Jhpiego is an international, non-profit health organization affiliated with The Johns Hopkins University. For nearly 40 years, Jhpiego has empowered front-line health workers by designing and implementing effective, low-cost, hands-on solutions to strengthen the delivery of health care services for women and their families. By putting evidence-based health innovations into everyday practice, Jhpiego works to break down barriers to high-quality health care for the world's most vulnerable populations.

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January 2012
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Contributors:
Julia Bluestone
Peter Johnson
Chandrakant Ruparelia
Stacie Stender
Udaya Thomas
Tegbar Yigzaw

Editor:
Rebecca Fowler

Designer:
Youngae Kim

Desktop Publishing Specialist:
Trudy Conley

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SECTION I: LEARNER’S GUIDE

WELCOME!

Welcome—trainers, clinical preceptors, faculty members—to the Effective Training Skills (ETS) course. You have been selected to attend an exciting, new ETS course, which combines:

- **Self-paced, computer-assisted learning** through ModCAL® (Modified Computer-Assisted Learning); followed by
- **Practice through individual coaching** by the course facilitator during a group-based course.

CONTENTS OF PACKAGE

The learners’ ETS Welcome Package should include:

- A **flash drive** containing ModCAL, the computer-assisted portion of the training skills course.
- This **Effective Teaching Course Learner’s Guide**, which includes key information about the course, the course syllabus and a range of tools that you’ll need to navigate through this course—such as an individual learning plan form and generic training performance standards. (Note: These and other tools/handouts may also be printed from the “Resources” section of ModCAL.)
- The **Effective Teaching: A Guide for Educating Healthcare Providers Reference Manual**, which contains some additional content not covered in ModCAL. This document will serve as a valuable reference during the course.
- When applicable, the relevant **clinical supplement, curriculum or learning materials**. If your program is focusing on a specific clinical area, you should receive any related reference materials during the group-based course.

HOW TO GET STARTED

1. Briefly review the Learner’s Guide, paying special attention to the Introduction—especially the syllabus.
2. Review the “Course Overview” module on the ModCAL/flash drive.

A few tips for using the ModCAL/flash drive:

- Depending on your computer settings, the flash drive may not automatically open. If it does not, click on the flash drive and then the ModCAL.exe file to start the program.
- To move between presentations, hover over and click on the “Open” tab on the left-hand side of the screen.
3. Set aside time to complete ModCAL for Training Skills course. Here are the eight modules, each of which will take about 45 minutes to complete:

- Module 1: Principles of Training
- Module 2: Effective Facilitation Skills
- Module 3: Developing Competency
- Module 4: Facilitating in the Classroom
- Module 5: Facilitating in the Clinic
- Module 6: Assessing Competency
- Module 7: Supporting the Learner
- Module 8: Managing Training
- Final Knowledge Assessment

Enjoy the course!
INTRODUCTION

Welcome to the learning package on effective teaching! This is a flexible package that combines individual study, using ModCAL for Training Skills course, followed by an opportunity to practice and receive feedback in a group. The readings for the course are taken from the Effective Teaching: A Guide for Educating Healthcare Providers reference manual.

This learning package includes ModCAL for Training Skills as the self-directed portion, the Effective Teaching reference manual, learner’s guide and facilitator’s guide, and covers all of the important steps in educating healthcare providers, from planning for teaching to assessing students’ achievement. The essential elements of an Effective Teaching course are as follows:

- Review the training update through interactive modules on the computer (i.e., ModCAL), prior to a group-based workshop.
- Observe demonstrations during the interactive modules, followed by additional practice under the guidance of a facilitator in a group-based workshop or on-site training.
- Assessment of learning is on-going and conducted at your own pace, although you may have been assigned a date by which the content should be completed.
- A knowledge assessment is provided after completion of ModCAL via the computer and one specific to Effective Teaching at the end of this group-based course. Skills and attitudes assessment is done during the group-based course.

Countries or programs that are not using ModCAL for Training Skills may provide a 10-day group-based Effective Teaching course with no use of ModCAL.

COURSE SYLLABUS

Course Prerequisites
Unless informed otherwise, you must have completed the content and knowledge assessment in ModCAL for Training Skills before attending this course. Participants in this course should be teachers, tutors, clinical instructors and clinical staff who are currently instructing students. Individuals who wish to develop their teaching capacity, but who are not currently teaching, may also use this learning package. In addition, participants should have an interest in learning and applying new teaching methods and techniques, and a desire to improve the teaching and learning environment.

Course Description
The course on effective teaching will help educators of healthcare providers become more effective teachers. This course combines completion of ModCAL for Training Skills, plus group-based practice and feedback. Additionally, programs not using ModCAL may provide a 10-day group-based course that includes knowledge transfer, small group work, practice and feedback.
Objectives

Course Objective: After completing this course, you will be able to more effectively teach students in health-related professions (e.g., nursing, physician’s assistants, medicine, midwifery, pharmacy, laboratory, environmental health).

Supporting Objectives:
To meet the course objective, learners will:

- Describe competency-based education of healthcare providers
- Analyze a pre-service program of study in relationship to its ability to meet target competencies
- Write measurable objectives aimed at achieving target competencies
- Develop a course syllabus to outline objectives and learning materials, and activities needed to meet those objectives
- Develop lesson plans to plan for learning activities
- Facilitate learning activities and practice sessions to develop target competencies
- Describe key principles of effective assessment
- Identify strategies for evaluating education

Teaching/Learning Methods
The learning methods used in this course include:

- Facilitation of small-group discussions
- Skills practice in classroom and clinical settings with observation and feedback
- Meetings with the participants to provide feedback on progress

Learning Materials
- ModCAL for Training Skills Course (typically provided before this course)

Course Assignments
During the course you will be assigned reading, demonstrate effective facilitation skills for presentations, work in small groups, and demonstrate and coach students during skills development.

Methods of Assessment
Your knowledge was assessed during the ModCAL for Training Skills exam. There is also a final written assessment on effective teaching; the passing score required is 80%. Your facilitation, demonstration and coaching skills will be assessed during this workshop using the checklists. The assessment tools are included in this guide.
## COURSE SCHEDULE

Use this schedule for the 5-day workshop if participants have completed ModCAL for training skills

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and overview; welcome and introduction; participant expectations and group norms; goals and objectives; review of ETS course materials and schedule; ModCAL discussion; develop individual learning plans</td>
<td>REVIEW OF THE DAY</td>
<td>REVIEW OF THE DAY</td>
<td>REVIEW OF THE DAY</td>
<td>REVIEW OF THE DAY</td>
</tr>
<tr>
<td>Discussion: ETS Module 3: Plan for teaching</td>
<td>Activity: Develop a role play, case study or clinical simulation</td>
<td>Small Group Work Practice: Using case studies, role plays and clinical simulations effectively</td>
<td>Plenary discussion of common themes from facilitation practice</td>
<td>Small group work: clinical practice communication tools</td>
</tr>
<tr>
<td>Syllabus Activity</td>
<td>Small Group Activity: ETS Module 8</td>
<td>Demonstration preparation</td>
<td>Game or discussion: review key points from ETS Modules 10 and 11/ModCAL: Assessing Competency</td>
<td></td>
</tr>
<tr>
<td>Game: Review key points from ModCAL Effective Facilitation, ETS Modules 5–7</td>
<td>Small Group Activity: ETS Module 4: Prepare for Teaching and ETS Module 5: Using AV</td>
<td>Demonstration and Coaching Sessions (all morning)</td>
<td>Presentation: ETS Module 12: Evaluating Teaching</td>
<td></td>
</tr>
<tr>
<td>Discussion and Activity ETS Module 1—presentation and group work</td>
<td>Assign facilitation assignments</td>
<td>Small group work: clinical practice communication tools</td>
<td>Game or discussion: review key points from ETS Modules 10 and 11/ModCAL: Assessing Competency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare for facilitation practice</td>
<td>Demonstration preparation</td>
<td>Review of Effective Teaching Self-Paced Materials</td>
<td></td>
</tr>
<tr>
<td>LUNCH</td>
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</tr>
<tr>
<td>Presentation—ETS Module 2 Develop Objectives</td>
<td>Game or Discussion: Review key points from Developing Competency/ ModCAL and ETS Module 8</td>
<td>Prepare for facilitation practice</td>
<td>Finish Demonstration and Coaching Sessions</td>
<td>Review of Effective Teaching Self-Paced Materials</td>
</tr>
<tr>
<td>Small Group Activity: Critique and write learning objectives</td>
<td>Small Group Activity: ETS Module 4: Prepare for Teaching and ETS Module 5: Using AV</td>
<td>Demonstrate effective facilitation skills: divide into two or three groups, demonstrate an illustrated presentation using discussion, brainstorming, role play or case study</td>
<td>Game or discussion: Review ModCAL “Facilitating in the Clinic” and ETS Module 9</td>
<td>Action Planning</td>
</tr>
<tr>
<td>Day 1 Review and Wrap-up Read ETS 1–4</td>
<td>Assign small group assignments for demonstration</td>
<td>Assign small group assignments for demonstration</td>
<td>Small group work: Improving Clinical Practice</td>
<td>Review of resources</td>
</tr>
<tr>
<td>LUNCH</td>
<td></td>
<td></td>
<td>Course Evaluation Closing</td>
<td></td>
</tr>
</tbody>
</table>
## EFFECTIVE TEACHING WORKSHOP (10-DAY SCHEDULE)

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening:</strong> Welcome and introductions; workshop overview (goals, objectives, schedule); review workshop materials; identify participant expectations</td>
<td>Agenda and opening activity; Review key points from previous day</td>
<td>Agenda and opening activity; Review key points from previous day</td>
<td>Agenda and opening activity; Review key points from previous day</td>
<td>Agenda and opening activity; Module 5-7 Review Game from facilitator’s guide</td>
</tr>
<tr>
<td><strong>SESSION ONE: (2 hrs)</strong> Presentation: Foundations of educating healthcare providers</td>
<td>SESSION TWO (4 hrs): Presentation: Develop objectives</td>
<td>SESSION THREE CONTINUED (45 min): Review relevant and purposeful activities</td>
<td>SESSION SIX CONTINUED: (3 hrs) Activity: Learners continue preparation (1 hr), facilitator’s rotate and provide feedback on session plans</td>
<td>SESSION SEVEN CONTINUED (4 hrs) Presentation: Facilitate Group Learning (review only content not covered during previous day’s activity)</td>
</tr>
<tr>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td><strong>SESSION FIVE: (1 hrs)</strong> Presentation: Prepare and use visual aids (discussion and game)</td>
<td>SGA: Prepare for Teaching</td>
<td>SGA: Prepare visual aids</td>
<td>Practice: Presentations in three small groups. <strong>Use instructions for facilitation activities from the Learner’s Guide</strong></td>
<td>Activity: Create learning activities; develop case studies, role plays, clinical simulations</td>
</tr>
<tr>
<td><strong>SESSION FOUR: (2 hrs)</strong> Presentation: Prepare the teaching environment</td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td><strong>SESSION THREE CONTINUED (45 min): Small group activity: critique and write learning objectives</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
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</tbody>
</table>

*Note: LUNCH times are not explicitly mentioned in the schedule.*
<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SESSION ONE (0.5 hrs total)</strong>: Activity: Foundations of Education: Small Group Activity</td>
<td><strong>SESSION THREE (2.5 hrs):</strong> Plan for teaching: Small group activity</td>
<td><strong>SESSION SIX: (3 hrs today, 6 hrs total)</strong>: Presentation: Effective Presentation/Facilitation Skills</td>
<td><strong>SESSION THREE CONTINUED:</strong> Presentation: Plan for teaching</td>
<td><strong>SESSION SEVEN (2 hrs today, 6 hrs total):</strong> Activity: Facilitate group learning</td>
</tr>
<tr>
<td><strong>SESSION THREE CONTINUED:</strong> Activity: Review of the day’s activities</td>
<td><strong>SESSION THREE CONTINUED:</strong> Plan for teaching</td>
<td><strong>SESSION THREE CONTINUED:</strong> Discussion: Review of checklist</td>
<td><strong>SESSION THREE CONTINUED:</strong> Discussion: In the large group, review common things done well, and things that need improvement. Use the checklist as your reference.</td>
<td><strong>SESSION THREE CONTINUED:</strong> Discussion: Review of the day’s activities</td>
</tr>
<tr>
<td><strong>SESSION THREE CONTINUED:</strong> Session: Demonstration: Large group activity, demonstration of facilitation skills</td>
<td><strong>SESSION THREE CONTINUED:</strong> Session: Presentation/Facilitation Skills</td>
<td><strong>SESSION THREE CONTINUED:</strong> Activity: Small group activity, demonstration of facilitation skills</td>
<td><strong>SESSION THREE CONTINUED:</strong> Discussion: Review of the day’s activities</td>
<td><strong>SESSION THREE CONTINUED:</strong> Activity: Small group activity, demonstration of facilitation skills</td>
</tr>
<tr>
<td>Review of the day’s activities</td>
<td>Review of the day’s activities</td>
<td>Review of the day’s activities</td>
<td>Review of the day’s activities</td>
<td>Review of the day’s activities</td>
</tr>
</tbody>
</table>

**Assignment:** Modules 1–4 Relevant and Purposeful Activities Exercise Assignment: Modules 5–6 Assignment: Modules 8–9 Assignment: Module 7 Assignment: Modules 10–11
<table>
<thead>
<tr>
<th>DAY 6</th>
<th>DAY 7</th>
<th>DAY 8</th>
<th>DAY 9</th>
<th>DAY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agenda and opening activity</strong></td>
<td><strong>Agenda and opening activity:</strong> Review key points from previous day</td>
<td><strong>Agenda and opening activity:</strong> Participants hand in their session plans and one trainer reviews and provides feedback by the end of the day</td>
<td><strong>Agenda and opening activity game:</strong> Review of assessment principles: Review key points from previous day using Modules 10–11 Principles of Assessment from Facilitator’s Guide</td>
<td><strong>Agenda and opening activity:</strong> Review key points from previous day</td>
</tr>
<tr>
<td><strong>SESSION EIGHT (4–10 hrs total):</strong> <strong>Presentation:</strong> Facilitate development of healthcare delivery skills</td>
<td><strong>SESSION EIGHT CONTINUED (3 hrs):</strong> <strong>Demonstration:</strong> Coaching Skills</td>
<td><strong>SESSION TEN (3 hrs):</strong> <strong>Presentation:</strong> Knowledge assessments</td>
<td><strong>SESSION TWELVE</strong> <strong>Presentation:</strong> Monitoring Teaching (45 min)</td>
<td><strong>Post-Course Knowledge assessment</strong></td>
</tr>
<tr>
<td><strong>Practice:</strong> Practice demonstration skills using clinical checklists in small groups with peer to peer feedback, trainers rotate</td>
<td><strong>Practice:</strong> Learners practice coaching in small groups, trainers rotate and provide feedback, peer to peer feedback also provided</td>
<td><strong>Activity:</strong> Write questions</td>
<td><strong>Integration activity:</strong> Participants demonstrate their assigned task, applying effective facilitation, demonstration or coaching skills as appropriate. Peer to peer and trainer feedback, video if you can. Divide into two groups, each group has a facilitator assigned who will facilitate peer-to-peer feedback. Use instructions for facilitation and the related checklists for this activity.</td>
<td><strong>Discussion: Using the curriculum</strong> Review curriculum plan and how to use it</td>
</tr>
<tr>
<td><strong>Discussion:</strong> In the large group, review common things done well, and things that need improvement. Use the checklist as your reference.</td>
<td><strong>SESSION NINE (1–3 hrs total):</strong> <strong>Presentation:</strong> Manage clinical practice (45 min)</td>
<td><strong>SESSION ELEVEN (3 hrs total):</strong> <strong>Presentation:</strong> Skills assessments (45 min)</td>
<td><strong>SGA:</strong> Review curriculum in detail, group discussion of implementation</td>
<td><strong>Discussion: Updating other faculty using 2003 Effective Teaching self-directed package</strong></td>
</tr>
<tr>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
</tr>
</tbody>
</table>

*This is all day*
## EFFECTIVE TEACHING WORKSHOP (10-DAY SCHEDULE)

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SESSION EIGHT CONTINUED:</strong> (3 hrs)</td>
<td><strong>SESSION NINE CONTINUED:</strong></td>
<td><strong>SESSION ELEVEN CONTINUED:</strong></td>
<td><strong>Review of the day’s activities</strong></td>
<td><strong>Presentations:</strong> Participants share their school action plans.</td>
</tr>
<tr>
<td><strong>Demonstration skills discussion:</strong> Common things done well, things that need improvement in demonstration skills.</td>
<td><strong>Small Group Activity:</strong> Managing clinical practice</td>
<td><strong>Practice:</strong> Develop a checklist</td>
<td><strong>Workshop Summary</strong></td>
<td><strong>Workshop Evaluation</strong></td>
</tr>
</tbody>
</table>
| **Practice:** Developing Clinical Decision-Making Skills | **Integration Activity Assignment:** Individuals randomly select from these options, they will use existing materials from Semester One for their assigned activity. They will prepare a session plan to hand in for their assigned activity. Prepare random assignments for them to demonstrate:  
- Psychomotor skills demonstration  
- Communication skills demonstration using a role play  
- Presentation  
- A clinical simulation demonstration (30 minutes-assigning only) | **Discussion:** Checklist review and critique | **Review of plan for integration activity:** Hand out session plans with feedback, summarize any common themes or suggestions (20 min) | **Closing Ceremony** |
| **Review of the day's activities** | **Review of the day's activities** | | | |
| **Module 12** | **Prepare session plans for integration activity and plan presentations** | | | |

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9 – Learner’s Guide

Effective Teaching Skills: A Blended Learning Approach
ASSESSMENT TOOLS

INDIVIDUAL LEARNING PLAN

Name: ____________________________ Date: ____________________________

Instructions: Review the list of basic education skills below, and determine the three priority areas in which you wish to improve your knowledge, skills or attitude. This document should be signed by you and the trainer of this ETS course. Check the three priority areas you want to focus on.

Teaching Skills

<table>
<thead>
<tr>
<th>Writing learning objectives</th>
<th>Coaching and demonstration skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing lesson plans based on learning objectives</td>
<td>Planning for and managing clinical practice</td>
</tr>
<tr>
<td>Planning for appropriate learning activities and assessment methods based on learning objectives</td>
<td>Using assessment to help learners progress</td>
</tr>
<tr>
<td>Effective facilitation skills: delivering engaging presentations</td>
<td>Using assessment to make decisions about learner’s mastery of content</td>
</tr>
<tr>
<td>Effective facilitation skills: managing and facilitating group activities</td>
<td>Evaluating teaching programs</td>
</tr>
<tr>
<td>Teaching clinical decision-making skills</td>
<td></td>
</tr>
</tbody>
</table>

Acknowledgment of Individual Learning Plan

Learner: ____________________________________________

Course Trainer: ____________________________________________
MODULE 1 EXERCISE: FOUNDATIONS OF EDUCATION ACTIVITY

The purpose of this activity is to discuss and prioritize your program of study competencies.

- Prepare 5–10 flip charts around the room, each labeled competency (# can be anticipated based on complexity of program cadre)

- Lead the large group in a discussion about country health priorities and the means by which educational standards address key health issues, identifying core competency domains (knowledge or cognitive, psychomotor or clinical decision-making skills, attitudinal). Write the results on a flip chart at the front of the room.

- If existing core competencies (domains) are available, i.e., ICM core competencies for midwifery, attempt to reconcile it with the results of the brainstorming session if time permits.

- Continue the brainstorming activity to identify 5-10 key competencies that graduates of their programs need to achieve in order to be safe, beginning-level providers in specific technical areas (for example: to provide comprehensive HIV care and treatment services, or to provide high-quality sexually transmitted infection and reproductive tract infection care within primary health care).

- Label the flip charts with the consensus list of target competencies.

- Give each learner 10 small Post-it notes, instructing them to place them on the competencies that they believe require the greatest attention in the curriculum. (Note that they can distribute their notes equally between competencies or place all ten on one competency.) Allow about 20 minutes for this.

Discuss the distribution of the notes while counting and removing the flip chart paper; write the number of votes for each competency on the flip chart with a marker.

- Which competencies deserve the most attention?

- Why? Because of their complexity, difficulty to learn, distribution of knowledge, skills and attitudes.

- Ask learners to move to the flip charts and using markers, write as many courses in their curriculum that they believe address each competency. (Note that some courses may address many competencies.)

- Discuss the findings.

- Which courses address which competencies?

- How effective is the current distribution of courses?

- What suggestions does the group have for improvement?
MODULE 2 EXERCISE: WRITE COURSE AND SUPPORTING OBJECTIVES

The purpose of this exercise is to help you write your course and supporting objectives. By using the information and examples in the module, you will be able to write the course and supporting objectives for your course. You will be using these objectives when you develop your course syllabus. There is space here to write one of your main objectives. Use another piece of paper to write your other course and supporting objectives.

Core competency: Core competencies are a combination of the essential knowledge, skills and attitude all students must master in order to graduate and enter into practice. Below is a sample core competency for a medical doctor.

*The graduate must be able to provide patient care that is compassionate, appropriate and effective for treatment of health problems and promotion of health.*

Course Objectives: Course objectives describe broadly what students should know and/or be able to do after completing the entire course. Course objectives often encompass aspects of knowledge, skills and attitudes. Below is a sample course objective:

*After completing this course, the student will be able to identify and manage common child health problems including health promotion and disease prevention.*

If you are using the same format, use this template for your course objectives. Write a new or improve an existing course objective that will support the related core competency:

*After completing this course, the student will be able to ________________________________*

Supporting Objectives: When defining supporting objectives, think about how you will meet the course objective written. What will students need to learn and analyze, demonstrate or feel? Using another piece of paper, write the corresponding supporting objectives for each course objective.

Following are several examples of supporting objectives:

- List the common causes of child health problems
- Describe the signs and symptoms of common child health problems
- Take appropriate paediatric history

- Perform pertinent physical examination on a sick child
- Interpret basic laboratory and other investigation findings regarding paediatric illnesses

The following illustrative action verbs may be helpful when writing objectives:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define, describe, identify, know, label, list, match, name, outline, recall, recognize, select, state, interpret, explain.</td>
<td>Demonstrate, discover, manipulate, operate, predict, prepare, produce, relate, solve, use, organize, plan.</td>
<td>Assist, aid, comply, conform, discuss, help, follow, form, initiate, invite, join, justify, propose, select, share, study, work, influence.</td>
</tr>
</tbody>
</table>
# MODULE 2 SAMPLE TRAINERS NOTES OR SESSION PLAN FORMAT

<table>
<thead>
<tr>
<th>DATE:</th>
<th>VENUE:</th>
<th>SESSION NUMBER:</th>
<th>DURATION:</th>
</tr>
</thead>
</table>

**Topic:** (related objective from the course)

**Session Objective(s)/Primary Objective(s):**

**Enabling Objectives:** By the end of this session, students will be able to:

<table>
<thead>
<tr>
<th>Methods and Activities</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro/Activity</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Presentation Points/Discussion Questions</td>
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<td></td>
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</tr>
<tr>
<td>Activity</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
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</tr>
</tbody>
</table>

**Self-Review/Evaluation** (key points from session, what worked/what did not, modifications for next session, etc.):
MODULE 3 EXERCISE: DEVELOP A COURSE SYLLABUS

The purpose of this exercise is to help you develop a syllabus and schedule for your course. Once you have completed this exercise, you can use a similar format to prepare a syllabus for each of your other courses. Choose one of your courses and use the job aid at the end of Module 3 to help you fill in the appropriate information for that course in the spaces below. Use the course title and objectives you developed in Exercise 2-1.

Course Title: __________________________________________________________

Relationship to core competency:

Course Description:

Objectives for the Course
Course Objective(s):

Supporting Objectives:

Course Prerequisites:

Course Logistics:

Teaching Methods (check all that apply):
- Demonstration and practice
- Case studies
- Role plays
- Games
- Illustrated lecture (interactive presentation)
- Small group work
- Structured practice
- Group discussions

__________________________
Learning Materials:

Course Assignments:

Assessment Tools and Criteria:

Attendance Policy:

REFERENCES
<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
<th>REQUIRED READING</th>
</tr>
</thead>
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</table>
## MODULE 3 SAMPLE TRAINERS NOTES OR SESSION PLAN FORMAT

<table>
<thead>
<tr>
<th>DATE:</th>
<th>VENUE:</th>
<th>SESSION NUMBER:</th>
<th>DURATION:</th>
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### Topic: (related objective from the course)

### Session Objective(s)/Primary Objective(s):

### Enabling Objectives: By the end of this session, students will be able to:

<table>
<thead>
<tr>
<th>Methods and Activities</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro/Activity</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Presentation Points/Discussion Questions</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
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</tbody>
</table>

**Self-Review/Evaluation** (key points from session, what worked/what did not, modifications for next session, etc.):
MODULE 3 RELEVANT AND PURPOSEFUL LEARNING ACTIVITIES EXERCISE

Exercise—Select appropriate learning activities

In the left column of the table below is a list of learning objectives for healthcare workers in training. In the right column are several potential learning activities to help the learners master the objective. Answer the questions below the learning activities in the right column as you work through this activity.

Remember that, in practice, you will often need to use more than one learning activity to help learners master an objective. Remember too, that more activity may actually be worse than less activity. Try to find the “necessary and sufficient” type and amount of purposeful learning activity that promotes learning and application back on the job. As you consider the learning activities below, ask yourself:

- What outcomes will it/they produce?
- What makes one learning activity strong and another weak?
- Does the learning activity I have chosen correlate directly with how the skill will be used back on the job?

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>POTENTIAL LEARNING ACTIVITIES—WHICH ONES ARE APPROPRIATE?</th>
</tr>
</thead>
</table>
| 1. The healthcare worker uses proper hand washing technique. | After a 5-minute lecture on hand washing, healthcare workers will:  
a. Talk about why proper hand washing is important.  
b. List the steps for proper hand washing.  
c. Create a job aid that shows a healthcare provider washing his hands correctly.  
d. Use a checklist while observing another healthcare provider wash her hands. At the end of the activity, provide constructive feedback.  
Which of the learning activities above do you think would be most effective in helping learners master the objective?  
Are there activities in the list above that you probably would not use? Why?  
Would you combine several of the activities above? Which ones? Why?  
Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?  
Is there duplication in the choices you have made? What, if anything, can you eliminate? |
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>POTENTIAL LEARNING ACTIVITIES—WHICH ONES ARE APPROPRIATE?</th>
</tr>
</thead>
</table>
| 2. The health care provider effectively counsels adolescent clients about appropriate FP methods. | a. List and describe all available FP methods.  
  b. List and describe all available FP methods that are appropriate for adolescent clients.  
  c. With someone else playing the adolescent, tell the adolescent about the FP methods that are appropriate for adolescent clients.  
  d. With someone else playing the adolescent, use effective counseling to help an adolescent choose the best FP method for her.  
  Which of the learning activities above do you think would be most effective in helping learners master the objective?  
  Are there activities in the list above that you probably would not use? Why?  
  Would you combine several of the activities above? Which ones? Why?  
  Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?  
  Is there duplication in the choices you have made? What, if anything, can you eliminate? |
| 3. The midwife quickly stops a postpartum hemorrhage. | a. Read about the procedure for stopping a postpartum hemorrhage.  
  b. Listen to a 15-minute lecture about the procedure for stopping a postpartum hemorrhage, followed by an opportunity to ask questions.  
  c. View a demonstration on a model performed by the instructor.  
  d. Perform the procedure using a model while receiving guidance and feedback.  
  e. Using a checklist, provide guidance and feedback to another health care provider as he performs the procedure. Then switch places.  
  Which of the learning activities above do you think would be most effective in helping learners master the objective?  
  Are there activities in the list above that you probably would not use? Why?  
  Would you combine several of the activities above? Which ones? Why?  
  Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?  
  Is there duplication in the choices you have made? What, if anything, can you eliminate? |
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>POTENTIAL LEARNING ACTIVITIES—WHICH ONES ARE APPROPRIATE?</th>
</tr>
</thead>
</table>
| 4. The health care worker provides to a new mother the rationale for vaccinating her infant. | a. Write down the type of information that should be given to a new parent about the benefits of vaccinating her infant.  
b. Read about the type of information that a new parent should know about vaccination of infants.  
c. With another person playing the parent, role play good counseling technique while providing information and answering questions about vaccination.  
Which of the learning activities above do you think would be most effective in helping learners master the objective?  
Are there activities in the list above that you probably would not use? Why?  
Would you combine several of the activities above? Which ones? Why?  
Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?  
Is there duplication in the choices you have made? What, if anything, can you eliminate? |
| 5. The midwife correctly charts the progress of labor and delivery.                 | After a 20-minute lecture on using a chart to record the health status of a woman during labor and delivery, a midwife will:  
a. List three reasons for using the chart.  
b. Describe four areas of the chart that are difficult for new users of it.  
c. Review a completed chart and identify omissions and/or entries that are problematic.  
d. Given several case studies of women during labor and delivery, prepare a chart for each. Then receive feedback from the instructor.  
Which of the learning activities above do you think would be most effective in helping learners master the objective?  
Are there activities in the list above that you probably would not use? Why?  
Would you combine several of the activities above? Which ones? Why?  
Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?  
Is there duplication in the choices you have made? What, if anything, can you eliminate? |
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>POTENTIAL LEARNING ACTIVITIES—WHICH ONES ARE APPROPRIATE?</th>
</tr>
</thead>
</table>
| 6. The midwife correctly charts the progress of labor and delivery. | After a 20-minute lecture on using a chart to record the health status of a woman during labor and delivery, a midwife will:  
   a. List three reasons for using the chart.  
   b. Describe four areas of the chart that are difficult for new users of it.  
   c. Review a completed chart and identify omissions and/or entries that are problematic.  
   d. Given several case studies of women during labor and delivery, prepare a chart for each. Then receive feedback from the instructor.  
Which of the learning activities above do you think would be most effective in helping learners master the objective?  
Are there activities in the list above that you probably would not use? Why?  
Would you combine several of the activities above? Which ones? Why?  
Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?  
Is there duplication in the choices you have made? What, if anything, can you eliminate? |
MODULE 5 INSTRUCTIONS FOR FACILITATION ACTIVITIES

General Instructions
1. Review the facilitation activity that you have selected or been assigned.
2. Read the section of the reference manual that relates to your activity.
3. Review the materials for your activity.
4. Prepare trainer’s notes or a session plan that include the following:
   - Objectives
   - Bulleted points on how to introduce the topic (remember—not much time!)
   - Notes, either in the reference manual or somewhere else, on points you want to cover during the activity
   - Notes on any activities you want to include or questions you want to ask
   - List of audio visual or other supplies needed
   - Bulleted points on how to summarize (remember—not much time!)
5. Review the checklist on presentation skills to remind yourself of skills to use during your short activity.
6. Have fun! Students learn more when they see you are interested in the subject. We are all here to practice together and learn!

