Detailed Report of the Training of Trainers Component of the DTC-TOT Course, Kampala, Uganda, September 2004

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Abstract

With support from the U.S. Agency for International Development (USAID), the Rational Pharmaceutical Management Plus (RPM Plus) Program of Management Sciences for Health (MSH) developed a Training of Trainers (TOT) course to complement the existing Course on Drug and Therapeutics Committees (DTCs). The rationale for the TOT component is to build local, national, and regional capacities to organize local DTC training programs by enhancing the presentation and facilitation skills of course participants. It is expected that these skills will help maintain course quality and that their propagation, like the course content, will be a basis for sustained contact between generations of facilitators. The added TOT modules also contribute to USAID/RPM Plus's recent effort to establish a Regional Pharmaceutical Management Technical Resource Collaboration.

This newly developed TOT component was implemented along with a regular DTC course in Kampala, Uganda, in September 2004. The content covered key philosophies and teaching techniques for adult learners. The report documents in detail the process that was used in conducting the different TOT sessions so that the course can be replicated.

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Keywords: Training of Trainers; Drug and Therapeutics Committees; Adult Learning

CONTENTS

ACRONYMS

AMR	antimicrobial resistance
DTC	Drug and Therapeutics Committee
ICIUM	International Conference on Improving Use of Medicines
LCD	liquid crystal display
MSH	Management Sciences for Health
RPM Plus	Rational Pharmaceutical Management Plus (Program)
SMART	Specific, Measurable, Achievable, Relevant, and Time-bound
TOT	Training of Trainers
USAID	U.S. Agency for International Development
WHO	World Health Organization

BACKGROUND

Infectious diseases continue to present a serious threat worldwide, particularly in developing countries, where scarcity of resources is complicated by lack of availability of pharmaceuticals and improper use of available pharmaceuticals. Added to the burden of infectious diseases is the rapidly growing problem of antimicrobial resistance (AMR). The development of AMR is exacerbated by inappropriate prescribing and use of .antimicrobial medicines. For several years, the Rational Pharmaceutical Management Plus (RPM Plus) Program of Management Sciences for Health (MSH), in collaboration with the World Health Organization (WHO) and other partners, has been working in developing countries to provide training on Drug and Therapeutics Committees (DTCs) as a method to improve the management, selection, and use of pharmaceuticals. DTCs are considered a key intervention in the WHO global strategy to contain antimicrobial resistance. In 2004, the Second International Conference on Improving Use of Medicines (ICIUM) recommended that DTCs be established at all levels in institutional settings to improve use of medicines and contain cost.

The first ICIUM, held in 1997, recommended that training materials be developed to improve the drug management functions of this committee. Training materials to increase capacity and improve outcomes from the DTC were not available at the time of the conference. As a result, RPM Plus developed materials to improve developing country DTCs.

The DTC training materials were developed by May 2000. A field test of the materials was conducted in June 2000 in Bangkok, Thailand. The revised materials were used at a pilot session, conducted with technical assistance from RPM Plus staff, in Manila, Philippines, in February 2001. In June 2001, RPM Plus and WHO presented the first international course on Drug and Therapeutics Committees in Yogyakarta, Indonesia. Since February 2001, a total of 14 DTC courses have been organized, with 464 participants from 67 different countries. Courses have been held in Bolivia, Guatemala, India, Indonesia, Jordan, Kenya, Moldova, Nepal, Nicaragua, Peru, the Philippines, South Africa, Turkey, and Uganda.

RPM Plus has recently developed a Training of Trainers (TOT) course to complement the existing DTC course. The purpose of this additional initiative is to build local, regional, and national capacities to present high-quality DTC training programs. It is expected that trained participants will be able to propagate DTC course content through the utilization of newly introduced teaching methods, and will be better able to promote a cascade of DTC courses. This activity will contribute to the recent efforts of the U. S. Agency for International Development (USAID) and RPM Plus toward strengthening the concept of a Regional Pharmaceutical Management Technical Resources Collaboration.

