Facilitator Course Overview

Learning Objectives

- Learn how to organize a course
- Learn effective approaches to educating healthcare providers including classroom and skills teaching
Organizing a Course: overview

- Objectives for course
- Participants
- Core Competencies
- Content and Schedule
- Venue Logistics
- Equipment and Supplies
- Training Checklist
Define course objectives

What do you want your learners to get out of this?

– Ex. Teaching the importance of continually assessing the medical needs of all children from arrival at the healthcare facility until discharge

– Ex. Learning triage principles

– Ex. Improving pediatric assessment
Identifying participants

• Who are your learners?
  – Healthcare providers
  – Students
  – Ancillary clinic staff

• Understand that learning needs will vary depending on who the learners are.
Core competencies

• Definition: Aspects of a subject that are common to all students, essential to practice, and essential to master in order to achieve the goals of the educational program.

• Course competencies include knowledge, skills, values, and behavior domains that are observable and can be appraised!
Core competencies for ETAT

• Accurately and efficiently assess acutely ill infants and children to identify those with emergency or priority conditions.
• Provide immediate management of emergency and priority conditions that is appropriate for the condition, availability of resources, and provider’s scope of practice.
Content and schedule

• Once you know WHAT you want to teach, you can select HOW to best use the ETAT curriculum to teach it.
  • Ex. There are 5 ETAT modules to complete. Do you teach one module a day or have an entire day dedicated to teaching all 5 at once?

• Be sure to schedule adequate time for classroom activities, case scenarios, review, and, of course, breaks
Venue logistics

• WHERE are you going to be teaching?
  – Ex. Baylor COE versus small rural health clinic with limited electricity may change your presentation method
  – Is there enough space for teaching, including tables and chairs?
  – How will you arrange breaks and meals at that location?
  – Are there restrooms readily available?

• Plan your space to ensure a good learning environment!
Equipment and supplies

**Equipment:**
- Laptop with power cord
- Projector
- Screen
- Extension cord
- Power adaptors/outlet adapters
- Equipment for simulations, such as manikins

**Supplies:**
- Written materials for students
- Laminated presentation cards if no power/computer
- Registration sheet for participant names, course certificates, evaluations
- Markers, whiteboard, paper
- Paper and pens for participants
# Training Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Designated Person(s) Responsible</th>
<th>Anticipated Date of Completion</th>
<th>Comments</th>
</tr>
</thead>
</table>

## Training Prep

- Confirm # and type of participants (ensure invitations sent)
- Create agenda
- Assign lectures
- Review lecture for target audience
- Registration materials:
  - Registration sheet for daily sign-in
  - Certificate list

## Supplies

- Markers
- Whiteboard / Large Paper
- Pens for participants
- Paper for participants
- Name tags for participants

## Equipment

- Laptop with power cord
- Projector
- Screen
- Extension Cord
- Power adaptors / outlet adaptors

## Logistics / Site Prep

- Venue
- Meals: (lunch / dinner)
- Parking for resort / train
- Accommodation (hotel)
- Participants / Trainers
- Per diem
- Participants / Trainers
- Clinic rooms and patients for Clinical component
- Opening / closing of training

## During Training

- Registration Sheet — daily sign in
- Pre-test run and grade test
- Determine avg pre-test score
- Facilitate lectures
- Keep master copy of handouts for extras
- Collect correct names for certificates
- Post-test required (first
  - Determine score improvement

## Evaluation

- Certificates:
  - Design / logos / signatures
  - Add correct names
  - Print out

- Burn CDs for participants

- Participant package:
  - Lecture Handouts
  - Resource packet
  - CD of training lectures
  - Pen
  - Puller to keep handouts

Have a checklist and backup plan!
Effective Approaches to Teaching and Learning

• Now you know how to organize a course. So what’s the best way to TEACH that course so your students learn effectively?

• Most experts agree that effective teaching is a learned ability
Effective Approaches to Teaching and Learning: overview

• Education Theory
  – Brief review of universal concepts and principles that have emerged through educational research that can be applied to your learners in real-life settings

• Teaching activities
  – How various teaching methods relate to education theory and improve learning
Effective Approaches to Teaching and Learning (1)

• **Teaching**: The conscious manipulation of the students’ environment in a way that allows them to receive and understand new information.

• **Learning**: A change in knowledge, behavior, perceptions, insights, attitudes, or any combination of these that affects performance or satisfaction.

• **Learning is the expected outcome of teaching!**
Effective Approaches to Teaching and Learning (2)

• Effective teaching considers how students learn best
  – For example, some students learn best through listening, others by reading, others by viewing and doing something at the same time

• We can’t accommodate EVERY individual learning style but we can engage students in a VARIETY of learning activities
Educational theory

- Learning recall related to type of teaching activity

<table>
<thead>
<tr>
<th>TYPE OF TEACHING ACTIVITY</th>
<th>PERCENTAGE OF MATERIAL RECALLED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After 3 Hours</td>
</tr>
<tr>
<td>Verbal (one-way) lecture</td>
<td>25%</td>
</tr>
<tr>
<td>Written (reading)</td>
<td>72%</td>
</tr>
<tr>
<td>Visual and verbal (illustrated lecture)</td>
<td>80%</td>
</tr>
<tr>
<td>Participatory (role play, case study, practice, etc.)</td>
<td>90%</td>
</tr>
</tbody>
</table>

*Adapted from: Dale 1969.*
Types of learning activities

- Listening
- Looking at visual aids
- Asking questions
- Simulating situations (clinical scenarios, manikins)
- Reading
- Writing
- Practicing with equipment
- Discussing critical issues
Effective Approaches to Teaching and Learning (3)

• Remember, as a facilitator, you are in charge of creating the learning environment!
Strategies for effective teaching (1)

• Provide the learner with clear objectives.
• Build on the learners’ established knowledge, skills, and attitudes.
• Encourage critical thinking and reasonable alternative approaches.
• Develop learning objectives that are realistic, relevant, and that the learner can use immediately.
Strategies for effective teaching (2)

• Allow plenty of time for practice.
• Provide feedback that is immediate, constructive, and nonjudgmental.
• Create a supportive learning environment.
Strategies for effective teaching (3)

• Present ideas and concepts clearly.
• Use a variety of teaching methods.
• Move step wise from simple ideas and concepts to complex ones.
• Check in with the students regularly to make sure that they understand.
Reaching adult learners

- Respect learners for their previous experience.
- Establish a spirit of mutual cooperation.
- The teacher guides education, does not control it.
- Involve learners in planning.
- Help learners to assess their progress.
Types of learning

- Experiential: observation and reflection.
- Participatory: interactive, based on real-life experiences.
- Problem-based: education is matched to real-life needs.
- Mastery: Learn by doing.
Summary

• Organizing a course
• How to use ETAT
• Effective teaching techniques
• Teaching adult learners
Overview of Remainder of Facilitator Course

• Review principles of HOW to use different teaching activities

• PRACTICE, PRACTICE, PRACTICE!