Preparing for and Conducting Demonstrations
1. Review the demonstration or coaching you have selected or were assigned.
2. Review the checklist for what you will be demonstrating or coaching.
3. Review the demonstration checklist if you are assigned to demonstrate.
4. Review the coaching checklist if you are assigned to demonstrate coaching. Keep in mind you will only need to demonstrate coaching for the section assigned (during or afterward).
5. Although important to conduct and teach proper clinical techniques, you are demonstrating DEMONSTRATION or COACHING, not focusing on the clinical task. Use the checklists to help you plan and practice.
6. Ask for any volunteers you will need for your coaching or demonstration. The group will serve as the “audience” for whom you are demonstrating.
7. When demonstrating coaching skills, provide volunteers (the person acting as your learner) with instructions as to what they should do “right” or “wrong.” If demonstrating coaching, the “learner” should do some things right, and some things wrong.
Providing Feedback

1. Each learner should have a copy of the related checklists to use during observation.

2. Provide everyone with ample copies of slips of scrap paper. Each observer should write down at least three things done well and two suggestions for improvement. Remember that feedback should be specific. If it was “good,” why was it good? What made it good? If improvements are needed, what exactly needs to be changed? Comments may be kept anonymous.

3. Remember that you are providing feedback on effective training skills, not on clinical or technical content.

4. Agree as a group that after each presentation, learners will be asked to state three things they did well and then offer several suggestions for how they could improve.

5. The facilitator will also collect the slips of paper and spend about 3–5 minutes reviewing common themes and comments and then give the feedback to the learner.
MODULE 6 EXERCISE: PLAN A LEARNING ACTIVITY

The purpose of this exercise is to help you plan a learning activity, whether presentation, role play, etc.

☐ Review the Effective Facilitation Skills Checklist.

☐ Use the provided trainers notes or Session Plan format to plan the activity.

☐ Review the information to be presented. This information may be found in a textbook, reference manual, articles, etc.

☐ Develop an introduction for your presentation. Note that the introduction should include the objectives.

☐ Prepare questions and activities to use during your presentation

☐ Develop a summary for your presentation. The summary should be interactive and should include questions focusing on key points in your presentation.

☐ Deliver the presentation
MODULE 7 EXERCISE 7-1: CREATE AND FACILITATE A ROLE PLAY

The purpose of this exercise is to help you create a role play. Review this checklist and check (✓) each step as it is completed.

☐ Develop the objective of the role play. This will determine who will be involved and how you will write it. For instance, if the purpose of the role play is demonstration, you may wish to be involved in the role play; if the purpose is to explore attitudes, you may want only students to be involved. Write the objective at the top of the next page.

☐ Using the information in the module, create a role play by using the form provided. Be sure to provide clear direction as role plays can easily become theatrical and miss the objective.

☐ Prepare any notes for facilitating the role play, noting any topics or ideas that you wish to highlight before or after the role play.

☐ Plan how you will summarize the role play. How will you relate the role play to the objective?

OBJECTIVE OF THE ROLE PLAY

Resources needed:

Directions:

Situation:

Roles:

<table>
<thead>
<tr>
<th>Who</th>
<th>Instructions for Their Performance</th>
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Learner’s Guide – 26  Effective Teaching Skills: A Blended Learning Approach
Discussion Questions for Observers:
1.

2.

3.
MODULE 7 EXERCISE 7-2: CREATE AND FACILITATE A CASE STUDY

The purpose of this exercise is to help you create a case study. Review this checklist and check (√) each step as it is completed. Use another piece of paper or your computer to create the case study.

☐ Develop the **objective** of the case study. Is the objective to develop clinical decision-making skills? Is the objective to stimulate discussion about attitudes? Write the objective at the top of the page.

☐ Using the information in the module, create a case study. You may also adapt and use a case study that has already been developed. Case studies that develop clinical decision-making skills will be very structured with clear answers, case studies to address attitudes will have broader discussion questions.

☐ Prepare any notes for facilitating the case study, noting any topics or ideas that you wish to highlight before or after the case study

☐ Plan how you will summarize the case study. How will you relate the case study to the objective?
MODULE 7 EXERCISE 7-3: CREATE AND FACILITATE A CLINICAL SIMULATION

The purpose of this exercise is to help you create and facilitate a clinical simulation. Review this checklist and check (✓) each step as it is completed. Use the sample form on the following page.

- Develop the **objective** of the clinical simulation. Is the objective to develop clinical decision-making skills? Is the objective to practice for an emergency? Write the objective at the top of the clinical simulation form.

- Using the information in the module, create a clinical simulation by using the form provided.

- Review the clinical simulation, noting the specific points, clinical facts or ideas that you wish to share during the simulation.

- Plan how you will facilitate the clinical simulation. Will the simulation involve a small group of students using a model or will you demonstrate this with the whole class? Will the simulation take place in the classroom, the skills development lab or the clinic?

- Plan how you will summarize the clinical simulation. How will you relate it to the objective?
CLINICAL SIMULATION FORM

Objective:

Resources needed:

<table>
<thead>
<tr>
<th>SCENARIO 1</th>
<th>KEY REACTIONS/RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Information provided and questions asked by the teacher)</td>
<td>(Correct responses expected from student)</td>
</tr>
<tr>
<td><img src="image.jpg" alt="Table" /></td>
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Discussion Questions | Expected Responses
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<td><img src="image2.jpg" alt="Table" /></td>
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</table>
Teaching students to make clinical decisions is one of the most important things in an educational programme. Here are some tips for teaching clinical decision-making:

- Clinical decision-making must be introduced early in the curriculum and reinforced throughout, receiving continual emphasis. Knowledge and experience are the key components of successful decision-making. Once learners have a basic understanding of the decision-making process, it is important that they be given as many opportunities as possible to reflect upon what they know and how this affects the decisions they make. Being aware of this thinking process is critical to good decisions on a consistent basis.

- Employ the four-step clinical decision-making process as an organizing principle in approaching a wide variety of clinical situations. Learners will be clear about exactly what decisions were involved in the management of clients they discuss or care for if aspects of this process (Exhibit 3-3)—assessment (Step 1), diagnosis (Step 2), intervention (Step 3) and evaluation (Step 4)—are identified and explored.

**Steps in the Clinical Decision-Making Process**

- Explain the reasoning and judgment behind your decisions. Hearing the reasoning behind your conclusions helps them learn the process for developing sound conclusions themselves.

- Ask for the reasoning and judgment behind their decisions. Learners must be given an opportunity to discuss their thoughts with senior colleagues and use logical reasoning to refine their process of choosing a working diagnosis. Frequent use of the simple question “why?” can help facilitate this effort.

- Create a safe and supportive learning environment where learners are given an active role in the outcomes of the simulated and clinical work. By providing learners with an increasing sense of responsibility, teachers can increase learners’ commitment to active decision-making and empower them to risk making their own decisions.
<table>
<thead>
<tr>
<th>STEPS*</th>
<th>EXPLANATIONS</th>
<th>STRATEGIES</th>
<th>EXAMPLE QUESTIONS</th>
</tr>
</thead>
</table>
| **Step 1: Assessment** | In assessment, you: (1) gather information, targeting your history taking, physical exam and diagnostic tests based on the client’s complaints; and (2) use this information to draft a list of differential diagnoses (all the possible causes of the symptoms). | • Show learners **how to use the knowledge they have acquired** to recognize patterns in the data that they collect about clients.  
• Help learners **categorize the information obtained** and mentally “file it away” for use in future situations.  
• Highlight **important cases** that demonstrate critical principles of client assessment.  
• Assist learners in choosing when and where to **limit the amount of data** collected, and justify that decision.  
• After the decision-making process is completed, help learners **identify which of the information collected was most relevant** to the final diagnosis. This may help learners develop a shortcut in the diagnostic process. | • What are we learning about this client?  
• What do we already know?  
• What else do we need to know, if anything?  
• How will we find that information?  
• Do we know enough to act? |
| **Step 2: Diagnosis** | During this step, based on your list of differential diagnoses, you gather additional information (labs, x-rays or other diagnostics) to rule out diagnoses and select a most probable diagnosis. This is called a “working diagnosis,” and it is used until disproved. A diagnosis that is proved, either through a procedure or otherwise, is called the “final diagnosis.” | • Assist learners to **build associations between clinical features and diagnoses**. Help learners to interpret the patient’s initial complaint in terms of possible diagnoses, develop as complete a differential diagnosis as possible and avoid deciding prematurely on a working diagnosis.  
• Early in the process, encourage learners to **develop broad differential diagnoses** and use clinical data to support or not support the diagnoses they chose to place on their lists.  
• In choosing among the possible diagnoses, help learners to **interpret the collected data**. Help learners see the strength of each piece of data, not only in relation to a specific client but with regard to the types and amount of disease in their client population.  
• Present hypothetical situations that will **challenge learners’ thinking and clarify their reasoning process**. Ask “what if” questions such as, “What if the client with postpartum hemorrhage is already in shock when you see her? How would that change your diagnosis and intervention?” This will help expand the learners’ “experience” even though no actual client is involved. | • Given these symptoms, what are some possible diagnoses?  
• Given these symptoms, which diagnosis is potentially most dangerous to this client?  
• Given these symptoms, which seems more likely, less likely?  
• Should we step back and include something more in our assessment?  
• What other diagnostics or assessments are needed to finalize your diagnosis? |
<table>
<thead>
<tr>
<th>STEPS*</th>
<th>EXPLANATIONS</th>
<th>STRATEGIES</th>
<th>EXAMPLE QUESTIONS</th>
</tr>
</thead>
</table>
| Step 3: Intervention | Based on your diagnosis, you select appropriate intervention and develop a plan of care. Documentation of the plan is essential to ensure that the health care team implements it correctly, as well as to have a record of care provided. | - Share with learners your personal experiences with various treatment options in order to suggest additional data that should be considered in choosing the best option.  
- Help learners compile and analyze the probability figures discussed earlier that are needed to evaluate the various treatment options.  
- Ask learners to anticipate clinical findings, responses to different treatments and clinical developments as another way to expand their experience. This can be accomplished by asking questions such as, “If the patient’s blood pressure were to suddenly drop to unsafe levels, how would you evaluate her response to our interventions? What are the next interventions to be tried? How do you anticipate her condition will change, based upon those interventions?” Alternatively, have learners research less commonly used treatments, for example, in the library and literature.  
- Assist them in identifying the full range of outcomes of a treatment and to consider their personal priorities and values and the level of risk, discomfort or inconvenience they would be willing to accept if they were the client. This helps learners see how their perceptions of risk, discomfort or inconvenience may differ from those of the client, as well as how to involve the client in the decision. | - What have we decided, based on the “diagnosis,” that we should do for the client?  
- How are we doing it?  
- Are we doing it correctly?  
- Are there additional diagnostics needed at this time? |
| Step 4: Evaluation | Evaluation of the effectiveness of care should be an ongoing process. It may involve gathering new information, reconsidering the diagnosis and modifying the care plan if it proves ineffective in addressing the client’s needs. Continual evaluation of interventions, whether effective or not, adds to the learners’ experience and will strengthen future decision-making. | - Guide learners in applying evaluation criteria to the treatment outcome and make an accurate assessment of its efficacy.  
- Assist learners in deciding whether the treatment has been effective in addressing the symptom or the illness.  
- Ask learners whether another treatment option should be considered. Help them to choose an alternative, decide on additional information to be gathered and perhaps even modify the diagnosis based on the outcome of treatment. | - Is what we are doing “working,” having the desired effect?  
- Is it helping? If not, why not?  
- What could we do differently? |

* Not every clinical decision involves all four of the following steps to the extent represented here (and, in fact, within each of these steps, providers will make countless other decisions that will have a direct impact on the client). All clinical decisions, however, share the same overall goal and underlying process—to provide appropriate, evidence-based care informed by sound clinical reason and judgment.
MODULE 8 EXERCISE: DEMONSTRATE A SKILL

The purpose of this exercise is to help you practice your demonstration skills.

- Review the steps in the skills development process presented at the end of Module 8 and discuss any questions you may have about demonstrating a skill.

- Identify the skill to be presented. Your skill: ____________________________

- Review or develop the objectives of the demonstration. The objectives are:

  ________________________________________________________________

  ________________________________________________________________

- Review the steps of the skill to be demonstrated. These steps may be found in a performance checklist, textbook, reference manual, articles and the like. If necessary, practice the steps in performing the skill.

- Develop an introduction for your demonstration. Note that the introduction should include the objectives. Record ideas for your introduction here:

  ________________________________________________________________

  ________________________________________________________________

- Prepare your notes or a session plan to guide your demonstration. These notes may include key points to present, questions, reminders about patient safety, reminders to use a visual aid, etc. These notes may be recorded on the checklist, paper or flip chart.

- Develop a summary for your demonstration. The summary should be interactive and should include questions focusing on key points in your demonstration. Record ideas for your summary here:

  ________________________________________________________________

  ________________________________________________________________
MODULE 9 EXERCISE 9-1: PREPARE CLINICAL INSTRUCTORS AND STAFF

The purpose of this exercise is to help you prepare clinical instructors or staff to work with students. You may be the teacher preparing a clinical instructor, or you may be a clinical instructor preparing staff. Review this checklist and check (✔️) each step as it is completed.

- Is there a clinical instructor who manages the clinical practice portion of your course? If so, your activities in this exercise will be directed toward the clinical instructor. If not, they will be directed toward the staff who will work with students. With whom will you coordinate the clinical practice? List those involved in working with students during their clinical practice:

- There may already be an existing agreement with the clinical site describing the performance expected from students, teachers, clinical staff and others involved in teaching. If there is not, share with those who will be working with students what the roles and responsibilities of the students, clinical instructors and staff are. Describe the specific roles and responsibilities of the individuals working with students during their clinical practice:

- Ensure that the staff who are working with students practice in a manner consistent with what is taught in your institution. Describe how you will ensure that staff members practice in a way that models appropriate skills for students:
Begin with the objectives. If the clinical instructor or staff member does not have the learning objectives (especially the skill objectives) for the clinical portion of your course, provide them in a handout.

Provide the clinical instructors or staff members with any assessment tools they will need if they are expected to assess students. List here the tools you will provide to staff working with students during their clinical practice:

________________________________________

________________________________________

________________________________________

________________________________________

Provide any feedback forms for documenting students’ performance and instruct the staff in how to complete these forms.

Inform the staff how often you will be visiting the clinic site, what your role will be in the students’ clinical experience, and how they can contact you with any questions. Describe your role during clinical practice:

________________________________________

________________________________________

________________________________________
MODULE 9 EXERCISE 9-2: COORDINATE CLINICAL PRACTICE

The purpose of this exercise is to help you in planning students’ clinical practice experiences. Review this checklist and check (✓) each step as it is completed.

☐ Begin with the objectives. Review the skill-related objectives for your course, beginning with the most simple or basic skill objectives, and number them in the order you would like to see them completed. Although learning in clinical settings is often driven by the experiences available, students should develop basic skills first, such as physical assessment, history taking, communication skills, etc. List here the skills (or skill objectives) students will develop during their clinical practice (see Exercise 9-1):

☐ Provide the list of skill objectives to the students and to those supervising them. Share that, ideally, you would like students first to focus on the basic or simple objectives before moving on to more complex skills.

☐ Build opportunities for learning experiences in a variety of appropriate settings. Are students going to work in both inpatient and outpatient settings? Will they be assigned to communities? If only one type of site has been selected for their experiences, consider if there are other clinics or settings where students may achieve some of their learning objectives. List here the sites where students will practice their skills:
Review assignments for students’ clinical practice. Are students rotating so that there are not too many students in one area? If necessary, divide the students into manageable groups and consider changing rotation times so that there are not too many in the same area at one time. Briefly describe how the students will rotate and/or be assigned to clinical practice sites to ensure that all students are able to develop the required skills:
MODULE 10 EXERCISE: QUESTION HALL OF SHAME

Instructor:

Objectives:
The purpose of this activity is to:
- Identify and correct poorly constructed questions for a mid-course knowledge assessment

Resources/Materials Needs
- Handout #4 “Question Hall of Shame”
- “Question Hall of Shame” key: see below
- Learning for Performance: pp. 54–55
- Basic Item Writing Principles II

Instructions
- Divide learners into small groups and ask each group to review the sample questions listed below. Alternatively, display the question as a PowerPoint and ask for or “choose” a volunteer to review one of the sample questions. Ask learners to critique and re-write the question using the principles described in the graphic presentation Basic Item Writing Principles II.
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED REVISION</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A health care provider should monitor growth and development every time they meet an HIV exposed child. T/F</td>
<td>1. HIV-exposed children should be monitored on a regular basis for abnormalities of growth and development. T/F</td>
<td>Ambiguous &lt;ul&gt;&lt;li&gt;What is the skill of the HCP?&lt;/li&gt;&lt;li&gt;What is the HCP assigned to do?&lt;/li&gt;&lt;li&gt;Should they monitor for growth and development at every visit if they’re seeing the child 3 times per week?&lt;/li&gt;&lt;/ul&gt;</td>
</tr>
<tr>
<td>2. HIV/AIDS can be transmitted to infants through breast milk. T/F</td>
<td>2. HIV can be transmitted to infants through breast milk. T/F</td>
<td>Trick Questions… &lt;ul&gt;&lt;li&gt;HIV/AIDS not HIV/AIDS&lt;/li&gt;&lt;li&gt;The virus, not AIDS, is transmitted&lt;/li&gt;&lt;/ul&gt;</td>
</tr>
<tr>
<td>3. Studies have demonstrated that MC can decrease transmission of HIV to men and increase transmission of HIV to women. T/F</td>
<td>3. Studies have demonstrated that male circumcision can: a. Decrease transmission of HIV to men b. Decrease transmission of HIV to women c. Decrease transmission of HIV to men and women</td>
<td>Testing two propositions, one is true and one is false. How do you know what the student knows from this question?</td>
</tr>
<tr>
<td>4. HIV I is NOT MORE prevalent than HIV II. T/F</td>
<td>4. HIVII is more prevalent than HIV I. T/F</td>
<td>Has a negative &lt;ul&gt;&lt;li&gt;Not&lt;/li&gt;&lt;li&gt;NOW with MORE makes item even MORE difficult&lt;/li&gt;&lt;/ul&gt;</td>
</tr>
<tr>
<td>5. It is recommended that a woman wait at least 2 years after a live birth before planning the next pregnancy. The benefits of a 2 year birth-to-pregnancy interval include all of the following, EXCEPT: a. It is LESS likely the mother will be anemic during her next pregnancy b. MORE likely that the newborn will survive to age 2 and beyond c. IT IS LESS LIKELY THAT THE MOTHER WILL GET PRE-ECLAMPSIA IN HER NEXT PREGNANCY</td>
<td>5. A benefit of a 2 year birth-to-pregnancy interval is: a. It is LESS likely the mother will be anemic b. It is LESS likely the newborn will survive to age 2 and beyond c. It is MORE likely the mother will have pre-eclampsia</td>
<td>Assuming the woman’s last pregnancy was her first, then she will be less likely to be pre-eclamptic in the next pregnancy. Better to ask for the “correct,” not the “wrong” answer Keep options grammatically consistent with the stem</td>
</tr>
<tr>
<td>6. Which of the following is essential for every pregnant woman? a. Two doses of tetanus toxoid injection one month apart b. Four antenatal check-ups c. Early registration d. Administration of 100 tablets of IFA e. All of the above</td>
<td>6. Which of the following is essential for every pregnant woman?</td>
<td>Avoid “none of the above” or “all of the above” Avoid use of abbreviations Ask for the correct answer</td>
</tr>
<tr>
<td>QUESTION</td>
<td>SUGGESTED REVISION</td>
<td>NOTES</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 7. The Essential Drug List (EDL) in Afghanistan:  
   a. Is updated by WHO every year  
   b. Contains all drugs recommended for BPHS and higher levels of care  
   c. Is used only by physicians  
   d. None of the above | 7. The Essential Drug List (EDL) in Afghanistan:  
   Avoid “none of the above” or “all of the above”  
   Keep options similar in length | |
| 8. According to the survey done in 2006, the current status of family planning services was as follows:  
   a. Long waiting lists, up to four (4) months  
   b. Low priority among service providers  
   c. Shortages of supplies/equipment  
   d. Additional reproductive health education was given in the health facilities  
   e. Good recordkeeping in most areas  
   Which of the above statements are correct:  
   a. 1, 2 and 3 only  
   b. 3, 4 and 5  
   c. 2, 3 and 4 only  
   d. All of the above | 8. According to the survey done in 2006, the current status of family planning services was as follows:  
   Avoid “K Type” items (A only, A + B, but never C on Sunday): test cognitive or reading ability rather than knowledge of item content | |
| 9. Which one of the following is not a misconception:  
   a. IUD’s can migrate to the brain and cause infection  
   b. IUD’s should only be offered to married women  
   c. IUD’s can be inserted immediately after delivery | | |
| 10. HIV prevalence in Zambia is:  
   a. 17%  
   b. 14.3%  
   c. 20%  
   d. 12.3% | | |
| 11. Which one of the following is a strategy for HIV prevention:  
   a. Use condoms  
   b. Keep your fingers crossed  
   c. Pray | | |
| 12. In which of the following conditions MUST a woman be referred to an FRU?  
   a. Eclampsia, obstructed labour, foetal distress, severe anaemia, previous Caesarean section  
   b. Hypertension, constipation, obstructed labour, bleeding/spotting, severe anaemia  
   c. Fever, constipation, breathlessness, nausea and vomiting, severe anaemia | | |
CHECKLISTS FOR EFFECTIVE FACILITATION, DEMONSTRATION AND COACHING

Use these tools to help you prepare for and demonstrate your facilitation, demonstration and coaching abilities. The facilitation checklist can apply to any learning activity—whether an illustrated presentation, small or large group activity.

Criteria for satisfactory performance by the learner are based on the knowledge, attitudes and skills set forth in the reference manual and practiced during training. In preparing for formal evaluation by the trainer(s), learners can familiarize themselves with the content of the checklist by critiquing each other’s facilitation, demonstration and coaching.

| Satisfactory: Performs the step or task according to standard procedure or guidelines |
| Unsatisfactory: Unable to perform the step or task according to standard procedure or guidelines |
| Not Observed: Step, task or skill not performed by learner during evaluation by trainer |

When determining competence, the objective assessment by a proficient trainer is the most important factor. Thus, in the final analysis, competence carries more weight than the number. Because the goal of this training is to enable every learner to achieve competency, additional training or practice may be necessary. When you believe, as a qualified trainer, that the learner has achieved the necessary competence, place your initials (e.g., “PJ”) in the corresponding column in the last row of the checklist.
CHECKLIST FOR FACILITATION

Place an “S” in case box if task/activity is performed satisfactorily, an “x” if it is not performed satisfactorily, or “N/O” if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

Not Observed: Step, task or skill not performed by learner during evaluation by trainer

Skilled delivery of a learning activity: If you, as a qualified trainer, believe that the learner has achieved competency, place your initials (e.g., “PJ”) in the corresponding column.

Learner: ___________________________ Date Observed: ___________________________

<table>
<thead>
<tr>
<th>CHECKLIST FOR FACILITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEP/TASK</td>
</tr>
<tr>
<td>1. Presents an effective introduction.</td>
</tr>
<tr>
<td>2. States the objective(s) as part of the introduction.</td>
</tr>
<tr>
<td>3. Asks questions of the entire group.</td>
</tr>
<tr>
<td>4. Targets questions to individuals.</td>
</tr>
<tr>
<td>5. Uses learner names.</td>
</tr>
<tr>
<td>6. Provides positive feedback.</td>
</tr>
<tr>
<td>7. Responds to learner questions.</td>
</tr>
<tr>
<td>8. Follows trainer’s notes and/or a personalized reference manual.</td>
</tr>
<tr>
<td>9. Maintains eye contact.</td>
</tr>
<tr>
<td>10. Projects voice so that all learners can hear.</td>
</tr>
<tr>
<td>11. Moves about the room.</td>
</tr>
<tr>
<td>12. Uses audiovisuals effectively.</td>
</tr>
<tr>
<td>13. Presents an effective summary.</td>
</tr>
</tbody>
</table>

Skilled delivery of facilitating a learning activity or presentation
CHECKLIST FOR DEMONSTRATION

Place an “S” in case box if task/activity is performed **satisfactorily**, an “*” if it is **not** performed **satisfactorily**, or “N/O” if not observed.

**Satisfactory**: Performs the step or task according to the standard procedure or guidelines

**Unsatisfactory**: Unable to perform the step or task according to the standard procedure or guidelines

**Not Observed**: Step, task or skill not performed by learner during evaluation by trainer

**Skilled delivery of a clinical demonstration**: If you, as a qualified trainer, believe that the learner has achieved skills needed to train providers in the service delivery site, place your **initials** (e.g., “PJ”) in the corresponding column.

Learner: ___________________________ Date Observed: ___________________________

<table>
<thead>
<tr>
<th>STEP/TASK</th>
<th>OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. States the objective(s) as part of the introduction.</td>
<td></td>
</tr>
<tr>
<td>2. Presents an effective introduction.</td>
<td></td>
</tr>
<tr>
<td>3. Arranges demonstration area so that learners are able to see each step in the procedure clearly.</td>
<td></td>
</tr>
<tr>
<td>4. Communicates with the model or client during demonstration of the skill/activity.</td>
<td></td>
</tr>
<tr>
<td>5. Asks questions and encourages learners to ask questions.</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates or simulates appropriate infection prevention practices.</td>
<td></td>
</tr>
<tr>
<td>7. When using model, positions model as an actual client.</td>
<td></td>
</tr>
<tr>
<td>8. Maintains eye contact with learners as much as possible.</td>
<td></td>
</tr>
<tr>
<td>9. Projects voice so that all learners can hear.</td>
<td></td>
</tr>
<tr>
<td>10. Provides learners opportunities to practice the skill/activity under direct supervision.</td>
<td></td>
</tr>
</tbody>
</table>

**Skilled delivery of a clinical demonstration**
CHECKLIST FOR COACHING

Place an “S” in case box if task/activity is performed **satisfactorily**, an “X” if it is **not** performed **satisfactorily**, or “N/O” if not observed.

**Satisfactory:** Performs the step or task according to the standard procedure or guidelines

**Unsatisfactory:** Unable to perform the step or task according to the standard procedure or guidelines

**Not Observed:** Step, task or skill not performed by learner during evaluation by trainer

**Skilled delivery of coaching:** If you, as a qualified trainer, believe that the learner has skills needed for practice in the service delivery site, place your **initials (e.g., “PJ”)** in the corresponding column.