A training course, which combined both the regular DTC course and the newly developed TOT component, was held in Kampala, Uganda from August 29 to September 11, 2004. This was the first regional DTC course that carried a 2½-day TOT component. The course was organized by the Makerere University Faculty of Medicine, Uganda Ministry of Health, and RPM Plus, in collaboration with the WHO Department of Essential Drugs and Medicines Policy (WHO/EDM) and the International Network for the Rational Use of Drugs–Uganda. USAID provided support for the course. A full report of the DTC component of the course has already appeared.[1]

The TOT materials to accompany the DTC course were originally developed as a separate one-week course by RPM Plus with technical inputs from Jana Ntumba of MSH. In order to adapt these TOT materials for use with the nine-day DTC course, the TOT materials were pared down into a three-day course with assistance from an education consultant, Prudence Chalker. Select components of the three-day course were tested in Nairobi, Kenya, in February 2004 at the Promoting Rational Drug Use (PRDU) course.[2] The field test of specific TOT sessions provided MSH facilitators the opportunity to refine and revise the materials.

To enhance participants' skills as DTC trainers, the TOT focused on key training-related aspects. These included adult learning, the role of the teacher, communication skills, teaching and learning methods, and DTC-related presentation and facilitation skills. The underlying expectation is that participants will acquire the skills necessary to lead presentations, discussions, small group activities, and field studies as teaching methods used in highly participatory DTC courses.

After careful consideration, it was decided that the TOT course should be presented as a separate 2½-day module from the DTC course but would be contextualized using DTC concepts and examples. Drs. Mohan Joshi and Paul Arnow of MSH further refined and contextualized the TOT course.

The Ugandan DTC-TOT course was the first course to test the TOT in its full form. The TOT was placed at the end of the DTC course (see Annex 1 for the program schedule, and specifically page 59 of Annex 1 for the TOT schedule). International/regional courses require highly qualified and experienced facilitators. In order to maintain the technical content as well as the reputation of the course, the decision was taken to conduct the TOT at the end of the DTC course. While this reduces the participants' opportunities to put into practice newly acquired TOT competencies, it preserved the integrity of the DTC course.

A total of 38 participants from 11 countries attended the Uganda DTC-TOT course. The participants' professional profiles were well mixed. Fifteen of the participants were medical doctors, 20 were pharmacists, and 3 were pharmacy technicians. Many held high-level positions in their facilities and/or were active in their facilities' DTCs.

During the training, the participants were distributed to five tables in the training hall, each table forming a small group of seven or eight participants. The members of the groups were changed a few times during the training course to allow greater interaction among different participants.

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[1] Joshi, M., P. Arnow, and S. Paige. 2004. *Regional Training Course on Drug and Therapeutics Committees and Training of Trainers, August 29 – September 11, 2004, Kampala, Uganda: Trip Report.* Submitted to the U.S. Agency for International Development by the Rational Pharmaceutical Management Plus Program. Arlington, VA: Management Sciences for Health.

[2] Chalker, J., and M. Joshi. 2004. *The Training of Trainers Trial at the Nairobi PRDU Course, 1st to 14th February 2004.* Submitted to the U.S. Agency for International Development by the Rational Pharmaceutical Management Plus Program. Arlington, VA: Management Sciences for Health.

Given the TOT emphasis of this DTC course, a significant amount of material was distributed to the course participants to prepare them as future facilitators. This material included hard copies of the DTC course materials (participants' guide, trainers' guide, PowerPoint presentation slides) and the TOT course materials (handouts for participants, trainers' guide, and PowerPoint slides). In addition, a CD containing the complete set of DTC and TOT course materials, addresses and photos of participants and facilitators, and several relevant WHO publications were distributed to each participant. Hard copies of other WHO publications and the 1997 edition of *Managing Drug Supply*[3] were also distributed.

