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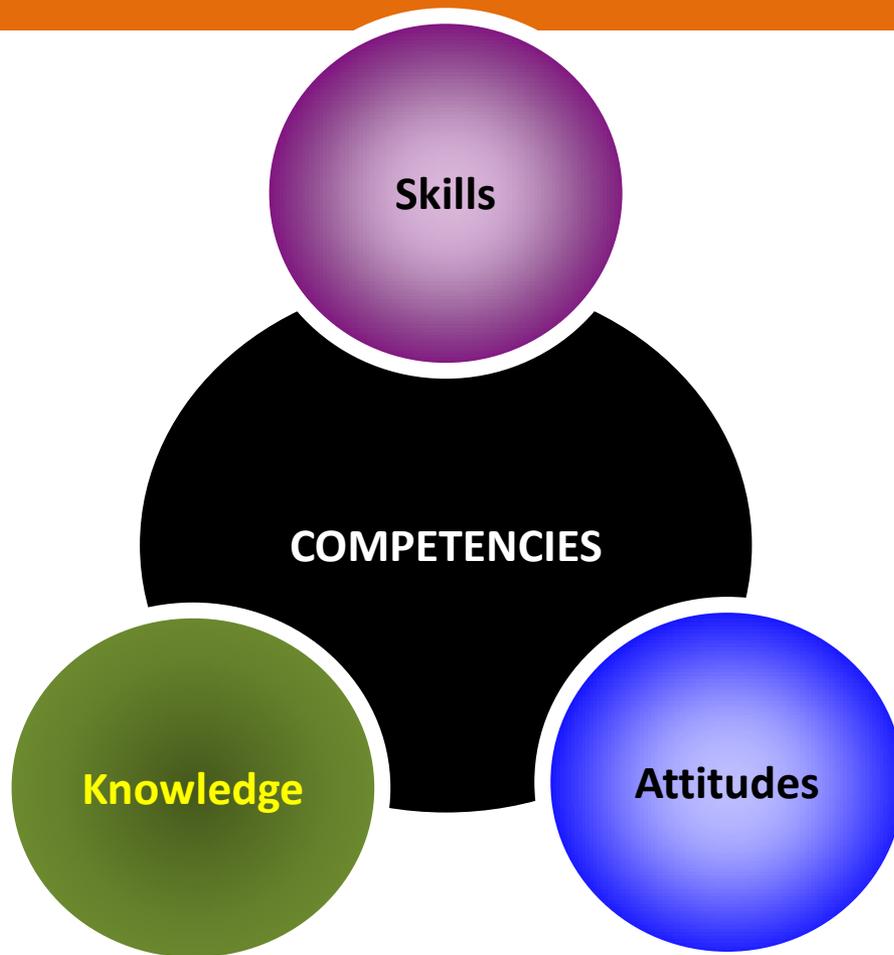
Develop Objectives for Learning

Introduction

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

Objectives

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



- Psychomotor
- Communication
- Clinical Decision Making
- Essential for quality services
- Comfort providing services
 - Provide information needed
 - Foundation of skills

Example

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

Sample Course Objective

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

Supporting Objective Examples

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

Organize Supporting Objectives

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

Summary

- What are the 3 learning domains?
- What are the 2 levels of objectives we are using?
- What are the 4 parts of a course objective?
- What are the 2 parts of a supporting objective?
- How can you order your supporting objectives?
- Ready for an activity? 