Learner: ___________________ Date Observed: ___________________

<table>
<thead>
<tr>
<th>CHECKLIST FOR COACHING</th>
<th>OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE PRACTICE SESSION</strong></td>
<td></td>
</tr>
<tr>
<td>1. Greets learner and review previous performance when applicable.</td>
<td></td>
</tr>
<tr>
<td>2. Works with the learner to set specific goals for the practice session.</td>
<td></td>
</tr>
<tr>
<td><strong>DURING PRACTICE SESSION</strong></td>
<td></td>
</tr>
<tr>
<td>1. Observes the learner, providing positive reinforcement or constructive feedback (when necessary for client comfort or safety) as s/he practices the procedure.</td>
<td></td>
</tr>
<tr>
<td>2. Refers to the checklist or performance standards during observation.</td>
<td></td>
</tr>
<tr>
<td>3. Records notes about learner performance during the observation.</td>
<td></td>
</tr>
<tr>
<td>4. Is sensitive to the client when providing feedback to the learner during a clinical session with clients.</td>
<td></td>
</tr>
<tr>
<td><strong>AFTER PRACTICE FEEDBACK SESSION</strong></td>
<td></td>
</tr>
<tr>
<td>1. Reviews notes taken during the practice session.</td>
<td></td>
</tr>
<tr>
<td>2. Greets the learner and asks to share perception of the practice session.</td>
<td></td>
</tr>
<tr>
<td>3. Asks the learner to identify those steps performed well.</td>
<td></td>
</tr>
<tr>
<td>4. Asks the learner to identify those steps where performance could be improved.</td>
<td></td>
</tr>
<tr>
<td>5. Provides positive reinforcement and corrective feedback.</td>
<td></td>
</tr>
<tr>
<td>6. Works with the learner to establish goals for the next practice session.</td>
<td></td>
</tr>
</tbody>
</table>
FINAL KNOWLEDGE ASSESSMENT ANSWER SHEET

Instructions: Circle the letter of the single best answer to each question in the blank next to the corresponding number on the attached answer sheet.

FOUNDATIONS OF EDUCATING HEALTHCARE PROVIDERS (CHAPTER 1)

1. Learning is more effective when:
   a. Students are encouraged to think critically
   b. Feedback is given when the teacher has time
   c. One or two teaching methods are used

2. According to principles of humanistic theory, the use of anatomic models will produce an INCREASE in:
   a. Learner training time
   b. Client adverse effects
   c. Quality of services

3. Which of the following statements regarding Core Competencies is MOST true:
   a. Must be mastered before entry to practice
   b. Should be mastered during classroom training
   c. Must be addressed in every course within the curriculum

4. Which of the following sources do NOT inform the development of Core Competencies?
   a. Job descriptions that students will be deployed to upon graduation
   b. The personal opinions of clinical instructors working with students
   c. Licensing requirements established by professional councils

5. Which of the following statements concerning adult learning theory is TRUE?
   a. Student’s previous experience effects learning
   b. Students should respect the knowledge of the teacher
   c. Using a single teaching method promotes learning

Match each learning approach with the correct example:

6. ___ Deep learning
   a. Students spend majority of time in interactive classroom lectures

7. ___ Problem-based learning
   b. Students learn through use of technology and distance learning
8. Experiential learning
   c. Students spend significant time in clinic to meet specific objectives
   d. Students are presented with a range of patient complaints and asked to present their differential diagnosis list
   e. Students are asked to review literature, summarize findings and make recommendations for practice based on their findings

DEVELOP OBJECTIVES FOR LEARNING (CHAPTER 2)
Match each objective with the appropriate learning domain its best reflects. The learning domains may be used more than once:

9. Identify general benefits of breastfeeding  a. Clinical decision-making skill
10. Demonstrate the ability to insert a vaginal speculum  b. Attitude
11. Demonstrate professional behavior in interactions with clients  c. Communication skill
12. Obtain a relevant and comprehensive history  d. Psychomotor skill
13. Recognize symptoms of preeclampsia and refer to a facility for treatment  e. Knowledge
14. Document patient history

PLAN FOR TEACHING (CHAPTER 3)
15. The document that provides a short summary of the major components of a course is the course:
   a. Schedule
   b. Syllabus
   c. Outline
16. When a test measures knowledge consistently it is:
   a. Valid
   b. Reliable
   c. Objective
17. When an evaluator’s personal opinion has no effect on the scoring of a test item, the item is said to be:
   a. Valid
   b. Reliable
   c. Objective

Circle whether each of the following learning activities would be appropriate or inappropriate to promote development of **psychomotor** skills

18. Brainstorming  
   Appropriate  Inappropriate

19. Case study  
   Appropriate  Inappropriate

20. Presentation  
   Appropriate  Inappropriate

21. Demonstration  
   Appropriate  Inappropriate

22. Discussion  
   Appropriate  Inappropriate

23. Practice and feedback  
   Appropriate  Inappropriate

24. Guest speaker  
   Appropriate  Inappropriate

25. Panel discussion  
   Appropriate  Inappropriate

26. Clinical simulation  
   Appropriate  Inappropriate

27. Which of the following learning activities is **MOST** effective for basic knowledge transfer?
   a. Simulated practice
   b. Role play
   c. Written exercise with feedback

28. Which of the following statements regarding effective assessment is **FALSE**?
   a. It requires single measure of performance
   b. It requires clear criteria for judging performance
   c. It requires a logical relationship to a learning objective

**PREPARE THE TEACHING ENVIRONMENT (CHAPTER 4)**

29. Which of the following statements about facilitating in the clinic is **TRUE**?
   a. Requires consideration of space, equipment and supplies
   b. Responsibility for student supervision **SHOULD NOT** be shared by clinical service providers
   c. **ALL** clinical service delivery sites are appropriate for training

30. Which of the following statements is **FALSE** about preparing the clinical setting is **FALSE**?
   a. The clinical site should be large enough for both the students and teacher(s) without affecting the quality of services
   b. Clinical staff must be receptive to supervising students
   c. The number of clients must be minimized to avoid confusion
31. Which of the following considerations is **MOST** important when organizing a clinical skills lab?
   a. Availability of permanent space
   b. Cooperation of standardized patients
   c. Accessibility by learners

**PREPARE AND DELIVER INTERACTIVE PRESENTATIONS (CHAPTER 6)**

32. Which of the following statements about the goal of a presentation is **FALSE**?
   a. An effective presentation engages the learner
   b. An effective presentation provides a one way flow of information
   c. An effective presentation promotes transfer of important knowledge

33. Which of the following is **NOT** included in a session plan?
   a. Very detailed notes on points to cover
   b. Learning objectives
   c. Questions to check understanding

34. Which of the following is **NOT** an effective technique for introducing a presentation?
   a. Relate the topic to student’s experience
   b. Share the learning objectives
   c. Administer an exam

**FACILITATE GROUP LEARNING (CHAPTER 7)**

35. Brainstorming is **BEST** used to:
   a. Generate ideas on a specific topic
   b. Debate controversial ideas
   c. Summarize issues discussed

36. A teacher is interested in promoting problem solving skills using a case study. Which of the following learning activities would be **MOST** appropriate in meeting this training goal?
   a. Classroom presentation
   b. Large group activity
   c. Small group activity

37. Which of the following is the **MOST** important advantage of using case studies?
   a. Case study reactions answers reveal student thinking
   b. Limits involvement to those with the most experience
   c. Provide practice and feedback in clinical decision-making

38. Which of the following is **NOT** a guideline for brainstorming?
   a. Discuss each idea as it is presented
   b. Maintain a written record of ideas
   c. Involve students

39. When facilitating clinical simulations, the **MOST** important purpose is to:
   a. Help students develop clinical decision-making skills
   b. Demonstrate correct behaviors to students
   c. Improve student confidence in critical situations
40. Which of the following statements is **TRUE** about clinical simulations?
   a. They must represent an actual experience that occurred in the past
   b. Clinical information should be revealed in stages
   c. All ideas and decisions should be discussed in detail when facilitating

**FACILITATE THE DEVELOPMENT OF HEALTHCARE DELIVERY SKILLS (CHAPTER 8)**

41. Which of the following is **TRUE** about simulated practice activities?
   a. Always requires a skills lab and anatomic models
   b. Should be demonstrated in the clinical facility first
   c. They are critical for skills development

42. Which of the following is **NOT** an advantage of using anatomic models?
   a. Reduced training time required for skill acquisition
   b. Eliminates need for attention to communication or privacy
   c. Allows for demonstrations to be stopped for discussion

43. Which of the following teaching strategies is **MOST** associated with promoting positive attitudes?
   a. Behavior modeling by the faculty
   b. Consequences for bad learner attitudes
   c. Confronting biases held by learners

44. When the student performs the skill correctly, but may not always progress from step to step efficiently, the student has attained skill:
   a. Acquisition
   b. Competency
   c. Progression

45. Which of the following is **MOST** important during a demonstration?
   a. Explain clinical decisions made or rationale for actions
   b. Demonstrate the skill as normally performed by instructor
   c. Use audiovisual aids to support the demonstration

**MANAGE CLINICAL PRACTICE (CHAPTER 9)**

46. Which of the following is **NOT** a criteria for selecting potential clinical instructor?
   a. Desire to work with students
   b. A strong sense of humor
   c. Proficiency in relationship to course objectives

47. Which of the following statements concerning client’s rights during clinical practice is **TRUE**?
   a. Clients do not need to give permission for students to treat them
   b. Clients must be informed regarding the roles of all persons present
   c. Students should work with any client wanting services
48. The **MOST** effective way to **REDUCE** the need to give corrective feedback in front of the client is to:
   a. Save all feedback for the post-clinical practice meeting
   b. Avoid providing corrective feedback
   c. Promote skills acquisition using models and role plays prior to clinical

**PREPARE AND USE KNOWLEDGE ASSESSMENT (CHAPTER 10)**

49. Which of the following statements about assessment is **FALSE**?
   a. Assessment must follow delivery of every learning objective
   b. Assessment must be logically related to target competency
   c. Assessments must be presented at an appropriate level of difficulty

50. Which of the following is an example of a common formative assessment tool?
   a. Graded examination
   b. Objective structured clinical examination
   c. Homework assignment

51. Multiple Choice Questions are **BEST** able to measure:
   a. Knowledge
   b. Psychomotor Skills
   c. Attitudes

52. Which of the following methods is **MOST** appropriate to assess clinical decision-making skills?
   a. Project report
   b. Case study
   c. True-false

**PREPARE AND USE SKILL ASSESSMENT (CHAPTER 11)**

53. Which of the following statements regarding psychomotor skills assessment is **TRUE**?
   a. Can NEVER be accomplished without equipment and supplies
   b. Checklists MUST be standardized
   c. MUST include anatomic models

54. Which of the following method is the most valid way to assess students’ skills?
   a. Care plans
   b. Structured feedback report
   c. Direct observation

55. Which of the following statements concerning a checklist is **FALSE**?
   a. Provides a list of steps needed to perform a skill correctly, listed in the correct sequence
   b. Contains detail on how each step must be performed
   c. Can be used as a tool for providing feedback to learners
MONITOR AND REVISE TEACHING (CHAPTER 12)

56. Which of the following is **NOT** a common method for collecting information to monitor teaching?
   a. Patient case reports
   b. Peer review/assessment
   c. Review of examination results

57. Which of the following evaluation concentrates on improvements in the health status of a population?
   a. Outcomes
   b. Effectiveness
   c. Impact
**EFFECTIVE TEACHING SKILLS EVALUATION**

Please indicate your opinion of the course components using the following rate scale:

5–Strongly Agree  
4–Agree  
3–No Opinion  
2–Disagree  
1–Strongly Disagree

<table>
<thead>
<tr>
<th>COURSE COMPONENT</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The individual learning plan helped me focus my study and practice.</td>
<td></td>
</tr>
<tr>
<td>2. The classroom sessions were adequate for learning classroom presentation and</td>
<td></td>
</tr>
<tr>
<td>clinical demonstration skills.</td>
<td></td>
</tr>
<tr>
<td>3. The learning activities were helpful.</td>
<td></td>
</tr>
<tr>
<td>4. There was sufficient time scheduled for planning the classroom learning</td>
<td></td>
</tr>
<tr>
<td>activities and clinical demonstrations.</td>
<td></td>
</tr>
<tr>
<td>5. I am now confident in the theories supporting effective education.</td>
<td></td>
</tr>
<tr>
<td>6. I am now confident in writing objectives.</td>
<td></td>
</tr>
<tr>
<td>7. I am now confident in planning for teaching.</td>
<td></td>
</tr>
<tr>
<td>8. I am now confident in creating a positive learning climate.</td>
<td></td>
</tr>
<tr>
<td>9. I am now confident in using basic effective facilitation skills.</td>
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</tr>
<tr>
<td>10. I am now confident in delivering interactive presentations.</td>
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</tr>
<tr>
<td>11. I am now confident in using assessment tools.</td>
<td></td>
</tr>
<tr>
<td>12. I am now confident in demonstrating clinical skills and coaching skill</td>
<td></td>
</tr>
<tr>
<td>development.</td>
<td></td>
</tr>
<tr>
<td>13. I am now confident in managing clinical practice.</td>
<td></td>
</tr>
<tr>
<td>14. I am now confident in evaluating teaching course.</td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL COMMENTS** (use reverse side if needed)

1. What topics (if any) should be **added** (and why) to improve the course?

2. What topics (if any) should be **deleted** (and why) to improve the course?
# SECTION II: FACILITATOR’S GUIDE

## INTRODUCTION

Your Role as a Facilitator

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## GROUP-BASED PRACTICE-GUIDANCE AND MATERIALS

Sample Daily Evaluation

---

Model 5-Day Course Outline

---

Model 10-Day Course, No Use of Modcal for Training Skills

---

## MODULE 1 SESSION PLAN

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## MODULE 1 NARRATION SPEAKER NOTES

---

## MODULE 2 SESSION PLAN

---

## MODULE 2 NARRATION NOTES

---

## MODULE 3 SESSION PLAN

---

## MODULE 3 NARRATION NOTES

---

## MODULE 3 RELEVANT AND PURPOSEFUL ACTIVITIES ANSWER KEY

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## MODULE 3 PLAN FOR TEACHING REVIEW

---

## MODULE 4 SESSION PLAN

---

## MODULE 4 NARRATION NOTES

---

## MODULE 4 PREPARE FOR TEACHING: SMALL GROUP ACTIVITY

---

## MODULES 5–6 SESSION PLAN

---

## MODULES 5–6 EFFECTIVE FACILITATION SKILLS REVIEW

---

## MODULE 6 NARRATION NOTES

---

## MODULE 7 SESSION PLAN

---

## MODULE 7 NARRATION NOTES

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## MODULE 7 ROLE PLAYS, CASE STUDIES AND CLINICAL SIMULATIONS

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## MODULE 8 SESSION PLAN

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## MODULE 8 NARRATION NOTES

---

## MODULE 8 CLINICAL DECISION-MAKING NARRATION NOTES

---

## MODULE 8 DEVELOPING COMPETENCY DISCUSSION

---

## MODULE 9 SESSION PLAN

---

## MODULE 9 NARRATION NOTES

---

## MODULE 10 SESSION PLAN

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## MODULE 10 NARRATION NOTES

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## MODULES 10–11 PRINCIPLES OF ASSESSMENT

---

## MODULE 10 QUESTION HALL OF SHAME

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## MODULE 11 NARRATION NOTES

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## MODULE 12 SESSION PLAN
INTRODUCTION

Welcome to the learning package on effective teaching! This is a flexible package that combines individual study, using ModCAL for Training Skills course, followed by an opportunity to practice and receive feedback in a group. Programs not using ModCAL can provide a purely group-based 10-day course. The reference for this course is the Effective Teaching: A Guide for Educating Healthcare Providers reference manual.

This learning package includes ModCAL for Training Skills as the self-directed portion, the Effective Teaching reference manual, learner’s guide, and facilitator’s guide, and covers all of the important steps in educating healthcare providers, from planning for teaching to assessing students’ achievement.

The essential elements of this course are the following:

- A flash drive containing ModCAL® (Modified Computer-Assisted Learning) for Training Skills—the self-paced, computer-assisted learning component of this course
- A group-based workshop to practice key skills and receive feedback
- Or a group-based, 10-day workshop to practice key skills and receive feedback

Critical materials required for this course include:

- Any related technical or clinical education supplements
- Any related technical reference materials, or national program guidelines, e.g., HIV, TB, etc.
- Appropriate cadre’s current curriculum (at least one copy per cadre)
- Related course-level materials
- Related anatomic models or materials for demonstrating related skills

YOUR ROLE AS A FACILITATOR

As a facilitator for this course, you might be a teacher or someone from the staff development department, education department or other department of your teaching institution. You also might be a person from outside the teaching institution, such as a trainer from the ministry of education or ministry of health. Your primary responsibilities as a facilitator include:

- Completing ModCAL for Training Skills and ensuring those attending have also completed it
- Use the individual learning plan to help learners identify their priority learning needs at the beginning of a group-based course. You will review this plan to ensure learning activities and practice is based on identified, prioritized learning needs.
- Being a subject matter expert in and champion for effective teaching
- Being familiar with the content of this learning package (including all of the exercises)
- Working with learners individually and in small groups to facilitate discussions and review learning exercises
- Working with learners to plan classroom and clinical practice teaching sessions
- Orienting the learners to the paper-based, individualized learning materials that may be used more widely in their institution. The WHO and Jhpiego 2003 Effective Teaching Learning Resource Package.

**Options for Using ModCAL for Training Skills**

Most of the content in ModCAL for Training Skills is consistent with the Effective Teaching Manual. Modules 1, 2, 3, 10, 11, and 12 from the Effective Teaching Manual are NOT covered in ModCAL. Training time can be reduced if learners complete ModCAL for Training Skills before attending the group-based Effective Teaching group-based course. Here are some suggestions for helping learners’ complete ModCAL for Training Skills before attending a group-based, shorter Effective Teaching course:

1. Hold an orientation session for participants and provide participants with:
   - A **flash drive** containing ModCAL for Training Skills—the self-paced, computer-assisted learning component of the Training Skills Course
   - ModCAL: A step by step guide handout (included at the beginning of the facilitator’s guide)

2. Demonstrate how to open and navigate ModCAL for Training skills

3. Provide guidance on:
   a. Whom learners should contact if they have any technical questions or concerns about ModCAL
   b. Where and when they should report for the group-based course
   c. How to print their certificate that shows proof they have completed ModCAL and passed the exam

4. Provide ModCAL at least three weeks before planned co-training

5. Call weekly to check progress and see if they are able to open, navigate and complete ModCAL. This type of follow up has been found to be essential.

Programs have also:
- Sent ModCAL via mail and followed up via phone
- Visited institutions or facilities and distributed and helped learners complete it
- Brought learners to the office or other computer-center to complete it in small groups
GROUP-BASED PRACTICE-GUIDANCE AND MATERIALS

SAMPLE DAILY EVALUATION
You can use these questions to gather information on the day’s events and identify topics that need additional time or attention. Feel free to add questions or revise to best meet your needs.

Instructions: Post these questions on a flip chart you can use throughout the course (or post new questions every day). Ask each learner to write their answers to the questions and hand them in at the end of the day. They do not need to sign their name. Review the comments to identify topics to address the next day or other learning activities or additional practice that may be needed.

1. What did you find the most useful today?
2. What was the least useful today?
3. Is there anything you don’t understand you’d like addressed tomorrow?
4. What specific questions do you have?

MODEL 5-DAY COURSE OUTLINE
The course outline presented here is a model plan of the training to be delivered for a group that has completed ModCAL for Training Skills. It presents enabling objectives needed to accomplish the participant learning objectives described in the course syllabus. For each enabling objective, there are suggestions regarding appropriate learning activities and resources and materials needed. The trainer may develop other practice activities and prepare case studies, role plays or other learning activities which are specific to the country or group of participants. The course outline is divided into four columns.

Time. This section of the outline indicates the approximate amount of time to be devoted to each learning activity.

Objectives/Activities. This column lists the enabling objectives or an activity (e.g., complete exam). Because the objectives outline the sequence of training, the objectives are presented here in order.

Training/Learning Methods. This column describes the various methods, learning activities and strategies to be used to deliver the content and skills related to each enabling objective.

Resources/Materials. The fourth column in the course outline lists the resources and materials needed to support the learning activities.
Note that the course schedule is based on the course outline. Changes to one should be reflected in the other. Possible variations include:

If your program is using **educational performance standards**, consider building those into certain activities. For example, the activities for Module 1 and Module 9 could use performance standards to self-assess and identify priority areas for improvement.

Extend time if only one trainer is used. Consider having the groups practice in small groups of 6–8, and selecting the best presenter to present for the full group. Trainer then rotates and observes presentations and provides feedback. Trainer facilitates large group feedback. If your program is not using ModCAL, use the sample 10-day schedule and session plans as a guide for training.
<table>
<thead>
<tr>
<th>TIME</th>
<th>OBJECTIVES/ACTIVITIES</th>
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<tbody>
<tr>
<td>DAY ONE, AM</td>
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<tr>
<td>10 minutes</td>
<td><strong>Activity: Welcome</strong></td>
<td>Welcome by representatives of the organization(s) sponsoring the training course.</td>
<td><strong>Course equipment:</strong> Boxlight, flip chart and markers, required learning resource packages, other training materials</td>
</tr>
<tr>
<td>20 minutes</td>
<td><strong>Activity: Introductions</strong></td>
<td>Participants divide into pairs, interview and then introduce each other sharing their partner’s name, position and teaching experience.</td>
<td></td>
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<tr>
<td>10 minutes</td>
<td><strong>Activity: Provide an overview of the course (goals, objectives and schedule)</strong></td>
<td>Review the course syllabus and schedule. Refer participants to the learners guide.</td>
<td><strong>Effective Teaching Learner’s Guide:</strong> Syllabus and schedule</td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>Activity: Review course materials</strong></td>
<td>Distribute, review and discuss materials used in this course. Briefly review the Effective Teaching table of contents and instruct the learners they can use it as a reference when needed. Refer the group briefly to the assessment tools-learning plan, training performance standards and portfolio and explain that additional time will be spent on reviewing how to use those materials at the end of the course.</td>
<td><strong>Effective Teaching Reference Manual, Learner’s Guide</strong></td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>Activity: Clarify group norms and participant expectations</strong></td>
<td>Agree on group norms—and discuss participant expectations. Attach the flip chart page to wall for reference throughout the course.</td>
<td><strong>Group Norms and Participant Expectations Flip charts</strong></td>
</tr>
<tr>
<td>15 minutes</td>
<td><strong>Activity: Identify remaining questions or issues from ModCAL for Training Skills</strong></td>
<td>Give the group slips of paper, ask them to review the table of contents as a refresher and identify any remaining questions or topics they found confusing from ModCAL for Training Skills. Tell them this is anonymous and collect the slips of paper for review later. <strong>Review the questions and address common questions or issues throughout the course, and use questions to ensure that learner’s understand the content.</strong></td>
<td><strong>Slips of paper</strong></td>
</tr>
<tr>
<td>30 minutes</td>
<td><strong>Activity: Complete individual learning plans</strong></td>
<td>Each learner should complete an individual learning plan to identify their learning priorities. Collect and review before the next day.</td>
<td><strong>Individual learning plan forms from Learner’s Guide</strong></td>
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## MODEL EFFECTIVE TEACHING SKILLS 5-DAY/POST MODCAL COMPLETION

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| 40 minutes | **Effective Teaching Module 1: Foundations of Pre-service Education:**  
  - Describe the guiding principles of educating healthcare providers  
  - Define core competencies and their role in curriculum development and design  
  - Recognize effective approaches to teaching and learning | Review Module 1 PowerPoint presentation—this is new information not covered in ModCAL. While the theories covered in ModCAL (cognitive apprenticeship, humanistic learning and adult learning theories) apply to education, there’s some additional information about core competencies that’s very useful. (Ask them to provide examples of how their program is consistent with those theories.) | Effective Teaching Module 1 PowerPoint presentation |
| 90 minutes | **Objective:** Analyze a program of study in relationship to the target competencies that graduates need  
  - Prepare 5–10 flip charts around the room, each labeled competency (# can be anticipated based on complexity of program cadre).  
  - Lead the large group in a brainstorming activity aimed at identifying the core competencies that graduates of their programs need to achieve in order to be safe, beginning-level providers. You can also use identified core competencies that relate to the technical content if they exist.  
  - If existing core competencies are available, i.e., ICM core competencies for midwifery, attempt to reconcile it with the results of the brainstorming session.  
  - Label the flip charts with the consensus list of target competencies.  
  - Give each learner 10 small Post-it notes, instructing them to place them on the competencies that they believe require the greatest attention in the curriculum. *(Note that they can distribute their notes equally between competencies or place all ten on one competency.)* Allow about 20 minutes for this.  
  - Discuss the distribution of the notes while counting and removing the flip chart paper; write the number of votes for each competency on the flip chart with a marker.  
  - Which competencies deserve the most attention?  
  - Why? Because of their complexity, difficulty to learn, distribution of knowledge, skills and attitudes.  
  - Ask learners to move to the flip charts and using markers, write as many courses in their curriculum that they believe address each competency. *(Note that some courses may address many competencies.)* |
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<td>Discuss the findings.</td>
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<td>Which courses address which competencies?</td>
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<td>How effective is the current distribution of courses?</td>
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<td>What suggestions does the group have for improvement?</td>
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<td>30 minutes</td>
<td><strong>Effective Teaching Module 2: Develop Objectives:</strong></td>
<td>Review Effective Teaching Module 2 PowerPoint presentation—this is new information not covered in ModCAL</td>
<td>Effective Teaching Module 2 PowerPoint presentation, each cadre’s curriculum.</td>
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<td>- Identify the knowledge, skills and attitudes to be learned in your course.</td>
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<td>- Write course objectives.</td>
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<td>- Write supporting objectives.</td>
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<td><strong>Effective Teaching Module 2 PowerPoint presentation—this is new information not covered in ModCAL</strong></td>
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<td><strong>DAY ONE, PM</strong></td>
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<td>3 hours</td>
<td><strong>Objective:</strong> Critique learning objectives</td>
<td>Learners work in pairs with someone else of their cadre. Each pair should:</td>
<td>Exercise 2.1 Module 2 PowerPoint presentation</td>
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<td>- Identify one of the related core competencies from the appropriate technical area.</td>
<td>Each cadre’s curriculum</td>
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<td></td>
<td>- Write 5 related supporting objectives (or identify and improve 3–5 of your course objectives) to develop that core competency and identify the “when, who and what.”</td>
<td>Slips of paper</td>
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<td>- Be prepared to share several improved objectives in the plenary</td>
<td>Flip chart with these key points posted:</td>
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<td>- 45 minutes to work</td>
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<td><strong>Post the flip chart described to the right, and review it with the group.</strong></td>
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<td>Remind them that the supporting objectives they select should be based on these considerations.</td>
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<td>After they are done, facilitate a group discussion for 15–30 minutes and ask pairs to randomly share a new objectives or an improved objective.</td>
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<tr>
<td>15 minutes</td>
<td><strong>Objective:</strong> Evaluate the day’s events and summarize appropriately</td>
<td>At the end of each day, use the daily evaluation form provided or informal means to assess what concepts were well-understood or which ones need additional time. Review key points of the day. Go through the forms in the evening to identify issues or questions to address the next morning.</td>
<td>Daily Evaluation Form</td>
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<td><strong>DAY TWO, AM</strong></td>
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<tr>
<td>10 minutes</td>
<td>Review of the day and warm-up</td>
<td>Review the agenda for the day, based on previous day’s evaluation results; clarify or address any remaining issues.</td>
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<tr>
<td>30 minutes</td>
<td>Effective Teaching Module 3: Plan for Teaching</td>
<td><strong>Objective:</strong> Review Key points from “Plan for Teaching” Use the questions included in the Facilitator’s Guide—point out that this module reinforces the information in “Facilitating in the Clinic” and “Managing Clinical Practice” from ModCAL. <strong>Follow game with review of Tables 3-1, 3-2, 3-3 and 3-4.</strong> Note that they may use this module as a reference when creating course syllabi.</td>
<td>Effective Teaching Module 3: Plan for Teaching Review</td>
</tr>
<tr>
<td>90 minutes</td>
<td>Effective Teaching Module 3: Practical Activity</td>
<td><strong>Objective:</strong> Create or revise a course syllabus. Learners work in pairs with someone else of their cadre or in small groups. Each pair or small group will need their cadre’s curriculum with course-syllabi. They will also need any technical supplements developed. Encourage them to think beyond lecture. Each group should revise an existing course syllabus or prepare a new one using exercise 3.1. Each group has 45 minutes to work, and 5 minutes to present one or two of their best examples. (If possible, obtain written copies and provide written feedback the next day.) Discuss common things done well in the syllabus, link back to the discussion about core competencies—do the activities link back to the desired competencies? Review “Relevant and Purposeful Learning Activities” and assign the exercise as homework.</td>
<td>Exercise 3.1 Current cadre’s curriculum and course syllabi Relevant and Purposeful Activities PowerPoint Any technical supplements</td>
</tr>
</tbody>
</table>
| 45 minutes | Effective Teaching Module 5–7: Game | **Objective:** Identify key points about developing competency in learners. Point out to learners Modules 5–7 are covered in “Effective Facilitation Skills.” Highlight these key points:  
- Can use Module 5 as a resource for preparing AV.  
- Module 6 is covered well, but they may find the job aid on 6–11 useful for self-assessment.  
- Module 7, pages 7–4 and 7–16 provides useful information on how to write case studies, role plays and clinical simulations. **This is new information and will be applied in a later activity.**  
Review key points from ModCAL Effective Facilitation, and Effective Teaching Modules 5–7 using the game included in the Facilitator’s Guide. Point out that you will be providing feedback on audiovisual aid use throughout the workshop. | Modules 5–7 Review Game, Facilitator’s Guide |
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<td>DAY TWO, PM</td>
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<td>45 minutes</td>
<td><strong>Effective Teaching Module 8</strong></td>
<td>Refer the group to the “Process of Learning” graphic. Effective Teaching manual figure 4-2 on page 4-12. Remind them this is the process outlined in ModCAL Module “Developing Competency.” Remind the group that Effective Teaching Module 8 was covered in ModCAL Developing Competency—there’s no significant new content—but they can use the Module 8 job aid to guide skills practice and refer back to it as a reference for guidance on feedback and coaching during skills practice. Ask the group to share points from Developing Competency that they found particularly useful. Reinforce these using the Module 8 discussion guide in the Facilitator’s Guide.</td>
<td>Module 8: Discussion Guide</td>
</tr>
<tr>
<td>90 minutes</td>
<td><strong>Effective Teaching Module 4:</strong> Prepare for Teaching Objectives:</td>
<td>Remind the group that most of Effective Teaching Module 4 was covered in ModCAL’s Developing Competency, Facilitating in the Clinic and Managing Training. Remind them they can refer to Module 4 for guidance on appropriate classroom environments, preparing and managing a skills lab and establishing clinical practice sites. Divide the groups into four—not by cadre. Review instructions for Module 4 small group activity. Provide feedback on their audiovisual use and reinforce key points about using audiovisuals after their presentation. Continue to provide feedback on audiovisual use throughout the workshop.</td>
<td>Module 4: Prepare for Teaching Small Group Activity Instructions</td>
</tr>
<tr>
<td>5 minutes</td>
<td><strong>Allocate facilitation assignments</strong></td>
<td>Using the related technical materials, prepare slips of paper with learning objectives from the materials. Learners will select them at random. Those are their assignments for the next day. Each learner should use the session plan sample to prepare a session plan. Each session plan for their learning activity should include interactive methods such as use of case study or brainstorming or group discussion. They can use exercise 6-1 to help them plan. <strong>They will hand the session plans in for feedback at the beginning of the next day.</strong></td>
<td>Assigning Presentations and Demonstrations Instructions</td>
</tr>
<tr>
<td>15 minutes</td>
<td><strong>Objective:</strong> Evaluate the day’s events and summarize appropriately</td>
<td>At the end of each day, use the daily evaluation form provided or informal means to assess what concepts were well understood or which ones need additional time. Review key points of the day. Go through the forms in the evening to identify issues or questions to address the next morning. Remind the group to complete the ‘Relevant and Purposeful Activities’ exercise.</td>
<td>Daily Evaluation Form</td>
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<td>TIME</td>
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<td>DAY THREE, AM</td>
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<tr>
<td>10 minutes</td>
<td><strong>Review of the day and warm-up</strong></td>
<td>Review the agenda for the day, based on previous day's evaluation results, clarify or address any remaining issues. <strong>Collect session plans and relevant and purposeful activities exercise and provide written feedback.</strong> If you have two facilitators, one can provide feedback while the other presents. Otherwise you'll need to review them over lunch. Return them to the learners after lunch, before the practice session.</td>
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</table>
| 60 minutes | **Effective Teaching Module 7: Facilitating Small Group Work**
**Objective:** Develop a case study, role play or clinical simulation | Using the guidance in Module 7, and related reference manual—divide the group into threes. Assign each group a case study, role play or clinical simulation. The learners can use exercises 7-1, 7-2 and 7-3 to help guide their development. They will develop one to meet one of their existing learning objectives. Each group has 45 minutes to work.

