



EFFECTIVE TEACHING

A Guide for Educating
Healthcare Providers

Guide for Learners

Field-Test Version
2005



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EFFECTIVE TEACHING: A GUIDE FOR EDUCATING HEALTHCARE PROVIDERS

GUIDE FOR LEARNERS

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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 can work on your own to complete readings and exercises. You can then work with your colleagues or a facilitator to discuss and apply more effective teaching. This is a flexible package that combines individual study and exercises with application of learning and feedback from a facilitator. 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 and learner'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:

- You will agree with your facilitator on which of the course modules you will complete.
- You will acquire new information through reading and completing exercises.
- You will apply this information in your teaching practice.
- Throughout the course, your facilitator will assess your progress and give you feedback on how to improve your performance.

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, you will be able to more effectively teach students of medicine, nursing, midwifery, or other healthcare professions.

Supporting Objectives: To meet the course objective, you 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 the facilitator 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 your facilitator. The course also includes opportunities to practice classroom and clinical teaching skills. In consultation with your facilitator, you will decide to focus on one teaching skill or a series of skills. The length of the course will depend on which skills you want to develop.

You are responsible for moving through the various learning activities at a schedule established jointly by you and your facilitator. Your facilitator will help guide you, answer questions, and assist you in practicing teaching skills. See the next section for more information on working with your facilitator.

To help guide you, there is a series of learning activities. The activities are steps (e.g., read, complete, check) that connect reading content in the reference manual, completing exercises, and working with your facilitator. As you complete each learning activity, you will check (✓) the box for that step.

Teaching/Learning Methods

The learning methods used in this course include:

- Reading
- Completion of written exercises

- Small-group discussion sessions with colleagues and your facilitator
- Skills practice in classroom and clinical settings
- Meetings with your facilitator to receive feedback on your progress

Learning Materials

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

Course Assignments

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

Methods of Assessment

You and your facilitator will agree on the modules you will complete and the skills you will develop. Your facilitator will assess your progress by reviewing your exercises and observing your practice.

Course Schedule

The length of the course will depend on how many of the modules you are completing. You may finish the course in several days, or you may take several weeks or months to complete the course. However, it is important to complete the course within a reasonable timeframe. If you do not, you may forget what you have learned.

HOW TO WORK WITH YOUR FACILITATOR

The facilitator for this course might be a colleague from the staff development department, education department, or another department of your teaching institution. The facilitator might also be a person from outside your teaching institution, such as a trainer from the ministry of education or ministry of health. Whoever the facilitator is, it is recommended that you meet with this person when you begin this course to review and discuss all aspects of the course.

Topics to discuss with your facilitator include:

- What you 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 you will do, and when (e.g., when you will meet with the facilitator, plans for skills practice, plans for small-group sessions with other learners)
- How and when to contact your facilitator
- How and when to assess your progress and receive feedback

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

In addition, you will have opportunities to meet with the facilitator as you work through the course learning activities and after you complete the course. The facilitator will be available to:

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

LEARNING ACTIVITIES

The following learning activities will help you to develop your teaching skills. As you complete each activity, check (✓) in the space provided. If you would like feedback on an exercise or have questions about an activity, please see your facilitator.

- 1. **Read** the introduction, course syllabus, and the section on how to work with your facilitator in this Guide for Learners.

Module 1: Foundations of Educating Healthcare Providers

- 1. **Read** Module 1: Foundations of Educating Healthcare Providers.
- 2. **Complete** Exercise 1-1: Develop a Personal Learning Plan.
- 3. **Meet** with your facilitator to discuss Exercise 1-1, review your **Personal Learning Plan**, and agree on how you will work together to complete the learning activities including practice, feedback, and assessment of your teaching skills.

Module 2: Develop Objectives for Learning

- 1. **Read** Module 2: Develop Objectives for Learning.
- 2. **Complete** Exercise 2-1: Write Course and Supporting Objectives.
- 3. **Review** Exercise 2-1 with your facilitator (i.e., to discuss the quality and feasibility of the objectives).
- 4. **Use** the objectives you write in Exercise 2-1 to develop your course syllabus in Module 3.

Module 3: Plan for Teaching

- 1. **Read** Module 3: Plan for Teaching.
- 2. **Complete** Exercise 3-1: Develop a Course Syllabus.
- 3. **Review** your course syllabus with your facilitator and make any necessary changes.

Module 4: Prepare the Teaching Environment

- 1. **Read** Module 4: Prepare the Teaching Environment (the section on *Prepare the Classroom Environment*).
- 2. **Complete** Exercise 4-1: Prepare the Classroom for Teaching.

- 3. **Read** Module 4: Prepare the Teaching Environment (the section on *Prepare for Practice in a Simulated Environment*).
- 4. **Complete** Exercise 4-2: Prepare for Practice in a Simulated Environment.
- 5. **Read** Module 4: Prepare the Teaching Environment (the sections on *Select Sites for Clinical Practice* and *Prepare the Clinical Practice Environment*).
- 6. **Complete** Exercise 4-3: Plan for Clinical Practice.
- 7. **Review** the responses to Exercises 4-1, 4-2, and 4-3 with your facilitator.

