the course. The Pocket Guide will tell you how these practice sessions should be run. You will also receive a set of feedback forms and assessment sheets that clearly describe what will be required from you during the various practice stations.

All stations are run within the framework of **Set, Dialogue and Closure** which should be familiar to you once you have read the Pocket Guide. During each of the six stations described below, you will fulfil the normal role of the Instructor on a providers' course. Your colleagues and/or a member of faculty will fulfil the role of the student(s) on a providers' course on whom you will practice.

## Lectures / Presentation Skills

You will role-play an instructor giving a lecture for 5 minutes; the slides you should use will have been sent to you in advance. You **DO NOT** have to use all of the slides provided and **MUST NOT** modify the slides. At a minimum, you should include these slides: title slide, objectives, content, questions and summary. In order to stay within the time limit and demonstrate the points expected for the evaluation, it is strongly recommended to present short, focused and accurate content.

## Skill Teaching with Continuous Assessment

You will teach a part of a skill using the four-stage technique described in the Pocket Guide. You will role-play an instructor teaching a student (role-played by the course facilitator or other participants) a skill during a 5-minute session. You will have been notified well beforehand on which skill you are to teach. Because you only have 5 minutes, pick a part of the skill that will be appropriate for the time allocated.

### **Scenario / Simulation Teaching with Role Play**

You will role-play an instructor guiding a student (role-played by the course facilitator or other participants) through a part of a scenario during this station. You will have been notified of your scenario in advance. Please remember a scenario is designed to run for no longer than 8 minutes, so you must pick a part of the scenario that runs for the 8 minutes that you have been allocated.

### **Discussion / Facilitating Small Groups Workshops**

You will role-play a Discussion Leader facilitating a discussion about a pre-selected topic with Group Members (role-played by the course facilitator and other participants). You should be ready to run a 5-minute closed or open discussion. Where visual aids have not been identified for you in this pre-course package, you should consider whether you need to prepare any to help run the discussion.

### **Scenario / Simulation Assessment**

In the scenario assessment practice station, you will be expected to run a part of a scenario as if it is a testing station on a providers' course. You will role-play an instructor or co-instructor assessing a student (role-played by the course facilitator or other participants) through an assessment. The scenario to be used is identified on your practice allocation sheet and, as before, you will only have time for a part of the scenario during your 5 minutes.

*If you have any queries regarding the course and what will be required of you, please contact the Course Coordinator or Course Director for clarification as early as possible.*

# The GIC Programme

The **Generic Instructor Course (GIC)** is designed to train potential instructors how to teach the providers' course material.

The programme usually runs over two days. As with most providers' courses, timing on a GIC is incredibly tight.

## TIMETABLE DAY 1

- 08:15**     **Faculty Meeting & Participant Registration**  
Faculty should meet to confirm participant and faculty allocation throughout the programme, assigned rooms and laptop access.
- 08:45**     **Introduction & Welcome**  
Introductions, housekeeping and GIC philosophy.
- 09:00**     **Adult Learning & Effective Teaching**  
Plenary lecture led by a faculty member.
- 09:30**     **Introductions in Mentor Groups & Equipment Familiarisation**  
Small group sessions led by assigned faculty members.
- 10:00**     **Break**
- 10:15**     **Feedback**  
Plenary lecture led by a faculty member.
- 10:45**     **Lecturing & Presentation Skills**  
Plenary lecture led by assigned faculty member, followed by demonstration of a 5-minute lecture and a feedback discussion led by a faculty member.
- 11:15**     **Lecturing & Presentation Skills Practice**  
Small group sessions led by assigned faculty members. Each participant should present their assigned 5-minute lecture with 10 minutes of feedback provided per participant.
- 12:30**     **Lunch Break**
- 13:00**     **Skills Teaching with Continuous Assessment**  
Plenary lecture led by assigned faculty member, followed by demonstration and feedback led by a Facilitator with two co-facilitators role-playing as students. Demonstration should be followed by discussion led by a faculty member.



**13:30 Skills Teaching with Continuous Assessment Practice**

Small group sessions led by assigned faculty members. Each participant should present their assigned skill in 10 minutes with 5 minutes of feedback provided per participant.

**14:45 Break****15:00 Teaching Simulations (Scenarios and Role Play)**

Plenary lecture led by assigned faculty member, followed by a demonstration (5-minute 'story', 2-minute 'feedback' and 1-minute 'closure') led by a Facilitator with co-facilitators role-playing as students. Demonstration should be followed by discussion led by a faculty member.

**15:30 Teaching Simulations Practice**

Small group sessions led by assigned faculty members. Each participant will provide an 8-minute simulation teaching with 7 minutes of feedback provided per participant.

