



EFFECTIVE TEACHING

A Guide for Educating
Healthcare Providers

Guide for Facilitators

Field-Test Version
2005



**World Health
Organization**



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University

A GLOBAL LEADER IN IMPROVING HEALTH CARE FOR WOMEN AND FAMILIES

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JHPIEGO, an affiliate of Johns Hopkins University, builds global and local partnerships to enhance the quality of health care services for women and families around the world. JHPIEGO is a global leader in the creation of innovative and effective approaches to developing human resources for health.

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**EFFECTIVE TEACHING:
A GUIDE FOR EDUCATING HEALTHCARE PROVIDERS**

GUIDE FOR FACILITATORS

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INTRODUCTION

Welcome to the learning package on effective teaching! This package, which has been developed specifically for the educators of healthcare providers, offers a different kind of learning experience—one in which you, the facilitator, can work with educators or teachers in your institution to strengthen their teaching skills. This is a flexible package that combines individual study and exercises to be completed by the teachers with application of learning and feedback from you. The readings for the course are taken from the *Effective Teaching: A Guide for Educating Healthcare Providers* reference manual.

This learning package includes the 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:

- Teachers will work with you to determine which of the course modules they will complete.
- Teachers will acquire new information through reading and completing exercises.
- Teachers will apply this information in their teaching.
- Throughout the course, you will assess their progress and give them feedback on how to improve classroom and clinical teaching.

This course is designed for:

- Teachers and tutors of students, including senior students
- Clinical instructors, including preceptors, tutors, and senior students
- Clinical staff who assist with teaching at clinical practice sites

COURSE SYLLABUS

Course Description

The course on effective teaching will help educators of healthcare providers become more effective teachers. This course combines reading and exercises with coached practice with colleagues and feedback from a trained facilitator. The course contains everything a teacher needs to know and be able to do to effectively teach both classroom and practical sessions, including how to plan for teaching, how to prepare the learning environment, and how to assess students' achievement.

Objectives

Course Objective: After completing this course, participants will be able to more effectively teach students of medicine, nursing, midwifery, or other healthcare professions.

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

1. Describe the foundations of educating healthcare providers
2. Develop objectives for learning
3. Plan for teaching
4. Prepare the teaching environment
5. Prepare and use visual aids
6. Prepare and deliver interactive presentations
7. Facilitate group learning
8. Facilitate the development of healthcare delivery skills
9. Manage clinical practice
10. Prepare and use knowledge assessments
11. Prepare and use skills assessments
12. Monitor and revise teaching

Course Prerequisites

Participants in this course should be teachers, tutors, clinical instructors and clinical staff who are currently teaching students. Individuals who wish to develop their teaching skills but who are not currently teaching also can use this learning package. However, they will need to work with you to arrange practice sessions during simulated or mock courses. In addition, participants should have an interest in learning and applying new teaching methods and techniques.

Course Logistics

This course involves reading, completing exercises, undertaking small-group work with colleagues, and receiving guidance and feedback from you. The course also includes opportunities to practice classroom and clinical teaching skills. With input from you, participants will decide to focus on one teaching skill or a series of skills. The length of the course will depend on which skills the participants want to develop.

The participants are responsible for moving through the various learning activities at a schedule established with input from you. You will help guide the participants, answer questions, and facilitate their practice of teaching skills.

To help guide the participants, there is a series of learning activities in the learner's guide. The activities are steps (e.g., read, complete, check) that connect reading content in the reference manual, completing exercises, and working with you to review exercises and plan practice sessions.

Teaching/Learning Methods

- The learning methods used in this course include:
- Reading and completion of written exercises by the participants
- 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

- Reference manual: *Effective Teaching: A Guide for Educating Healthcare Providers*
- Guide for Learners
- Guide for Facilitators

Course Assignments

The assignments in this course are the practical exercises that the participants complete with each of the modules in the reference manual. The assignments that the participants complete will depend on the teaching skills they want to develop.