Module 5: Prepare and Use Visual Aids

- 1. **Read** Module 5: Prepare and Use Visual Aids.
- 2. **Complete** Exercise 5-1: Select and Prepare Visual Aids.
- 3. **Review** Exercise 5-1 with your facilitator.
- 4. Use your visual aids with Module 6, in which you plan and give a classroom presentation.

Module 6: Prepare and Deliver Interactive Presentations

- 1. **Read** Module 6: Prepare and Deliver Interactive Presentations.
- 2. **Complete** Exercise 6-1: Plan a Classroom Presentation.
- 3. **Review** your presentation plans with your facilitator and **arrange** a day and time for your facilitator to observe your teaching in the classroom (if possible, arrange to have your presentation video- or audio-taped).
- 4. **Deliver** your presentation in the classroom.
- 5. **Complete** Exercise 6-2: Evaluate Your Classroom Presentation.
- 6. **Meet** with your facilitator to discuss your presentation and receive feedback on your presentation skills (your facilitator will provide feedback as part of Exercise 6-2).
- 7. **Establish** goals for your next presentation using Exercise 6-2.

Module 7: Facilitate Group Learning

- ❑ 1. **Read** Module 7: Facilitate Group Learning (the sections on *Select, Plan, and Facilitate Group Learning Activities* and *Create and Facilitate a Role Play*).
- ❑ 2. **Complete** Exercise 7-1: Create and Facilitate a Role Play (note that you may want to complete the module and combine this with other exercises before practicing these skills in the classroom).
- ❑ 3. **Read** Module 7: Facilitate Group Learning (the section on *Create and Facilitate a Case Study*).
- ❑ 4. **Complete** Exercise 7-2: Create and Facilitate a Case Study (note that you may want to complete the module and combine this with other exercises before practicing these skills in the classroom).
- ❑ 5. **Read** Module 7: Facilitate Group Learning (the section on *Create and Facilitate a Clinical Simulation*).
- ❑ 6. **Complete** Exercise 7-3: Create and Facilitate a Clinical Simulation (note that you may want to complete the module and combine this with other exercises before practicing these skills in the classroom, simulated practice environment, or clinic).
- ❑ 7. **Read** Module 7: Facilitate Group Learning (the sections on *Facilitate a Brainstorming Session* and *Facilitate a Discussion*).
- ❑ 8. **Complete** Exercise 7-4: Facilitate a Brainstorming and Discussion Session.
- ❑ 9. **Review** your plans to demonstrate your facilitation skills (developed in Exercises 7-1 through 7-4) with your facilitator and **arrange** one or more days and times for your facilitator to observe your facilitation skills (note that this may require two observations and, if possible, arrange to have your teaching demonstrations video- or audio-taped).
- ❑ 10. **Do** group learning activities (developed in Exercises 7-1 through 7-4) in the classroom, simulated practice environment, or clinic.
- ❑ 11. **Complete** Exercise 7-5: Evaluate Your Facilitation Skills.
- ❑ 12. **Meet** with your facilitator to discuss your group learning activities and receive feedback on your facilitation skills (your facilitator will provide feedback as part of Exercise 7-5).
- ❑ 13. **Establish** goals for your next group learning activities using Exercise 7-5.

Module 8: Facilitate the Development of Healthcare Delivery Skills

- 1. **Read** Module 8: Facilitate the Development of Healthcare Delivery Skills (the sections on *The Steps of Skill Development*, *Develop and Use Competency-Based Learning Tools*, and *Introduce and Demonstrate a Skill*).
- 2. **Complete** Exercise 8-1: Demonstrate a Skill (note that you may want to complete the module and combine this with other exercise before practicing these skills in the classroom or simulated practice environment).
- 3. **Read** Module 8: Facilitate the Development of Healthcare Delivery Skills (the section on *Facilitate Skills Practice and Give Feedback*).
- 4. **Complete** Exercise 8-2: Facilitate a Skill Practice Session.
- 5. **Review** Exercises 8-1 and 8-2 with your facilitator.
- 6. **Prepare** to practice facilitating the development of healthcare delivery skills by completing Exercises 8-1 and 8-2, and **arrange** one or more days and times for your facilitator to observe your skills in the classroom or simulated practice environment (if possible, arrange to have your presentations videotaped).
- 7. **Demonstrate** your ability to facilitate the development of healthcare delivery skills (planned in Exercises 8-1 and 8-2).
- 8. **Complete** Exercise 8-3: Evaluate Your Ability to Facilitate the Development of Healthcare Delivery Skills.
- 9. **Meet** with your facilitator to discuss your skills and receive feedback (your facilitator will provide feedback as part of Exercise 8-3).
- 10. **Establish** goals for strengthening your facilitation skills using Exercise 8-3.