**16:45 Mentor Group Meetings, Feedback & Close****TIMETABLE DAY 2****08:30 Faculty Meeting & Participant Registration**

Faculty should meet again to confirm participant and faculty allocation throughout the programme, assigned rooms and laptop access.

**08:45 Group Dynamics & Facilitating Small Groups (Open & Closed)**

Plenary lecture led by assigned faculty member, followed by a demonstration (including a 7-minute discussion and 5 minutes of feedback) led by a Facilitator with co-facilitators role-playing as group members. Demonstration is followed by discussion led by a faculty member.

**09:15 Facilitating Small Groups Practice (Open or Closed)**

Small group sessions led by assigned faculty members. Each participant will lead an 8-minute small group discussion followed by 7 minutes of feedback per participant group.

**10:30 Break****10:45 Simulation Assessment**

Plenary lecture led by assigned faculty member, followed by demonstration led by a Facilitator with a co-facilitator role-playing as a student. Demonstration is followed by discussion led by a faculty member.

**11:15 Simulation Assessment Practice**

Small group sessions led by assigned faculty members. Each participant will provide an 8-minute simulation assessment (5-minute 'story', 2-minute 'feedback', 1-minute 'closure'), with 7 minutes of feedback provided per participant.

**12:30 Lunch Break****13:15 Practice Two**

Small group sessions led by assigned faculty members. Participants may be requested to revisit any teaching method (Lecture, Discussion, Teaching a Skill, Teaching a Simulation or a Simulation Assessment) for reassessment. The decision will be guided by their feedback or on advice from their mentor.

**14:30 Break****14:45 Practice Two Continued****16:00 Faculty Meeting****16:15 Mentor Feedback Groups****16:30 Presentation of Certificates & Close of GIC**



# Course Allocations

Throughout the GIC, Facilitators will move from group to group whilst the participants stay in their assigned space. This enables GIC participants to take ownership of their learning space and equipment. Below is a template which can be annotated to assign group mentors, allocate group participants and determine participant teaching assignments.

<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>D</b>	
<b>E</b>	

## Participant Allocation – Group A

<b>A</b>	<b>Participant Name</b>	<b>Participant Cadre</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		

## Participant Allocation – Group B

<b>B</b>	<b>Participant Name</b>	<b>Participant Cadre</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		

## Participant Allocation – Group C

<b>C</b>	<b>Participant Name</b>	<b>Participant Cadre</b>
1		
2		
3		
4		
5		
6		

## Participant Allocation – Group D

<b>D</b>	<b>Participant Name</b>	<b>Participant Cadre</b>
1		
2		
3		
4		
5		
6		

## Participant Allocation – Group E

<b>E</b>	<b>Participant Name</b>	<b>Participant Cadre</b>
1		
2		
3		
4		
5		
6		

# Teaching Allocations

In the table below, you have been allocated specific lectures to give, skills to teach and scenarios to both teach and assess. Use your allocation number to check which tasks you have been assigned to complete during the course. The scenarios can be found in the scenario booklet. To help you identify which scenario to use for which teaching session they are similarly numbered and labelled as in the table. As the time to teach each session is short, you may teach only the part of a skill or assessment requested in the table. A full scenario may not be completed in the allotted time.

**Remember that your allocations are what you will be teaching.** You are the 'facilitator' not the 'student' in these sessions. Do not be confused about your role! A course faculty member may act the part of a student and you will teach or assess them. Sometimes you or the Facilitator may put on a cap with the letter **P** for Participant on it, or **F** for Facilitator so that you do not mix up the roles. It is assumed that you know the content of a skill or scenario as they are based on your previous providers' course training.