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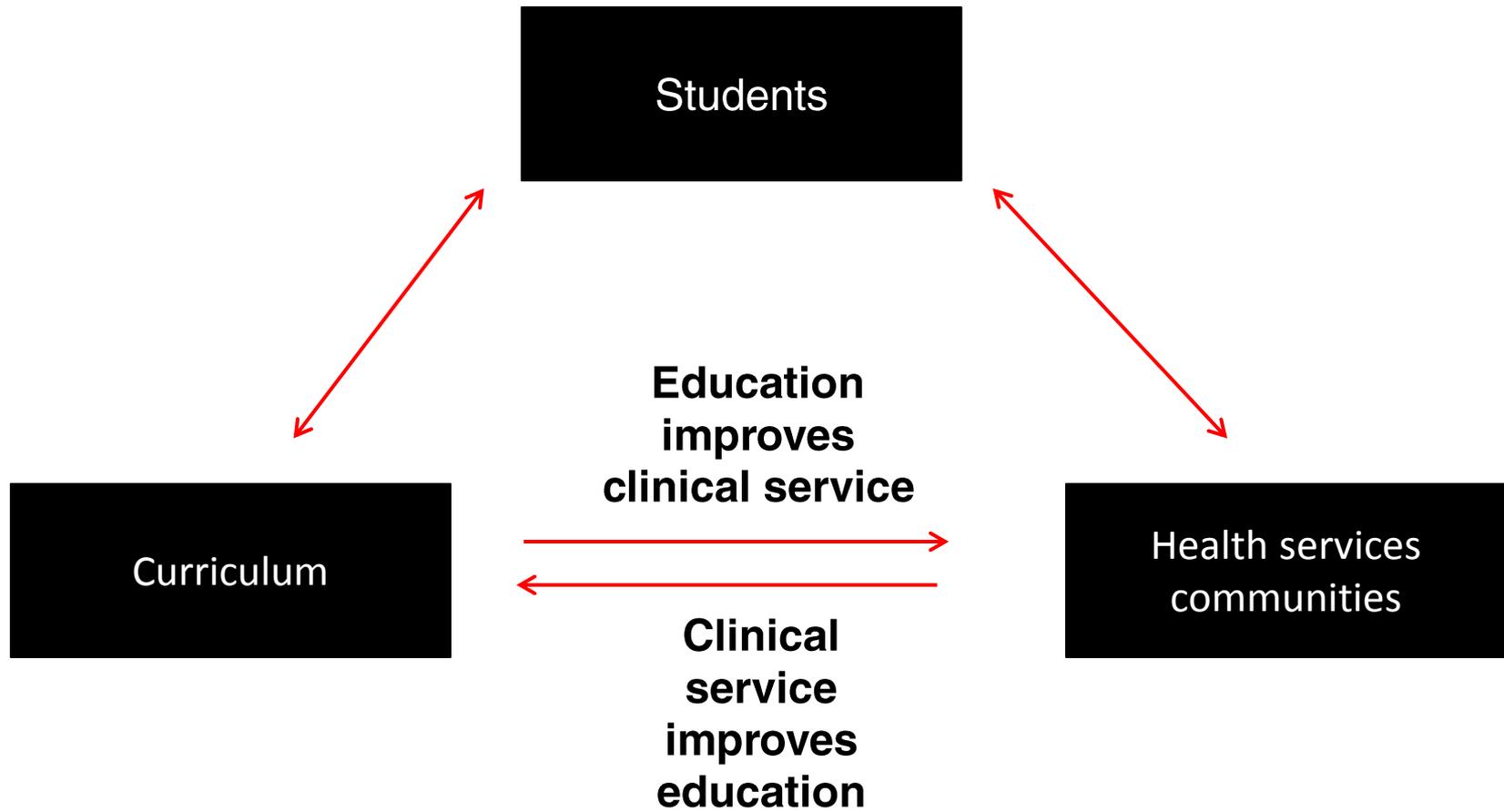


Foundations of Educating Healthcare Providers

Objectives

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

Educational Guiding Principles



Provider Roles

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



Academic Program

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

Sample Core Competencies

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



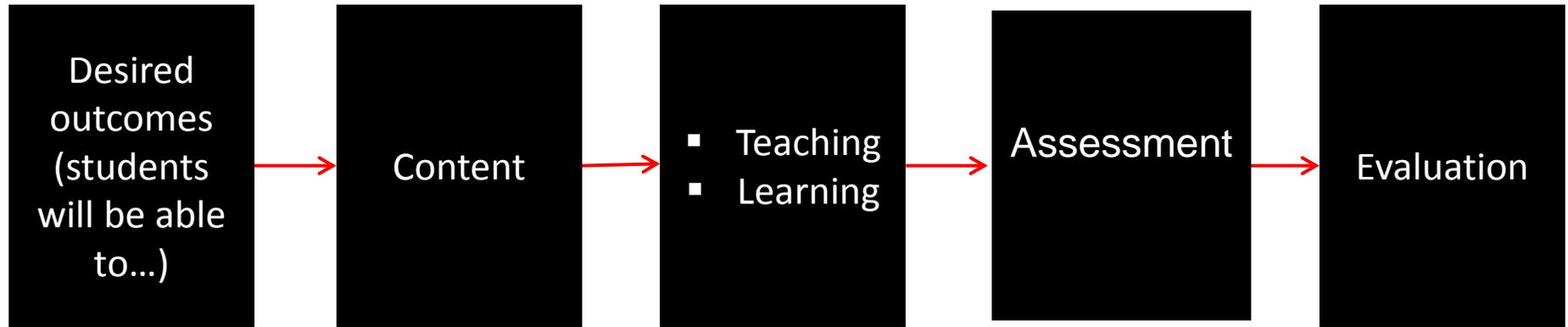
Sample Core Competencies

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





Core Competencies Define Education



Outcomes based curriculum (defining a curriculum “backwards” – that is, from the starting point of desired outcomes)

The Continuum

Teacher

Learner

Outcome

Curriculum materials

Teaching methods

Assessment methods

Clinical settings

Learning experiences

Knowledge

Skills

Attitudes

Best practices with

Improved patient outcome

Effective Approaches

- How can you make education more effective?
- Provide clear objectives for students
- Provide opportunities for student to apply critical thinking and receive feedback
- Create opportunities for students to practice and receive feedback
- Start with simple concepts and move to complex
- Maintain student confidence



Summary

- Effective undergraduate education balances theory and practice
- Core competencies determine curriculum
- Teachers should participate in faculty development programs or continuing education to develop teaching competencies



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Manage Clinical Practice

Objectives

- Select and prepare clinical instructors and staff
- Coordinate clinical practice
- Conduct clinical practice sessions
- Monitor students' progress

Clinical Instructor Attributes

Selection Criteria:

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

Skills in:

- Desired competencies
- Communication
- Organization
- Teaching
 - Demonstration
 - Coaching
 - Feedback
 - Performing assessments

Prepare Clinical Instructors

- Discuss objectives and requirements for the clinical rotation
- Detail the students' abilities and learning needs
- Describe & provide tools to give feedback on student performance
- Review expectations: including skills they will be responsible for observing