Module 9: Manage Clinical Practice

- 1. **Read** Module 9: Manage Clinical Practice (the section on *Select and Prepare Clinical Instructors and Staff*).
- 2. **Complete** Exercise 9-1: Prepare Clinical Instructors and Staff.
- 3. **Read** Module 9: Manage Clinical Practice (the sections on *Coordinate Clinical Practice*, and *Conduct Clinical Practice Sessions*).
- 4. **Complete** Exercise 9-2: Coordinate Clinical Practice.
- 5. **Read** Module 9: Manage Clinical Practice (the section on *Monitor Students' Progress*).

- 6. **Complete** Exercise 9-3: Monitor Students' Practice.
- 7. **Review** Exercises 9-1, 9-2, and 9-3 with your facilitator.
- 8. **Establish** goals for strengthening the management of clinical practice.

Module 10: Prepare and Use Knowledge Assessments

- 1. **Read** Module 10: Prepare and Use Knowledge Assessments.
- 2. **Complete** Exercise 10-1: Develop and Administer a Knowledge Assessment.
- 3. **Review** Exercise 10-1 with your facilitator.

Module 11: Prepare and Use Skills Assessments

- 1. **Read** Module 11: Prepare and Use Skills Assessments.
- 2. **Complete** Exercise 11-1: Develop and Administer a Skill Assessment.
- 3. **Review** Exercise 11-1 with your facilitator.

Module 12: Monitor and Revise Teaching

- 1. **Read** Module 12: Monitor and Revise Teaching.
- 2. **Complete** Exercise 12-1: Monitor and Revise Teaching.
- 3. **Review** Exercise 12-1 with your facilitator.

EXERCISE 1-1: DEVELOP A PERSONAL LEARNING PLAN

The purpose of this **Personal Learning Plan** is to help you identify the teaching skills you want to develop or strengthen. You can also determine when you would like to practice specific teaching skills and receive feedback from your facilitator. Work with your facilitator to develop this plan, and update the plan when necessary.

There are 12 modules in the reference manual *Effective Teaching: A Guide for Educating Healthcare Providers*. Each module provides information about one or more essential teaching skills. In the Personal Learning Plan on the next page, review the learning objectives and content of the modules as well as the supporting exercises for each module. Then identify the modules you want to complete. It is recommended that you complete Modules 1, 2, and 3 because they are the foundation for the remaining modules. Discuss your decision with your facilitator and then check (✓) the corresponding modules on the plan. (Module 1 is already checked because everyone should complete it.) Listed with each module are the supporting exercises.

In this course, you have at least three opportunities to practice your teaching skills and receive feedback on your performance. You also have several opportunities to receive feedback from the facilitator on the written exercises. In the Date/Comments column, indicate when you plan to work with your facilitator to receive feedback on your exercises and apply your teaching skills.

Personal Learning Plan

Name of Learner: _____

Name of Facilitator: _____ Date: _____

CHECK	MODULE	EXERCISES	DATE/COMMENTS
✓	1	Foundations of Educating Healthcare Providers 1-1: Develop a Personal Learning Plan	
	2	Develop Objectives for Learning 2-1: Write Course and Supporting Objectives	
	3	Plan for Teaching 3-1: Develop a Course Syllabus	
	4	Prepare the Teaching Environment 4-1: Prepare the Classroom for Teaching 4-2: Prepare for Practice in a Simulated Environment 4-3: Plan for Clinical Practice	
	5	Prepare and Use Visual Aids 5-1: Select and Prepare Visual Aids	
	6	Prepare and Deliver Interactive Presentations 6-1: Plan a Classroom Presentation 6-2: Evaluate Your Classroom Presentation	
		Practice classroom teaching skills and receive feedback from your facilitator	
	7	Facilitate Group Learning 7-1: Create and Facilitate a Role Play 7-2: Create and Facilitate a Case Study 7-3: Create and Facilitate a Clinical Simulation 7-4: Facilitate a Brainstorming and Discussion Session 7-5: Evaluate Your Facilitation Skills	
		Practice facilitation skills and receive feedback from your facilitator	
	8	Facilitate the Development of Healthcare Delivery Skills 8-1: Demonstrate a Skill 8-2: Facilitate a Skill Practice Session 8-3: Evaluate Your Ability to Facilitate the Development of Healthcare Delivery Skills	
		Practice facilitating healthcare delivery skills and receive feedback from your facilitator (in a simulated setting and/or in a clinical setting)	
	9	Manage Clinical Practice 9-1: Prepare Clinical Instructors and Staff 9-2: Coordinate Clinical Practice 9-3: Monitor Students' Practice	
	10	Prepare and Use Knowledge Assessments 10-1: Develop and Administer a Knowledge Assessment	
	11	Prepare and Use Skills Assessments 11-1: Develop and Administer a Skill Assessment	
	12	Monitor and Revise Teaching 12-1: Monitor and Revise Teaching	

EXERCISE 2-1: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.

Course Title: _____

Course Objectives: Below is a sample course objective:

After completing this course, the student will be able to assess, classify, and treat a sick child in an effective and integrated manner

Course objectives often encompass aspects of knowledge, skills, and attitudes.