Methods of Assessment

You and the participants will agree on the modules they will complete and the skills they will develop. You will assess their progress by reviewing their completed exercises and observing their practice in the classroom and clinic.

Course Schedule

The length of the course will depend on how many of the modules the participants are completing. Some participants may finish the course in several days. Others may take several weeks or months to complete the course. The length of the course will also depend on the various activities you build into the course (e.g., workshops, small-group discussions). However, it is important to complete the course within a reasonable timeframe. If you do not, the participants may forget what they have learned.

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:

- 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 participants individually and in small groups to facilitate discussions and review learning exercises
- Planning and conducting teaching skills workshops based on the modules in the reference manual
- Working with participants to plan classroom and clinical practice teaching sessions
- Observing teaching and providing feedback on performance

Before you begin working with participants, it is recommended that you complete the learning activities in the Guide for Learners. This means reading the modules in the reference manual and completing the learning exercises. This will help you become a more effective facilitator as you become familiar with the content. If possible, you should attend a formal teaching skills course

in which you will be oriented to the learning package and learn how to establish a teacher or faculty development program.

When you begin this course with the participants, it is recommended that you meet with the participants to review and discuss all aspects of the course. Topics to discuss include:

- What the participants want to learn, and how that corresponds to the modules in the reference manual *Effective Teaching: A Guide for Educating Healthcare Providers*
- Which learning activities the participants will do, and when (e.g., when you will meet with the participants, plans for skills practice, plans for small-group sessions with other learners)
- How and when the participants can contact you
- How and when to assess progress and provide feedback

To help the participants decide what they want to learn, and to plan for practice and feedback sessions, use the **Personal Learning Plan**. The participants will develop this plan after they read **Module 1: Foundations of Educating Healthcare Providers**. This plan will allow the participants to develop their own learning objectives and plan when to work with you to practice their teaching skills and receive feedback on their performance.

In addition, the participants will have opportunities to meet with you as they work through the course learning activities. You should be available to:

- Answer questions and provide guidance
- Review and give feedback on their written exercises
- Demonstrate effective teaching skills
- Observe their teaching skills
- Provide feedback as participants practice their teaching skills

OPTIONS FOR USING THIS PACKAGE

This is a flexible learning package that can be used in a variety of ways. The way this package is used within your institution may be different from how it is being used in other institutions. You may want to develop a faculty or teacher development committee to help determine how these materials will be used to strengthen teaching skills within your institution. Following are three suggested approaches for using this learning package.

Groups of Teachers

Having a group of teachers working on their teaching skills at the same time offers many benefits to the teachers and the facilitator. It gives the participants an opportunity to work together, discuss the learning exercises, and observe and support one another. The facilitator can work with small groups of teachers, thereby saving time and helping to ensure broader discussions.

Using this approach, groups of teachers work through the materials individually and then meet to discuss content, exercises, and the like. The groups may meet independently or they may meet with the facilitator. They may also want to plan group practice sessions (e.g., prepare short presentations, give demonstrations with anatomic models) as suggested in the learning exercises.

Individual Teachers

Individual teachers can read the content in the reference manual, complete the learning exercises, and meet individually with the facilitator to receive feedback and discuss effective teaching skills. In this approach, they also work with the facilitator to plan practice teaching sessions and receive feedback as outlined in the exercises.

Teaching Skills Workshops

This learning package is designed so that teachers working individually or in small groups can strengthen their teaching skills. The content of the reference manual and the exercises in the Guide for Learners can also be used as part of teaching skills workshops. Participants would complete modules and related exercises in advance and then attend skill-building workshops. These workshops could be one-half to a full day in length and might include discussions about teaching skills, review of the learning exercises, practice teaching sessions, presentations by the facilitator, etc.

Potential workshops include:

- Writing objectives
- Planning for teaching
- Delivering interactive presentations
- Facilitating group learning
- Facilitating development of healthcare delivery skills
- Administering knowledge and skills tests

PROVIDING FEEDBACK ON LEARNING EXERCISES

One of your primary responsibilities as a facilitator is to provide feedback to participants as they complete the learning exercises for each module in the reference manual. The participants will read specific sections of a module and then complete an exercise. The purpose of the exercises is to give the participants opportunities to apply or practice the information presented in the modules. Your role is to provide feedback to the participants on the quality of their responses. You may be working with individual participants or with a small group. Either way, it is important that you review each participant's exercises and provide written and verbal feedback.

