



Royal College
of Surgeons
ADVANCING SURGICAL CARE

Advanced Trauma Life Support® Instructor Course

[DATE]

[LOCATION]

Course Programme

Director:

[NAME]

[Position, hospital, city]

**A course developed and quality assured by
The Royal College of Surgeons of England**

**Participants: Please read this programme in
conjunction with the pre course handbook.**

Day One			
Time	Content	Faculty	Room
0845-0910	Registration and Refreshments		
0915-1000	Written test 45 minutes allowed for MCQ	All Participants	
0900-1000	Faculty meeting	All Faculty	
1000-1015	Welcome Overview and introduction to the ATLS® Instructor course	CD	
1015-1115	Teaching techniques 1 Professional Learning in Trauma care – Principles and Practices	Educator	
1115- 1130	Tea/Coffee		
1130-1300	Teaching techniques 2 Analysing Scenario Based Learning	Educator/ Faculty	
1300 - 1340	Mentor Lunch		
1340 -1600	Teaching techniques 3 Scenario based microteaching Groups C and D Timetable on page 8	Educator and CD	
1340 - 1600	Teaching Techniques 4 The 4 stage model Groups A and B Timetable on page 10	Faculty as allocated	
1600 -1615	Tea/Coffee		
1615-1835	Teaching techniques 4 The 4 stage model: Groups C and D Timetable on page 10	Faculty as allocated	
1615-1835	Teaching techniques 3 Scenario based microteaching Groups A and B Timetable on page 9	Educator and CD	
1835-1845	Mentor meeting		
1845	Close of Day 1 Teaching		
1845-1900	Faculty meeting		

Day Two			
Time	Content	Faculty	Room
0830 - 0940	Teaching techniques 5 Introduction to Assessment and Moulage Demonstrations	Educator and all Faculty	
0945 - 1005	Faculty Role	CD	
1010 - 1250	Teaching techniques 6 Interactive scenario microteaching See Timetable on page 12	Educator and one Faculty	
1010–1250 Tea and coffee available @ 1100	Teaching techniques 7 Initial Assessment (Moulage): Patient 1 – Scenario F Patient 2 – Scenario M Patient 3 – Scenario N Patient 4 – Scenario I See timetable on page 14	Participant Groups A & B Faculty Rotating	
1250-1330	Lunch	All	
1335 - 1615	Teaching techniques 6 Interactive scenario microteaching See Timetable on page 13	Educator and one Faculty	
1335–1615 Tea and coffee available @ 1445	Teaching techniques 7 Initial Assessment (Moulage): Patient 1 – Scenario F Patient 2 – Scenario M Patient 3 – Scenario N Patient 4 – Scenario I See timetable on page 15	Participant Groups C & D Faculty Rotating	
1615 - 1645	Faculty meeting	All Faculty	
1645 - 1700	Summary, feedback and results	All	
1700	Finish		

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