[3] Management Sciences for Health, in collaboration with the World Health Organization. 1997. *Managing Drug Supply*. 2nd ed. West Hartford, CT: Kumarian Press.

TRAINING OF TRAINERS: DETAILS OF THE PROCESS

The primary purpose of this report is to document the manner in which the TOT course was presented. It is expected that this technical report will assist facilitators of future TOT courses in organizing and carrying out similar sessions. Descriptions of each session are divided into the following parts—

- Objectives: state what the participants are expected to be able to do by the end of the session
- Content Overview: includes a brief summary of the technical content of the session; also includes the PowerPoint presentation slides used during the session
- Process Overview: describes the process of managing the session step by step
- Duration: states the total time used for conducting the session; also includes, where relevant, the time spent in managing the different components of the session
- Materials Used: lists the materials that were used to facilitate the teaching and learning processes

Session 1. Overview and Orientation

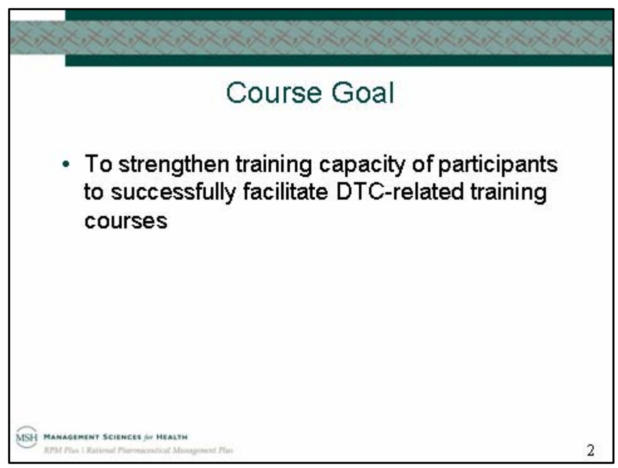
Objectives

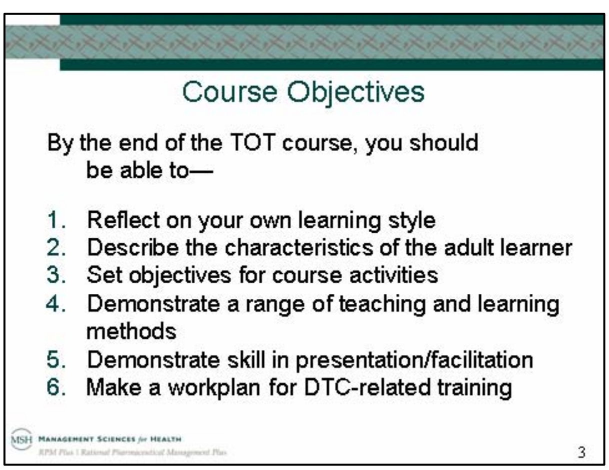
By the end of this session, the participants will be able to—

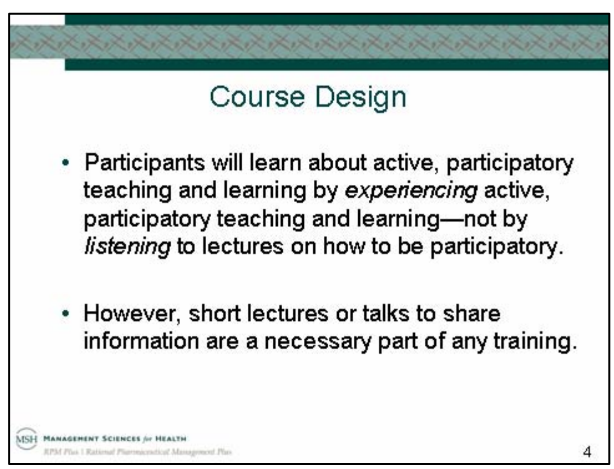
- Explain the course objectives and design
- Identify their strengths as trainers and areas that they wish to develop