Coordinate Clinical Teaching

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

Student Responsibilities

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

Clarify Roles & Responsibilities of Teachers & Clinical Instructors

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

Use Objectives to Plan

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

Meeting Objectives

Outpatient Department



Inpatient Department



...and the community

How to Structure Clinical Practice

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

Teaching Approaches

Outpatient Department



Inpatient Department



Feedback in Clinical Practice

Positive feedback

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

Constructive feedback

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

Constructive Feedback During Consultation

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

Protecting Patient's Rights

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



Monitoring Student Progress

Sample 9-2. Example of Logbook Items for a Neonatal Course in a Nursing Program

TASK	NUMBER (MINIMUM)	DATE(S) COMPLETED	SIGNATURE(S) OF CLINICAL INSTRUCTOR, STAFF MEMBER, OR TEACHER
Neonatal resuscitation (bag/endotracheal)	02		
Gestational assessment	02		
Examination of normal newborn and identification of high-risk babies	02		
Filling up of neonatal case sheet	02		
Feeding of newborn	02		
Cup and spoon feeding	02		
Nasogastric feeding	01		
Breastfeeding	02		
Temperature recording (axial and rectal)	04		
Use of warmer and phototherapy	01		
Use of spacer for asthma	01		
Intravenous access	02		
ARI cases: classify and manage	03		
Assessment of sick newborn	02		
Lumbar puncture	03		
Mantoux 	02		
Laboratory	-		
Murmur identification	02		

Summary

- Let's review the information contained in the job aid on pages 9-21 and 9-22
- What questions do you have about managing clinical practice?
- How will you plan and manage clinical practice for your students?



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Effective Facilitation Skills Review Game

Instructions

- Divide into three teams
- Each team to decide on a team name
- Review *Module 3* to prepare for the exercise: 10 minutes
- The facilitator will ask 10 questions
 - Whichever team thinks they can answer the question, claps
 - The first person to clap gets the first chance to answer the question (for 5 points)
 - If the team is not able to answer or if their answer is wrong, the question will pass to the next team (for 3 points)
 - If this team is not able to answer correctly, the question will pass to the third team for 1 point
- Duration: 5–30 minutes

Question #1

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

Question #2

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

Question #3

- List 3 basic tips that apply when using audiovisual aids
- Answers can include any of these:
 - Make sure aids are visible
 - Make sure aids are easy to read and not crowded
 - Underline or emphasize important info
 - Prepare complicated materials before hand
 - Always face the learners
 - Always check equipment ahead of time

Question #4

- List 5 effective facilitation skills you can use when lecturing students or facilitating small group practice
- Answers can include any of these:
 - Project your voice
 - Maintain energy and enthusiasm
 - Communicate effectively
 - Use learners' names
 - Provide feedback
 - Model behavior
 - Respect time limits
 - Ensure clear transitions

Question #5

- What is the most important thing to remember when providing feedback during learning?
- **Feedback should be specific.** Whether it's positive feedback or suggestions for improvement, feedback is only as useful as it is specific

Question #6

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

Question #7

- Here are two sample presentations. Which of them do you think is more effective and why?
 - **Teacher A** is presenting on anatomy and physiology. She uses diagrams in a text book as audiovisual aids. She doesn't use transparencies or a "formal" presentation. She asks checking questions to help learners apply the information during a discussion of voluntary surgical contraception
 - **Teacher B** is presenting on family planning counseling. She uses well-created transparencies to outline the key steps involved in counseling. She involves students by asking them to read different parts of the presentation

Question #7: Answer

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

Question #8

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

Question #9

- You have just done a demonstration of a psychomotor skill. List two important points about **effective summaries** to remember when summarizing this learning activity.
- Answer can include:
 - Effective summaries should:
 - Be brief
 - Reinforce understanding
 - Review main points
 - Relate the content to other activities or topics
 - Provide a clear transition

And the winner is.....

Thank You



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Facilitate Group Learning

Objectives

- Select, plan, and facilitate group learning activities
- Create and facilitate a role play
- Create and facilitate a case study
- Create and facilitate a clinical simulation
- Facilitate a brainstorming session
- Facilitate a discussion

Facilitating Group Learning Activities

Introduce

Facilitate

Summarize

PLANNING & ORGANIZATION

Facilitation process applies-introduce, facilitate well, summarize.

Role Play

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



Case Study

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



Clinical Simulation

Presents the learner with a carefully planned, simulated patient management situation



Types

- Written
- Role play
- Mediated
- Physical simulators
- Live simulated patients

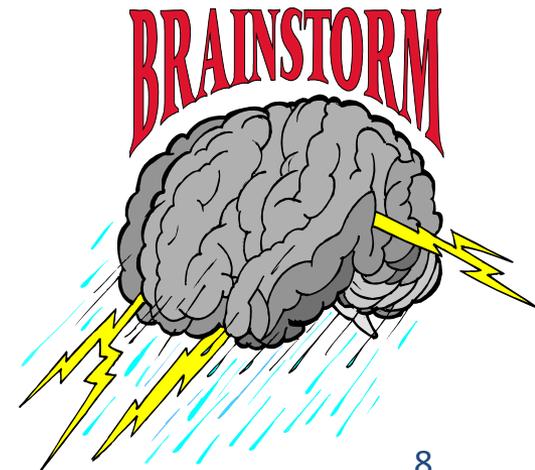
Creating & Facilitating Clinical Simulations