If you are using the same format, use this template for your course objectives:

After completing this course, the student will be able to _____

If you are using another format, write one of your course objectives here:

Supporting Objectives: There are three types of supporting objectives: knowledge, skill, and attitude objectives. When defining supporting objectives, think about how students will learn the objectives, decide if students will need to practice the knowledge and skills reflected by the objectives, and think about how you will assess whether or not students have achieved the objectives. Then decide if it will be feasible to complete those activities within the timeframe of your course. If not, revise your objectives.

Following are several examples of supporting objectives:

- Identify the signs for each severe classification
- Select correct statements concerning counseling adolescents about sexually transmitted infections (STIs)
- Demonstrate the sterilization of surgical instruments

Using another piece of paper, write the corresponding supporting objectives for each course objective.

EXERCISE 3-1: 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: _____

Course Description:

Objectives for the Course

Course Objective(s):

Supporting Objectives:

Course Prerequisites:

Course Logistics:

Teaching Methods (check all that apply):

- Illustrated lecture (interactive presentation)
- Small group work
- Structured practice
- Case studies, role plays
- Demonstration and practice
- Group discussions
- Videos/visual aids
- _____
- _____

Learning Materials:

Course Assignments:

Assessment Criteria:

Attendance:

COURSE SCHEDULE

WEEK/DATE	TOPIC	ASSIGNMENTS DUE	REQUIRED READING

COURSE SCHEDULE

WEEK/DATE	TOPIC	ASSIGNMENTS DUE	REQUIRED READING

EXERCISE 4-1: PREPARE THE CLASSROOM FOR TEACHING

The purpose of this exercise is to help you prepare your classroom for teaching. Check (✓) each item as you prepare.

If you plan to give an interactive presentation, make sure that:

- A table is available in the front of the room on which to set up visual aids and teaching materials.
- There is space for audiovisual equipment (e.g., flipchart, screen, overhead projector, computer and projector if available, video player, monitor).
- There are enough electrical connections, and extension cords, electrical adaptors, and power strips (multi-plugs).
- The audiovisual equipment (overhead projector, screen, etc.) is available and in working order. If it is not in your classroom, there is audiovisual equipment in working order in another classroom that you can use.
- Supplies are available (e.g., markers, chalk, flipchart, etc.).
- The room is not too warm or too cold (e.g., fan, space heaters, dark curtains to prevent too much sunlight are available).
- There is enough light so that the students can see to write notes. Also, make sure that the room can be darkened enough to show visual aids and still permit students to take notes.
- The seating arrangement allows everyone to see you and the visual aids.
- If handouts are used, there are enough copies for all students.

If you plan to facilitate group learning using small-group activities, make sure that:

- There is a way that students will be able to work in small groups.
- Tables and chairs can be moved for small-group work.
- You can easily move from group to group as needed.

If you plan to do simulated practice (demonstration, practice, and feedback), make sure that:

- Supplies (e.g., gloves, anatomic models, instruments) for demonstration and practice are available.
- The room is set up so that all students can see the demonstration.

- The room is set up so that students can practice and you can move around the room to observe, assist, and provide feedback.
- Other preparations or changes needed to prepare your classroom for teaching:

If you are unable to check off all of the items listed above, talk to your school administrator or facilitator to see if they are able to assist you by providing any of the equipment needed or helping you obtain it.

EXERCISE 4-2: PREPARE FOR PRACTICE IN A SIMULATED ENVIRONMENT

The purpose of this exercise is to help you prepare for practice in a simulated environment. Check (✓) each item as you prepare.

- Select a course objective that requires the student to develop a skill. Choose a skill that can be practiced in a simulated setting. List the objective or skill here:

- Decide where you will demonstrate and where the students will practice the skill. Will it be in the classroom or clinic? Is there a skills development lab you can use? Describe where these activities will take place:

- Determine what will occur during the practice session. Is the objective to demonstrate the skill and allow the students time to practice? Is the objective for students to practice and then demonstrate the skill for you? Describe what will occur during the session:

- Gather the needed supplies and equipment for the practice session. Consider the following:

- Do you have the reference materials needed, such as learning guides and checklists?
- Do you have anatomic models the students can use? Or will they practice on each other, as in counseling?
- Do you have the physical supplies, such as lights, tables, and chairs?
- Do you have any medical supplies you need, such as gloves, stethoscopes, etc.?

List the supplies and equipment required for your practice session:

- Before the session, arrange the area with the required supplies and equipment.
- Plan for providing feedback to the students on their performance, either individually or in small groups (note that you may require the assistance of other teachers). Describe how you will provide the feedback to the students:

- Following the practice session, think about what went well and what you would do differently next time. List these below and discuss them with your facilitator:

EXERCISE 4-3: PLAN FOR CLINICAL PRACTICE

The purpose of this exercise is to help you prepare a clinical site for student practice. Most teaching institutions have selected clinical sites where students can get practical experience. Review this checklist and check (✓) each step as it is completed. Note that in order to complete this exercise, you will need to visit the clinical practice sites and meet with the clinical staff and instructors.