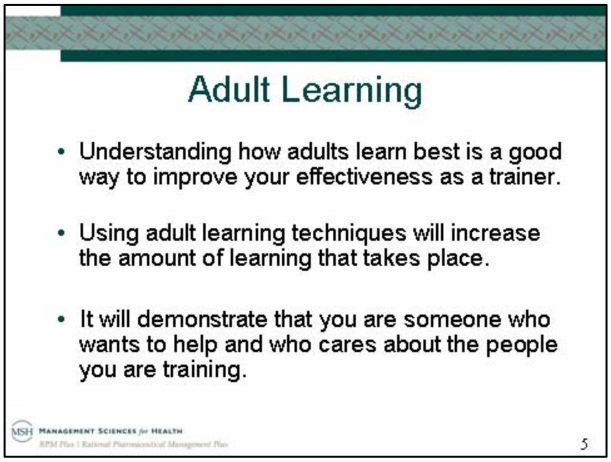
Content Overview

This session is a simple orientation module. It consists of five visual aids and a form (*Self-Assessment of My Competency as a Trainer/Facilitator*). The form instructs participants to identify their strengths and areas in need of improvement. It allows participants to gauge themselves and their self-identified competencies as trainers. The slides cover the intent and objectives of the course as well as the course design, which is reflective of the session objectives. The slides used are included below.









Process Overview

This session sets the stage for the Training of Trainers component of the DTC course. It enables participants to become familiar with both the content of the TOT course and the manner in which the material is conveyed. The highly participatory nature of the course requires facilitators to inform participants that they are expected to be highly engaged.

Steps in conducting the session include the following—

1. Facilitator displayed and reviewed the PowerPoint slides.

2. Facilitator asked for further questions to see if participants had any concerns about the rationale or expectations for the TOT course.

3. Once questions were addressed, the pre-TOT self-assessment form was distributed by the facilitator and two volunteers. The participants were asked to fill out the pre-TOT self-assessment form and keep it until the end of the course, when they would receive a similar form to complete for comparison.

4. As participants were completing their forms, the course schedule was projected and the facilitator distributed the “Preferred Learning Styles” handout in preparation for the next session.

Duration

The duration of this session is 20 minutes total, broken down as follows—

- 5 minutes to introduce participants to the TOT course component and to further describe the purpose of the TOT
- 5 minutes to review the five slides
- 10 minutes for participants to complete the handout

Materials Used

Laptop computer, LCD projector, screen, PowerPoint slides, handout

Session 2. Preferred Learning Styles

Objective

By the end of the session, participants will be able to—

- Reflect on their own learning styles and preferences

Content Overview

People have different learning styles. Trainers need to pay attention to these differences and include a variety of learning experiences in order to maintain the motivation and interest of all participants. Some learners are active, some reflective, some theorizing, and some experimental. *Active learners* are those individuals who learn through doing. They don't take the time to observe, reflect, or receive clear instructions before undertaking an activity. *Reflective learners* are those who prefer to wait and observe how others approach and undertake a task before engaging in it themselves. Other individuals are *theorizing learners*. These learners want to understand the broader perspective to facilitate their understanding and focus on principles. *Experimental learners* prefer to try new things quickly and combine a mix of reflection, theorizing, and doing to facilitate their own learning process.

Process Overview

This session introduced the concept that different people learn in different ways and that trainers need to incorporate as many styles as possible into their teaching so that the information is accessible to a wide range of participants. The session consisted of reading a handout and participating in an exercise.

Steps in conducting the session include the following—

1. The facilitator presented the concept of different learning styles. He then gave examples of ways to identify variations in learning styles in participants' experiences, such as, "If you think about friends in school, you may remember some friends were good at test taking but did not excel in leadership roles."

2. The handout for the session and instructions for the exercise were distributed. The facilitator asked participants to take a few minutes to read through the four styles described in the handout and note where they fit best.