- Define the objective and expected outcome
- Prepare a case that relates to the objectives
- Create a patient scenario
- Have students prepare & present, asking questions of other students throughout
 - Reveal information in steps

Brainstorming

'Generating a list of ideas or thoughts that focus on a specific topic'

- Clearly state the objective & explain the ground rules:
 - All ideas are accepted
 - Discussions are delayed
 - No criticism
- Record on a flipchart or writing board
- Summarize and review



Discussion

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

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

Key Elements of Facilitating A Discussion

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

Summary

- We will practice developing and facilitating these in small groups-refer to manual for guidance on developing each type of activity
- How can these teaching methods be used where there are large numbers of students?



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Assessing Competency using OSCE

Introduction



- Why do we assess student clinical skills?
- What is challenging about preparing and using skills assessments?

Objectives

- Describe the process for planning and implementing an OSCE assessment
- Describe the steps in developing OSCE tools
- Demonstrate how to administer and score an OSCE
- Discuss the use of OSCE results to improve performance

OSCE

Stands for Objective
Structured Clinical
Examination



Advantage of OSCE Assessment

- Written tests can assess knowledge acquisition and reasoning ability but they cannot so easily measure skills
- OSCE assessments are designed to measure knowledge and skills required for competency in a given domain

OSCE is Effective & Efficient

- Assessment of a broad sample of knowledge and skills that are logically linked to competency
- Input from multiple evaluators
- Can test many individuals at the same time
- Can be accomplished quickly
- Provide a reliable and valid assessment
- Rapid scoring and decision making

OSCE Examinations

- Students rotate through a series of stations where they answer questions (orally or in writing), or perform tasks while being observed
- Typically 10 – 20 stations
- All students receive identical assessments
- Students may demonstrate a skill, interpret diagnostic materials, or respond to short questions or case studies

Components of OSCE

- There is a time limit for each station (5-10 min)
- An evaluator at each station that requires observation
- All students are assessed according to the same standards (checklists)
- Student may communicate with standardized patient via role play

Standardized Patient

- Standardized patients (SPs) are well persons trained to simulate a medical condition in a standardized way or actual patients who are trained to present their condition in a standardized way
- Instructors, lay-persons or students can be prepared for the role of standardized patient

Training Standardized Patient

- Directions should use patient-based language
- Specify patient's perception of the problem
- Provide only relevant information
- Responses to all checklist items should be included
- Describe patient behavior and affect
- Describe symptoms to be simulated
- Provide training on signs to be simulated

Steps to Prepare an OSCE

- Identify target competencies
- Decide on a problem, issue, or an activity that addresses each of the competencies
- Map out a plan for the stations

Example

ICM Competency # 4.

Midwives provide high quality, culturally sensitive care during labour, conduct a clean and safe delivery, and handle selected emergency situations to maximize the health of women and their newborns.