- A room or area has been arranged where you can meet with the students before and after clinical practice sessions.
- All of the supplies and equipment the students will need for practice are available at the site. If not, the students will bring some of the required items.
- Logistics regarding the times the students will be working at the clinical practice sites have been arranged and discussed with the sites' staff and administration.
- The times and days arranged for the students to visit are times that will provide the best exposure to a variety of patients. If not, work with the sites or the school to try to arrange for an alternative time for them to visit.

In addition to existing sites, are there other facilities that may serve as clinical practice sites for students? If there are other sites that may also provide experiences for students, visit these sites and assess the following:

- The site staff provide clinical services in a manner consistent with what you are teaching.
- Staff are willing to work with students.
- The clinic administration is willing to support practice at their facility.
- Your school administration is willing to recognize the facility as a clinical site and enter into an agreement as required by the school or regulating bodies.
- There is enough space for students.
- There is sufficient patient caseload.
- The students will be able to find transport to the site (i.e., it is accessible).
- Describe any additional plans for clinical practice:

EXERCISE 5-1: SELECT AND PREPARE VISUAL AIDS

The purpose of this exercise is to help you select and prepare visual aids to use during your teaching. Review this checklist and check (✓) each step as it is completed. Because you will use your visual aids with **Exercises 6-1** and **6-2** as you prepare and deliver a classroom presentation, you may want to review those exercises before beginning this one.

- Select at least two of the following visual aids for use during a classroom presentation (note that you will plan this presentation in **Exercise 6-1**):
 - Writing board
 - Flipchart
 - Transparencies
 - Slides
 - Video
 - Computer presentation
- Follow the guidelines in this module to develop the visual aids for your presentation.
- Practice using your visual aids in advance.
- Set up or prepare your visual aids in the room before the students arrive.
- Check that all audiovisual equipment is working before the students arrive.
- Make sure that all students can see the writing board, flipchart, screen, and video monitor.
- Prepare any copies of handouts related to the visual aids in advance and have them in the room when the students arrive.
- When appropriate, have questions or exercises (e.g., case studies, role plays) prepared for use after showing the visual aids.
- When appropriate, include questions related to visual aids (e.g., key points in a video or in a computer presentation) on tests that you give the students.

EXERCISE 6-1: PLAN A CLASSROOM PRESENTATION

The purpose of this exercise is to help you plan a classroom presentation. Using the visual aids prepared in **Exercise 5-1**, you will plan a presentation for your students and arrange for your facilitator to observe your teaching in the classroom. In **Exercise 6-2**, you will meet with your facilitator to evaluate your teaching. Review this checklist and check (✓) each step as it is completed.

- Meet with your facilitator to discuss how you can plan and give one or more classroom presentations during a course. Review the **Presentation Skills Checklist** at the end of **Module 6** and discuss any questions you have about the presentation skills. Ask your facilitator if it is possible to arrange to have your presentation video- or audio-taped. This recording of your presentation will be very useful as you evaluate your presentation in **Exercise 6-2**.
- Identify the topic to be presented. Your topic: _____
- Review or develop the objectives of the presentation. These objectives may be one or more of the supporting objectives for your course. The objectives:

- 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. Record ideas for your introduction here:

- Prepare your notes to guide your presentation. These notes may include key points to present, questions, activity reminders, reminders to use a visual aid, and the like. These notes may be developed using paper, flipchart, overhead transparencies, or computer-projected slides.
- Develop a summary for your presentation. The summary should be interactive and should include questions focusing on key points in your presentation. Record ideas for your summary here:

- Deliver the presentation to your students with your facilitator observing and recording your presentation, if possible.

EXERCISE 6-2: EVALUATE YOUR CLASSROOM PRESENTATION

The purpose of this exercise is to help you evaluate your classroom presentation skills. In **Exercise 5-1**, you prepared your visual aids. In **Exercise 6-1**, you planned and delivered a classroom presentation. In this exercise you will meet with your facilitator to evaluate your presentation skills. Review this checklist and check (✓) each step as it is completed.

Following your presentation, refer to the **Presentation Skills Checklist** at the end of **Module 6** and reflect on your presentation. Make notes focusing on those areas in which you did well and areas in which you would like to improve.

Meet with your facilitator.

Your facilitator will ask you to describe what you believe you did well during your presentation. List those aspects here to share with your facilitator:

Your facilitator will then ask you to identify areas in which you believe you could improve the presentation. List these here to share with your facilitator:

If your presentation was recorded, now is a good time for you and your facilitator to watch or listen to your presentation.

After watching your presentation, again share with your facilitator those areas in which you believe you did well and those areas in which you would like to improve.

Your facilitator will then share with you any additional areas in which she or he thought you did well, along with any suggestions for improvement.

- Based on feedback from your facilitator and your self-evaluation, set goals for your next presentation (i.e., identify specific skills you would like to improve during your next presentation). List your goals here:

- If possible, arrange with your facilitator a date for another presentation, which will be followed by an observation and feedback session.

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.

- Identify the topic to be presented. Your topic: _____
- 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.
- Arrange a day and time for your facilitator to observe you facilitating the role play. This observation can be combined with another exercise, such as giving a presentation.
- 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?
- Before being observed, practice facilitating role plays with your students several times. After each practice, identify what you believe went well and what you wish to improve.
- Facilitate the role play with your students, while your facilitator observes and records it, if possible (see **Exercise 7-5**).