In plenary, randomly select one case study, one role play and one clinical simulation, and ask a volunteer to present theirs to the large group. They don't have to demonstrate it, just read it. (Collect the others and provide written feedback for them the next day—you won't have time to review each one in plenary). As a group, will provide feedback on each one based on these criteria: Does it meet the learning objective? Are the instructions clear enough? How might it be improved? | Exercise 7-1, 7-2 and 7-3 |
| 3 hours   | **Effective Teaching Modules 5–7**
**Objective:** Demonstrate Effective Facilitation Skills: Role play, case study, clinical simulation | Review the key points from Effective Teaching Module 7 on effective use of case study, role plays and clinical simulations. Divide the group into two or three small groups of three-facilitator(s) will need to rotate.

In each group trios will demonstrate a case study, role play and simulation. In each trio, one person will be the ‘teacher’ and the other two will be ‘learners’, the other participants will observe until it is their turn. Each trio will select an assigned small group activity. Each pair has 10 minutes to facilitate part of their activity (they might not be able to finish it 10 minutes). In each small group the trios will demonstrate a case study, role play and clinical simulation demonstration. The learners should provide peer-to-peer feedback using the Instructions for Feedback. Each facilitator should summarize by pointing out tips for facilitating that method, and provide feedback on audiovisual aid use. Bring back into plenary and for each type of small group work, discuss common strengths and weaknesses observed. | Module 7: Key Points, Facilitator’s Guide
Effective Facilitation Checklist
Instructions for Feedback
Slips of paper with case study, role play and clinical simulation from the technical supplement or their course materials written on it for each small group. The small groups can demonstrate the same activities. |
<table>
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<tr>
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<tr>
<td>DAY THREE, PM</td>
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<tr>
<td>60 minutes</td>
<td><strong>Practice for demonstration</strong></td>
<td>Learners practice and prepare for their presentations. If you haven't before, ensure that each learner receives their session plan with your feedback.</td>
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</tr>
<tr>
<td>3 hours</td>
<td><strong>Effective Teaching Modules 5–7</strong></td>
<td><strong>Objective: Demonstrate Effective Facilitation Skills.</strong></td>
<td>Two training rooms, two projection units, two power supply, etc.</td>
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<td>Divide the group into two or three small groups, depending on the size. Each group shouldn’t be larger than around 8 individuals. Each group should have a facilitator.</td>
<td>Facilitation Skills Checklist</td>
</tr>
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<td>• Each learner will have 10 minutes to present information and include the use of questions, discussion, case study or brainstorming, as well as use audiovisual aids appropriately</td>
<td>Instructions for Presentations, Demonstrations and Feedback</td>
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<tr>
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<td>• Peer to peer and trainer feedback after each presentation</td>
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<td>Each learner will demonstrate their effective facilitation skills for their small group—with one facilitator assigned to each group. Use the checklists to and instructions for feedback to guide feedback provision. <strong>Remind the learners you will discuss this activity in plenary the following morning.</strong></td>
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<tr>
<td>20 minutes</td>
<td><strong>Objective: Assign demonstration or coaching sessions.</strong></td>
<td>Assign demonstration and coaching sessions to the learners using skills from the technical supplement or related clinical area. Refer the learners to Module 8 job aids and demonstration and coaching skills checklist for reference to use when preparing. <strong>Remind learners they do not have to demonstrate the complete skill (there may not be time), but should be able to demonstrate an effective introduction, demonstration or coaching and summary—using effective facilitation skills.</strong> For coaching they should arrange with another learner to act as the “student” and have the “student” do some things well and some things incorrectly so they can demonstrate both positive feedback and suggestions for improvement.</td>
<td>Exercise 8-1</td>
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<td>Assigning Presentations and Demonstrations Instructions</td>
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<td></td>
<td>Prepared demonstration and coaching assignments—split equally between coaching and demonstration</td>
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<td>Related clinical or technical supplement materials</td>
</tr>
<tr>
<td>15 minutes</td>
<td><strong>Objective: Evaluate the day’s events and summarize appropriately.</strong></td>
<td>At the end of each day, use the daily evaluation form provided or informal means to assess what concepts were well-understood or which ones need additional time. Review key points of the day. Go through the forms in the evening to identify issues or questions to address the next morning.</td>
<td>Daily Evaluation Form</td>
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<td><strong>DAY FOUR, AM</strong></td>
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<tr>
<td>10 minutes</td>
<td><strong>Review of the day and warm-up</strong></td>
<td>Review the agenda for the day, based on previous day’s evaluation results, clarify or address any remaining issues.</td>
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<tr>
<td>30 minutes</td>
<td><strong>Objective: Facilitation Skills:</strong> Identify common areas of strength and common areas that require improvement.</td>
<td>Debrief about effective facilitation skills demonstrated the previous day with the group. In the plenary, ask each group to share common areas that were well-done and common areas that need improvement.</td>
<td></td>
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<tr>
<td>60 minutes</td>
<td><strong>Objective: Prepare for skills demonstration.</strong></td>
<td>Group finishes preparation for skills demonstration.</td>
<td>Exercise 8-1</td>
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| 2 hours   | **Effective Teaching Module 8: Development of Healthcare Delivery Skills** | Remind learners the purpose of this activity is to demonstrate their demonstration and coaching skills, not their technical skills. Demonstration and Coaching Skills:  
- Break into groups of 5–7 participants each.  
- Each participant will perform their activity within the small group.  
- Maximum time for each performance is 10 minutes.  
- Peer to peer and trainer feedback after each performance. | Instructions for Presentation and Demonstration Handout in Learner’s Guide  
Demonstration and Coaching Skills Checklists  
Slips of scrap paper  
Related anatomic models and IP equipment |
<p>| <strong>DAY FOUR, PM</strong> |                                                                 |                                                                                           |                                                |
| 1 hour    | <strong>Objective: Demonstrate effective demonstration and coaching skills.</strong> | Finish demonstration and coaching practice.                                                |                                                |
| 45 minutes | <strong>Objective: Summarize findings.</strong>                         | Bring the large group together again. A representative from each group should spend a few minutes sharing some of the common things done well and common suggestions for improvement. The trainer should facilitate the discussion. Ask the group how they can incorporate demonstration and coaching in simulation—as many may not be directly involved in clinical practice. What is their role in competency development as it relates to types of skills? |                                                |</p>
<table>
<thead>
<tr>
<th>TIME</th>
<th>OBJECTIVES/ACTIVITIES</th>
<th>TRAINING/LEARNING METHODS</th>
<th>RESOURCES/MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
<td><strong>Effective Teaching Module 9: Managing Clinical Practice</strong></td>
<td>Highlight that Module 9 is covered by ModCAL’s “Facilitating in the Clinic” and “Managing Training.” Spend a few minutes briefly paging through Module 9 to highlight information they will find useful as a reference. Review the job aid and ask what type of communication or preceptor preparation they have in place.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Objectives:</strong></td>
<td>• Select and prepare clinical instructors and staff. • Coordinate clinical practice. • Conduct clinical practice sessions. • Monitor students’ progress.</td>
<td></td>
</tr>
<tr>
<td>2 hours</td>
<td><strong>Effective Teaching Module 9: Managing Clinical Practice</strong></td>
<td>Small group work: Divide group into small groups by cadre. Provide each group with a copy of the Educational Clinical Performance Standards. Before they start, link back to discussion on analyzing their program in relation to desired core competencies. Does their practice in simulation and in clinic adequately support the development of the desired competencies? How can they increase practice and feedback? Ask each group to review the clinical standards and identify 3–5 standards to prioritize for improving their clinical practice. Remind them that the improvements should relate directly to the educational objectives they are attempting to meet. They have 1 hour and 15 minutes to work and will have 10 minutes to present. In plenary, identify common themes and ask the group to keep their notes for action planning on day 6.</td>
<td>Educational Performance Standards-clinical practice</td>
</tr>
<tr>
<td>15 minutes</td>
<td><strong>Objective:</strong> Evaluate the day’s events and summarize appropriately.</td>
<td>At the end of each day, use the daily evaluation form provided or informal means to assess what concepts were well understood or which ones need additional time. Review key points of the day. Go through the forms in the evening to identify issues or questions to address the next morning.</td>
<td>Daily Evaluation Form</td>
</tr>
<tr>
<td>TIME</td>
<td>OBJECTIVES/ACTIVITIES</td>
<td>TRAINING/LEARNING METHODS</td>
<td>RESOURCES/MATERIALS</td>
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<tr>
<td>DAY FIVE, AM</td>
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</tr>
<tr>
<td>10 minutes</td>
<td>Review of the day and warm-up</td>
<td>Review the agenda for the day, based on previous day’s evaluation results, clarify or address any remaining issues.</td>
<td></td>
</tr>
<tr>
<td>90 minutes</td>
<td><strong>Effective Teaching Module 9:</strong> Review and revise key tools to use for clinical practice.</td>
<td>Divide the group by cadre or into small groups. Each group should complete exercise 9-1 and 9-2. This should include a review of key tools currently in use for communication in clinical practice (logbooks, preceptor information forms or guides, etc.). Each group has 60 minutes to work. Each group should identify changes they want to make and develop additional tools or revise existing ones. Some illustrative activities include: revise logbooks to reflect most recent content, develop a student feedback form or a preceptor orientation form for use in clinical. In plenary, discuss common themes identified for communicating with preceptors.</td>
<td>Exercise 9-1 and 9-2 Refer to samples in Module 9, technical supplement materials and that cadre’s current curriculum and logbooks.</td>
</tr>
<tr>
<td>45 minutes</td>
<td><strong>Effective Teaching Modules 10–11</strong></td>
<td>Use questions or game to assess learner understanding of assessment concepts. Point out that this information is mostly addressed in ModCAL’s Assessing Competency. Module 10 has additional information on writing questions, and Module 11 has additional information on developing skill assessment tools. Refer learner to useful resources in Module 10: Table 10-1 on page 10-8, and Module 11: Sample Feedback Reports 11-2 and 11-3, pages 11-14 and 11-15. <strong>When being offered by the program, remind the learners that assessment will be addressed in detail during a Student Performance Assessment course later.</strong></td>
<td>Module 10 and 11 Assessment Principles Review</td>
</tr>
<tr>
<td>45 minutes</td>
<td><strong>Effective Teaching Module 12:</strong> Evaluating Teaching</td>
<td>Present Module 12; apply content to their situation. What types of quality assurance programs are in place? What is the process for revising teaching? Provide the educational performance standards and talk about how they’ve been used as a quality mechanism in countries.</td>
<td>Module 12 PowerPoint presentation Educational standards</td>
</tr>
<tr>
<td>TIME</td>
<td>OBJECTIVES/ACTIVITIES</td>
<td>RESOURCES/MATERIALS</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>DAY 5, PM</td>
<td>60 minutes</td>
<td>Provide each school with a set of the WHO/Jhpiego 2003 individualized learning Facilitator's and Learner's guides. Brainstorm opportunities for using these materials in their plan for faculty development.</td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td>Objective: Identify useful resources.</td>
<td>2003 version of Effective Teaching LRP Facilitator's and Learner's guides—one set for each school.</td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td>Objective: Develop action plan.</td>
<td>Link back to the discussion on analyzing their pre-service program. For action planning, encourage groups to use the discussion on analyzing their pre-service program to prioritize 3–5 tasks for improving their program. They can refer to the standards that relate to their selected tasks for ideas about how to make improvements.</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td>Objective: Review the main points.</td>
<td>Spend time highlighting useful resources available in the resources section of ModCAL, review the educational performance standards and discuss possible use, show the Human Resource Development section of the HRH Global Resource Center on the Internet.</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td>Activity: Course summary Review the main points.</td>
<td>Course Evaluation from the Learner’s Guide</td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td>Activity: Course evaluation Participants complete the course evaluation forms.</td>
<td>Certificates of participation are located on the Resources section of the ModCAL CTS flash drive.</td>
<td></td>
</tr>
</tbody>
</table>
## Model 10-Day Course, No Use of ModCAL for Training Skills

Use this 10-day course schedule and session plans as a guide for providing a group-based course for faculty or preceptors who have not completed ModCAL for Training Skills. There is no course outline for this course, the schedule and session plans provide the guidance needed.

<table>
<thead>
<tr>
<th>EFFECTIVE TEACHING WORKSHOP (10-DAY SCHEDULE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
</tr>
</tbody>
</table>

**Opening:**
Welcome and introductions
Workshop overview (Goals, Objectives, Schedule)
Review workshop materials
Identify participant expectations (30 min)
Complete individual learning plans (30 min)

**Presentation:** Orient to program plan and objectives (45 min)

**Session One:** (2 hrs)
Presentation: Foundations of educating healthcare providers

**Session Two:** (4 hrs)
Presentation: Develop Objectives
Small group activity: critique and write learning objectives

**Session Four:** (2 hrs)
Presentation: Prepare the teaching environment

**Session Five:** (2 hrs)
Presentation: Prepare and use visual aids (discussion and game)

**Session Six Continued:** (3 hrs)
Activity: Learners continue preparation (1 hr), facilitator’s rotate and provide feedback on session plans
Practice: Presentations in 3 small groups. Use instructions for facilitation activities, from the Learner’s Guide.

**Lunch**

**Session Seven Continued (4 hrs)**
Activity: Learners continue preparation (1 hr), facilitator’s rotate and provide feedback on session plans
Practice: Presentations in 3 small groups. Use instructions for facilitation activities, from the Learner’s Guide.

**Activity:** Participants practice facilitating their role plays, case studies or clinical simulations in small groups.
<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations of Education:</strong> Small Group Activity</td>
<td>SESSION THREE: (2.5 hrs) Presentation: Plan for teaching Plan for teaching: Small group activity</td>
<td>SESSION SIX: (3 hrs today, 6 hrs total) Presentation: Effective Presentation/Facilitation Skills Discussion: Review of checklist Demonstration: Large group activity, demonstration of facilitation skills Assignment: Participants will prepare a session plan for an interactive presentation using information from teaching materials. They will hand in the session plans for feedback. Participants will also prepare audiovisuals to support their presentations. Review instructions for facilitation activities, from the Learner’s Guide and the sample session plan. Review of the day’s activities</td>
<td>Activity: Presentations continue Discussion: In the large group, review common things done well, and things that need improvement. Use the checklist as your reference. SESSION SEVEN: (2 hrs today, 6 hrs total) Activity: Facilitate group learning Review of the day’s activities</td>
<td>Discussion: Lessons learned about creating group activities (30 min) Mid-course review (what we’ve covered, what’s coming next week) (20 min) Review of the day’s activities</td>
</tr>
<tr>
<td>Assignment: Modules 1–4</td>
<td>Assignment: Modules 5–6</td>
<td>Assignment: Module 7</td>
<td>Assignment: Modules 8–9</td>
<td>Assignment: Modules 10–11</td>
</tr>
</tbody>
</table>
## EFFECTIVE TEACHING WORKSHOP (10-DAY SCHEDULE)

<table>
<thead>
<tr>
<th>DAY 6</th>
<th>DAY 7</th>
<th>DAY 8</th>
<th>DAY 9</th>
<th>DAY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agenda and opening activity</strong></td>
<td><strong>Agenda and opening activity</strong></td>
<td><strong>Agenda and opening activity</strong></td>
<td><strong>Agenda and opening activity</strong></td>
<td><strong>Agenda and opening activity</strong></td>
</tr>
<tr>
<td><strong>SESSION EIGHT: (4 hrs–10 hrs total)</strong></td>
<td><strong>SESSION EIGHT CONTINUED: (3 hrs)</strong></td>
<td><strong>SESSION TEN: (3 hrs)</strong></td>
<td><strong>SESSION ELEVEN: (3 hrs total)</strong></td>
<td><strong>SESSION TWELVE</strong></td>
</tr>
<tr>
<td>Presentation: Facilitate development of healthcare delivery skills</td>
<td>Demonstration: Coaching Skills</td>
<td>Presentation: Knowledge Assessments</td>
<td>Presentation: Skills assessments (45 min)</td>
<td>Presentation: Monitoring Teaching (45 min)</td>
</tr>
<tr>
<td>Practice: Demonstration Skills</td>
<td>Practice: Learners practice coaching in small groups, trainers rotate and provide feedback, peer to peer feedback also provided</td>
<td>Activity: Write questions</td>
<td>Integration activity: Participants demonstrate their assigned task, applying effective facilitation, demonstration or coaching skills as appropriate. Peer to peer and trainer feedback, video if you can. Divide into two groups, each group has a facilitator assigned who will facilitate peer-to-peer feedback. Use instructions for facilitation and the related checklists for this activity.</td>
<td>Activity: Participants develop action plans for each school</td>
</tr>
<tr>
<td>Discussion: In the large group, review common things done well, and things that need improvement. Use the checklist as your reference.</td>
<td>Discussion: In the large group, review common things done well, and things that need improvement. Use the checklist as your reference.</td>
<td></td>
<td><strong>This is all day.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SESSION NINE: (1 hr–3 hrs total)</strong></td>
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<td></td>
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<tr>
<td>Presentation: Manage clinical practice (45 min)</td>
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</tr>
<tr>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
</tr>
</tbody>
</table>

*Participants hand in their session plans and one trainer reviews and provides feedback by the end of the day.*

*Game: Review of assessment principles*

*Review key points from previous day using Module 10–11 Principles of Assessment from Facilitator’s Guide*

*Discussion: Using the curriculum*

*Review curriculum plan and how to use it*

*SGA: Review curriculum in detail, group discussion of implementation*

*Discussion: Updating other faculty using 2003 Effective Teaching self-directed package*

*Activity: Participants develop action plans for each school*
<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SESSION EIGHT</strong>&lt;br&gt;CONTINUED: (3 hrs)</td>
<td><strong>SESSION NINE</strong>&lt;br&gt;CONTINUED:</td>
<td><strong>SESSION ELEVEN</strong>&lt;br&gt;CONTINUED:</td>
<td><strong>Review of the day’s activities</strong></td>
<td><strong>Presentations:</strong> Participants share their school action plans.</td>
</tr>
<tr>
<td><strong>Demonstration skills discussion:</strong> Common things done well, things that need improvement in demonstration skills.</td>
<td><strong>Small Group Activity:</strong> Managing clinical practice</td>
<td><strong>Practice:</strong> Develop a checklist</td>
<td><strong>Workshop Summary</strong></td>
<td><strong>Module 12</strong>&lt;br&gt;Prepare session plans for integration activity and plan presentations</td>
</tr>
<tr>
<td><strong>Practice:</strong> Developing Clinical Decision-Making Skills</td>
<td><strong>Integration Activity Assignment:</strong> Individuals randomly select from these options, they will use existing materials from Semester One for their assigned activity. They will prepare a session plan to hand in for their assigned activity. Prepare random assignments for them to demonstrate:</td>
<td><strong>Discussion:</strong> Checklist review and critique</td>
<td><strong>Workshop Evaluation</strong></td>
<td><strong>Assignment:</strong> Each person writes 3 multiple choice and 2 true-false questions</td>
</tr>
<tr>
<td>Review of the day’s activities</td>
<td>• Psychomotor skills demonstration</td>
<td>Review of plan for integration activity: Hand out session plans with feedback, summarize any common themes or suggestions (20 min)</td>
<td><strong>Closing Ceremony</strong></td>
<td></td>
</tr>
</tbody>
</table>
## MODULE 1 SESSION PLAN

<table>
<thead>
<tr>
<th>DATE:</th>
<th>VENUE:</th>
<th>SESSION NUMBER: ONE</th>
<th>DURATION: 2 HRS</th>
</tr>
</thead>
</table>

**Topic:** Foundations of Educating Healthcare Professionals

**Session Objectives:** Describe the foundations of educating healthcare professionals

*By the end of this session, participants will be able to:*

- Define pre-service education and guiding principles
- Define core competencies, focusing on country health priorities, and their role in curriculum development and design
- Identify how to use the Effective Teaching manual
- Identify other key resources available relevant to country programs
- Determine methods of ensuring up-to-date and evidence-based information is used in design and implementation of educational activities

### Methods and Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction:</td>
<td>Brainstorm the role of education in lifelong learning (10 min)</td>
</tr>
<tr>
<td>Presentation:</td>
<td>Foundations of Educating Healthcare Providers (20 min)</td>
</tr>
</tbody>
</table>

**Summary/Reinforce Key Points:**

- Core competencies determine learning activity and assessment method selection
- Curriculum should logically relate to desired core competencies
- Multiple approaches to learning should be considered to ensure effective teaching

### Materials/Resources

- Job description for appropriate cadre
- Core competencies for the cadre if it exists
- Module One: Foundations of Education PowerPoint
- Post-it notes
- Facilitator’s Guide: Module One: Small Group Activity instructions
- Handout: Key weblinks for educators
- National program and/or policy documents that describe health priorities

**Review/Evaluation:**
MODULE 1 NARRATION SPEAKER NOTES

Slide 1

Foundations of Educating Healthcare Providers

Slide 2

Objectives

- Describe the guiding principles of educating healthcare providers
- Define core competencies and their role in curriculum development and design

Slide 3

Educational Guiding Principles

- The education of healthcare providers must:
  - Address the priority health needs and problems within a society,
  - Identify national policies, guidelines and standards that are relevant to those needs and problems, and
  - Define the expected role of healthcare providers.

- There should be consistency between the curriculum goals, the health services and communities and students. Education and clinical services should support and inform each other.
### Slide 4: Provider Roles

- Caregivers
- Decision-makers
- Communicators
- Community leaders
- Managers

Health care providers serve in many roles.

**Health professional career:**
- Begins with undergraduate education
- Continues throughout professional practice
- Includes in-service training and/or continuing education
- Providers should be life-long learners

### Slide 5: Academic Program

- Courses designed to support overall program goals and desired core competencies
- Core competencies reflect national health priorities, professional job responsibilities, community needs

Refer to figure 1-2 on page 1-6

A series of courses that have both theoretical and practical components and are designed to prepare students as a specific category of healthcare provider.

Core competencies are:
- Aspects of a subject or discipline that are common to all students, essential to practice, and essential to master in order to graduate from an academic program and enter into practice.
- Each core competency for an academic program may include cognitive (knowledge), psychomotor (skills) and affective (values and behaviors) domains.

### Slide 6: Sample Core Competencies

- Competency #2: Midwives provide high quality, culturally sensitive health education and services to all in the community in order to promote healthy family life, planned pregnancies and positive parenting. International Confederation of Midwives, 2011

Example One: Note that there is knowledge, skill and behavioral components. This is an International example.