4.5. Midwives understand normal progression of labour and how to use the partograph or similar tool

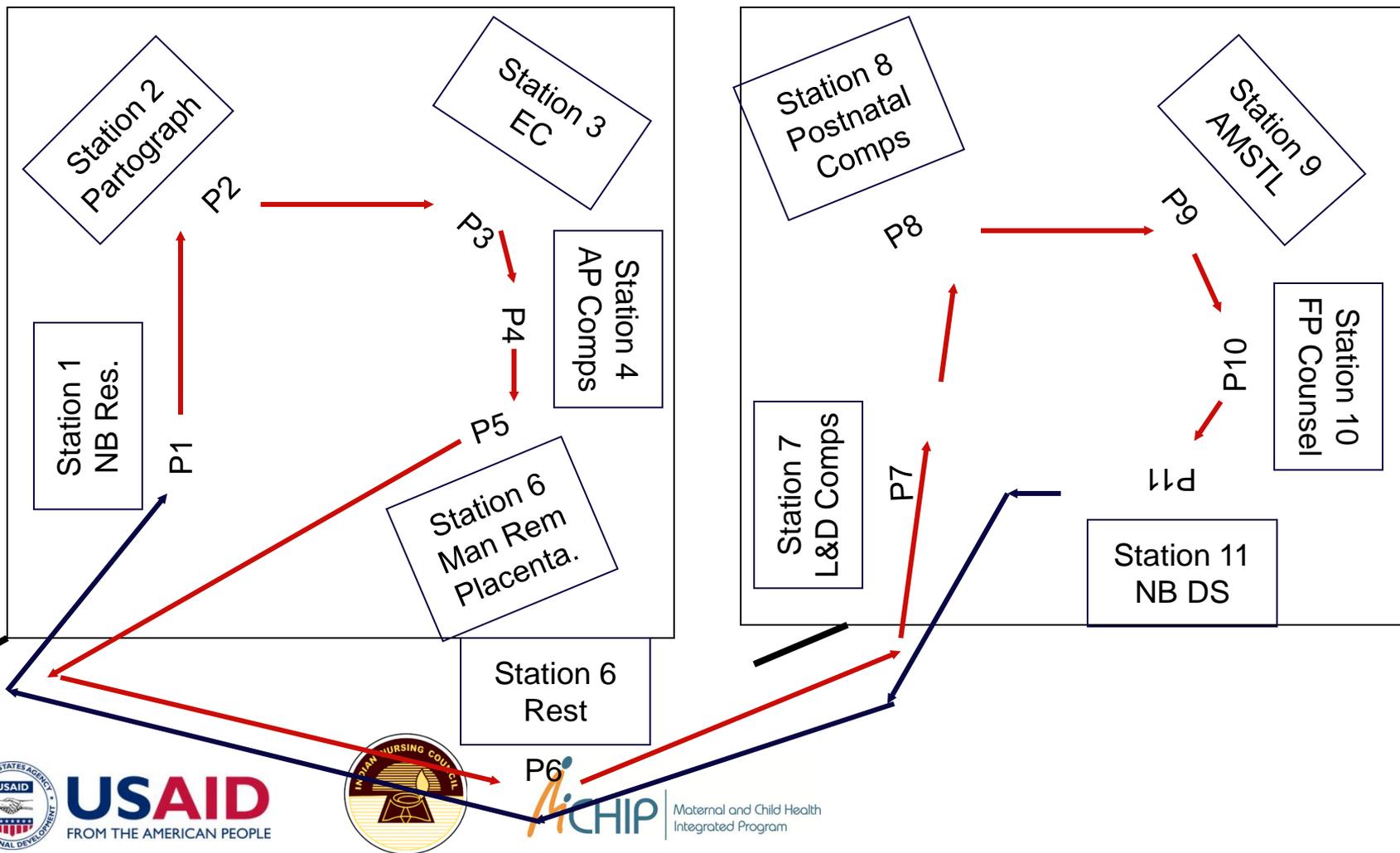


OSCE Station Assessing Ability to Correctly Use A Partograph

Midwifery OSCE Stations

ICM Competency	OSCE Station
1.1 [midwives provide adult and newborn resuscitation]	Newborn Resuscitation
2.8 [midwives are able to provide barrier, steroidal...methods of contraceptive control]	IUD insertion
2.9 [midwives provide family planning counseling]	FP Methods Counseling
3.24 [recognize symptoms of life threatening antenatal conditions]	Id, Tx and Referral of Prenatal Complications
4.15 midwives recognize indications for emergency measures during labor, e.g. shoulder dystocia, preeclampsia	Recognition, co-management or referral of complications during labor & birth
4.5 [midwives understand normal progression of labor]	Use of partograph
4.34 midwives practice AMTSL	Manual removal of placenta
5.24 [midwives refer for selected postnatal complications]	Id, Tx and Referral of Postnatal Complications
6.16 [midwives educate parents about infant danger signs]	Parental counseling regarding newborn danger signs

OSCE Station Map



OSCE Station Requirements

- Task/scenario to be completed
- Instructions for student
- Instructions for the standardized patient
- Assessment tool (checklist)
- Resources needed for student to be able to perform –may simulate
- Uniform station time limit

Checklist

- Checklists consist of essential or desired specific behaviors, activities, or steps that make up a more complex competency or competency component
- Typical response options
 - Check () or “yes”
 - Completeness: complete, partial, or absent
 - Correctness: total, partial, or incorrect
- For the purpose of making a judgment about the adequacy of the overall performance, standards need to be set that indicate, for example, pass/fail or excellent, good, fair, or poor performance

Sample Checklist For Abdominal Examination

Tasks	Attempted Satisfactorily	Attempted but not satisfactorily	Not attempted
Drapes patient appropriately			
Inspects abdomen			
Auscultates abdomen			
Percusses abdomen			
Lightly palpates each quadrant			
Deeply palpates each quadrant			

Checklist Validation

- Are checklists consistent across more than one expert measuring the same student
- Do experts agree that the steps being measured are appropriate
- Are points assigned appropriate
- Ideally, experts set a criterion referenced pass score

Determine Resources

- Equipment & Supplies
- Anatomic Models
- Documents (Medical Records, X-Rays, etc)
- Standardized Patient

Before the OSCE

- Discuss previous practice sessions with the student.
- Ask if the student has any questions about the skill and is ready to be assessed.
- This is orientation – NOT coaching

During the OSCE

- Observe and assess the student's performance
- Stand where you can see without intruding and let the student perform the skill
- Do not interfere (Dangerous acts can be discussed with student following the OSCE)
- Remember...Feedback **MUST** be delayed until completion of all stations in OSCE

After the OSCE

- Review the performance of the student (student shares what she or he did well and what could be improved)
- Provide positive feedback and offer suggestions for improvement
- Determine if the student is competent or needs additional practice

Use Results to Improve Performance #1

- Give students an opportunity to ask you questions about steps they did not understand or they performed incorrectly.
- Instruct students to practice the steps that they performed incorrectly

Use Results to Improve the OSCE Process

If many students had trouble with the same stations, either the teaching methods or materials did not adequately cover that learning objective



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Maternal and Child Health
Integrated Program

Summary

- OSCE provides a highly structured and reliable method for assessing knowledge and skills
- OSCE requires:
 - time for planning
 - preparation of valid stations
- Pilot OSCE before using for student evaluation
- OSCE has secondary instructional benefits