Objective of the Role Play:

Directions:

Roles

Who	Instructions for their performance

Situation

Role Play – Any additional descriptions
--

Discussion Questions for Observers

- 1.
- 2.
- 3.
- 4.

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.

- Identify the topic to be presented. Your topic: _____
- Develop the **objective** of the case study. Is the objective to develop critical thinking 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.
- Arrange a day and time for your facilitator to observe you facilitating the case study. This observation can be combined with another exercise, such as facilitating brainstorming and discussion sessions.
- 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?
- Before being observed, practice facilitating case studies with your students several times. After each practice, identify what you believe went well and what you wish to improve.
- Facilitate the case study with your students, while your facilitator observes and records it, if possible (see **Exercise 7-5**).

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.

- Identify the topic to be presented. Your topic: _____
- Develop the **objective** of the clinical simulation. Is the objective to develop critical thinking skills? Is the objective to practice for an emergency? Write the objective at the top of the page.
- Using the information in the module, create a clinical simulation by using the form provided.
- Arrange a day and time for your facilitator to observe you facilitating the clinical simulation (see **Exercise 7-5**).
- Review the clinical simulation, noting any 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?
- Before being observed, practice facilitating a clinical simulation with your students several times. After each practice, identify what you believe went well and what you wish to improve.
- Facilitate the clinical simulation with your students, while your facilitator observes and records it, if possible (see **Exercise 7-5**).

Clinical Simulation Form

SCENARIO 1 (Information provided and questions asked by the teacher)	KEY REACTIONS/RESPONSES (Expected from student)
<i>Discussion Questions</i>	<i>Expected Responses</i>

EXERCISE 7-4: FACILITATE A BRAINSTORMING AND DISCUSSION SESSION

The purpose of this exercise is to help you facilitate a brainstorming and discussion session. Review this checklist and check (✓) each step as it is completed.

- Identify the topic to be presented. Your topic: _____
- Develop the **objective** for the brainstorming and discussion session (it is suggested that these two skills be demonstrated together).
- Using the information in the module, plan for your brainstorming and discussion session.
- Arrange a day and time for your facilitator to observe you facilitating the brainstorming and discussion session.
- Review the tips in the module for brainstorming and facilitating a discussion. Prepare any notes and visual aids needed (e.g., flipchart for brainstorming).
- Plan how you will summarize the brainstorming and discussion session.
- Before being observed, practice facilitating brainstorming sessions and discussions with your students several times. After each practice, identify what you believe went well and what you wish to improve.
- Facilitate the brainstorming and discussion session with your students, while your facilitator observes and records it, if possible (see **Exercise 7-5**).

EXERCISE 7-5: EVALUATE YOUR FACILITATION SKILLS

The purpose of this exercise is to help you evaluate your facilitation skills. In **Exercises 7-1, 7-2, 7-3, and 7-4**, you planned to facilitate a role play, case study, clinical simulation, and brainstorming and discussion session. You may have planned to demonstrate these skills during two or more sessions in a classroom, simulated practice environment, or clinical setting. In this exercise you will meet with your facilitator to evaluate your skills. Review this checklist and check (✓) each step as it is completed.

- Following your group learning sessions, reflect on those areas in which you did well and areas in which you would like to improve.
- Meet with your facilitator.
- Your facilitator will ask you to describe what you believe you did well during your presentations. List those aspects here to share with your facilitator:

- Your facilitator will then ask you to identify areas in which you believe you could improve your facilitation skills. List these here to share with your facilitator:

- If your presentations were recorded, now is a good time for you and your facilitator to watch or listen to them.
- After watching or listening to your presentations, again share with your facilitator those areas in which you believe you did well and those areas in which you would like to improve.

- Your facilitator will then share with you any additional areas in which she or he thought you did well, along with any suggestions for improvement.
- Based on feedback from your facilitator and your self-evaluation, set goals for your next group learning activities (i.e., identify specific facilitation skills you would like to improve). List your goals here:

- If possible, arrange with your facilitator a date for another presentation, which will be followed by an observation and feedback session.

EXERCISE 8-1: DEMONSTRATE A SKILL

The purpose of this exercise is to help you practice your demonstration skills. You will plan a skill demonstration for your students and will arrange for your facilitator to observe your demonstration. Note that you may wish to complete **Exercise 8-2** and ask your facilitator to observe you demonstrating a skill and facilitating a skill practice session at the same time. In **Exercise 8-3**, you will meet with your facilitator to evaluate your skills. Review this checklist and check (✓) each step as it is completed.

- Meet with your facilitator to discuss how you can plan and then demonstrate a skill during a course. 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. Ask your facilitator if it is possible to have your demonstration videotaped. This recording of your presentation will be very useful as you evaluate your presentation in **Exercise 8-3**.
- Identify the skill to be presented. Your skill: _____
- Review or develop the objectives of the demonstration. The objectives:

- 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 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 flipchart.
- Plan for one or more of the students to repeat the demonstration (if appropriate).