3. Once participants had finished reading the handout and identified their preferred learning styles, they were asked to come to the front of the room and place a star on a flipchart of a learning styles matrix that had different learning styles written in each corner (Figure 1).

4. Participants had to pick a star and place it on the learning styles matrix according to where they felt they fit in the spectrum of learning styles. If participants felt they bridged two styles, they could place their stars on the junction.

5. Stars of different colors were used for each profession represented in the audience. The point was to see if the professions had similar or different preferred learning styles. Pharmacists used red stars and physicians green.

6. After everyone had located themselves within the learning styles matrix, a participant was asked to volunteer to describe the results of the exercise.

7. Once the exercise was completed, the facilitator summarized the session. He encouraged participants to think about their audience when conducting training courses and to consider what their learning styles may be.

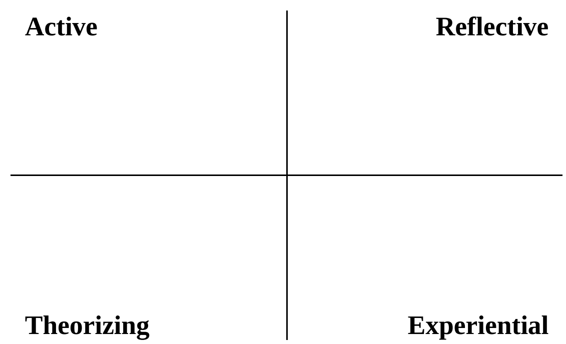


Figure 1. Preferred Learning Styles Matrix

Duration

The duration of the session was 15 minutes total, with—

- 5 minutes spent introducing the concept of different learning styles and reading the handout
- 5 minutes for participants to put themselves in the learning style matrix
- 5 minutes spent talking about what was revealed about the various learning styles of the audience and summarizing the concepts

Materials Used

Handout, flipchart, flipchart stand, markers, green and red star stickers

Session 3. Positive and Negative Learning Experiences

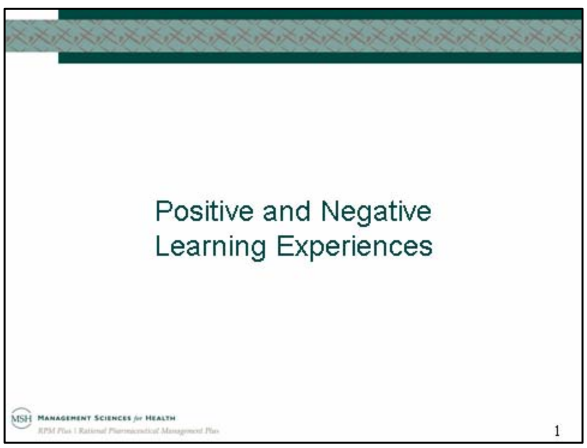
Objective

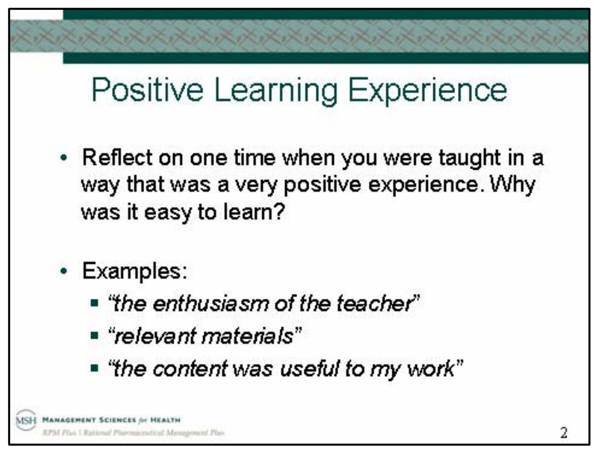
By the end of the session, participants will be able to:

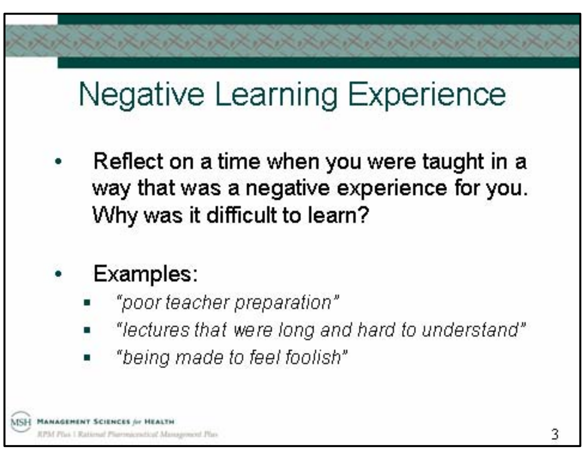
- Describe the characteristics of positive and negative learning experiences

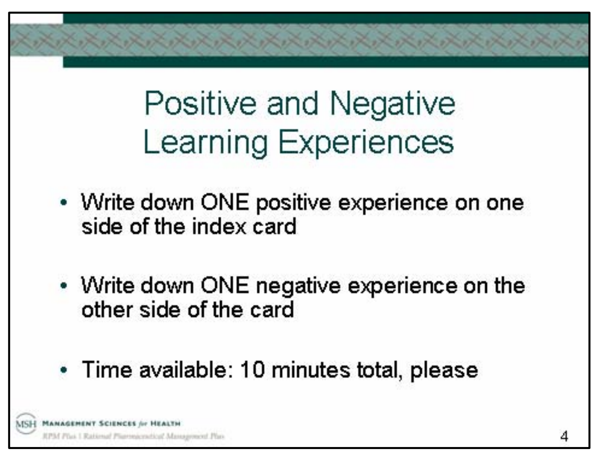
Content Overview

Some learning experiences are remembered as positive and some as negative. The rationale is to generate thought and analysis around the components of those experiences that make them either positive or negative, to incorporate the positive components into facilitation/presentation endeavors and avoid the negative ones. The session utilizes an exercise to identify the characteristics of positive and negative learning experiences. The following slides are used to facilitate the exercise.









Process Overview

This session asked participants to think back on their own learning experiences and reflect on qualities that made them either enjoyable or not.

Steps in conducting the session included the following—

1. The facilitator reiterated the participatory nature of the TOT course and reasserted the importance of participant involvement.

2. The facilitator also stated that this session was primarily an activity. He presented the PowerPoint slides and indicated that the positive and negative characteristics listed on the slides were just illustrative examples for the activity.

3. A stack of index cards were distributed to each table.

4. Based on his/her past experiences, each participant was asked to write down one positive learning experience on one side of the index card and one negative experience on the other side.

5. Participants were asked to spend a maximum of 10 minutes completing the card. The experience did not need to be narrated, just summed up in a phrase that did not have to be too descriptive or long, and no names were used.

6. While participants were thinking and writing down their responses, the facilitator created a blank Word document on the computer screen to capture the examples.

7. Once the participants finished jotting down their responses, the facilitator asked for individuals to share their examples.

8. Examples were typed up as they were shared (Box 1).

9. As the participants were sharing, the facilitator further clarified the purpose of the exercise by asking, "Try and relate to your own specific past experience instead of providing a general list of good things that would be nice to do as a teacher. Try and remember that particular incident and figure out what the teacher did that made the experience remain as a good memory."

10. Once both lists were complete, volunteer participants were requested to summarize the list and describe how the examples would impact them as trainers (Box 2).

