

MODEL SCHEDULE FOR TRAINING SKILLS GROUP-BASED PRACTICE: 3 DAYS, 6 SESSIONS

Day 1	Day 2	Day 3
<p align="center">AM (4 hours)</p> <p>Opening:</p> <ul style="list-style-type: none"> • Welcome and introductions • Overview of the course (Goals, Syllabus, Objectives, Schedule) • Review course materials • Identify learning goals <p>Remaining questions regarding ModCAL content and Final Knowledge Assessment</p> <p>Discussion: Review clinical LRPs, focusing on trainer’s notebook</p> <p>Activity:</p> <ul style="list-style-type: none"> • Effective facilitation skills • Review of materials, focusing on clinical content (e.g., ART, FP) <p>Divide group into two large groups for presentation delivery. Learners will plan a 15-minute interactive presentation using materials from the appropriate reference manual. Learners will use relevant learning package to support their presentations.</p> <p align="center">LUNCH</p>	<p align="center">AM (4 hours)</p> <p>Agenda and opening activity</p> <p>Activity: Presentations (finish up) Each learner will present a 15 minute illustrated lecture and receive:</p> <ul style="list-style-type: none"> • Feedback from learners • Feedback from facilitator <p>(Videotape presentations for analysis if possible.)</p> <p>Discussion: Representatives from each of the two groups highlight things generally done well and things that need improvement.</p> <p>Activity: Skills training preparation</p> <p>Activity: Skills training Learners will be divided into groups and assigned topics from the appropriate learning packages and asked to prepare a 10–15 minute demonstration. Divide into two groups for delivery.</p> <p align="center">LUNCH</p>	<p align="center">AM (4 hours)</p> <p>Agenda and opening activity</p> <p>Discussion: Review of teaching clinical decision-making skills</p> <p>Review of assessment concepts</p> <p>Assessment activity</p> <p>Review of key tools: Review key tools for use in training (workshop checklist, TIMS forms, performance standards, learning plans, portfolio, etc.)</p> <p>Qualification discussion</p> <p align="center">LUNCH</p>

MODEL SCHEDULE FOR TRAINING SKILLS GROUP-BASED PRACTICE: 3 DAYS, 6 SESSIONS (CONT.)		
Day 1	Day 2	Day 3
<p>PM (3 hours)</p> <p>Activity: Presentations Each learner will present a 15-minute illustrated lecture and receive:</p> <ul style="list-style-type: none"> • Feedback from learners • Feedback from trainers (Videotape presentations for analysis if possible.) <p>Discussion: Representatives from each of the two groups highlight things generally done well and things that need improvement.</p> <p>Review of the day's activities</p> <p>Reading assignment: Review chapters on Facilitation of Training and Facilitating in the Classroom; prepare for skills practice</p>	<p>PM (3 hours)</p> <p>Activity: Continue training skills practice</p> <p>Discussion: Representatives from each group highlight things generally done well and things that need improvement.</p> <p>Demonstration: Demonstrate the use of clinical drills/clinical simulations to develop clinical decision-making skills</p> <p>Review of the day's activities</p> <p>Reading assignment: Review chapters on Conducting a Skills Course and Facilitating in the Clinic</p>	<p>PM (3 hours)</p> <p>Review of "Conducting a Clinical Skills Course"</p> <p>Present plan for trainer development</p> <p>Course summary</p> <p>Course evaluation</p> <p>Closing ceremony</p>