## ALLOCATION NUMBER (AN):

### Teaching Allocations - Clinical & Nursing Participants

AN	Lecture and Presentation Skills	Simulation and Scenario Teaching	Skill Teaching with Continuous Assessment	Facilitating Small Groups	Simulation Assessment
1	Defining prematurity by weight	1. Neonatal resuscitation of a term baby	Clearing the airway in an infant who is convulsing	Benefits of exclusive breastfeeding	8. Breathing difficulties in an infant with pneumonia
2	How to administer oxygen	2. Breathing difficulties in an infant with a chest infection	Single person cardiac compressions in a newborn requiring CPR	How to improve emergency care in the wards	9. Hypoglycaemia in an infant
3	Assessing dehydration	3. Two-person cardiac compressions in a neonatal resuscitation	Assisted ventilation of a newborn requiring CPR	Identifying various sites for IV access	10. Clearing the airway in an infant who is convulsing
4	Assessing breathing in a sick infant	4. Septic shock in an infant	Drying and assessing a newborn	How to keep neonates warm	11. Assisted ventilation in a newborn requiring CPR
5	Cardiac compression	5. Hypoglycaemia in an infant	Two-person cardiac compressions in a neonatal resuscitation	How to improve mother / baby bonding	12. Neonatal resuscitation of a preterm baby who does not breathe immediately at birth
6	Assessing hypoglycaemia	6. Impaired circulation, shock and dehydration in an infant	Drying and assessing a newborn	Reducing neonatal sepsis in the hospital	13. Assessing breathing in an infant
7	Newborn resuscitation	7. Single-person cardiac compressions in a neonatal resuscitation	Assisted ventilation of a newborn requiring CPR	Methods of feeding a premature baby	14. Drying and assessing a neonate

Clinical Scenarios can be found in the **GIC Scenarios Booklet**.

# After the GIC

**After completing the GIC, you may be certified as an instructor for the relevant providers' course, be nominated as a GIC Facilitator Candidate or be requested to redo the course. If you are required to redo the course, speak to your mentor about potential next opportunities to apply to attend.**

## **1. What happens after the course is successfully completed?**

After the course you will be given your GIC Certificate and GIC Logbook, which you will need to take with you when you begin your teaching on the providers' course. The providers' course director at the centres where you undertake your teaching practices will refer to this to ensure that you are given appropriate support.

## **2. How many providers' courses as an instructor candidate do I need to teach and will I be free to do them at any centre of my choice?**

You will be informed after the course if you need to do your instructor candidacies (ICs) at a particular centre or if you can choose any centre in which to begin your teaching. If you are asked to go to a particular centre it will be so that a member of the faculty from the GIC will be available to give you extra support.

You will need to complete your 2 ICs within a year of the date of your GIC. If you think you may experience problems in doing this, you will need to contact the GIC course organisers for guidance and advice. It is recommended that you do not complete all your courses in the same centre and that at least one course should be at a different centre; i.e., you should not do your providers' course, GIC and both ICs all at the same centre.

## **3. How many providers' courses do I need to teach on to maintain my Instructor status?**

Once you have become a full instructor (completed your two ICs), you must teach at least three courses every two years. It is recommended that one course should be away from your home base. You are also advised to attend one annual instructor day every four years.

## **4. How do I book on to a providers' or GIC course to teach?**

You will receive an invitation to teach on a course. Please reach out to your course coordinator if you are not contacted within 6 months.

## **5. Will I have to pay anything?**

As a full instructor or instructor candidate on providers' courses and as Facilitator or Facilitator Candidate on a GIC course you will not be expected to pay anything when you go to teach; all your out of pocket expenses will be covered by the course centre, i.e., travel, food and accommodation.

## **6. What if I am unable to teach for a period of time?**

You should notify the GIC organisers as soon as you know you may have a problem scheduling teaching sessions. They may be able to negotiate a suitable time frame to start your teaching.



## **7. When do I have to recertify as a providers' course instructor or as a GIC Facilitator?**

You will need to recertify every four years after achieving full instructor status for a provider course.

## **8. What do I have to do to recertify?**

You will need to book on to a course as part of the faculty. When booking on to a course, let the organiser or coordinator know that you will need to recertify to ensure that all the appropriate paperwork is available on the course when you go to teach. On a providers' course you will be assessed as you were when you were a provider instructor candidate; and for recertification as a GIC Facilitator you will be assessed as you were when a Facilitator Candidate. You will also be assigned a mentor for the duration of the course.

## **9. Will I have access to the teaching material?**

Once you have completed the GIC, you will be given access to the teaching material for your course.

## **10. If I get recommended from another course, will I have to do another GIC?**

No, if you get recommended from another providers' course, you will not be expected to complete another GIC. You will need to get in touch with the sponsoring organisation and let them have the details of your GIC. Once this has been checked you will be fast tracked as an Instructor Candidate for that course and sent all the appropriate paperwork.

After the course you will be given your GIC and instructor progress logbooks, which you will need to take with you when you begin your teaching on the providers' course. The providers' course directors at the centres where you undertake your teaching practice will refer to this to ensure that you are given appropriate support.

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# **Conclusion**

## **This completes the GIC Participant's Booklet content.**

For further reference, see the 'Pocket Guide to Teaching for Medical Instructors'. If you have any queries regarding the course and what will be required of you, please contact the Course Coordinator or Course Director for clarification as early as possible.



**END OF GIC PARTICIPANT'S BOOKLET**

Refer to the GIC director at the end of the course.