As previously suggested, you should read the reference manual and complete the exercises so that you are aware of what the participants are being asked to do. Following are suggestions of things to look for as you review the exercises.

MODULE NUMBER	EXERCISES AND FEEDBACK QUESTIONS
1	<p>Foundations of Educating Healthcare Providers</p> <p>1-1: Develop a Personal Learning Plan</p> <ul style="list-style-type: none"> • Did the participant review all 12 modules in order to complete the plan? • Did the participant include Modules 1–3? • Is the selection of the modules appropriate for the roles and responsibilities of the participant? • Are realistic dates set for completion of specific modules and for skills practice and feedback sessions?
2	<p>Develop Objectives for Learning</p> <p>2-1: Write Course and Supporting Objectives</p> <ul style="list-style-type: none"> • Are course objectives written in an appropriate format? • Are the course objectives appropriate for the course content? • Are supporting objectives written in an appropriate format? • Do the supporting objectives accurately reflect the knowledge, skills, and attitudes students will learn during the course? • Are the supporting objectives written to reflect how achievement of the objectives will be assessed?
3	<p>Plan for Teaching</p> <p>3-1: Develop a Course Syllabus</p> <ul style="list-style-type: none"> • Is the course description clear? Does it accurately reflect the course goal and content? • Are the course objectives the same as developed in Exercise 2-1? • Are all appropriate components of the course syllabus included? • Is the course schedule realistic, and is sufficient time allotted for each topic and course activity?
4	<p>Prepare the Teaching Environment</p> <p>4-1: Prepare the Classroom for Teaching</p> <ul style="list-style-type: none"> • Did the teacher prepare the classroom for teaching? • Were appropriate plans made for group learning using small-group activities? • Were appropriate plans made for simulated practice? <p>4-2: Prepare for Practice in a Simulated Environment</p> <ul style="list-style-type: none"> • What skill were the students practicing? • Where did the practice session take place? • Did the teacher have a clear plan for the sequence of activities (e.g., demonstration, observation as students practice, feedback to students)? • Were all of the required supplies and equipment available? • Did the teacher provide feedback to students on their performance? • What things did the teacher do well and what should the teacher do differently in the future? <p>4-3: Plan for Clinical Practice</p> <ul style="list-style-type: none"> • Are realistic plans in place for managing clinical practice? • Has the teacher communicated with others involved in clinical practice?

MODULE NUMBER	EXERCISES AND FEEDBACK QUESTIONS
5	<p>Prepare and Use Visual Aids</p> <p>5-1: Select and Prepare Visual Aids</p> <ul style="list-style-type: none"> • Is the teacher planning on using a variety of visual aids for the classroom presentation being delivered in Exercise 6-1? • Are the visual aids prepared and ready for use? • Can the selected visual aids be used in the teacher's classroom?
6	<p>Prepare and Deliver Interactive Presentations</p> <p>6-1: Plan a Classroom Presentation</p> <ul style="list-style-type: none"> • Are the objectives for the presentation appropriate? • Will the introduction to the presentation capture the interest of the students? • Are the teacher's plans for presentation notes appropriate? • Is the plan for the presentation summary appropriate for the topic? <p>6-2: Evaluate Your Classroom Presentation</p> <ul style="list-style-type: none"> • Meet with the teacher to review the information in Exercise 6-2. You should have your feedback prepared before meeting with the teacher.
Learners practice classroom teaching skills and receive feedback from facilitator	
7	<p>Facilitate Group Learning</p> <p>7-1: Create and Facilitate a Role Play</p> <ul style="list-style-type: none"> • Is the objective of the role play clear? • Can the teacher clearly describe how the role play will be used as part of the course? • Are the role play directions clearly written? • How does the teacher plan on facilitating the discussion after the role play? <p>7-2: Create and Facilitate a Case Study</p> <ul style="list-style-type: none"> • Is the objective of the case study clear? • Can the teacher clearly describe how the case study will be used as part of the course? • Is the case study clearly written? • How does the teacher plan on facilitating the discussion after the case study? <p>7-3: Create and Facilitate a Clinical Simulation</p> <ul style="list-style-type: none"> • Is the objective of the clinical simulation clear? • Can the teacher use the clinical simulation form and clearly describe how the simulation will be conducted? • How does the teacher plan on facilitating the discussion after the clinical simulation? <p>7-4: Facilitate a Brainstorming and Discussion Session</p> <ul style="list-style-type: none"> • Is the topic appropriate for brainstorming? • Can the teacher describe how the brainstorming discussion will be facilitated? • Does the teacher have a plan for moving from brainstorming into a discussion? • How will the teacher summarize the brainstorming and discussion session? <p>7-5: Evaluate Your Facilitation Skills</p> <ul style="list-style-type: none"> • Meet with the teacher to review the information in Exercise 7-5. You should have your feedback prepared before meeting with the teacher.
Learners practice facilitation skills and receive feedback from facilitator	