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Plan for Teaching

Objectives

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

Teaching Methods

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

Importance of Practice

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

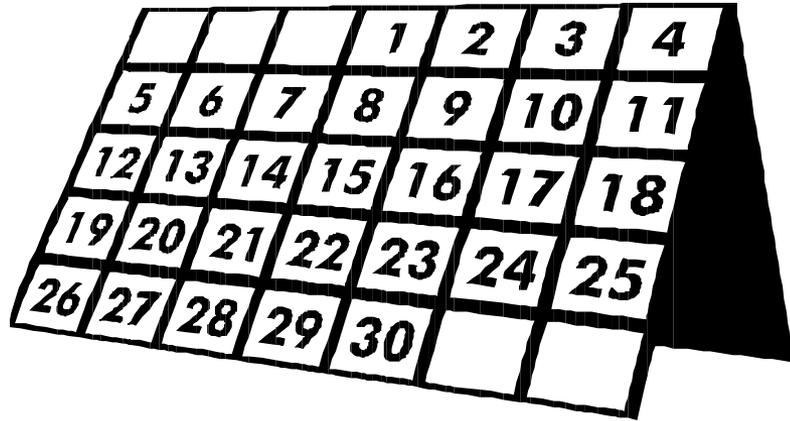
Selecting Learning Materials

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

Types of Materials

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

Develop a Course Schedule



- The course schedule is a session-by-session summary of learning activities and topics for the course.

Course Syllabus

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

Summary

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



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Prepare and Deliver Interactive Presentations

Introduction



Brainstorming:

- Worst teaching presentation you ever attended?
- The best?

Objectives

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

Essential Elements of Planning

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

Facilitation Process

All activities follow the same process



EVERY ACTIVITY HAS OBJECTIVES AND AN
EXPECTED OUTCOME

**EFFECTIVE INTRODUCTIONS CAPTURE
ATTENTION**

INTRODUCTIONS REVIEW OBJECTIVES OF THE
ACTIVITY

INTRODUCE EVERY LEARNING ACTIVITY



Effective Facilitation

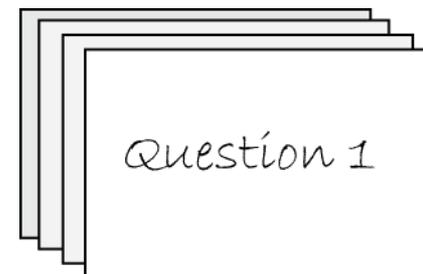
- Follow an outline
- Communicate clearly
- Display enthusiasm about everything!
- Interact with students
 - Use appropriate audiovisual aids
 - Use feedback (positive) throughout
 - **Use questions**

Effective Use of Audiovisuals

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

Using Questions Effectively

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



Use Feedback

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

Summarizing

Ask the students if they have questions

Ask the students questions

Administer a practice exercise or test

Use a game to review main points



Summary

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

Introduce

Facilitate

Summarize

PLANNING & ORGANIZATION



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Prepare and Use Knowledge Assessments

Introduction

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



Objectives

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

Knowledge Assessments

Formative

- To help guide students toward meeting the learning objectives

Summative

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

How is knowledge assessed?

Key Points in Preparing Knowledge Assessments

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



Preparing a Test Bank

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

True-False Question Tips

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

Multiple Choice Questions

Elements

- Stem
- Responses
- Distractors



Multiple-Choice Question Tips

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

Sample Scenario MCQ

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

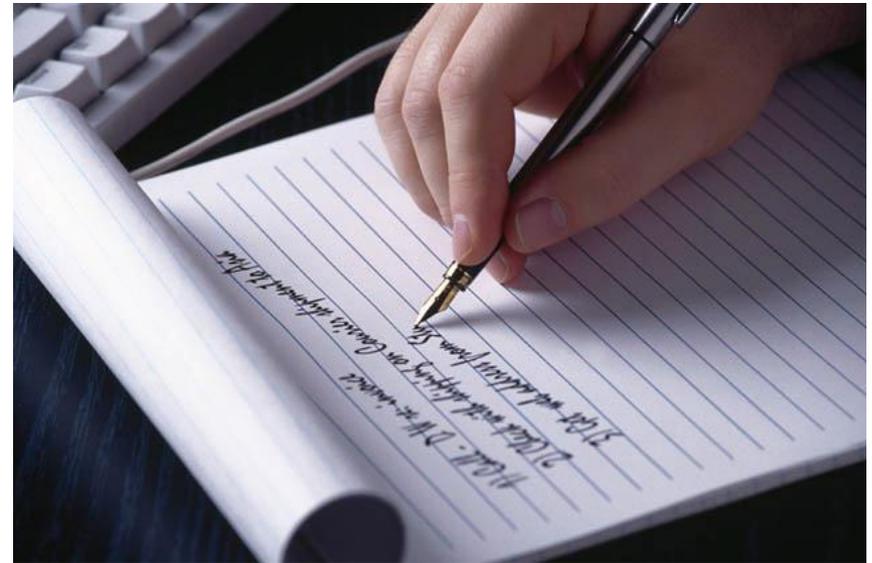
- A. Gather history, send vaginal cultures, remove the IUD.
- B. Gather history, send vaginal cultures, follow up in 3 days.
- C. Gather history, treat with antibiotics for presumptive PID.
- D. Gather history, send vaginal cultures, treat with antibiotics for PID, and remove the IUD if the woman wishes.