Note that competencies are very high-level and general…not detailed or specific.
Sample Core Competencies

- Assumes responsibility for life-long learning and continuing competence, WHPA 2007
- The primary health-care team member/s provide high-quality sexually transmitted infection and reproductive tract infection care, WHO, Sexual and Reproductive Health, 2011

As quoted from WHPA publication in 2007 on health consultant competencies or ‘the primary health-care team member/s provide high-quality sexually transmitted infection and reproductive tract infection care’ from WHO SRH competencies from 2011 or

Apply the principles of the cellular and molecular basis of immune and nonimmune host defence mechanisms in health and disease to determine the etiology of disease, identify preventive measures, and predict response to therapies’ from AAMC in 2009.
## MODULE 2 SESSION PLAN

<table>
<thead>
<tr>
<th>DATE:</th>
<th>VENUE:</th>
<th>SESSION NUMBER: 2</th>
<th>DURATION: 4 HRS</th>
</tr>
</thead>
</table>

**Topic:** Developing Objectives for Learning

**Session Objectives: Develop objectives for learning**

*By the end of this session, participants will be able to:*

- Identify characteristics of well written objectives
- Critique learning objectives
- Identify the knowledge, skills and attitudes to be learned in their course
- Write course objectives
- Write supporting objectives

### Methods and Activities

<table>
<thead>
<tr>
<th>Introduction:</th>
<th>Ask the group to identify characteristics of well-written objectives (5 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation:</td>
<td>Module 2 (15 min)</td>
</tr>
<tr>
<td>Activity:</td>
<td>Critique learning objectives (90 min)</td>
</tr>
<tr>
<td></td>
<td>Divide into small groups</td>
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<tr>
<td></td>
<td>Each group has 30 minutes to work</td>
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<tr>
<td></td>
<td>Provide each group with sample objectives and ask them to critique and improve the objectives</td>
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<tr>
<td></td>
<td>Each group has 5-minutes to report out and read the objective as it was, and their improvements</td>
</tr>
<tr>
<td>Activity:</td>
<td>Write learning objectives (90 min)</td>
</tr>
<tr>
<td></td>
<td>Divide into small groups</td>
</tr>
<tr>
<td></td>
<td>Each group has 60 min minutes to work. Refer to Exercise 2-1 for guidance</td>
</tr>
<tr>
<td></td>
<td>Assign each group a course from their area of the curricula and ask them to write the course and supporting objectives</td>
</tr>
<tr>
<td></td>
<td>Each group has 10 minutes to report out and read the objective as it was, and their improvements (if possible, copy their objectives so each group can see a hard copy during their review)</td>
</tr>
</tbody>
</table>

### Materials/Resources

- Sample objectives from existing curriculum
- Module 2: Develop Objectives for Learning power point presentation
- Learner’s Guide: Exercise 2-1

### Review/Evaluation:

- Note how objectives will determine activities—point out objectives that will only get to ‘recall’, versus those that will help learners ‘apply’ or ‘analyze’ information
- Note how objectives will determine if assessment is done via direct observation, via questions, or in simulation vs. with a client
- Based on the objectives, point out how many skills will need to be observed and assessed using direct observation
MODULE 2 NARRATION NOTES

Slide 1
Develop Objectives for Learning

Slide 2
Introduction
- What are learning objectives?
- Have you ever written objectives?
- Easy to write?
- Look at Figure 2-1

Slide 3
Objectives
- Identify the knowledge, skills, and attitudes to be learned in your course
- Write course objectives
- Write supporting objectives

Review Figure 2-1 in the Effective Teaching manual: How Objectives Guide Teaching
Who is familiar with learning domains?

Knowledge = what we know and is also known as the cognitive learning domain
Skills = what we do or perform and is also known as the psychomotor learning domain
Attitudes = how we feel about what we know and do and is also known as the affective learning domain

Every competency consists of either skills (psychomotor, communication, clinical decision-making), knowledge (ability to analyze and make decisions), and attitudes (personal feelings).

Note: attitudes are important to address, especially related to professional behavior and social accountability. They are often addressed by speaking to the desired behaviors, often observed during clinical skill performance.

Sample 2-1 is on page 2-9 of the Effective Teaching manual
Sample 2-2 is on page 2-10 of the Effective Teaching manual

Course objective (s)—also known as a main objective, primary objective, or course aim—describe in clear, measurable terms what students should know and be able to do after completing the entire course. A course may have one or several course objectives.

Course objectives should directly support one or more of the core competencies for the overall academic program.

Supporting objectives (also known as a secondary, specific, instructional, or enabling objective) support the main objective by describing the specific knowledge, skills, and attitudes that students must master to achieve the main objective.

Example

- Refer to sample 2-1 and 2-2
- How is the course objective different from the supporting objectives?
- What is the purpose of the supporting objectives?
Sample Course Objective

- After completing this course, the student will assess, classify, and treat a sick child in an effective and integrated manner.
- Refer to action verbs in table 2-1

Course objectives relate directly to the core competencies required for an academic program.

A course objective is fairly broad and may encompass knowledge, skill, and attitude components.

Identify: **When** to demonstrate the knowledge or perform the skill (After completing this course).

**Who** will demonstrate competency (the student).

**What** will be demonstrated (action verbs—assist, administer, insert).

May also include **how well** or to what standard it must be demonstrated.

Supporting Objective Examples

- Label a diagram with the organs of the male and female reproductive systems
- List the signs of correct positioning and attachment for breastfeeding
- Describe how to counsel an adolescent about STIs
- Demonstrate how to put a condom on a penis model
- Identify the signs and symptoms for each severe classification in the Integrated Management of Childhood Illness (IMCI) clinical guidelines

Note each one includes: the **what** as an action verb, and the **object** of that action:
- **Label** a diagram with the organs of the male and female reproductive systems
- **List** the signs of correct positioning and attachment for breastfeeding
- **Describe** how to counsel an adolescent about STIs
- **Demonstrate** how to put a condom on a penis model
- **Identify** the signs and symptoms for each severe classification in the Integrated Management of Childhood Illness (IMCI) clinical guidelines

Organize Supporting Objectives

- Simple to complex
- Performance order
- Related objectives
- Look at Samples 2-1 and 2-2.

Simple to complex – begin with simple objectives and move on to more complex

Performance order – place the learning objectives in the order in which the skills would be performed on the job

Related objectives – combine related objectives so that the information given builds on the previous sessions

Sample 2-1 is on page 2-9 of the Effective Teaching manual
Sample 2-2 is on page 2-10 of the Effective Teaching manual
3 learning domains: knowledge, attitude, skills

2 levels of objectives: main (course) objective and supporting (secondary) objective

4 parts of a course objective: when to demonstrate the knowledge or perform the skill, who will demonstrate competency, what will be demonstrated, and evaluation criterion (how well the performance must be demonstrated)

2 parts of a supporting objective: specific action to be taken and object of the action

How to order supporting objectives: remember that the order of the objectives will be similar to the order that you use to teach the content during your course. Simple to complex, performance order and related objectives should all be considered.
# MODULE 3 SESSION PLAN

**DATE:**  
**VENUE:**  
**SESSION NUMBER:** 3  
**DURATION:** 2.5

**Topic:** Plan for Teaching

**Session Objectives:** Effectively plan for teaching  
By the end of this session, students will be able to:
- Develop a course syllabus  
- Plan for student assessment  
- Select teaching methods  
- Select and adapt learning materials  
- Develop a course schedule

## Methods and Activities

### Introduction:
Use the revised objectives from exercise 2-1 in Module 2 (or select existing course-objectives) to discuss as a group how they may be used to plan a course: How will they use objectives to select teaching methods? In determining learning materials? To plan for student assessment? To develop the course syllabus and schedule?

**Presentation:** Module 3: Plan for Teaching (20 min)

### Activity: Develop a Course Syllabus (90 min)
- Divide into (4) small groups  
- Each group will take the objectives they wrote for their course in Module 2 and create a course syllabus. Refer to Exercise 3-1 for guidance.  
- Each group will give examples of learning materials and methods of teaching and assessment that they would use for 2 of the learning objectives, using Table 3-5 in the resource manual as a template  
- Each group has 30 minutes to work  
- Each group has 10 minutes to share (if possible, copy their syllabus so each group can see a hard copy during the discussion)  
- Other participants are to provide feedback to the presenting group (5 minutes), paying particular attention to:  
  - Are the teaching and assessment methods and learning materials appropriate for the learning objective?

**Presentation:** Relevant and Purposeful Activities (20 min)  
Assign exercise as homework

### Summary/Key Points (10 min):
- Reinforce the need to clearly identify which knowledge, attitudes and skills will be assessed as part of that course, whether in simulation or with clients.  
- Reinforce that planning is based on the course objectives—the learning activities and assessment methods should meet those objectives.  
- Highlight the importance of providing up-to-date, evidence-based information/learning materials, emphasizing the importance of engaging relevant individuals in the Ministry of Health

## Materials/Resources
- Sample course syllabi from existing curricula  
- Session plan template  
- Syllabus template  
- Module 3 PowerPoint presentation  
- Relevant and Purposeful Activities presentation  
- Learner's Guide: Exercise 3-1  
- Relevant and Purposeful Activities Exercise

## Review/Evaluation:
Effective teaching requires careful planning. As a teacher, you may be responsible for planning or adapting entire courses, or parts of courses.

Plan carefully for teaching by developing a course syllabus, planning for student assessment, selecting teaching methods, identifying learning materials, and developing a course schedule.

Objectives

- Describe types of student assessment
- Indicate teaching methods relevant to course objectives
- Describe learning materials used to meet course objectives
- Describe the steps in developing a session plan
- Develop a course syllabus

Ask the participants what the main purpose of student assessment is. Guide them to the answer that it is to ‘improve students learning’.

Ask the participants WHY we assess students—write the responses on a flip chart. Review responses, ensuring key elements are described:
  - Help teachers decide if students should progress to the next stage of study
  - Motivate students by providing feedback on their progress
  - Determine if the course is meeting its objectives
  - Ensure that important subjects are given priority within the course
  - Offer evidence to national regulating authorities that standards are being met
Have participants turn to page 3-5 of the resource manual and invite individuals to read the 8 bullets.

Highlight the three elements of competency (knowledge, attitude, skills). Ask if effective assessments must measure all three (the response is no, many assessments, such as MCQ only test knowledge, but this method of assessment is still effective; it is important to ensure other assessment measures are included for a defined competency)

(image from American Lung Association, Christmas Seals)

State that the objectives should guide the selection of appropriate assessment methods.

**Formative assessment:** helps students to improve performance by providing feedback

**Summative assessment:** determines if a student should move to the next stage of studies

Discuss the importance of validity, reliability, feasibility, objectivity and criterion-referencing with regards to assessment procedures. Refer to pp. 3-8 to 3-10 in the resource manual if necessary.

#1: Discuss means to assess knowledge. Refer to Table 3-2 on page 3-15 in the resource manual (Drills, quizzes and practice tests; Written exercises; Case studies, clinical scenarios and patient management problems; Project reports; Essay examinations; Objective written examinations; Structured practical examinations; Oral examinations; Clinical rounds.)

#2: Discuss means to assess skills. Refer to Table 3-3 on page 3-16 in the resource manual.

#3: Discuss which of these assessment methods described under knowledge and skills may also be used to assess attitudes.
Teaching Methods

- Brainstorming
- Case Study
- Clinical Simulation
- Demonstration
- Discussion
- Facilitated Practice
- Game
- Guest Speaker
- Individual or Group Tutorial
- Interactive Presentation
- Panel Discussion
- Role Play
- Study Trip

Ask the participants what type of teaching methods they currently use. Have a participant write down the responses on a flip chart. Do not reveal the slide responses until discussed. When reviewing the methods, consider the following questions:

- Are the resources that this method requires available?
- Are special facilities required?
- What is the projected size of the class?
- Is a special room arrangement needed for this method?

Importance of Practice

- Students need opportunities to practice or apply new knowledge, skills, and attitudes.
- Practice activities have two essential features: practice and feedback.
- Practice and feedback will also help students to develop appropriate attitudes.

Throughout the course, schedule practice activities including reading, homework, or other assignments to help students apply new knowledge, skills, and attitudes.

Practice opportunities can occur individually or in groups.

Selecting Learning Materials

- Appropriate to the learning objective(s)
- Up-to-date, unbiased, factual, consistent, and technically correct
- Feasible (i.e. will visual aids work with the equipment that is already available?)
- Relevant and culturally appropriate
- At the appropriate reading level
- Affordable

Learning is more effective when a variety of appropriate materials are used.
Types of Materials

- Handouts (worksheets, notes)
- Printed materials (textbooks, manuals, job aids, workbooks, exercises, checklists, schedule books)
- Visual aids (videotapes, audiotapes, flipcharts)
- Computer-based materials (CD-ROMs)

Some materials are more effective for teaching and learning concepts and principles, while others are more effective for demonstrating and practicing skills. It is important to have a variety of learning materials to meet the learning needs of different students.

Develop a Course Schedule

The course schedule is a session-by-session summary of learning activities and topics for the course. It should include the dates of the course sessions, as well as due dates for assignments, details on planned activities, and times scheduled for practice, activities, and tests.

Refer to Sample 3-1 on pages 3-27 to 3-30 and sample 3-2 on pages 3-31 to 3-34 in the reference manual.

Session Plan

Date: June 23, 2009  Venue: Lecture Hall 1  Duration: 210 min  Session no.: 1

Session Objectives
By the end of this session, students will be able to:
- Develop a course syllabus
- Plan for student assessment
- Select teaching methods
- Select and adapt learning materials
- Develop a course schedule
- Prepare a session plan

Methods and Activities  Materials/Resources
- Brainstorm/Intro (10 min)  - PowerPoint slides
- Interactive presentation (60 min)  - ETS LRP
- Group work adapting course syllabus and write session plans (110 min) and present 5 min each group (25)  - Laptop and LCD
- Summary (5 min)  - Flipchart paper

Mention review and evaluation. Go through this sample lesson plan and describe how lesson plans can assist with teaching:
- Provides structure of a session
- Helps to keep track of the session
- Saves time when to present it again
Course Syllabus

- What is a course syllabus?
- What are key elements in a course syllabus?
- Why develop a course syllabus?

The syllabus is a CONTRACT between you and the students
Have participants turn to the Effective Teaching resource manual and look at Sample 3-1 on pp. 3-27 to 3-30 and Sample 3-2 on pp. 3-31 to 3-34

Summary

- What are types of knowledge and skill assessments?
- What are common teaching methods?
- What types of learning materials are effective?
- What is the purpose of a course schedule? a session plan?
- What is the purpose of a course syllabus?

Knowledge assessment methods include quizzes, written exercises, project reports. Skill assessment methods include direct observation, logbooks, structured practical examinations

Common teaching methods include brainstorming, case studies, facilitated practice, games, guest speakers, etc.

Effective learning materials include handouts, visual aids, computer-based materials, textbooks, etc.

The course schedule allows students to see the sequence of course and clinical activities. A session plan provides detailed information for the portion of a course.

A course syllabus is the design document for a course, providing all of the basic information about a course.

45 Minutes to Develop a Syllabus

- Divide into (4) small groups
- Each group will take the objectives they wrote for their course in Module 2 and create a course syllabus. Refer to Exercise 3-1 for guidance.
- Each group will give examples of learning materials and methods of teaching & assessment that they would use for 2 of the learning objectives, using Table 3-5 in the resource manual as a template

Let the group know that they will have 45 minutes to work together and 10 minutes to present their syllabus to the group. After presenting their syllabus, they will be provided feedback by the larger group, taking the following questions into consideration: Are the teaching and assessment methods and learning materials appropriate for the learning objective?
MODULE 3 RELEVANT AND PURPOSEFUL ACTIVITIES ANSWER KEY

ANSWER KEY—SELECT APPROPRIATE LEARNING ACTIVITIES (WITH INSTRUCTOR GUIDANCE)

Instructor

The purpose of this activity is to give learners practice selecting learning activities that support the mastery of a given learning objective. Please review the directions for learners (below) and the chart that includes 6 learning objectives and potential learning activities. Then, help the learners discuss the:

- Outcomes learning activity/ies will produce
- Strengths and weaknesses of selected activity/ies
- Completeness and sufficiency of learning activity/ies selected for practicing a task so that skill development is sufficient
- Relationship/degree of correlation between selected activity/ies and transfer of the skill to the job

Instructor guidance is provided in the right column of the chart. Be sure that learners can explain their rationale for their selection of learning activity/ies for a given objective.

Learner

In the left column of the table below is a list of learning objectives for healthcare workers in training. In the right column are several potential learning activities to help the learners master the objective. Answer the questions below the learning activities in the right column as you work through this activity.

Remember that, in practice, you will often need to use more than one learning activity to help learners master an objective. Remember, too, that more activity may actually be worse than less activity. Try to find the “necessary and sufficient” type and amount of purposeful learning activity that promotes learning and application back on the job. As you consider the learning activities below, ask yourself:

- What outcomes will it/they produce?
- What makes one learning activity strong and another weak?
- Does the learning activity I have chosen correlate directly with how the skill will be used back on the job?
# POTENTIAL LEARNING ACTIVITIES—WHICH ONES ARE APPROPRIATE?

## LEARNING OBJECTIVE:
The healthcare worker uses proper hand washing technique

After a 5-minute lecture on hand washing, healthcare workers will:

a. Talk about why proper hand washing is important.

b. List the steps for proper hand washing.

c. Create a job aid that shows a healthcare provider washing his hands correctly.

d. Use a checklist while observing another healthcare provider wash her hands. At the end of the activity, provide constructive feedback.

### INSTRUCTOR GUIDANCE

1. Which of the learning activities above do you think would be most effective in helping learners master the objective?

   1. Learning activity d. is the best choice because its outcome is most like the outcome of the learning objective. While d. is best, other learning activities in this group may be useful too.

2. Are there activities in the list above that you probably would not use? Why?

   2. As it is currently written, activity a. is too vague and has very limited relationship to the learning objective. However, a. could be improved by including specific discussion of how long to wash with soap, how to dry with a clean towel, and how to return to a patient without touching potentially germy areas, like door knobs.

   3. Likewise, activity b. could be used as one of the learning activities for the learning objective if the steps include a description of proper hand washing technique, like how long to wash with soap. Activity c. could be useful too, if the completed job aids include specific and necessary information.

3. Would you combine several of the activities above? Which ones? Why?

   4. As currently written, a.-c. have minimal usefulness. If a. and d. were both used, however, this combination could be quite effective in learning proper hand washing technique. In using a. and d., you are engaging learners in both thinking about and doing.

4. Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?

   5. Think about what is absolutely necessary to ensure application. Keep it as focused, simple, and short as possible. The trick is to ensure that learning activities selected are sufficient to produce the needed learning but do not continue after the learning has happened. Higher-level motor skills, like drawing blood, need to be practiced to ensure smooth performance, but the concepts that underlie the skills do not; once a learner “gets” a concept, you can move on with the instruction.
LEARNING OBJECTIVE:
The health care provider effectively counsels adolescent clients about appropriate FP methods.

a. List and describe all available FP methods.
b. List and describe all available FP methods that are appropriate for adolescent clients.
c. With someone else playing the adolescent, tell the adolescent about the FP methods that are appropriate for adolescent clients.
d. With someone else playing the adolescent, use effective counseling to help an adolescent choose the best FP method for her.

1. Which of the learning activities above do you think would be most effective in helping learners master the objective?
   1. Activities b. and d.

2. Are there activities in the list above that you probably would not use? Why?
   2. Activities a. and c. Activity a. should not be used because adolescent clients do not need to know about all available methods. This just confuses them. They need to know which options are likely to be best for adolescent clients.

3. Would you combine several of the activities above? Which ones? Why?
   3. Activities b. and d. go together. Effective counseling technique (a complex skill) goes with providing specific, focused information about FP options that are typically used effectively by adolescents.

4. Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?
   4. Activities b. and d. are sufficient for the learning objective. No revisions are necessary. No doubt you would use a counseling check list to help your learners master effective counseling skills.

5. Is there duplication in the choices you have made? What, if anything, can you eliminate?
   5. Activities b. and d. do not duplicate each other, so there is no need to eliminate either one.
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<tr>
<th>POTENTIAL LEARNING ACTIVITIES—WHICH ONES ARE APPROPRIATE?</th>
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<tbody>
<tr>
<td><strong>LEARNING OBJECTIVE:</strong> The midwife quickly stops a postpartum hemorrhage.</td>
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<tr>
<td><strong>LEARNING ACTIVITIES:</strong></td>
<td><strong>INSTRUCTOR GUIDANCE</strong></td>
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<tr>
<td>a. Read about the procedure for stopping a postpartum hemorrhage.</td>
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<tr>
<td>b. Listen to a 15-minute lecture about the procedure for stopping a postpartum hemorrhage, followed by an opportunity to ask questions.</td>
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<tr>
<td>c. View a demonstration on a model performed by the instructor.</td>
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<tr>
<td>d. Perform the procedure using a model while receiving guidance and feedback.</td>
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<tr>
<td>e. Using a checklist, provide guidance and feedback to another health care provider as s/he performs the procedure. Then switch places.</td>
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</tr>
<tr>
<td><strong>1.</strong> Which of the learning activities above do you think would be most effective in helping learners master the objective?</td>
<td>1. All of the activities (a.-e.) are useful for learners as they acquire this complex skill. As it is currently written, however, activity a. is far less useful than it could be. To be effective, the reading must be followed by discussion and an opportunity to ask questions. You could consider including a short quiz after the reading or a pre- and post-quiz if the learners already have some knowledge of postpartum hemorrhage. You would not administer a pre-quiz if learners had no pre-existing knowledge.</td>
</tr>
<tr>
<td><strong>2.</strong> Are there activities in the list above that you probably would not use? Why?</td>
<td>2. You do not need both a. and b. A carefully chosen reading with follow-up discussion and opportunity for questions can replace a lecture. Alternatively, a clear, focused lecture that covers key points and includes discussion and opportunity for questions can be effective too.</td>
</tr>
<tr>
<td><strong>3.</strong> Would you combine several of the activities above? Which ones? Why?</td>
<td>3. Activities a. with c.-e, or activities b.-e. should all be used. As mentioned above, a. would need to be expanded to include discussion.</td>
</tr>
<tr>
<td><strong>4.</strong> Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?</td>
<td>4. Activities a. with c.-e, or activities b.-e. will be effective if learners receive sufficient practice during training and sufficient PPH cases back at work to keep their skills fresh. If the learners never encounter PPH cases, then there is no need to teach them how to manage PPH. If they encounter it infrequently, then teach it but provide job aids to be posted at the learners’ job sites and encourage them to review the skill often.</td>
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<td>5. Is there duplication in the choices you have made? What, if anything, can you eliminate?</td>
<td>5. No, there is no duplication except between a. and b., which has already been discussed above. Likewise there is no need to eliminate any activity from c.-e. The learning activities build on each other to provide both the information and the skill development necessary for this complex learning objective. Remember, too, that complex skills may need to be broken down into simpler chunks for practice before learners are ready to demonstrate the whole skill.</td>
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**LEARNING OBJECTIVE:**
The health care worker takes blood pressures accurately.

After a 5-minute lecture on taking blood pressures, healthcare workers will:

a. List the key points to remember about taking blood pressure accurately.
b. Explain how to take an accurate blood pressure.
c. Watch a demonstration of a blood pressure being taken incorrectly.
d. Practice taking blood pressures and receive feedback.

1. Which of the learning activities above do you think would be most effective in helping learners master the objective?

1. Activities c. and d. are necessary for learning the skill of taking blood pressures accurately. Activity d. is essential, but probably not sufficient by itself. Some background knowledge is needed, and it is also important for learners to observe a behavior being modeled correctly.

2. Are there activities in the list above that you probably would not use? Why?

2. Activities a. and b. are very similar in the outcomes they will produce, so it would not be wasteful to use both. However, you should consider using one or the other.

3. Would you combine several of the activities above? Which ones? Why?

3. Use together a. or b. with c. and d. Here again, learners will get the factual (conceptual) information they need as background for making sense of the demonstration and practice of the skill. Factual information can be presented during, rather than before, a demonstration like this one because the skill is not especially complex. When a skill is complex, as in the PPH example, information is helpful before and during practice.
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<tr>
<td>4. Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?</td>
<td>4. The activities selected in item 3 above should be sufficient for both learning the facts and acquiring the skill. If you found that the learners were having difficulty with either the facts or the practice, however, you should ask them to tell you what seems to be difficult for them. Learners can usually give you sufficient clues to help you figure out what areas need more work and/or extra practice.</td>
</tr>
<tr>
<td>5. Is there duplication in the choices you have made? What, if anything, can you eliminate?</td>
<td>5. Again, you can safely eliminate a. or b. Elimination of other learning activities for this learning objective is not recommended.</td>
</tr>
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</table>

**Learning Objective:**
The health care worker provides to a new mother the rationale for vaccinating her infant.

- a. Write down the type of information that should be given to a new parent about the benefits of vaccinating her infant.
- b. Read about the type of information that a new parent should know about vaccination of infants.
- c. With another person playing the parent, role play good counseling technique while providing information and answering questions about vaccination.

<p>| 1. Which of the learning activities above do you think would be most effective in helping learners master the objective? | 1. Activity c. is the most similar to the learning objective, so that one is the most effective in actually building the required skill. However, a. and b. are also important because they address the informational part of counseling a new parent about infant vaccines. |
| 2. Are there activities in the list above that you probably would not use? Why? | 2. Activity a. could be used as is. Alternatively, you could include with your learning materials a job aid that shows which vaccines should be given and when. Back on the job, learners could use this as a reference. The job aid could also be copied and given to new parents. Activity b. could be eliminated if there is a job aid to replace it. |
| | 3. Remember that the form in which information is presented can greatly reduce (or increase) the complexity of the learning task. Clear and simple is best. Reduce complex information if complexity is not necessary in order to perform a skill or learn a concept. Where possible, change text into visuals—diagrams, charts, graphs, etc. This is perhaps the kindest thing you can do for learners. It is also what sets excellent instructors apart from average instructors. |</p>
<table>
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<tr>
<td>3. Would you combine several of the activities above? Which ones? Why?</td>
<td>4. Be sure to include c. and use a. or b. with the modifications discussed in item 2 above. Applied together, learners will acquire both the knowledge and the skill to master the learning objective.</td>
</tr>
<tr>
<td>4. Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?</td>
<td>5. The learning activities discussed in item 3 above are sufficient.</td>
</tr>
<tr>
<td>5. Is there duplication in the choices you have made? What, if anything, can you eliminate?</td>
<td>6. If your learners followed the suggestions in items 1–4 above, there should be no duplications. If the learners chose different approaches, lead a short discussion in which all learners evaluate the choices and provide corrective input.</td>
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</table>

**LEARNING OBJECTIVE:**
The midwife correctly charts the progress of labor and delivery.

After a 20-minute lecture on using a chart to record the health status of a woman during labor and delivery, a midwife will:

**Instructor:** To help you become more independent in providing feedback to learners about learning activities, somewhat less guidance is provided to you about the learning activities for this learning objective. See below.

a. List 3 reasons for using the chart.

b. Describe four areas of the chart that are difficult for new users.

c. Review a completed chart and identify omissions and/or entries that are problematic.

d. Given several case studies of women during labor and delivery, prepare a chart for each. Then receive feedback from the instructor.

1. Which of the learning activities above do you think would be most effective in helping learners master the objective?  
   1. Which learning activity is most like the learning objective?  
      If you chose activity d., you are correct. It should be used as part of the instruction.

2. Are there activities in the list above that you probably would not use? Why?  
   2. What do you think? Ask yourself, “What is the purpose/function of each learning activity?” Does each activity support achievement of the learning objective?  
      If you said that the activities are somewhat different in purpose/function but that each contributes to achievement of the learning objective, you are correct. Therefore, you could use all of the activities.

3. Would you combine several of the activities above? Which ones? Why?  
   3. What do you think? Are the learning activities distinct in their purpose/function? If so, you would probably not want to combine them.
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<tbody>
<tr>
<td>4. Are the learning activities you chose sufficient to ensure learning and application of the skill in the left column? If not, what revisions would you make?</td>
<td>4. Do you think that learning activities a.-d. are sufficient to cause the learning and skill needed to accomplish the objective? If the learners were able to complete a.-d. competently, do you think they could perform the task competently back on the job? Are there revisions you would make to any of the learning activities?</td>
</tr>
<tr>
<td>5. Is there duplication in the choices you have made? What, if anything, can you eliminate?</td>
<td>5. Take a moment to look for unnecessary duplication in the learning activities you would use. As already discussed in item 2 above, the learning activities for this learning objective have different functions, all of which contribute to a learner’s ability to accomplish the objective. Therefore, no activities from this group should be eliminated.</td>
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</table>
MODULE 3 PLAN FOR TEACHING REVIEW

1. List 5 things included in a typical course syllabus:
   Answer can include any of these:
   - Course title and description
   - Learning objectives
   - Course prerequisites
   - Course logistics (location, length, dates)
   - Description of teaching methods
   - Description of learning materials
   - Description of learning activities or assignments
   - Description of student assessment methods
   - Attendance criteria
   - Course schedule
   - Student responsibility

2. What is the key difference between formative and summative assessment?
   Answer should include something like this:
   - Formative assessment is to help students learn, summative assessment is used to make decisions about learning outcomes

3. List four characteristics of effective assessment:
   Answer can include any of these:
   - Clear learning objectives
   - Consistency between learning objectives, learning activities and assessment methods
   - An adequate sample of students’ performance
   - Procedures that are fair to everyone
   - Clear criteria for judging successful performance (checklist, protocol, standardized grading criteria for reports or oral exams)
   - Feedback to students identifies strengths and areas to be improved
   - Supports a comprehensive grading and reporting system

4. How do you decide which assessment method to use?
   Answer should include something like this:
   - In short: the objectives and the type of assessment (formative vs. summative) determine assessment method to use.
   - Look at the objectives. Ask if you need to measure knowledge, a type of skill, an attitude or some combination of them. The learning domain should determine the assessment method selected. Whether you are using it for formative or summative assessment is another consideration. You may use a homework assignment for formative assessment, or ask the exact same questions in a quiz or exam for summative assessment.
# MODULE 4 SESSION PLAN

**DATE:**  
**VENUE:**  
**SESSION NUMBER:**  
**DURATION:** 2 HRS

## Topic: Prepare the Teaching Environment

**Session Objectives:** Describe key steps in preparing the teaching environment

*By the end of this session, students will be able to:*
- Review preparation of the classroom environment
- Prepare for practice in a simulated environment
- Review site selection for clinical practice
- Review preparation of the clinical practice environment

## Methods and Activities

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<td>Activity: Brainstorm critical tasks when preparing for teaching (10 min)</td>
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</table>

**Presentation:** Prepare for Teaching (15 min)

**Activity:** Prepare for Teaching Small Group Activity (100 min)  
*Use “Prepare for Teaching” activity instructions in the Facilitator’s Guide*

## Summary/Key Points:

- Ensuring that students have enough time to master skills in simulation before working with clients is essential.
- Remember that the process of learning involves some type of knowledge transfer, opportunities for practice and feedback, and the chance to apply new competencies with clients.