MODULE NUMBER	EXERCISES AND FEEDBACK QUESTIONS
8	<p>Facilitate the Development of Healthcare Delivery Skills</p> <p>8-1: Demonstrate a Skill</p> <ul style="list-style-type: none"> • Are the objectives for the demonstration appropriate? • Did the teacher practice the steps of the procedure in advance? • Will the introduction to the demonstration capture the interest of the students? • Are the teacher's plans for notes during the demonstration appropriate? • Is the plan for the demonstration summary appropriate for the topic? <p>8-2: Facilitate a Skill Practice Session</p> <ul style="list-style-type: none"> • Can the teacher describe how to conduct the skill practice session? • Has the teacher determined where the skill practice session will take place? • Has the teacher gathered all of the supplies and equipment required for the skill practice session? • Is the room arranged to allow the students to observe the demonstration? <p>8-3: Evaluate Your Ability to Facilitate the Development of Healthcare Delivery Skills</p> <ul style="list-style-type: none"> • Meet with the teacher to review the information in Exercise 8-3. You should have your feedback prepared before meeting with the teacher.
	<p>Learners practice facilitating healthcare delivery skills and receive feedback from facilitator (in a simulated setting and/or in a clinical setting)</p>
9	<p>Manage Clinical Practice</p> <p>9-1: Prepare Clinical Instructors and Staff</p> <ul style="list-style-type: none"> • Has the teacher identified clinical instructors and staff to manage clinical practice? • Have appropriate arrangements been made with the clinical practice sites? • Are plans in place to ensure that clinical instructors and staff have up-to-date knowledge and skills consistent with what is being taught in the classroom? • Are students, clinical instructors, and staff aware of the skills students are to develop during their clinical practice? • Are tools available for use to assess students' competence? • Are feedback forms available to document students' performance? • Does the teacher have realistic plans for visiting students during clinical practice? <p>9-2: Coordinate Clinical Practice</p> <ul style="list-style-type: none"> • Are plans in place to have students practice their skills in a variety of clinical settings? • Does the teacher have realistic plans for students' clinical practice assignments (e.g., keeping the number of students at any one site at a reasonable number)? <p>9-3: Monitor Students' Practice</p> <ul style="list-style-type: none"> • Does the teacher have a logbook that students will use to track development of their clinical skills during the course? • Does the teacher have a field notebook for students to use when making community or home visits? • Does the teacher have realistic plans for monitoring students' practice (e.g., visiting sites, meeting with clinical instructors, reviewing logbooks)?