Matching Questions

- Consists of two lists
 1. Premise
 2. Response
- Imperfect matching items are more objective
- Tips:
 - Focus on one subject
 - Keep statements brief
 - Arrange in logical order

Short-Answer Question Tips

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



Test Administration

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



Scoring the Knowledge Assessment

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

Using Assessment Results

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

Helping Students Learn

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

Summary

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



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Prepare and Use Skills Assessments

Three Steps in Skill Development

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

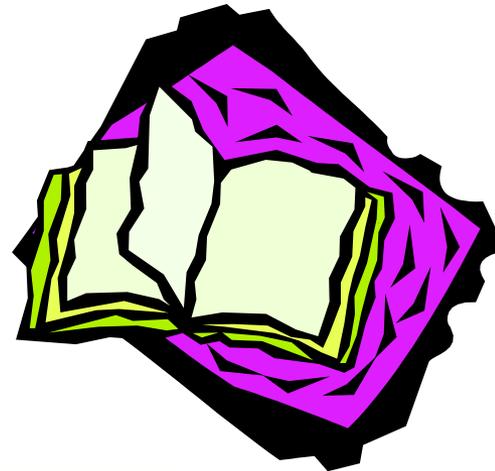


Objectives

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

Skill Assessment Methods

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



Checklists

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

Designing a Checklist

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

Structured Practical Examinations

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

Steps to Prepare for a Structured Practical Examination

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

Use Results to Improve Performance

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



Summary

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



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Prepare the Teaching Environment

Objectives

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

Introduction



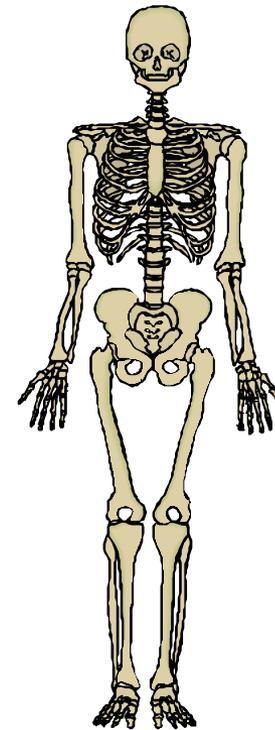
The Classroom Environment

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



Simulated Practice

- What type of activities?
- Where?
- What equipment and supplies might be necessary?

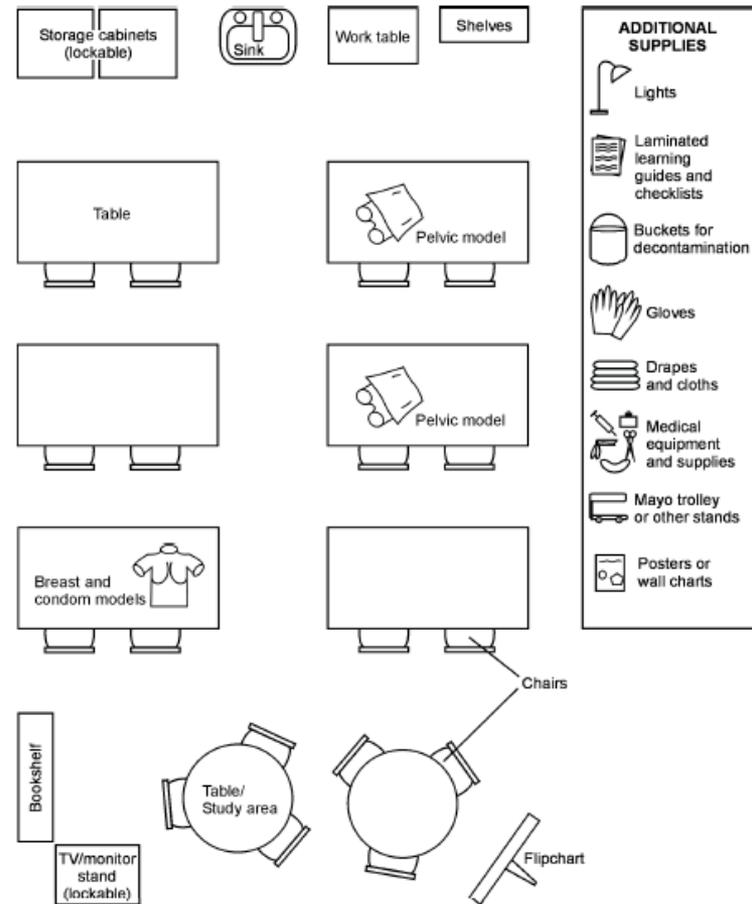


Skeleton
Front View

Skills Development Lab (SDL)

- Administrative support – introduction and management of the lab
- Dedicated, secure, appropriate space
- Relevant equipment and supplies

Figure 4-1. Overhead View of a Skills Development Lab



Key SDL Management Points

- Ensure adequate staffing
- Post SDL schedules
- Delegate one individual to be responsible for keeping keys
- Ensure all faculty are engaged in use of the SDL
- Maintain supplies, resources, and equipment

Clinical Practice Site Characteristics

Physical environment

- Site accessibility
- Technical standards
- Space

Patients

- Volume
- Flow
- Appropriate to competencies being evaluated



Clinical Practice Site Characteristics

Clinical staff

- Adequate ratio
- Receptive
- Competency in preceptorship



Summary

- What kinds of simulated and clinical practice experiences will you need to implement your curriculum?
- What are the key elements required to introduce and manage a skills lab?
- What are the key elements in selecting and preparing the clinical practice environment?