MODEL SCHEDULE FOR TRAINING SKILLS GROUP-BASED PRACTICE: 5 DAYS, 10 SESSIONS		
DAY 1	DAY 2	DAY 3
<p>AM (4 hours)</p> <p>Welcome and opening activities</p> <ul style="list-style-type: none"> • Welcome and opening • Participant introductions • Workshop overview (goals, objectives, schedule) • Review of course materials • Participant expectations and norms • Identification of learning goals • Review of the training skills course LRP and selection of topics for classroom presentation and skills demonstration <p>Introduction to the Training Skills Course</p> <ul style="list-style-type: none"> • Presentation/discussion: Review key concepts <p>Chapter 1: Competency-Based Training</p> <ul style="list-style-type: none"> • Presentation/discussion: Review key concepts <p>LUNCH</p> <p>PM (3 hours)</p> <p>Energizer</p> <p>Chapter 2: Facilitation</p> <ul style="list-style-type: none"> • Presentation/discussion: Review key concepts • Small group work (audiovisual aids addressed here) • Practice basic facilitation skills <p>Chapter 3: Competency Development</p> <ul style="list-style-type: none"> • Presentation/discussion: Review key concepts • Small group activity <p>Assign presentations</p> <p>Review of the day's activities</p> <p>Reading assignment: Review Training Skills Manual Chapters 1–6</p>	<p>AM (4 hours)</p> <p>Agenda</p> <p>Recap Chapters 1–3</p> <p>Chapter 4: Competency Assessment and Qualification</p> <ul style="list-style-type: none"> • Small group presentations • Feedback and discussion <p>Chapter 5: Conducting Clinical Skills Course: An Overview</p> <p>Chapter 6: Facilitating in the Classroom Presentation/discussion: Review key concepts</p> <p>Preparation</p> <p>LUNCH</p> <p>PM (3 hours)</p> <p>Energizer</p> <p>Chapter 6 (cont.): Facilitating in the Classroom Effective facilitation: Small groups rotate and practice presentations in small groups (peer to peer and trainer rotating feedback using checklist) using materials from the clinical LRP</p> <p>Group discussion: Summarize things done well and areas for improvement</p> <p>Assign demonstration or coaching practice</p> <p>Review of the day's activities</p> <p>Reading assignment: Review Training Skills Manual Chapters 7–8</p>	<p>AM (4 hours)</p> <p>Agenda</p> <p>Recap activity: Chapters 4–6</p> <p>Chapter 6 (cont.): Additional Guidance in the Classroom</p> <ul style="list-style-type: none"> • Clinical decision-making and clinical simulations • Teaching clinical decision-making • Small group practice in using clinical simulations <p>Chapter 6 (cont.): Additional Guidance in the Classroom Trainer demonstration of demonstration and coaching skills</p> <ul style="list-style-type: none"> • Skills demonstration • Clinical simulation • Coaching during skill development <p>Participants prepare a skills demonstration and coaching during clinical practice role plays</p> <p>LUNCH</p> <p>PM (3 hours)</p> <p>Energizer</p> <p>Continue activity: Participants perform demonstration of a skill or coaching during clinical practice</p> <p>Review of the day's activities</p> <p>Reading assignment: Review Training Skills Manual Chapters 9–10</p>

MODEL SCHEDULE FOR TRAINING SKILLS GROUP-BASED PRACTICE 5 DAYS, 10 SESSIONS (CONT.)	
DAY 4	DAY 5
<p>AM (4 hours)</p> <p>Agenda and opening activity</p> <p>Recap activity: Common things done well/areas for improvement; revisit individual learning plans</p> <p>Group discussion: Summarize things done well and areas for improvement</p> <p>Chapter 7: Additional Guidance on Facilitating in the Clinical Setting</p> <p>Module 8: Planning for a Skills Course</p>	<p>AM (4 hours)</p> <p>Agenda and opening activity; Recap of Chapters 7–10</p> <p>Provide knowledge assessment results</p> <p>Synthesis activity: Demonstrate facilitation skills</p> <p>Review of key points</p>
<p>LUNCH</p> <p>PM (3 hours)</p> <p>Energizer</p> <p>Chapter 9: Managing Problems That May Arise during the Clinical Skills Course</p> <p>Chapter 10: Post-Course Activities</p> <p>End of the course questionnaire</p> <p>Assign synthesis activities</p> <p>Review of the day's activities</p>	<p>LUNCH</p> <p>PM (3 hours)</p> <p>Review plan for trainer development</p> <p>Planning for your first course: Review of Chapter 5 and small group activities</p> <p>Qualifying participants</p> <p>Workshop evaluation</p> <p>Closing summary</p> <p>Closing ceremony</p>