## Materials/Resources

- Module four PowerPoint presentation
- Facilitator’s Guide: Module Four: Prepare for teaching: small group activity

## Review/Evaluation:

In addition to planning for your course, you will need to prepare the classroom and clinical teaching environment. You must be well prepared for the theoretical and practical aspects of teaching to ensure that students have adequate opportunities to learn theory and apply knowledge, skills and attitudes in the classroom, practice skills in a simulated environment, and work with appropriate patients in clinical practice sessions.

Objectives

- Review preparation of the classroom environment
- Prepare for practice in a simulated environment
- Review site selection for clinical practice
- Review preparation of the clinical practice environment

Ask the participants to describe the worst teaching environment they have ever experienced and why. Ask the participants to describe the best and why.
### The Classroom Environment

- Can affect learning
- Is most effective when there are no distractions
- Should be quiet and at a comfortable temperature
- Should have adequate space
- Should have good ventilation and light

The classroom should provide a good environment for learning.

Indicate to participants that for 20–25 trainees there should be 60–80 m² of floor area, appropriately shaped (square). Ideally, there should be space for students to work in small groups (if applicable).

Ask participants what materials should be available in the teaching/learning space to ensure learning:
- There should be some form of writing board, flipchart stand, and ideally a screen for a projector
- If there is a projector, there should be means for darkening the room without stopping ventilation
- Ideally the furniture should include moveable desks and chairs so that the participants can: Face each other during discussion or Face the screen/writing board when material is presented there

### Simulated Practice

1. Ask the participants for examples of simulated practice activities. Examples: practice counseling during role plays; learn to perform a pelvic examination using an anatomic model; practice counting breathing rate using videos of children with acute respiratory infections; practice assessing maternal nutrition using simulated patients.

2. Ask participants where simulation can take place. Examples: in the classroom (supplies ready, room set up); in a skills development lab or clinical skills center; and at the clinical practice site (take supplies and equipment, practice with feedback, good when caseload is low).

3. Ask participants the types of equipment used for simulated practice. Examples: anatomic models; learning materials (manuals, books, checklists, charts, exercises, etc.); physical supplies (chairs, tables, AV equipment, flipchart with markers, etc.); and/or medical supplies (gloves, instruments, drapes, IP supplies, etc.).
Skills Development Lab (SDL)

- Administrative support – introduction and management of the lab
- Dedicated, secure, appropriate space
- Relevant equipment and supplies
MODULE 4 PREPARE FOR TEACHING: SMALL GROUP ACTIVITY

INSTRUCTIONS
Divide participants into four groups. Assign each group one of these topics to discuss and present upon. They have 40 minutes to work, and each group will have 10 minutes to present and 5 minutes for group discussion. If using educational performance standards—they can use the related standards to self-assess their performance. Groups 1 and 2 should reference pp. 4-5 to 4-8 and Groups 3 and 4 should reference 4-9 to 4-11 in the reference manual.

Group 1: Describe key elements (including administrative, space and equipment requirements) in introducing and managing a skills lab for developing student competencies in maternity care. Identify ways to assess and document student’s completion and mastery of skills in simulation.

Group 2: Describe key elements (including administrative, space and equipment requirements) in introducing and managing a skills lab for developing student competencies in TB management. Identify ways to assess and document student’s completion and mastery of skills in simulation.

Group 3: Describe key elements in selecting and preparing the clinical practice environment for developing student competencies in maternity care. Discuss solutions to low patient volume at the facility.

Group 4: Describe key elements in selecting and preparing the clinical practice environment for developing student competencies in TB management. Identify ways you can increase student access to clients for clinical practice.
MODULES 5–6 SESSION PLAN

Topic:
Prepare and Use of Visual Aids and Preparing and delivering interactive presentation

Session Objectives:
Prepare and deliver an interactive presentation using appropriate visual aids

By the end of this session, students will be able to:
- Plan a presentation, including preparation of visual aids (writing board, flip chart, transparencies and/or computer)
- Introduce a presentation
- Use effective presentation skills
- Use questioning techniques during a presentation
- Summarize a presentation

<table>
<thead>
<tr>
<th>Methods and Activities</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> Ask the group to share ideas of what makes a presentation effective. Discuss audiovisual aids that participants use and ones they think are most effective. Write the responses on a flipchart (15 min)</td>
<td>Module 5 PowerPoint presentation</td>
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<tr>
<td>Module 6 PowerPoint Presentation</td>
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<tr>
<td>Effective Teaching Reference Manual</td>
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<tr>
<td>Various AV materials or existing AV materials from curriculum</td>
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<tr>
<td>Learner’s Guide:</td>
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<tr>
<td>• Instructions for facilitation activities</td>
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<tr>
<td>• Exercise 6-1: Plan a learning activity and Session Plan Sample in the Learner’s Guide</td>
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<tr>
<td>• Facilitation Skills checklist</td>
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<tr>
<td>Facilitator’s Guide: Assigning Presentations and Demonstrations Instructions</td>
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<tr>
<td><strong>Audiovisual Debate:</strong></td>
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<tr>
<td>• Divide into 4 small groups</td>
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<tr>
<td>• Each group is given a visual aid topic (writing board, flipchart, overhead transparency, slide, video or computer). Module 5 (5-1 to 5-17) should be referenced</td>
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<tr>
<td>• Each group has 15 minutes to discuss and prepare a brief convincing presentation on the advantages of their assigned visual aid, as well as provide tips on how, when and where it is best utilised</td>
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<tr>
<td>• One representative from each group has 5 minutes to present and make their argument as to why the visual aid presented is effective. (20 mins)</td>
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<tr>
<td>• Facilitator reviews the disadvantages of each through group discussion (5 mins)</td>
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<tr>
<td><strong>Presentation:</strong> Prepare and deliver presentations (30 min)</td>
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<tr>
<td><strong>Discussion:</strong></td>
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<tr>
<td>Review Facilitation Skills Checklist in the learner’s guide (10 min)</td>
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<tr>
<td><strong>Assignment:</strong></td>
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<tr>
<td>Using the related technical materials, prepare slips of paper with learning objectives from the materials. Learners will select them at random. These are their assignments for the next day. Each learner should use the session plan sample to prepare a session plan. Each session plan for their learning activity should include interactive methods such as use of case study or brainstorming or group discussion, as well as incorporate various audiovisual delivery methods. Use exercise 6-1 to guide planning (2 hrs)</td>
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<td><strong>Practice (2 hrs 30 mins):</strong></td>
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<tr>
<td>Divide the group into small groups, whereby each group should not have more than 8 individuals. Each group should have a facilitator; if not, the facilitator should rotate among the groups.</td>
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</tbody>
</table>
Each learner will have 10 minutes to demonstrate their facilitation skills with selected audiovisuals by facilitating a presentation to their group and. The other participants should use the checklists and instructions for feedback to guide feedback provision (5 minutes of feedback for each facilitator).

**Discussion:** In the plenary, ask each group to share common areas that were well-done and common areas that need improvement. (15 min)

**Summary/Key Points** (15 min):
- Audiovisuals can be used not only to present material, but also to demonstrate, introduce or summarize clinical practice information.
- The facilitation skills are used not only for presentations, but during coaching sessions, and small or large group activities.
- Effective facilitation ensures that learners understand the content and provides feedback. This is a critical skill, just as, or more important than, being an interesting facilitator.

**Review/Evaluation:**
**MODULES 5–6 EFFECTIVE FACILITATION SKILLS REVIEW**

**INSTRUCTIONS**

Use a game or pose these questions to the large group. Reinforce key information after each question.

**Game:** Divide participants into three teams. Ask each team to decide on a team name. Give them 10 minutes to review Module 3 to prepare for the exercise.

Explain the rules for the exercise. You will ask 10 questions. Whoever thinks they can answer the question, claps (alternatively they can line up and ‘grab’ a marker or object). The first person to clap (or catch the marker or object) gets the first chance to answer the question. Five points are awarded to the team for the correct answer. If the team is not able to answer or if their answer is wrong, the question will pass to the next team. If this team answers correctly, they receive 3 points. If this team is not able to answer correctly, the question will pass to the third team. If this team answers correctly, they receive 1 point. Limit the activity to about 15–30 minutes.

1. Remember the basic facilitation process used for any activity from the Effective Facilitation Skills Module? Describe it:
   - **Answer should be similar to these steps:** Introduce the activity, facilitate using questions, feedback and audiovisual aids, and summarize. All of this is based on a foundation of planning and organization.

2. What do you think is the most important part of INTRODUCING an activity?
   - **Answer:**
   - Review the learning objectives-make sure the learner knows the expected outcome of the activity

3. These are basic tips that apply when using audiovisual aids, what are three of them?
   - **Answer can include any of these:**
   - Make sure aids are visible
   - Make sure aids are easy to read and not crowded
   - Underline or emphasize important info
   - Prepare complicated materials before hand
   - Always face the learners
   - Always check equipment ahead of time before hand
4. There are many effective facilitation skills you can use when lecturing students or facilitating small group practice-list 5 of them.

   Answer can include any of these:
   - Project your voice
   - Maintain energy and enthusiasm
   - Communicate effectively
   - Use learners names
   - Provide feedback
   - Model behavior
   - Respect time limits
   - Ensure clear transitions

5. What is the most important thing to remember when providing feedback during learning?
   Answer should include something about feedback being specific. Whether it’s positive feedback or suggestions for improvement—feedback is only as useful as it is specific.

6. There are many uses of questions or questioning during learning activities. As a teacher, what do you think are 3 important uses of questions when facilitating learning activities?
   Answer can include any of these. While all may be listed, the first three are the more critical uses of questions.
   - Assess learner understanding.
   - Help learners analyze information or apply to situations
   - Evaluate the effectiveness of the learning activity.
   - Engage your learners
   - Increase learner participation.
   - Respond to learners needs at a variety of stages (help master basic knowledge, then move to more complex understanding and comprehension)

7. Here are two sample presentations. Which of them do you think is more effective and why?
   Teacher A is presenting on anatomy and physiology. She uses diagrams in a text book as audiovisual aids. She doesn’t use transparencies or a presented presentation. She asks checking questions to help learners apply the information during a discussion of voluntary surgical contraception.

   Teacher B is presenting on family planning counseling. She uses well created transparencies to outline the key steps involved in counseling. She involves students by asking them to read different parts of the presentation.

   Answer: Teacher A’s presentation is more effective. While she doesn’t use transparencies, she uses a more appropriate visual aid for detailed diagrams—a textbook. She also uses questions effectively—to help students learn.
Teacher B is using a presentation to teach about a skill-using demonstration would be a more effective learning activity for this objective. Also, asking students to read transparencies is not an effective way to transfer information or check understanding.

8. What is one way a discussion is different from a brainstorming session?
   Discussion is an opportunity for a group to discuss an issue, whereas brainstorming focuses on generating ideas but not discussing them at that time.

9. You have just done a demonstration of a psychomotor skill. List two important points about effective summaries to remember when summarizing this learning activity.
   Answer can include: Effective summaries should: reinforce understanding and review main points. The summary should also relate the content to other activities or topics and provide a clear transition.
## MODULE 6 NARRATION NOTES

<table>
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<th>Slide 1</th>
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<tr>
<td><strong>Prepare and Deliver Interactive Presentations</strong></td>
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<table>
<thead>
<tr>
<th>Slide 2</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
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<tr>
<th>Slide 3</th>
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<tr>
<td><strong>Objectives</strong></td>
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</table>

- Plan a presentation
- Introduce a presentation
- Describe how to prepare and use a variety of visual aids, i.e. flipchart, powerpoint, video, etc.
- Use effective presentation skills
- Use questioning techniques during a presentation
- Summarize a presentation
Slide 4

Essential Elements of Planning

- The learning objective(s)
- An outline of key points
- Questions to involve students
- Reminders of activities
- Summary

Discuss the use of the 5 items for developing a presentation plan:

- The learning objective = what students should know and be able to do after the presentation
- An outline of key points
- Key questions to engage students
- Reminders of activities during the presentation, i.e. use of visual aids or group learning activities
- Summary with questions, comments or activities

Slide 5

Facilitation Process

All activities follow the same process

Introduce Facilitate Summarize

PLANNING & ORGANIZATION

In addition to applying the basic facilitation skills, there is a basic process for all the learning activities you will conduct. It is based on a foundation of good planning and organization.

- Introduction of the activity in a way that generates interest. Review the objective(s) of that learning activity.
- Conduct, or facilitate the learning activity using questioning, audiovisuals aids, feedback, etc.
- Summarize effectively and creatively.

Slide 6

Every activity has objectives and an expected outcome

Effective introductions capture attention
Introductions review objectives of the activity
Introduce every learning activity

- First step in the process of is providing a good introduction. The first few minutes are critical in stimulating student interest and providing clear information.
- Every learning activity has an objective(s) and expected learning outcomes. The introduction is to ensure learners know the learning objectives.
- ALL learning activities should be introduced.
Effective Facilitation

- Follow an outline
- Communicate clearly
- Display enthusiasm about everything!
- Interact with students
  - Use appropriate audiovisual aids
  - Use feedback (positive) throughout
  - Use questions

Before showing the slide, ask the group what techniques can be used to make presentations more effective. Review the bullet point example.

After introducing an activity, you will facilitate it using questioning techniques, audiovisual aids and feedback to help develop competencies in learners.

Effective Use of Audiovisuals

- What are common tips for effective audiovisual use—no matter which format you use?
- What are the uses of the audiovisuals?
  - Writing board
  - Flipchart
  - Overhead transparency
  - Slide
  - Video
  - Computer

Lead the group in a discussion about what makes a presentation effective, with regards to the audiovisuals used and brainstorm the use of the various audiovisuals – 10 mins:
- Visible
- Easy to read
- Use highlighting or underlining
- Prepare ahead of time
- Keep graphics simple
- Don’t turn your back
- Check equipment

No matter which visual aids are used, remember to:
- Keep it simple
- Keep it relevant
- Keep it focused

Using Questions Effectively

- Prepare questions in advance
- Repeat correct answers
- Address questions from the learners:
- Use a variety of questioning techniques
- If you don’t know the answer, admit it! Find the answer for the next session

Emphasize with the learners that whenever possible, they should ask questions of the students during a presentation.

Good questioning techniques include:
- Prepare your questions in advance.
- Repeat correct answers so everyone can hear
- Address and answer questions from the learners.
- Consider using a ‘Parking Lot’ flipchart
- Use a variety of questioning techniques
Use Feedback

- Feedback is essential throughout the learning process
- Feedback is useful for all learning activities—but delivered differently
- Clear and specific feedback is fundamental
- Demonstrate good behaviors in receiving feedback
- How will you use feedback during presentations?

Providing clear and specific feedback is fundamental for learning and performance. Feedback is only as useful as it is clear and specific.

Emphasize to participants that feedback is an essential part of any learning activity, not just skills coaching. Feedback:
- May be written or oral
- Is not provided in front of clients
- Is short during discussions and presentations
- Is one-to-one and detailed during skills practice
- Should be modeled for learners

A good summary:
- Is brief and reinforces the main points
- Reminds learners of the relevance of the topic
- Relates the content to other activities and provides a clear transition

If course topics are complex, use periodic summaries throughout the presentation to ensure students understand before moving ahead to new material.

Summary

- Effective facilitation skills apply to all learning activities
- Questioning and feedback skills are very important to help learners apply the new information
- Good organization is the foundation of good facilitation

Introduce Facilitate Summarize

PLANNING & ORGANIZATION

Remember to 1) define learning objectives; 2) plan your presentation; 3) introduce each presentation; 4) use effective presentation skills; 5) use questioning techniques; and 6) summarize your presentation

Review the facilitation skills checklist with participants as a review of the key points of the presentation.

Ask the group how they can use this to plan presentations, demonstrations, group activities?
# MODULE 7 SESSION PLAN

<table>
<thead>
<tr>
<th>DATE:</th>
<th>VENUE:</th>
<th>SESSION NUMBER: 7</th>
<th>DURATION: 6 HRS</th>
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**Topic:** Facilitation of Group Learning

**Session Objectives:** Select, plan and facilitate group learning activities

**By the end of this session, students will be able to:**
- Create and facilitate a role play
- Create and facilitate a case study
- Review creation and facilitation of a clinical simulation
- Review facilitation of a brainstorming session
- Review facilitation of a discussion

## Methods and Activities | Materials/Resources
--- | ---
**Introduction** (10 min): Brainstorm which facilitation skills would also be used for group activities-can use the checklist as your reference | Module 7 PowerPoint presentation

**Activity** (60 min): Post flipcharts around the room: randomly divide the group into five groups. Each group will have 10 minutes to fill in what they know (advantages, etc.) for their assigned group activity. Assign each group a flip chart to complete.

In plenary, review each flipchart, and discuss the advantages of each activity. Make sure they know which skills can be developed for different activities (e.g., communication skills using role plays, clinical decision-making using clinical simulations, etc.)

**Presentation** (15 min): Facilitate group learning; reinforce information already discussed in plenary and introduce specific materials in the reference manual

**Activity: Create learning activities** (1.5 hr)
Using the guidance in Module 7 and related reference manual, divide the participants into groups of three. Each group will develop a clinical simulation AND either a case study or role play to meet one of their existing learning objectives; assign each group a case study or role play. The learners can use exercises 7-1, 7-2 and 7-3 to help guide their development. Each group has 60 minutes to work.

In plenary, randomly select one case study, one role play and one clinical simulation and ask a volunteer to present theirs to the large group. They don’t have to demonstrate it, just read it. (Collect the others and provide written feedback for them the next day—you won’t have time to review each one in plenary). As a group, will provide feedback on each one based on these criteria: Does it meet the learning objective? Are the instructions clear enough? How might it be improved? (30 mins)

**Demonstration** (20 min): Demonstrate 5 minutes each of a: role play, clinical simulation and case study facilitation. Use existing examples from the curriculum.

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**Curriculum**

- Learner’s Guide:
  - Module 7
  - Exercises 7-1, 7-2 and 7-3

**Flipcharts titled:**
- Case study
- Role play
- Clinical simulation
- Brainstorming
- Discussions

Each flipchart also has these words written on it:

**Description:**

**Useful for:**

**Advantages:**
**Practice Facilitating Group Activities** (2 hrs):
Divide the group into two or three small groups of no more than 8 individuals each. Facilitators should rotate.
- Learners will randomly select either a case study, clinical simulation or role play
- Each learner will have 10 minutes to facilitate their selected case study, clinical simulation or role play. They may not be able to finish the full activity in 10 minutes.
- Peer to peer and trainer feedback after each presentation

Use the facilitation skills checklist and instructions for feedback to guide feedback provision.

**Discussion** (15 min): In plenary discuss lessons learned about both creating and facilitating case studies, clinical simulations and role plays.

**Summary/Reinforce Key Points** (15 min):
- Effective facilitation skills will be used when facilitating group activities
- Based on learning objectives, select the most appropriate activity (ask questions to check their understanding)

**Review/Evaluation:**
### MODULE 7 NARRATION NOTES

<table>
<thead>
<tr>
<th>Slide 1</th>
<th>Facilitate Group Learning</th>
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<tbody>
<tr>
<td></td>
<td>Group learning activities can be used during classroom and practical sessions to help students build knowledge, skills and appropriate attitudes.</td>
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<table>
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<tr>
<th>Slide 2</th>
<th>Objectives</th>
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<tbody>
<tr>
<td></td>
<td>- Select, plan, and facilitate group learning activities</td>
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<td></td>
<td>- Create and facilitate a role play</td>
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<tr>
<td></td>
<td>- Create and facilitate a case study</td>
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<td>- Create and facilitate a clinical simulation</td>
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<td></td>
<td>- Facilitate a brainstorming session</td>
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<td></td>
<td>- Facilitate a discussion</td>
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<td>In this module, you will teach about five useful group learning activities: role plays, case studies, clinical simulations, brainstorming sessions and discussions.</td>
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<tr>
<th>Slide 3</th>
<th>Facilitating Group Learning Activities</th>
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<tbody>
<tr>
<td></td>
<td>Facilitation process applies-introduce, facilitate well, summarize.</td>
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<td>Introduce: Describe the activity before dividing the students into small groups and explain how the group should record its decisions. Provide instructions on how each group will report back to the larger group. The activity is clearly described, stating what the students will do and the time they have to do it.</td>
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<td>Ask each group to select someone to act as the recorder.</td>
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Role Play

- 'A learning activity in which students play out roles in a simulated situation that relates to one or more learning objectives'
- Three types: informal, formal, demonstration
- What are the key points of facilitating a role play?

Key points: Provide clear instructions, explain what the other students should observe and what kind of feedback they should give, provide the students with questions or activities that will help them to focus on the main concepts being presented, keep the role play focused on the expected outcome, and summarize and link back to objectives.

Case Study

- 'A learning activity that uses realistic scenarios focusing on a specific issue, topic, or problem'
- A situation is described and students are asked to define, respond, plan, evaluate, identify, and analyze the problem

A case study is a learning activity. Students typically read, study and react to the case study individually or in small groups.

Key points: Provide clear directions on how to complete the case study, how to present the answers, and the time limit or due date.
Clinical simulations are an excellent method for developing cognitive or clinical decision-making skills and helping student practice responding to emergency situations.

Clinical simulations can take a variety of forms, listed as ‘types’ on the slide.

Refer to Sample 7-4 on page 7-23 in the Effective Teaching reference manual.

Define the objective and expected outcome: Will it be used to help students practice responding to emergency situations or to walk them through a clinical problem that will also require a demonstration of skills?

Prepare a case that relates to the objectives: You may ask students to share cases from their own clinical experiences. Create a list of questions to ask students about how they would choose to manage the case.

Create a patient scenario that includes the problem, the related lab and diagnostic results and possible outcomes for different interventions. Document this information so that you do not have to re-create scenarios.

Have students prepare and present, asking questions of other students throughout. This type of clinical simulation is more effective with senior-level students who have more experience with managing patients.

If not reviewed in group discussions after the previous activity, discuss why brainstorming is useful: stimulates interest in a topic, allows students to share their ideas without criticism, allows for creative thinking, generates ideas, allows for expressing opinions, and encourages broad or creative thinking.

The key to successful brainstorming is to separate the generation of ideas, or possible solutions to a problem, from the evaluation of these ideas or solutions.
Slide 9

Discussion

‘An opportunity for students to share their ideas, thoughts, questions, and answers in a group setting with a facilitator’

- Useful to support other teaching methods
- 3 types: group, general, and panel

Discussions create interest and stimulate thinking about a topic and encourage active participation.

Other teaching methods which group discussions are useful for include: concluding a presentation; summarizing the main points of a videotape; checking students’ understanding of a clinical demonstration; examining alternative solutions to a case study; exploring attitudes exhibited during a role play; and analyzing the results of a brainstorming session.

Group discussions focus on the learning objectives.

General discussions addresses students’ questions about a learning topic. For example, a student asks about a situation she observed in the clinic. You decide that this is an important question and therefore devote 5 minutes to a general discussion.

Panel discussion in which a moderator conducts a question and answer session among panel members and students.

Slide 10

Key Elements of Facilitating A Discussion

- State the topic as part of the introduction
- Ensure that the group stays on the topic
- Allow the group to direct the discussion
- Use the contributions of each student and provide positive reinforcement
- Ensure that no one student dominates
- Periodically summarize key points

The role of the discussion facilitator is to keep the discussion focused, ensure that all the students have an equal opportunity to participate, and to intervene when the discussion moves away from the objectives. Conclude the discussion with a summary of the main ideas and how they relate to the objectives presented during the introduction.

Whenever possible, prepare group learning activities to be included in classroom and practical sessions.

Slide 11

Summary

- We will practice developing and facilitating these in small groups—refer to manual for guidance on developing each type of activity
- How can these teaching methods be used where there are large numbers of students?
MODULE 7 ROLE PLAYS, CASE STUDIES AND CLINICAL SIMULATIONS

Use questions or discussion to review these key points about each of these learning activities:

**CASE STUDY**
- A case could be written type or narrated as a story, use a real client or a simulated one
- Students should be provided with time to think critically on the information provided and analyze the situation before they are asked to respond to questions
- Case description and posed questions should be clear

**ROLE PLAY**
- It should be systematic and structured in a way and limited to 15 minutes
- Must link to an objective-not just be a drama
- Often used in demonstration and practice of counseling (and even clinical decision-making skills)

**CLINICAL SIMULATION**
- Assists the learner in critical thinking and clinical decision-making
- Use in combination with a structured assessment tool (checklist or other protocol)
- Has structured answers and questions for the facilitator
MODULE 8 SESSION PLAN

DATE: [ ] | VENUE: [ ] | SESSION NUMBER: 8 | DURATION: 9-10 HRS

Topic: Facilitate the development of healthcare delivery competency

Session Objectives: Describe the process of developing competency in learners

_By the end of this session, students will be able to:_
- List the steps of competency development
- Use competency-based learning tools
- List attributes of a good coach
- Describe tips for developing knowledge, skills and attitudes in learners
- Introduce and demonstrate an activity
- Facilitate practice and give feedback

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<tr>
<th>Methods and Activities</th>
<th>Materials/Resources</th>
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<tr>
<td><strong>Introduction</strong> (15 min): Ask the group for ideas about how to help learners learn new competencies. As teachers—what do they do to help: transfer knowledge, address attitudes, and develop types of skills?</td>
<td>Module 8 PowerPoint presentation</td>
</tr>
<tr>
<td><strong>Presentation</strong> (45 min): <em>Use the presentation only to reinforce content already discussed.</em></td>
<td>Teaching Clinical Decision-Making PowerPoint Presentation and Handout in the learner's guide</td>
</tr>
<tr>
<td><strong>Demonstration</strong> (30 min): Review the demonstration checklist in the Learner’s Guide. Perform a demonstration of each of the following expected competencies: psychomotor, a communication (using role play) and clinical decision-making (clinical simulation). Take 5–7 minutes to demonstrate each.</td>
<td>Facilitator’s Guide:</td>
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<tr>
<td></td>
<td>- Module 8 Discussion Guide</td>
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<td>- Assigning Presentations and Demonstrations Instructions</td>
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<tr>
<td><strong>Practice Preparation</strong> (30 min): Assign demonstration sessions to the learners using selected skills from the curriculum. Use the “Assigning Presentations and Demonstrations Instructions” in the Facilitator’s guide to assign sessions.</td>
<td>Learner’s Guide:</td>
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<tr>
<td></td>
<td>- Instructions for Presentation and Demonstration Handout in Learner’s Guide</td>
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<td></td>
<td>- Demonstration and Coaching Skills Checklist</td>
</tr>
<tr>
<td>Prepared demonstration and coaching assignments (refer the learners to Module 8 job aids and demonstration skills checklist in the Effective Teaching Manual for reference). <strong>Remind learners they do not have to demonstrate the complete skill, but should be able to demonstrate an effective introduction, demonstration and summary—using effective facilitation skills.</strong> The focus of this activity is on <strong>demonstration</strong> skills.</td>
<td>Prepared demonstration assignments</td>
</tr>
<tr>
<td><strong>Demonstration Practice</strong> (2.5 hrs):</td>
<td>Related anatomic models and IP equipment</td>
</tr>
<tr>
<td>- Break into groups of 5–7 participants each</td>
<td>Curriculum with skills checklists</td>
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<td>- Each participant will perform their activity within the small group</td>
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<td>- Maximum time for each performance is 10 minutes</td>
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<td>- Peer-to-peer and trainer feedback after each performance</td>
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<tr>
<td>- Use the facilitation skills checklist and instructions for feedback to guide feedback provision</td>
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<tr>
<td><strong>Discussion</strong> (15 min): In the plenary, ask each group to share common areas that were well-done and common areas that need improvement.</td>
<td></td>
</tr>
<tr>
<td><strong>Coaching Demonstration</strong> (20 min): Review the coaching skills checklist and do a short coaching demonstration.</td>
<td></td>
</tr>
</tbody>
</table>
Coaching Practice Preparation (20 min): Assign coaching sessions to the learners using skills from the technical supplement or related clinical area. Use the “Assigning Presentations and Demonstrations Instructions” in the Facilitator’s guide to assign sessions. Give 20 minutes for preparation. The ‘students’ during the coaching practice should do some things wrong and some things right.