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Teaching Clinical Decision Making

Objectives

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

A or B?

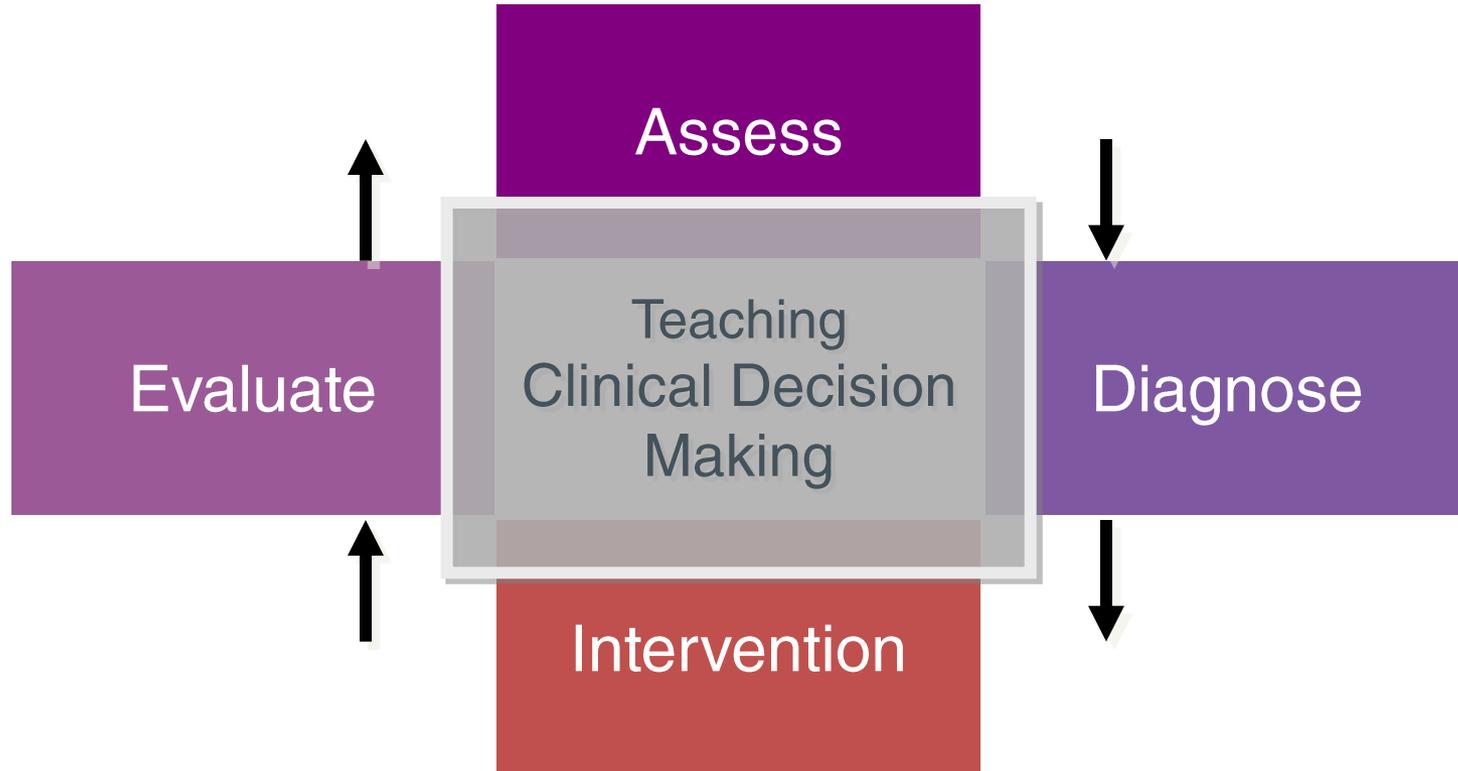
Clinical Decision Making

- Demonstrate
 - Explain reasoning and judgment
 - Practice Feedback
 - Use a range of learning activities
 - Repeated practice with feedback



Practice Session Feedback

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



Teaching Assessment

- Show learners how to recognize patterns
- Help learners organize information
 - Review notes and provide feedback
 - Provide detailed cases with data and ask them to organize it
 - Use framework during clinical practice to document work with clients
- Highlight important cases
- Help learners target data collection

Assess

H&P:

History:

PE:

Diagnostics:

Teaching Diagnosis

- Help learners **associate clinical features and diagnoses**
- Encourage development of **broad differential diagnoses**
- Help learners **interpret data**
- Present hypothetical situations
- Allow learners to make mistakes in the process

Diagnose

Teaching Intervention

- Share experiences with various treatment options
- Build on the evidence
- Help them develop and consider a range of treatment options
- Use hypothetical situations

Intervention

Teaching Evaluation

- Help learners apply evaluation criteria
- Help learners decide if treatment was effective
- Help learners evaluate and select other treatment options
- Why?

Evaluate

Summary

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