MODULE NUMBER	EXERCISES AND FEEDBACK QUESTIONS
10	Prepare and Use Knowledge Assessments 10-1: Develop and Administer a Knowledge Assessment <ul style="list-style-type: none"> • Is the knowledge assessment based on the objectives? • Are the types of questions appropriate for the course content? • Are there sufficient questions to measure each objective? • Are there clear directions for the knowledge assessment? • Was the room prepared for administering the knowledge assessment? • How did the teacher administer the assessment? • How did the teacher analyze the knowledge assessment? • Based on the analysis, how does the teacher plan to revise the knowledge assessment?
11	Prepare and Use Skills Assessments 11-1: Develop and Administer a Skill Assessment <ul style="list-style-type: none"> • Is the skill assessment based on the objectives? • Can the teacher describe the tool used to administer the skill assessment? • Did the teacher have a plan for how to administer the skill assessment? • Did the teacher provide immediate feedback to students following the skill assessment? • How did the teacher analyze the skill assessment? • Based on the analysis, how does the teacher plan to revise the skill assessment?
12	Monitor and Revise Teaching 12-1: Monitor and Revise Teaching <ul style="list-style-type: none"> • What methods of monitoring the course is the teacher using? • What are the monitoring questions the teacher is asking about content, context, process, and immediate outcomes? • Can the teacher describe how the monitoring information will be used to revise the course?

FACILITATING SKILLS PRACTICE AND FEEDBACK SESSIONS

Another of your primary responsibilities as a facilitator is to help teachers plan skills practice and feedback sessions. The course participants will work with you to develop their **Personal Learning Plan** in Exercise 1-1. This plan includes three opportunities for practicing teaching skills:

- Delivering classroom presentations
- Facilitating group learning (role play, case study, clinical simulation, brainstorming, discussion)
- Facilitating development of healthcare delivery skills (demonstrate a skill, facilitate skills practice)

There are several reasons for observing participants as they practice their teaching skills:

- Teachers should practice as soon as possible to **apply the knowledge, skills, and attitudes** they are reading about in the reference manual. The shorter the time between learning new skills and applying them, the greater the likelihood that the skills will be retained.
- Observing teachers applying new teaching skills provides **opportunities for teachers to receive immediate feedback**. To help refine these skills and become proficient teachers, it is imperative that teachers practice in a safe environment, receive positive feedback, and hear suggestions for improvement. Through this cycle of practice and feedback, teachers will begin to internalize effective teaching skills.
- Observing and providing feedback provides **support for teachers to put into practice what they have learned**. When this support system is not in place, there is a tendency for teachers to revert to the comfortable but often ineffective behaviors with which they are more familiar. When support is available, teachers are more likely to teach as described in the reference manual.
- Observing teachers in the classroom and clinic is the most effective method for **receiving feedback on the effectiveness of the teaching skills course**. The true measure of the effectiveness of the course is seen when the teachers apply their new knowledge and skills. Observing these teachers will tell you if the course is effective or if you should consider making changes to the course.

As the facilitator for the teaching skills course, you will be playing several roles. You may be asked to demonstrate specific teaching skills, observe teachers in classroom and clinical settings and provide feedback on performance, and evaluate the teaching skills of course participants. Below is more information on these roles.

- You **demonstrate** the essential teaching skills. Participants may be asked to demonstrate teaching skills in order to have a better understanding of what is being described in the reference manual.
- The teacher **practices** while you **observe**, using the checklists and job aids in the reference manual.
- You provide **feedback** by using the following sequence:
 - Ask the teacher to describe the positive aspects of the presentation. Allow the teacher to identify the effective skills demonstrated during the presentation. At this point, avoid letting the teacher discuss any areas for improvement. Keep the focus on the positive.
 - Next, ask the teacher to identify any changes that she or he would make for future presentations. Allowing the teacher to identify the areas for improvement will increase the likelihood of change occurring.
 - Refer to the checklists or job aids and provide your feedback focusing on the positive aspects of the presentation. Offer only suggestions for improvement that have not been identified by the teacher. Help the teacher to set goals for future presentations.
- You **evaluate** the teacher (if appropriate within your institution) using the appropriate checklists or job aids in the reference manual and determine whether the teacher is competent in using specific teaching skills.