Coaching Practice (2.5 hrs):
- Break into groups of 5–7 participants each.
- Each participant will perform their activity within the small group.
- Maximum time for each performance is 10 minutes.
- Peer to peer and trainer feedback after each performance.

Use the facilitation skills checklist and instructions for feedback to guide feedback provision.

Discussion (15 min): In the plenary, ask each group to share common areas that were well-done and common areas that need improvement.

Discussion: Review the four steps in the clinical decision-making process. Ask the group to identify strategies for teaching each step. Use the PowerPoint only to reinforce or supply information they have missed.

Presentation: Teaching Clinical Decision-Making (15 min)

Practice: Developing clinical decision-making skills. Refer learners to the ‘Teaching Clinical Decision-Making’ handout in the Learner’s guide.

Small Group Work (60 min):
Break the participants up into four groups, one each assigned:
- Assessment
- Diagnosis
- Intervention
- Evaluation

Allow 15 minutes for the groups to prepare a demonstration on how to teach the assigned step of clinical decision-making, one participant in each group acting as the student.

Have each of the groups demonstrate the assigned step in 10 minutes to the large group. Review key points about teaching clinical decision-making.

Summary/Reinforce Key Points (30 min):
- Use Module 8 Discussion Guide to review key points with learners

Review/Evaluation:
### Slide 1

**Facilitate the Development of Healthcare Delivery Skills**

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### Slide 2

**Objectives**

- Describe the process of developing competency (knowledge, attitude and skills) in learners
- List the steps of competency development
- Use competency-based learning tools
- List attributes of a good coach
- Introduce and demonstrate a skill
- Facilitate skills practice and give feedback

- Review the objectives with the participants.
- Ask the group why we demonstrate competencies?
- Where are core competencies or skills demonstrated?
- How and when are students given opportunities to practice these skills?

---

### Slide 3

**Developing Skills, Knowledge and Attitude**

- **Skills**
  - Described, demonstrated, practiced, assessed
- **Knowledge**
  - Presented, discussed, applied, reinforced, assessed
- **Attitude**
  - Modelled, explored, reviewed, assessed

- Review the competency domains
- When planning for teaching, one must think carefully about the skills students should master by the end of the course.
- Inform the participants that clinical decision-making, a primary core competency, will be covered in the next presentation.
The steps of skills development. There are three phases in the transfer and development of all types of skills.

**Acquisition**: students are aware of the skill and know how it should be performed, but do not always perform it correctly

**Competency**: students perform the skills correctly, but may not always progress from step to step efficiently

**Proficiency**: last stage of skills development = consistently performing skills correctly and efficiently

Have participants turn to figure 8-2 on page 8-4 of the Effective Teaching manual.

Examples of Skill Practice Methods

- Role plays
- Simulations
- Video, photograph or computer exercises
- Case studies
- Projects
- Work with real patients
There are common steps when teaching all types of skills:

- Develop and review the assessment tools you plan to use
- Review and practice yourself to ensure proficiency
- Highlight the steps in the assessment tool
- Demonstrate correct behaviors
- Provide coaching and supportive feedback during practice

Tools include: Learning guides, Decision trees, Flowcharts, Algorithms, Posters, Charts

Have participants refer to Figures 8-4 and 8-5 on pages 8-8 and 8-9, respectively, of the Effective Teaching manual.

A group of healthcare providers who are proficient in performing the skill are identified

- Observe several of the healthcare providers as they perform the skill. Record each step that each healthcare provider performs.
- Develop an initial list of steps.
- Discuss the skill with the same group of healthcare providers.
- Test the initial list of steps.
- Test the final standard way of performing the skill.
The most important step in teaching and learning skills is practice, performed by students in the presence of a clinical instructor or coach. The instructor must be proficient, preferably expert, in the skills being taught.

Good coaches:
- Introduce the practice session
- Facilitate the practice session
- Promote open communication
- Actively listen
- Provide feedback in a way that maintains learner self-esteem and encourages confidence
- Are self-aware
- Provide specific feedback in a timely manner

How are the checklists used?
- Students can follow the steps while someone demonstrates
- Pairs of students can work together to practice
- Students can observe each other and give feedback
- Before, during, and after clinical practice sessions, use as a reference
- Students can assess themselves or peers

A Good Coach…
- Is proficient in the area being taught
- Supports learners
- Facilitates learning
- Is self-aware
- Provides specific feedback

Demonstration: Whole-Part-Whole Approach
- Demonstrate the whole procedure from beginning to end
- Isolate or break down the procedure or activity into parts and allow practice of the individual parts of the procedure
- Demonstrate the whole procedure again and then allow students to practice it from beginning to end
Starting with demonstrations that do not involve patients enables you to take time, stop and discuss key points, and repeat difficult steps without endangering the health or comfort of a patient.

Psychomotor, or hand skills, are appropriate for small group practice. Learners can help each other and provide feedback.

Key points:
- Video or other means to show things over and over is helpful.
- Checklists with detailed performance standards are important to outline steps.
- Assess each learner for mastery of psychomotor skills with models before developing competency in clinic working with clients.

Communication skills are not as simple to demonstrate and teach as psychomotor skills, and much of communication is non-verbal.

Role plays, especially when well-structured and used with assessment tools that outline key points, are very useful for demonstrating communication skills, including non-verbal communication.
Attitudes may be taught in formal courses on professional ethics and philosophy.

Provide opportunities learners to reflect on attitudes and compare them to professional ethics expected.

Discussions, role plays and thought-provoking scenarios are useful for discussing attitudes.

Use clinical practice as an opportunity for learners to compare observed attitudes with desired professional and ethical attitudes.

Emphasize the importance of keeping a positive learning climate by asking questions to help learners evaluate their attitudes.

Review the job aid in module 8 with participants—it covers the steps in the skills development process and may be found on pages 8-21 to 8-22.
### Slide 1

**Teaching Clinical Decision Making**

### Slide 2

**Objectives**
- Describe the process of teaching clinical decision making
- Identify strategies for teaching each step in the clinical decision making process

Why do we demonstrate competencies (called skills throughout the resource manual, but point out that knowledge, attitude and skill together equate to competency)?

Where do students see core competencies or skills demonstrated?

How and when are they given opportunities to practice these skills?

### Slide 3

**Clinical Decision Making**
- Demonstrate: use clinical simulations, written questions or case studies to break down the clinical decision-making process into manageable steps that are more easily understood.
- Practice and Feedback: use case studies, clinical simulations and questions to help learners identify important information.
Practice Session Feedback

- Conduct immediately after practice
- Ask students how they felt about their own performance: what they did well and what they would like to improve
- Refer to a competency-based learning tool to review the steps
- Discuss the strengths of their performance and suggestions for improvement
- Determine if additional practice necessary

Each element of clinical decision-making are taught in sequence. The use of learning tools reinforces the process of making decisions.

Assessment is the foundation of clinical decision-making. Strategies include:

- Help learners organize the information obtained, and mentally “file it away” for use in future situations. One way to do so is by reviewing their notes and providing feedback to help identify patterns.
- Help learners organize clinical data, i.e. by using a framework such as SOAP notes which include: subjective data, objective data, an assessment (provisional diagnosis), and plan.
- Help learners target information gathered based on presenting symptom.
Developing a diagnosis requires the synthesis of information. Key points in teaching diagnosis:

- Help build important associations between symptoms and possible diagnoses, and ensure a thorough list of differential diagnoses.
- Give learners the chance to share differential diagnoses lists and use clinical data and reasoning to explain their process for selecting a working or provisional diagnosis.
- Frequently ask ‘why?’ to help learners critically evaluate their thinking process and ‘what if’ to expand the learners experience.
- Don’t step in unless you need to for patient safety reasons.

Teaching interventions in assisting students in clinical decision-making include:

- Suggesting additional data to consider
- Share past mistakes
- Refer to treatment protocols based on medical evidence
- Ask them to identify the pros and cons of various care and treatment approaches
- Ask ‘what if’ questions to help them learn to quickly evaluate and revise their intervention

Evaluation is the systematic determination of significance of something using criteria against a set of standards. Teaching criteria may include physical exam results, lab findings, patient self-report, clinical picture.

Help learners to decide on additional information to be gathered and perhaps modify the diagnosis based on the outcome of treatment.

Use hypothetical situations and ask ‘why’ to help learners developing reasoning and clinical decision-making skills—whether in the classroom or in clinic!
Summary

- Assessment, diagnosis, intervention, and evaluation are the 4 elements of clinical decision making.
- Asking 'Why' and 'What if' questions assist with encouraging students to critically think about the decisions they make.
MODULE 8 DEVELOPING COMPETENCY DISCUSSION

Here are key points to address using questions or during discussion. These key points reinforce information provided in ModCAL CTS Developing Competency and Module 8 of the ETS manual.

- The basic process of developing competency includes:
  - Knowledge is presented and opportunities to apply knowledge are provided in simulation and during clinical practice
  - Skills, including hand skills, clinical decision-making skills and communication skills are… Described, demonstrated, practiced and assessed. First in simulation, and later with clients.
  - Attitudes are…Modeled, explored, clarified and revised—through both a formal review of professional ethics and through informal modeling and self-assessment. All of these occur first in the classroom, then in the clinic.
  - No matter what the type of skill, practice and feedback is needed to develop skill competency
  - Competency is the desired phase of skill development to reach in pre-service education
  - Use questions and feedback to help learner analyze or apply information—not just recall it
  - Feedback should be timely and specific
  - Use an assessment tool to outline steps, and highlight critical steps. (can be checklist, protocol, counseling guide, etc.)
  - Learners should master skills (communication, psychomotor, clinical decision-making) in simulation before working with clients
  - Simulated practice with feedback is essential (but often neglected)
  - Attitudes can be assessed regarding basic knowledge related to professional ethics and also through observation during clinical practice
**MODULE 9 SESSION PLAN**

<table>
<thead>
<tr>
<th>DATE</th>
<th>VENUE</th>
<th>SESSION NUMBER: 9</th>
<th>DURATION: 3 HRS</th>
</tr>
</thead>
<tbody>
<tr>
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**Topic: Manage Clinical Practice**

**Session Objectives:** Describe key steps involved in managing clinical practice

By the end of this session, participants will be able to:
- Select and prepare clinical instructors and staff
- Coordinate clinical practice
- Conduct clinical practice sessions
- Monitor students’ progress

**Methods and Activities**

<table>
<thead>
<tr>
<th>Introduction (10 min): Brainstorm tips for making clinical practice successful</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation (45 min): Manage Clinical Practice</strong></td>
<td>Module 9 PowerPoint presentation</td>
</tr>
<tr>
<td><strong>Tool Development Activity (45 min): Divide participants into 4 groups by cadre or school. Referring to exercises 9-1 and 9-2, each group should review key tools currently in use for student clinical practice (logbooks, preceptor information forms or guides, etc.). Each group should identify a specific tool they will develop or revise. Examples may be: logbooks to reflect desired student competencies, student feedback form or a preceptor orientation form. Groups have 45 minutes to work.</strong></td>
<td>Module 9 job aid</td>
</tr>
<tr>
<td><strong>Feedback (45 min): Each of the four groups has 10 minutes to report out on their suggested revision/development of tools to manage clinical practice of students.</strong></td>
<td>Learner’s Guide: Exercise 9-1 and 9-2</td>
</tr>
<tr>
<td><strong>Discussion (15 min): Review Module 9 job aid and discuss communication and preceptor preparation the participants have in place.</strong></td>
<td>Effective Teaching Guide Reference Manual</td>
</tr>
<tr>
<td><strong>Summary/Reinforce Key Points (15 min):</strong></td>
<td></td>
</tr>
<tr>
<td>- Clinical practice is where many habits are learned, be sure preceptors are aware of learning objectives</td>
<td></td>
</tr>
<tr>
<td>- Provide preceptors with the needed assessment tools</td>
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<tr>
<td>- Ensure students receive experience with clients</td>
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</tbody>
</table>

**Review/Evaluation:**
Module 9 Narration Notes

Slide 1
Manage Clinical Practice

Slide 2
Objectives
- Select and prepare clinical instructors and staff
- Coordinate clinical practice
- Conduct clinical practice sessions
- Monitor students’ progress

Review the objectives. Ask participants:
- What challenges do you face when students are working in the clinical area to practice their skills?
- Is the facility appropriate?
- Does the staff welcome your students?

Slide 3
Clinical Instructor Attributes

Selection Criteria:
- Time available
- Desire to work with students
- Up-to-date clinical expertise / proficiency

Skills in:
- Desired competencies
- Communication
- Organization
- Teaching
- Demonstration
- Coaching
- Feedback
- Performing assessments

The clinical instructor coordinates students’ activities in the clinical setting. S/he may also be the classroom teacher; most importantly s/he is proficient if not expert in the competencies s/he teaches.
### Prepare Clinical Instructors
- Discuss objectives and requirements for the clinical rotation
- Detail the students’ abilities and learning needs
- Describe & provide tools to give feedback on student performance
- Review expectations: including skills they will be responsible for observing

Ensure clinical instructors:
- Have up-to-date skills and clinical knowledge
- Have teaching skills (demonstration, coaching, feedback, assessments)
- Are fully aware of expectations

### Coordinate Clinical Teaching
- Work closely with all members of the team
- Meet with clinical instructors in advance
- Share copies of the syllabus, student performance report, and checklists with the clinical instructors
- Discuss plans for student assessment

Review with participants that when coordinating clinic teaching, there are several important points to consider:
- Discuss student placement, preparation of the staff and student communication with clinical instructors
- Share relevant course materials and expected outcomes of the placement
- Clinical instructors should be involved in student assessment from the beginning, i.e. design of checklists of competencies to be assessed

### Student Responsibilities
- Review assignments
- Take an active role in learning
- Observe demonstrations of skills and perform skills
- Health assessment, diagnosis, and management / treatment of patients
- Coordinate and communicate patient management with the clinical instructor
- Document findings and experiences in an organized, thorough manner
- Evaluate clinical practice experience

Prior to showing the slide, ask participants what they believe are student responsibilities. Refer to the bulleted highlights.
### Clarify Roles & Responsibilities of Teachers & Clinical Instructors

- Maintain proficiency (expertise) in healthcare delivery
- Review learning objectives & select appropriate patients
- Review, distribute and utilize teaching materials: learning objectives, checklists, logbooks
- Logistical arrangements for student experiences
- Orientation of clinical staff & students
- Communication
- Demonstrate, observe, assess (monitor) performance and provide feedback

Turn to pages 9-5 to 9-7 in the Effective Teaching Resource Manual to review the roles and responsibilities of the educators and students.

### Use Objectives to Plan

- Review the learning objectives to assist in planning appropriate clinical practice activities
- Determine which objectives can be met in the outpatient department and which in the inpatient ward.
- External clinics, communities, and home visits are other sites used in clinical practice activities.

Use objectives to plan clinical practice activities. Refer students to the module on developing objectives for learning if they would like to review.
Brainstorming exercise:
- Break participants into three groups—one to discuss outpatient, another on community, and the other focusing on inpatient
- Each group discussed the benefits and limitations of their service delivery area with regards to student competency development. (10 mins)
- Feedback: each group gives 5 examples of types of competencies (5 mins)

OUTPATIENT: First point of contact for most patients, so most appropriate place to practice interviewing and interpersonal and counseling skills as well as clinical skills; best place to develop an initial care plan and to teach patients how to implement the plan at home; the outpatient department also is an excellent interim step between simulated practice and working with very sick patients in the inpatient ward; see page 9-8 in Reference Manual for other examples

INPATIENT: In inpatient settings, patients are usually seriously ill, and have already started a care plan and specific treatments; inpatient wards are a good place to teach patient management, practice healthcare delivery skills, and demonstrate management of rarely seen conditions. Skills include: assess clinical status; perform specific clinical interventions such as administering an intravenous solution; document information on the patient’s plan of care, treatment, and changes in condition.

Communicate clearly with clinical staff and family (as appropriate) the findings about a patient; Review diagnostic test results and apply them to the patient’s condition

COMMUNITIES: Examples of external clinics and home visit skills: assessment of environmental hazards, group and individual education skills, communication skills, history-taking skills, infant and postpartum visit assessment skills.
**Slide 10: How to Structure Clinical Practice**

- Move from basic to more complex skills.
- Move students from observation to direct work with patients.
- To allow for the most interaction with patients.
- To ensure student – patient ratio appropriate.
- To provide alternative activities for learning if no appropriate patients available.

Refer to pages 9-9 to 9-10 in the Effective Teaching Reference Manual for detailed information regarding each of the bulleted points.

**Slide 11: Teaching Approaches**

**Outpatient Department**

- Apprentice
- Team member
- Supervisor

**Inpatient Department**

- Patient-centered teaching
- Ward rounds

Ask participants which teaching approaches should be utilized in outpatient and inpatient settings. Have them refer to pp. 9-10 and 9-11 in the reference manual. Have one student summarize each element found in the manual:

OUTPATIENT: Apprentice, Team member, Supervisor

INPATIENT: Patient-centered teaching, ward rounds

**Slide 12: Feedback in Clinical Practice**

**Positive feedback**
- Easy to give and can be provided in the presence of the patient.
- Keep it simple and relaxed.

**Constructive feedback**
- Difficult to give, particularly when a patient is present.
- Keep it low-key and restrained.
- Avoid embarrassing the student.
- Give in area away from patients.

Highlight the importance of providing feedback when conducting clinical practice sessions.
Constructive Feedback During Consultation

- Sometimes students make mistakes that may potentially harm the patient, so you must be prepared to step in and take over the procedure
- Nonverbal communication can be effective
- Make simple suggestions to facilitate the procedure
- Ask a question about the procedure itself while student is performing it

Remember that safe and efficient provision of services must be the highest priority.

Protecting Patient’s Rights

- Inform the patient
- Obtain the patient’s permission
- Respect the right to bodily privacy
- Strictly observe the confidentiality

Recognizing and maintaining the rights of patients is essential. The practices listed on the slide help ensure patients’ rights are protected.

Monitoring Student Progress

Have participants look at the logbooks (also called a casebook) as seen in Samples 9-1 and 9-2 on pages 0-17 and 9-18 respectively.

Ask the group what other tools are utilized to monitor student progress: student performance reports, field notebooks (often used during community or home visits).
- Let’s review the information contained in the job aid on pages 9-21 and 9-22.
- What questions do you have about managing clinical practice?
- How will you plan and manage clinical practice for your students?

Ask the questions of bullets 2 and 3 to the participants and allow for discussion among the group.
### MODULE 10 SESSION PLAN

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<th>VENUE:</th>
<th>SESSION NUMBER: 10</th>
<th>DURATION: 3 HRS</th>
</tr>
</thead>
</table>

**Topic:** Prepare and Use Knowledge Assessments

**Session Objectives:** Prepare and use knowledge assessments

**By the end of this session, participants will be able to:**
- Select methods for assessing students’ knowledge
- Prepare knowledge assessments
- Develop questions for objective written examinations
- Administer and score knowledge assessments
- Use assessment results to improve performance

<table>
<thead>
<tr>
<th>Methods and Activities</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> (10 min): Discuss means to assess students and why they are important</td>
<td>Module 10 PowerPoint presentation</td>
</tr>
<tr>
<td><strong>Presentation</strong> (25 min): Prepare and Use Knowledge Assessments</td>
<td>Question Hall of Shame Exercise</td>
</tr>
<tr>
<td><strong>Discussion</strong> (30 min): Review the Question Hall of Shame examples with the group. As a group, critique and improve the other examples.</td>
<td>Curriculum</td>
</tr>
</tbody>
</table>
| **Question Development Practice** (45 min):  
- Have participants break up into groups of 4–5 each, selected by those who teach similar content area  
- Each group should select one topic from the curriculum.  
- Each participant in each group will write one question type each on the topic selected: true-false, multiple-choice, matching and short-answer. Ask the participants to try to write questions that assess analysis or application, not only recall, using the Reference Manual as a guide (10-5)  
- Questions should be written or typed up | |
| **Question Review and Feedback** (20 min):  
- Collect all the questions, in plenary, randomly select and review and critique (anonymously) 12 questions, three of each format. For each question-ask if it is assessing recall or application or analysis. If only assessing recall-how could it be revised to assess analysis or application? | |
<p>| <strong>Homework Assignment:</strong> Each person writes three multiple choice and two true-false questions related to a topic they know. Provide individual written feedback. | |</p>
<table>
<thead>
<tr>
<th>Summary/Reinforce Key Points (15 min):</th>
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<tbody>
<tr>
<td>● Remember that formative assessment both helps students learn and provides you with information on student progress.</td>
</tr>
<tr>
<td>● Questions should be written to assess analysis and application, not only recall</td>
</tr>
<tr>
<td>● Questions should reflect and be weighted based on importance</td>
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</tbody>
</table>

**Review/Evaluation:**
## MODULE 10 NARRATION NOTES

### Slide 1
`Prepare and Use Knowledge Assessments`

Most tasks or skills have an important knowledge component and educators must ensure to assess students’ knowledge in a valid, reliable and feasible way.

### Slide 2
**Introduction**

- Why is knowledge assessed?
- What problems did you have with tests as a student?
- As a faculty member?

Facilitate an open discussion with participants around perceptions and current implemented methods of knowledge assessment.

### Slide 3
**Objectives**

- Select methods for assessing students’ knowledge
- Prepare knowledge assessments
- Develop questions for objective written examinations
- Administer and score knowledge assessments
- Use assessment results to improve performance

After completing this module, the participants will be able to prepare and use knowledge assessments.
Knowledge Assessments

Formative
- To help guide students toward meeting the learning objectives

Summative
- To ensure that students finish the course with the required knowledge

How is knowledge assessed?

Key Points in Preparing Knowledge Assessments
- Identify the learning objectives
- Use simple and clear language & grammar
- Provide clear directions for each type of item
- Develop answer keys
- Arrange test items by subject matter, type of question, or level of difficulty
- Review the assembled test

Preparing a Test Bank
- Work in a group to develop questions.
- Sort questions based on subject, category, level of knowledge, or type of test item.
- Store the questions on a computer or cards.
- Ensure that only authorized persons have access to the question bank.

Refer with participants the difference between formative and summative assessments. Review the various ways to assess knowledge, referring to pages 10-3 and 10-4 in the Effective Teaching Reference Manual:
- Drills, quizzes and practice tests
- Written exercises
- Case studies, clinical scenarios and patient management problems
- Project reports
- Essay examinations
- Objective written examinations
- Structured practical examinations
- Oral examinations

Refer participants to page 10-5 in the Effective Teaching Reference Manual and go over how to develop and assemble knowledge assessments. Indicate to the students that they will be using this information in the exercise following the presentation.

Objective written examinations can cover a large number of learning objectives in one examination. Question banks provide a resource that teachers can use to easily prepare quizzes, exercises and tests. Review the important steps in preparing a question bank covered in the slide.
### Slide 7: True-False Question Tips

- Use clear, concise, and understandable language
- Avoid negatively stated items & use statements that are either completely true or false
- Avoid expressions that frequently identify a statement as true or false
- Make true statements equivalent in length and number to false statements
- Provide clear directions

True-false questions are one of the most commonly used question formats for objective written examinations. Review the tips with participants. Refer to page 10-9 in the Effective Teaching reference manual as needed.

Ask participants which words often found in false statements: *only, never, all, every, always, none and no*.

Ask participants which words often found in true statements: *usually, generally, sometimes, customarily, often, may, could and frequently*.

Emphasize that True-false items should focus on one idea and should challenge, but not trick, the students.

### Slide 8: Multiple Choice Questions

**Elements**
- Stem
- Responses
- Distractors

Multiple choice questions are the most commonly used question formats for objective written examinations. They are preferable to true-false questions because they make guessing the correct answer more difficult. Review the elements with participants. Refer to page 10-10 in the Effective Teaching reference manual as needed.

Stem: poses a question or problem situation that is followed by alternative answers

Responses: one is correct while the others are incorrect

Distractors: the incorrect responses

### Slide 9: Multiple-Choice Question Tips

- Write simple stems that state the problem and avoid using negative terms
- Provide a coherent list of possible answers
- Write reasonable distractors
- Distractors should be of similar length to avoid giving clues to the correct response
- Avoid use of “All” and “None of the above” in responses
- Give clear directions

Refer to page 10-10 in the Effective Teaching reference manual as needed.
**Sample Scenario MCQ**

Mrs. B. is 20 years old and had an IUD inserted a month ago. She came to the health center 2 days ago with vaginal discharge and abdominal and pelvic pain. She reports that she does not have any fevers or chills. What is your plan?

A. Gather history, send vaginal cultures, remove the IUD.
B. Gather history, send vaginal cultures, follow up in 3 days.
C. Gather history, treat with antibiotics for presumptive PID.
D. Gather history, send vaginal cultures, treat with antibiotics for PID, and remove the IUD if the woman wishes.

**Another form of the MCQ is the scenario item. It presents a situation and asks the student a series of questions related to the situation. Review the sample scenario items with participants.**

**Matching Questions**

- Consists of two lists
  1. Premise
  2. Response
- Imperfect matching items are more objective

**Tips:**
- Focus on one subject
- Keep statements brief
- Arrange in logical order

**Matching questions are commonly used question formats for objective written examinations. It consists of two lists of words and phrases to be matched. Review the tips with participants. Refer to pages 10-12 and 10-13 in the Effective Teaching reference manual as needed.**

**Short-Answer Question Tips**

- Make the questions clear and easy to understand
- Prepare a structure marking sheet
- Include questions that have possible multiple responses

**Short-answer questions require the student to provide one or several responses to a question or situation. Review tips for writing short-answer questions with participants. Refer to the Effective Teaching Reference Manual p. 10-14 as necessary.**
Test Administration

- Time allowed
- How to select and record answers
- Scoring system to be used
- Physical environment
- Remain in the room
- Lighting and ventilation

When giving directions for an examination, focus on HOW students should complete. Review with participants the key components of test administration as listed in the slide.

Scoring the Knowledge Assessment

- Answers can be marked directly onto the test or onto a separate answer sheet
- Use an answer key (or a computer with scanner) to score the tests
- See the module for more information on scoring knowledge assessments

One of the advantages of a written objective examination is that it is easy for educators to score. Refer to pages 10-15 and 10-16 in the Effective Teaching reference manual for more detail.

Using Assessment Results

- Formative assessments help students decide what content areas they need to spend more time studying
- Summative assessments determine if students are meeting the learning objectives.

Knowledge is assessed to determine whether students are meeting the learning objectives and have acquired the required information base to become competent healthcare providers.
Helping Students Learn

- Instruct them to review the material related to the questions they missed
- Give them an opportunity to ask questions about any test item
- When many students had trouble with the same question
  - The teaching methods or materials did not adequately address that learning objective OR
  - The question needs to be rewritten

Summary

- What questions do you have about developing, administering and scoring knowledge assessments?
- How can we assist faculty members in developing, administering and scoring knowledge assessments to support implementation of curricula?

Review how educators can use assessment results to improve performance. Refer to pages 10-16 and 10-17 in the Effective Teaching reference manual.

Remind participants to use results from knowledge assessments to help students identify areas in which they need to improve.
MODULE 11 SESSION PLAN

DATE | VENUE | SESSION NUMBER: 12 | DURATION: 2HR
---|---|---|---

**Topic:** Prepare and Use Skill Assessments

**Session Objectives:** Prepare and use skill assessments
By the end of this session, participants will be able to:
- Select methods for assessing the skills of students
- Prepare skills assessments
- Develop structured practical examinations
- Administer and score skills assessments
- Use results to improve performance

**Methods and Activities**

<table>
<thead>
<tr>
<th>Introduction (10 min): Brainstorm how and why they assess different competencies (communication, psychomotor, clinical decision-making)</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Module 11 PowerPoint presentation</td>
</tr>
<tr>
<td></td>
<td>Any existing checklist</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Resource Manual</td>
</tr>
</tbody>
</table>

**Presentation:** Prepare and Use Skill Assessments (15 min)

**Creating a Checklist Activity** (85 min):
- Divide into small groups of 4–5 participants to develop a checklist on a competency in clinical decision-making (i.e. diagnosing and managing malaria). Refer to the guidance in Module 11 (45 min)
- Have each group present their checklist plenary and allow for discussion (5 min each) do they meet the criteria for a checklist? How can they assess clinical decision-making skills using this checklist? How can attitudes be assessed during skill assessment? (40 min)

**Summary/Reinforce Key Points** (10 min):
- Direct observation is a key strategy for skill assessments
- Most attitudes can be best assessed as the behaviours demonstrated during skill assessments
- Clinical decision-making can be evaluated through clinical simulations

**Review/Evaluation:**
MODULES 10–11 PRINCIPLES OF ASSESSMENT

1. What is the primary difference between formative and summative assessment?
   
   **Formative assessment** is used to help learners develop competency. It is used to provide feedback, assess learner progress and help them develop knowledge, skills and attitudes. Formative assessment has been described as ‘assessment FOR learning’.