- 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:

- Demonstrate the skills to your students while your facilitator observes and records your demonstration, if possible.

EXERCISE 8-2: FACILITATE A SKILL PRACTICE SESSION

The purpose of this exercise is to help you facilitate a skill practice session. This practice session can take place in a classroom, simulated practice environment, or clinic. During the practice session, the students will be practicing the skill you demonstrated in **Exercise 8-1**. In **Exercise 8-3**, you will meet with your facilitator to evaluate your ability to facilitate a skill practice session. Review this checklist and check (✓) each step as it is completed.

- Meet with your facilitator to discuss how you can plan and then facilitate a skill practice session. Review the steps in the skills development process presented at the end of **Module 8** and discuss any questions you may have about facilitating a skill practice session. Ask your facilitator if it is possible to have your skill practice session videotaped. The recording of the session will be very useful as you evaluate your skills in **Exercise 8-3**.
- Determine if the skill practice session will take place in a classroom, simulated practice environment, or clinic.
- Arrange to have the required supplies (e.g., gloves, towels, drapes) and equipment (e.g., instruments, anatomic models) in the room.
- Arrange the room so that students can practice the skill individually or in small groups.
- Facilitate the skill practice session while your facilitator observes and records the session, if possible.
- Review with the students one more time the steps of the skill to be practiced, to determine if there are any questions (note: if you are combining **Exercises 8-1** and **8-2**, this is the point where you would demonstrate the skill).
- As the students practice the skill, you will move around the room observing, referring to the checklist, answering questions, offering assistance, encouraging the students to ask questions, etc.
- Following the students' practice, you will sit with individuals or groups of students to:
 - Ask the student(s) about the positive aspects of the practice session
 - Ask the student(s) to identify suggestions for self-improvement
 - Offer positive feedback
 - Offer suggestions for improvement (those not identified by the students)
 - Help the students set goals for additional practice or skill assessment

EXERCISE 8-3: EVALUATE YOUR ABILITY TO FACILITATE THE DEVELOPMENT OF HEALTHCARE DELIVERY SKILLS

The purpose of this exercise is to help you evaluate your ability to facilitate the development of healthcare delivery skills. In **Exercises 8-1** and **8-2**, you planned to demonstrate a skill and facilitate a skill practice session. You may have planned to demonstrate these skills during one or two sessions in a classroom, simulated practice setting, or clinical setting. In this exercise, you will meet with your facilitator to evaluate your skills. Review this checklist and check (✓) each step as it is completed.

- Following your demonstration and the skill practice session, reflect on those areas in which you did well and areas in which you would like to improve.
- Meet with your facilitator.
- Your facilitator will ask you to describe what you believe you did well during the sessions. List those aspects here to share with your facilitator:

- Your facilitator will then ask you to identify areas in which you believe you could improve your demonstration skills and the ability to facilitate skill practice sessions. List these here to share with your facilitator:

- If your sessions were recorded, now is a good time for you and your facilitator to watch the videotape(s).
- After watching your sessions, again share with your facilitator those areas in which you believe you did well and those areas in which you would like to improve.

- Your facilitator will then share with you any additional areas in which she or he thought you did well, along with any suggestions for improvement.
- Based on feedback from your facilitator and your self-evaluation, set goals for improving your next skill demonstration or skill practice session (i.e., strengthening specific facilitation skills). List your goals here:

- If possible, arrange with your facilitator a date for another demonstration and skill practice session, which will be followed by an observation and feedback session.

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. List here the objectives for the students during their clinical practice:

- 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:

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:

EXERCISE 9-3: MONITOR STUDENTS' PRACTICE

The purpose of this exercise is to help you create tools for monitoring students' progress during clinical practice. If your institution already has tools for monitoring progress, review the existing tools and consider whether any new tools should be developed. Student performance reports are addressed in a later module. Review this checklist and check (✓) each step as it is completed.

- Create a logbook for your course. Which skills must be demonstrated in your course (refer to **Exercise 9-1**)? Specify if the skills are to be demonstrated in a simulated setting, demonstrated with a patient, or both. Specify how many times the skills must be demonstrated. Describe plans for using (or developing) a logbook for your course:

- Share your logbook with other teachers who may have taught your course. Ask them if there are any skills that are missing. Ask yourself, will these skills help students develop the necessary competencies for this course?

- Ask yourself if a field notebook is needed for your course. Are your students making home visits or visiting community clinics? If they are not, move to the next step. If they are, describe the information you want students to capture in a field notebook:

- How will you monitor students' progress? Will you visit students at their clinical practice sites weekly? Will you depend only on staff to supervise and assess students? Share with staff or clinical instructors your plan for monitoring the students' progress. Describe your monitoring plans:

EXERCISE 10-1: DEVELOP AND ADMINISTER A KNOWLEDGE ASSESSMENT

The purpose of this exercise is to help you develop and administer a knowledge assessment or test. Review this checklist and check (✓) each step as it is completed.