   **Summative assessment** is described as ‘assessment OF learning’ and is used to formally assess and document learner progress at specific times. For example, a quiz may be used as a formative assessment when it is used to provide feedback and identify weak areas. The same quiz may be used as a summative assessment when it is used to document if the learners have mastered the content and are ready to progress to new topics.

2. List 2 key principles about effective assessment.
   Answer can include:
   
   - Assessment methods must match the learning objective.
   - Assessment is structured and objective.
   - Assessments must be valid and reliable.

   Here’s an explanation: Among the many, these are important: **assessment methods must match the learning objective.** For example-To be sure a pilot is safe and that lives will not be lost, you would assess their ability using a standardized checklist and observing their skills both in simulation and in reality. For certain clinical skills, lives are also at stake and similar strict criteria should be used in assessment. Formal assessment is structured and objective. For example-an oral exam between the tutor and student will be more effective if it has structured questions and objective scoring criteria identified. If not, it’s a subjective assessment and lacks validity. Validity in an indication the assessment measures what it intends to measure, and reliability is an indication that the assessment tool provides consistent measurement no matter who does the assessment and over a period of time.

   Your school uses many project reports and essay examinations-how can you make these methods more objective? Add scoring criteria or objective guidance on scoring. For example, you can outline grading criteria for project reports, or list key points to be scored during for an essay.

3. Most assessment of skills requires what?
   
   **Direct observation**-using a structured assessment tool or other means to objectively assess performance

4. What are three ways you can assess attitudes?
   
   - Written assessment of knowledge of professional ethics
   - Structured observation of attitudes during service delivery
   - Structured feedback forms
   - 360 degree evaluations (from multiple assessors)
MODULE 10 QUESTION HALL OF SHAME

Instructor

Objectives

The purpose of this activity is to:

- Identify and correct poorly constructed questions for a mid-course knowledge assessment

Resources/Materials Needs

- Handout #4 “Question Hall of Shame”
- “Question Hall of Shame” key: see below
- Learning for Performance: pp. 54 and 55
- Basic Item Writing Principles II

Instructions

- Divide learners into small groups and ask each group to review the sample questions listed below. Alternatively, display the question as a PowerPoint and ask for or “choose” a volunteer to review one of the sample questions. Ask learners to critique and re-write the question using the principles described in the graphic presentation Basic Item Writing Principles II.
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED REVISION</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| 1. A health care provider should monitor growth and development every time they meet an HIV exposed child. T/F | 1. HIV-exposed children should be monitored on a regular basis for abnormalities of growth and development. T/F | Ambiguous  
  • What is the skill of the HCP?  
  • What is the HCP assigned to do?  
  • Should they monitor for growth and development at every visit if they're seeing the child 3 times per week? |
| 2. HIV/Aids can be transmitted to infants through breast milk. T/F        | 2. HIV can be transmitted to infants through breast milk. T/F                       | Trick Questions…  
  • HIV/AIDS not HIV/Aids  
  • The virus, not AIDS, is transmitted |
| 3. Studies have demonstrated that MC can decrease transmission of HIV to men and increase transmission of HIV to women. T/F | 3. Studies have demonstrated that male circumcision can:  
  a. Decrease transmission of HIV to men  
  b. Decrease transmission of HIV to women  
  c. Decrease transmission of HIV to men and women | Testing two propositions, one is true and one is false. How do you know what the student knows from this question? |
| 4. HIV I is NOT MORE prevalent than HIV II. T/F                           | 4. HIVII is more prevalent than HIV I. T/F                                          | Has a negative  
  • Not  
  • NOT with MORE makes item even MORE difficult |
| 5. It is recommended that a woman wait at least 2 years after a live birth before planning the next pregnancy. The benefits of a 2 year birth-to-pregnancy interval include all of the following, EXCEPT:  
  a. It is LESS likely that the mother will be anemic during her next pregnancy  
  b. MORE likely that the newborn will survive to age 2 and beyond  
  c. IT IS LESS LIKELY THAT THE MOTHER WILL GET PRE-ECLAMPSIA IN HER NEXT PREGNANCY | 5. A benefit of a 2 year birth-to-pregnancy interval is:  
  a. It is LESS likely the mother will be anemic  
  b. It is LESS likely the newborn will survive to age 2 and beyond  
  c. It is MORE likely the mother will have pre-eclampsia | Assuming the woman's last pregnancy was her first, then she will be less likely to be pre-eclamptic in the next pregnancy.  
 Better to ask for the “correct”, not the “wrong” answer  
 Keep options grammatically consistent with the stem |
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SUGGESTED REVISION</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Which of the following is essential for every pregnant woman?</td>
<td>6. Which of the following is essential for every pregnant woman?</td>
<td>Avoid “none of the above” or “all of the above”</td>
</tr>
<tr>
<td>a. Two doses of tetanus toxoid injection one month apart</td>
<td>a. One dose of tetanus toxoid injection one week before delivery</td>
<td>Avoid use of abbreviations</td>
</tr>
<tr>
<td>b. Four antenatal check-ups</td>
<td>b. Monthly antenatal check-ups</td>
<td>Ask for the correct answer</td>
</tr>
<tr>
<td>c. Early registration</td>
<td>c. Daily oral iron</td>
<td></td>
</tr>
<tr>
<td>d. Administration of 100 tablets of IFA</td>
<td>d. All of the above</td>
<td></td>
</tr>
<tr>
<td>e. All of the above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The Essential Drug List (EDL) in Afghanistan:</td>
<td>7. The Essential Drug List (EDL) in Afghanistan:</td>
<td>Avoid “none of the above” or “all of the above”</td>
</tr>
<tr>
<td>a. Is updated by WHO every year</td>
<td>a. Is updated by WHO every year</td>
<td>Keep options similar in length</td>
</tr>
<tr>
<td>b. Contains all drugs recommended for BPHS and higher levels of care</td>
<td>b. Contains all drugs recommended for BPHS</td>
<td></td>
</tr>
<tr>
<td>c. Is used only by physicians</td>
<td>c. Is used only by physicians</td>
<td></td>
</tr>
<tr>
<td>d. None of the above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. According to the survey done in 2006, the current status of family planning services was as follows:</td>
<td>8. A 2006 survey of male circumcision services showed:</td>
<td>Avoid “K Type” items (A only, A + B but never C on Sunday); test cognitive or reading ability rather than knowledge of item content</td>
</tr>
<tr>
<td>a. Long waiting lists, up to four (4) months</td>
<td>a. Long waiting lists, up to four (4) months</td>
<td></td>
</tr>
<tr>
<td>b. Low priority among service providers</td>
<td>b. Adequate supplies and equipment</td>
<td></td>
</tr>
<tr>
<td>c. Shortages of supplies/equipment</td>
<td>c. Good recordkeeping</td>
<td></td>
</tr>
<tr>
<td>d. Additional reproductive health education was given in the health facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Good recordkeeping in most areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which of the above statements are correct</td>
<td>Which of the above statements are correct</td>
<td></td>
</tr>
<tr>
<td>a. 1, 2 and 3 only</td>
<td>a. 1, 2 and 3 only</td>
<td></td>
</tr>
<tr>
<td>b. 3, 4 and 5</td>
<td>b. 3, 4 and 5</td>
<td></td>
</tr>
<tr>
<td>c. 2, 3 and 4 only</td>
<td>c. 2, 3 and 4 only</td>
<td></td>
</tr>
<tr>
<td>d. All of the above</td>
<td>d. All of the above</td>
<td></td>
</tr>
<tr>
<td>9. Which one of the following is not a misconception:</td>
<td>9. Which one of the following statements is true about the IUD:</td>
<td>Double negative makes question additionally confusing: “not” and “mis”conception.</td>
</tr>
<tr>
<td>a. IUD’s can migrate to the brain and cause infection</td>
<td>a. IUD’s can migrate to the brain and cause infection</td>
<td>Avoid negatives-and “not”-confusing</td>
</tr>
<tr>
<td>b. IUD’s should only be offered to married women</td>
<td>b. IUD’s should only be offered to married women</td>
<td></td>
</tr>
<tr>
<td>c. IUD’s can be inserted immediately after delivery</td>
<td>c. IUD’s can be inserted immediately after delivery</td>
<td></td>
</tr>
<tr>
<td>QUESTION</td>
<td>SUGGESTED REVISION</td>
<td>NOTES</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10. HIV prevalence in Zambia is:</td>
<td>10. HIV prevalence in Zambia is:</td>
<td>Place options in logical order (e.g., numerical, chronological)</td>
</tr>
<tr>
<td>a. 17%</td>
<td>a. 12.3%</td>
<td></td>
</tr>
<tr>
<td>b. 14.3%</td>
<td>b. 14.3%</td>
<td></td>
</tr>
<tr>
<td>c. 20%</td>
<td>c. 17%</td>
<td></td>
</tr>
<tr>
<td>d. 12.3%</td>
<td>d. 20%</td>
<td></td>
</tr>
<tr>
<td>11. Which one of the following is a strategy for HIV prevention:</td>
<td>11. Which one of the following is a strategy for HIV prevention:</td>
<td>Distracters should be sensible and plausible even when incorrect.</td>
</tr>
<tr>
<td>a. Use condoms</td>
<td>a. Use condoms</td>
<td></td>
</tr>
<tr>
<td>b. Keep your fingers crossed</td>
<td>b. Take ARV’s before sex</td>
<td></td>
</tr>
<tr>
<td>c. Pray</td>
<td>c. Use contraceptive gel</td>
<td></td>
</tr>
<tr>
<td>12. In which of the following conditions MUST a woman be referred to an</td>
<td>12. Which of the following conditions requires referral to the district hospital?</td>
<td>Avoid use of abbreviations such as FRU</td>
</tr>
<tr>
<td>a. Eclampsia, obstructed labour, foetal distress, severe anaemia,</td>
<td>a. Eclampsia</td>
<td>Avoid long options</td>
</tr>
<tr>
<td>previous Caesarean section</td>
<td>b. Fever</td>
<td>Keep options similar length</td>
</tr>
<tr>
<td>b. Hypertension, constipation, obstructed labour, bleeding/spotting,</td>
<td>c. Constipation</td>
<td>Write options to be independent and not overlapping</td>
</tr>
<tr>
<td>severe anaemia</td>
<td></td>
<td>Avoid imprecise terms/cues such as MUST—does MUST in this context mean</td>
</tr>
<tr>
<td>c. Fever, constipation, breathlessness, nausea and vomiting, severe</td>
<td></td>
<td>immediately? Would it be okay to refer the patient the next day?</td>
</tr>
<tr>
<td>anaemia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MODULE 11 NARRATION NOTES

Slide 1

Prepare and Use Skills Assessments

Slide 2

Three Steps in Skill Development

1. Introduce and demonstrate a skill.
2. Observe students as they practice the skill and give feedback to help them improve their performance.
3. Assess students for competency in the skill.

Review the key components of Module 8 Facilitate the Development of Healthcare Delivery Skills: Introduce, Observe and Assess.

Slide 3

Objectives

- Select methods for assessing the skills of students
- Prepare skills assessments
- Develop structured practical examinations
- Administer and score skills assessments
- Use results to improve performance

As in the assessment of knowledge, clear learning objectives are essential to assess skills. After completing this module, you will be able to prepare and use skills assessments.
Skill Assessment Methods

- Direct observation of students as they perform skills
- Structured feedback reports on students’ performance
- Logbooks, learning journals, and care plans

Review the skills assessment methods with participants, referring to pages 11-2 to 11-4 in the Effective Teaching reference manual. Key points:
  - Direct observation is most valid way to assess students’ skills.
  - The logbook contains a list of skills or tasks that students should be able to perform. A learning journal is used to record learning experiences, particularly when the student has minimal supervision. A care plan is used to document the patient’s problems, care required, and expected outcomes.

Checklists

- A list of steps needed to perform a skill correctly, listed in the correct sequence.
- Assessor observes each step.
- Well-constructed checklists should contain only sufficient detail to help the assessor evaluate and record the student’s performance.

Preparing skills assessments: a checklist requires minimal judgment on part of the assessor.

Designing a Checklist

- Identify the steps or tasks
- Place the steps in the correct sequence.
- Identify the standards or minimum level of performance
- Include the key elements of a checklist
- Field-test the checklist
- Validate with subject matter experts

Review the steps in designing a checklist and refer to pages 11-5 and 11-6 in the Effective Teaching resource manual. Ask participants to turn to samples 11-4, 11-5, and 11-6 on pages 11-16 to 11-20 and review the key elements within these examples.
### Slide 7: Structured Practical Examinations

- Students rotate through a series of stations and is observed by an assessor.
- Students demonstrate a skill, interpret diagnostic materials, or respond to short questions or case studies during a limited time.
- All students are assessed according to the same standards.
- MSAT & OSCE

Structured practical examinations can be used to assess a wide range of knowledge, skills, and attitudes. Also known as multiple station assessment test (MSAT) or Objective Structured Clinical Examination (OSCE), structured practical examinations are not an assessment method but an administrative structure in which a variety of assessment methods are incorporated.

### Slide 8: Steps to Prepare for a Structured Practical Examination

- Select the learning objectives to be tested.
- Decide on an activity that addresses each learning objective.
- Map out a plan for the stations.
- Plan the details for each station.

Review the steps in planning for a structured practical examination with students.

Refer to the text on page 11-9, as well as the multiple station map, sample 11-1 on page 11-8 of the Effective Teaching reference manual.

Review what is involved in planning the details for each station:
- Write the task/scenario to be completed.
- Develop instructions.
- Develop assessment tools.
- List the resources needed.

### Slide 9: Use Results to Improve Performance

- Give students an opportunity to ask questions.
- Instruct students to practice the steps that they performed incorrectly.
- The teaching methods did not adequately cover that learning objective, or the task needs to be redefined if many students had trouble with the same tasks.

Not only does skills assessment help determine whether students are competent in the core learning objectives, but they also help to improve student performance. Make every effort to help students achieve competency when assessing them.
### Summary

- Direct observation is the most valid method for assessing skills
- This method can be improved by using standardized tools
- Structured practical examinations require time for planning and preparing valid stations
- Assessing students' skills is one of the keys to improving students' performance

Review what was covered in the module and highlight the fact that choosing a valid, reliable, and feasible method for assessing the competency of students requires careful thought, planning, and time—emphasizing the importance of direct observation.
# MODULE 12 SESSION PLAN

<table>
<thead>
<tr>
<th>DATE</th>
<th>VENUE</th>
</tr>
</thead>
</table>

| Session Number: 12 | Duration: 1HR |

**Topic:** Monitor and Revise Teaching

**Session Objectives:** Describe how to monitor and evaluate teaching

By the end of this session, participants will be able to:

- Describe how to monitor teaching
- List ways to contribute to broader evaluations
- Explain how to review and revise teaching

<table>
<thead>
<tr>
<th>Methods and Activities</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>

**Introduction** (10 min): Discuss why monitoring and evaluation of student learning is important

**Presentation** (15 min): Monitor and Revise Teaching

**Content Activity** (25 min):

- Divide into small groups of 4–5 participants who teach similar content areas. Each small group to select a different technical area.
- (15 min) Review course material on the identified content. Answer the following questions:
  - Do the learning objectives reflect current evidence base? Why or why not?
  - Are the competencies relevant to what happens in the field?
  - How can you ensure up-to-date content is utilized?
  - Outline the process of reviewing and revising course content
- (10 min) In plenary, one member of each group to present 3 key considerations when evaluating content

**Summary/Reinforce Key Points** (10 min):

- Quality assurance is essential
- Context, process, and outcomes all need periodic evaluation
- Poor student performance often is because of problems with the education provided

**Review/Evaluation:**
Monitoring is the on-going process of collecting information. The overall aim of on-going monitoring and evaluation is to revise and improve teaching, and after completing this module you will be able to monitor and revise teaching accordingly.

Review the two key definitions with participants. Ask them to reflect on where M&E is routinely used.
Monitoring information is usually collected about these aspects of teaching. Refer to page 12-2 in the Effective Teaching resource manual for common questions to ask determine what information to collect.

Review with the participants’ key component of assessing specific teaching, learning assessment methods or materials. Remind participants that there are two main questions to ask when assessing:

- Do the methods and/or materials reflect learning objectives?
- Do students and teachers understand, accept, and use the methods and materials?

Review the fundamentals of monitoring with the participants:

- Useful—informs teachers and administrators about what works well and what should be changed.
- Efficient—produces helpful information using minimal time and resources.
- Continual—information is collected during a course as well as after the course is completed.
Ask participants what some methods to monitor teaching are.

Have participants turn to the job aid on p 12-15 to review different methods of appraisal as well as pages 12-3 and 12-4 to review how to collect monitoring information.

Review methods of monitoring teaching, referring to pages 12-4 and 12-5 in the Effective Teaching resource manual. Remind participants that information can be collected from teachers, students and former students.

Review the student feedback questionnaire example (sample 12-1) on page 12-6. Indicate there are other methods for obtaining students’ feedback, including one-on-one interviews, information discussions, and focus group interviews.

You can measure the immediate outcomes of a session, rotation, course, or term. Review why (1st bullet) and how (2nd and 3rd bullets) immediate outcomes are measured with participants. Refer to pages 12-8 and 12-9 in the Effective Teaching resource manual.
Types of Evaluations

- Process
- Outcomes
- Effectiveness
- Impact

Review the four main types of evaluations, reminding participants that evaluation is the periodic assessment of the overall process and results of a course:
- Process—changes made
- Outcomes—final results of the course
- Effectiveness—how well students perform with new competencies
- Impact—population-level improvement in health

Refer to pages 12-9 and 12-19, including Table 12-1 in the Effective Teaching resource manual.

Review and Revise Teaching

.... based upon evaluation, modifications may include
- Reorganization of the course
- Revision of learning objectives
- Refine teaching & assessment methods
- Renew / revise materials
- Select new practice facilities
- Improve coordination with other teaching units

M&E should show to what extent expected results were achieved and what needs to be improved. It is for data-driven decision-making, not simply reporting. Review with participants potential course modifications that might need to be undertaken based upon review of M&E results.

Summary

Continually monitor course
- Collect information about content, context, process, and outcomes
  - Evaluate outcome / effectiveness of the course
    - Review and revise accordingly
  - Improved student learning

Summarize the process and purpose of monitoring courses, as indicated in the slide. Review the module 12 job aid on page 12-15 of the Effective Teaching resource manual.
ASSIGNING PRESENTATIONS, DEMONSTRATIONS AND COACHING SESSIONS

- From the related clinical supplement or course materials, select at least three different skills to use for demonstration or coaching practice sessions. These can be psychomotor, clinical decision-making or communication skills. For each, the skill can be used for demonstration as well as coaching practice.
- Write each skill on a slip of paper and allow learners to select one.
- Exhibit X shows an example of presentation pre-assignments.

Exhibit X. Sample Demonstration and Coaching Assignments

<table>
<thead>
<tr>
<th>Number</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate DEMONSTRATION skills using newborn resuscitation as your example</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate COACHING skills using history taking during a role play as your example</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate CLINICAL DECISION-MAKING skills using a clinical simulation as your example</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate COMMUNICATION skills during a counselling role play as your example</td>
</tr>
</tbody>
</table>

Exhibit X. Sample Presentation Assignments

<table>
<thead>
<tr>
<th>Number</th>
<th>Topic</th>
<th>Needed Supplies</th>
</tr>
</thead>
</table>
| 1      | How group education supports counselling | • Chapter 2  
                                 | • Chapter 2, Slides 1–4  
                                 | • Flip chart for brainstorming   |
| 2      | Basic counseling skills and confidentiality | • Chapter 2  
                                       | • Chapter 2, Slides 7–8 (or the same information on a flip chart) |
| 3      | Special situations and counseling adolescents and special clients | • Chapter 2  
                                                       | • Chapter 2, Slides 9–10 (or the same information on a flip chart) |
Instructions: Circle the letter of the single best answer to each question in the blank next to the corresponding number on the attached answer sheet.

FOUNDATIONS OF EDUCATING HEALTHCARE PROVIDERS (CHAPTER 1)

1. Learning is more most effective when:
   a. Students are encouraged to think critically
   b. Feedback is given when the teacher has time
   c. One or two teaching methods are used

2. According to principles of humanistic theory, the use of anatomic models will produce an INCREASE in:
   a. Learner training time
   b. Client adverse effects
   c. Quality of services

3. Which of the following statements regarding Core Competencies is MOST true:
   a. Must be mastered before entry to practice
   b. Should be mastered during classroom training
   c. Must be addressed in every course within the curriculum

4. Which of the following sources do NOT inform the development of Core Competencies?
   a. Job descriptions that students will be deployed to upon graduation
   b. The personal opinions of clinical instructors working with students
   c. Licensing requirements established by professional councils

5. Which of the following statements concerning adult learning theory is TRUE?
   a. Student’s previous experience effects learning
   b. Students should respect the knowledge of the teacher
   c. Using a single teaching method promotes learning

Match each learning approach with the correct example:

6. ___ Deep learning
   a. Students spend majority of time in interactive classroom lectures

7. ___ Problem-based learning
   b. Students learn through use of technology and distance learning

8. ___ Experiential learning
   c. Students spend significant time in clinic to meet specific objectives
   d. Students are presented with a range of patient complaints and asked to present their differential diagnosis list
   e. Students are asked to review literature, summarize findings and make recommendations for practice based on their findings
DEVELOP OBJECTIVES FOR LEARNING (CHAPTER 2)

Match each objective with the appropriate learning domain its best reflects. The learning domains may be used more than once:

9. ___ Identify general benefits of breastfeeding                  a. Clinical decision-making skill
10. ___ Demonstrate the ability to insert a vaginal speculum       b. Attitude
11. ___ Demonstrate professional behavior in interactions with clients  c. Communication skill
12. ___ Obtain a relevant and comprehensive history                 d. Psychomotor skill
13. ___ Recognize symptoms of preeclampsia and refer to a facility for treatment e. Knowledge
14. ___ Document patient history

PLAN FOR TEACHING (CHAPTER 3)

15. The document that provides a short summary of the major components of a course is the course:
   a. Schedule
   b. Syllabus
   c. Outline
16. When a test measures knowledge consistently it is:
   a. Valid
   b. Reliable
   c. Objective
17. When an evaluator’s personal opinion has no effect on the scoring of a test item, the item is said to be:
   a. Valid
   b. Reliable
   c. Objective

Circle whether each of the following learning activities would be appropriate or inappropriate to promote development of psychomotor skills

18. Brainstorming       Appropriate        Inappropriate
19. Case study            Appropriate        Inappropriate
20. Presentation        Appropriate        Inappropriate
21. Demonstration       Appropriate        Inappropriate
22. Discussion           Appropriate        Inappropriate
23. Practice and feedback  Appropriate  Inappropriate
24. Guest speaker  Appropriate  Inappropriate
25. Panel discussion  Appropriate  Inappropriate
26. Clinical simulation  Appropriate  Inappropriate
27. Which of the following learning activities is **MOST** effective for basic knowledge transfer?
   a. Simulated practice
   b. Role play
   c. Written exercise with feedback
28. Which of the following statements regarding effective assessment is **FALSE**?
   a. It requires single measure of performance
   b. It requires clear criteria for judging performance
   c. It requires a logical relationship to a learning objective

**PREPARE THE TEACHING ENVIRONMENT (CHAPTER 4)**
29. Which of the following statements about facilitating in the clinic is **TRUE**?
   a. Requires consideration of space, equipment and supplies
   b. Responsibility for student supervision **SHOULD NOT** be shared by clinical service providers
   c. ALL clinical service delivery sites are appropriate for training
30. Which of the following statements is **FALSE** about preparing the clinical setting is **FALSE**?
   a. The clinical site should be large enough for both the students and teacher(s) without affecting the quality of services
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   b. Peer review/assessment
   c. Review of examination results

57. Which of the following evaluation concentrates on improvements in the health status of a population?
   a. Outcomes
   b. Effectiveness
   c. Impact
FINAL KNOWLEDGE ASSESSMENT ANSWER KEY

Instructions: Circle the letter of the single best answer to each question in the blank next to the corresponding number on the attached answer sheet.

FOUNDATIONS OF EDUCATING HEALTHCARE PROVIDERS (CHAPTER 1)

1. Learning is more effective when:
   a. Students are encouraged to think critically
   b. Feedback is given when the teacher has time
   c. One or two teaching methods are used

2. According to principles of humanistic theory, the use of anatomic models will produce an INCREASE in:
   a. Learner training time
   b. Client adverse effects
   c. Quality of services

3. Which of the following statements regarding Core Competencies is MOST true:
   a. Must be mastered before entry to practice
   b. Should be mastered within the during classroom training
   c. Must be addressed in every course within the curriculum

4. Which of the following sources do NOT inform the development of Core Competencies?
   a. Job descriptions that students will be deployed to upon graduation
   b. The personal opinions of clinical instructors working with students
   c. Licensing requirements established by professional councils

5. Which of the following statements concerning adult learning theory is TRUE?
   a. Student’s previous experience effects learning
   b. Students should respect the knowledge of the teacher
   c. Using a single teaching method promotes learning

Match each learning approach with the correct example:

6. ___ Deep learning (e) a. Students spend majority of time in interactive classroom lectures

7. ___ Problem-based learning (d) b. Students learn through use of technology and distance learning
8. **Experiential learning (c)**
   
   Students spend significant time in clinic to meet specific objectives

   d. Students are presented with a range of patient complaints and asked to present their differential diagnosis list

   e. Students are asked to review literature, summarize findings and make recommendations for practice based on their findings

**DEVELOP OBJECTIVES FOR LEARNING (CHAPTER 2)**

Match each objective with the appropriate learning domain its best reflects. The learning domains may be used more than once:

9. **Identify general benefits of breastfeeding (e)**
   
   a. Clinical decision-making skill

10. **Demonstrate the ability to insert a vaginal speculum (d)**
   
   b. Attitude

11. **Demonstrate professional behavior in interactions with clients (b)**
   
   c. Communication skill

12. **Obtain a relevant and comprehensive history (c)**
   
   d. Psychomotor skill

13. **Recognize symptoms of preeclampsia and refer to a facility for treatment (a)**

14. **Document patient history (c)**

**PLAN FOR TEACHING (CHAPTER 3)**

15. The document that provides a short summary of the major components of a course is the course:
   
   a. Schedule
   b. Syllabus
   c. Outline

16. When a test measures knowledge consistently it is:
   
   a. Valid
   b. Reliable
   c. Objective

17. When an evaluator’s personal opinion has no effect on the scoring of a test item, the item is said to be:
   
   a. Valid
   b. Reliable
   c. Objective
Circle whether each of the following learning activities would be appropriate or inappropriate to promote development of **psychomotor** skills

<table>
<thead>
<tr>
<th>Activity</th>
<th>Appropriate</th>
<th>Inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Brainstorming</td>
<td>Appropriate</td>
<td>Inappropriate</td>
</tr>
<tr>
<td>19. Case study</td>
<td>Appropriate</td>
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</tr>
<tr>
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<td>Appropriate</td>
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<tr>
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<tr>
<td>22. Discussion</td>
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</tr>
<tr>
<td>23. Practice and feedback</td>
<td>Appropriate</td>
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<tr>
<td>24. Guest speaker</td>
<td>Appropriate</td>
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<tr>
<td>25. Panel discussion</td>
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</tr>
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<td>26. Clinical simulation</td>
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27. Which of the following learning activities is **MOST** effective for basic knowledge transfer?
   a. Simulated practice
   b. Role play
   c. **Written exercise with feedback**

28. Which of the following statements regarding effective assessment is **FALSE**?
   a. **It requires single measure of performance**
   b. It requires clear criteria for judging performance
   c. It requires a logical relationship to a learning objective

**PREPARE THE TEACHING ENVIRONMENT (CHAPTER 4)**

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   a. **Requires consideration of space, equipment and supplies**
   b. Responsibility for student supervision SHOULD NOT be shared by clinical service providers
   c. ALL clinical service delivery sites are appropriate for training

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