- Identify the objective(s) to be tested. It is recommended that you base your knowledge assessment on your supporting objectives.
- Determine the types of test questions you will use in your knowledge assessment. Check all that apply:
 - True-false
 - Multiple-choice
 - Matching
 - Short-answer
- For each objective, write a sufficient number of test items to determine whether students have achieved the objective. Refer to the guidelines in the module for suggestions for writing each type of test item.
- Write directions for the test. Be sure that you have directions for each type of test question.
- Arrange the test items according to subject matter, type of test item, or level of difficulty.
- Meet with your facilitator to review your completed test. Revise the test based on feedback from your facilitator and prepare copies for your students.
- Ensure that the room where the test is to be administered is ready.
- Administer the test to your students. Be sure to remain in the room when students are taking the test.
- Score the test.
- Review the results of the test with your students.
- Analyze the results of the test. Answer questions such as:
 - How did the students do on the test?
 - What was the highest score? The lowest score?
 - Did the test appear to be too difficult? Too easy?
 - How many items did all of the students answer correctly?
 - How many items did all of the students answer incorrectly?
 - What changes would you make to improve the test?
- Meet with your facilitator to review the results of the test.

EXERCISE 11-1: DEVELOP AND ADMINISTER A SKILL ASSESSMENT

The purpose of this exercise is to help you develop and administer a skill assessment or test. Review this checklist and check (✓) each step as it is completed.

- Identify the objective (skill) to be tested. It is recommended that you base your skill assessment on your supporting objectives.
- Locate or develop a skill assessment tool (e.g., performance checklist).
- Determine how the skill assessment will be administered (e.g., direct observation, oral examination with direct observation).
- Develop a plan for the skill assessment (e.g., consider the location of the skill assessment, the number of students involved, any assistance necessary from other teachers, whether to use a role play, need for an anatomic model or other equipment). Students should be aware in advance of how the skill assessment will be administered.
- Meet with your facilitator to review your plan for the skill assessment. Revise the plan for the skill assessment based on feedback from your facilitator. Prepare copies for your students.
- Ensure that the room where the skill assessment is to be administered is ready.
- Administer the skill assessment.
- Following the skill assessment, you will sit with individuals or groups of students to:
 - Ask the student(s) about the positive aspects of the skill assessment
 - Ask the student(s) to identify suggestions for self-improvement
 - Offer positive feedback
 - Offer suggestions for improvement (those not identified by the students)
 - Determine if the student is competent and can move on to other skills or if additional practice is required before another skill assessment
- Analyze the results of the skill assessment. Answer questions such as:
 - How did the student(s) do in performing the skill?
 - Were there steps or parts of the procedure that the student(s) were unable to do?
 - Did the skill assessment appear to be too easy? Too difficult?
 - What changes would you make to improve the skill assessment?
- Meet with your facilitator to review the results of the skill assessment.

EXERCISE 12-1: MONITOR AND REVISE TEACHING

The purpose of this exercise is to help you monitor and revise teaching. Review this checklist and check (✓) each step as it is completed.

- In order to effectively monitor and revise teaching, it is recommended that this exercise be completed at the end of your course.
- Title of the course: _____
- Using the job aid at the end of **Module 12**, indicate the methods you will use to monitor the effectiveness of your course in terms of content, context, process, and outcomes. Discuss these with your facilitator and agree on the methods you will use. List these here:
 - Content: _____
 - Context: _____
 - Process: _____
 - Outcome: _____
- Monitoring information is usually collected about four aspects of teaching. Consider the questions within each area to monitor your teaching.
 - Content:**
 1. Does the content match the expected outcomes for the course?
 2. Does the content build on existing knowledge, skills, and attitudes of the students?
 3. Do students believe that the new knowledge, skills, and attitudes are useful and applicable?
 - Context:**
 1. Are necessary facilities, resources, and equipment available for teaching?
 2. Is teaching consistent with what is taught in other related courses?
 3. Is there a clear link between the theoretical and practical portions of the course?
 4. Do staff members at the clinical practice facility follow the same procedures as those taught in the course?
 - Process:**
 1. Was the course organized and taught in a logical way?
 2. Was the information that was presented clear and understandable?
 3. What methods and materials were used for teaching, learning, and student assessment?
 4. How did teachers and students react to them?

5. How could methods and materials be improved?
6. Were students able to practice essential competencies and receive feedback on their performance?
7. How much time was needed to complete the course? Was it enough?
8. How many students enrolled for the course?
9. How many students completed the course?
10. How much time was spent in the classroom?
11. How much time was spent in practical sessions?
12. What was the ratio of clinical instructors or preceptors to students?

Immediate outcomes:

1. What have students achieved as a result of the course?
2. Were the learning objectives achieved?
3. Do students demonstrate the expected levels of knowledge, skills, and attitudes?

Based on the information you collect during monitoring, describe how you might revise your course and teaching. These modifications might include:

- Reorganizing the course
- Revising learning objectives
- Identifying new methods for teaching and assessment or refining existing methods
- Choosing new materials or revising existing materials
- Selecting new practice facilities or upgrading existing ones
- Improving the coordination with other teaching units or courses
- Others: _____

Describe below how you will revise your course and teaching. Discuss your plans with your facilitator.