11. After participants provided their own summary analyses, the facilitator wrapped up the session.

Duration

The total time allotted was 30 minutes, with—

- 5 minutes to present the concept and review the four slides
- 10 minutes to brainstorm and share positive experiences
- 10 minutes to brainstorm and share negative experiences
- 5 minutes for participant questions and summary

Materials Used

Index cards, laptop computer, PowerPoint slides, LCD projector, screen

Box 1. Examples of Positive and Negative Learning Experiences

Examples of Positive Learning Experiences

- Teacher friendly and enthusiastic
- Teacher knowledgeable and experienced
- Relevant and applicable subject
- Interactive
- Good illustrations and examples relating to real-life situations
- Appropriate use of voice and body language

Examples of Negative Learning Experiences

- Uncaring, condescending, arrogant teacher
- Insincere or biased teacher
- Unprepared teacher
- Poor time management
- Subject matter lacking clarity or relevance
- No stimulating discussions
- Language barrier

Box 2. Participant Summary Comments

Participant Comments

"In the learning process we are in an environment in which we are learning and there are two parts of the process. The teacher who is delivering and the student who is receiving. The message must be sent so that receiver is stimulated. Then the one who is stimulated stimulates the teacher."

"It is simple to understand who a good teacher is. To be a good teacher is to think about what you would want from your own teacher. All the things that our colleagues said we can apply to our own methods."

Session 4. How Adults Learn

Objective

By the end of the session, participants will be able to—

- Describe the characteristics of the adult learner

Content Overview

Teaching adults requires an understanding and acknowledgement of the unique features of adult learners. Some concepts that contextualize this notion describe the adult learning field and separate adult learners from child learners. Adults need to understand and accept the rationale behind learning a new skill or concept. They prefer to drive their learning based on their previous experiences and current needs or interests. They want to learn things that are applicable to their current situations and contexts. Adults have a higher level of ability than children to be self-directed. Understanding the features of adult learning and applying appropriate techniques will make a teaching session interesting and increase the amount of learning that takes place.

Process Overview

The session relied heavily on participant involvement. The method used was brainstorming, with distribution of a handout at the end of the session.

Steps in conducting the session included the following—

1. The facilitator opened the session with a statement about how most of the participants in the course, being either physicians or pharmacists, received their training in very traditional learning environments. The question was posed: “Did anyone go to a school that emphasized problem-based learning?” This reinforced the assertion that all had been accustomed to the didactic style and that an alternative learning philosophy was about to be introduced and explored.

2. The facilitator requested that the participants discuss how adults learn. The question “How do adults learn?” was posed, and responses were captured on a flipchart. Three flipcharts were ready at the front of the room to save time flipping pages and to allow for all the responses to be visible at once.

3. As participants brainstormed, their responses were written on the flipcharts.

4. The facilitator commented throughout to expand certain ideas and put others into context (Box 3).

5. A handout called *Theories of Adult Learning* was distributed by a participant volunteer.

6. The session was concluded with a quick review of the key points in reference to adult learning.

Duration

The session took 20 minutes in total.

Materials Used

Flipcharts, flipchart stands, markers, handout

Box 3. Brainstorming on How Adults Learn

How do adults learn? (participant responses)

- When they need to survive—for example, when they go to another country and need to learn the local language to survive
- May learn by seeing, listening, and practicing
- Don't like to be pressured
- Prefer direct, brief, and concise sessions
- When they need to improve skills, when immediately relevant to work
- Learn through mistakes
- Experience
- Not so much worried about amount of content but do want to learn fully
- When there is a challenge or a need to build self-confidence
- When the topic is perceived as important for their work

Further comments by the facilitator

- Adults learn better through a participatory method, with respect for different viewpoints. They want to be collaborators working together to achieve a goal called "learning."
- Adult learners' experiences need to be respected and utilized, but most trainers don't allow learners to share their experiences. We should use experience as a point of reference to build upon.
- Adults want to absorb the content and need to understand what is being said so they have a deliberate approach to learning.
- Adults are self-directed learners capable of managing for themselves most of the process of learning.
- Adults are also motivated to learn because of internal factors.

Session 5. Roles of the Teacher

Objective

By the end of the session, the participants will be able to—

- Describe the various roles of a teacher

Content Overview

A teacher is a facilitator, human resource developer, coach, and change agent. According to the well-known educationist Carl Rogers, "The primary role of a teacher is to permit the student to learn." For optimal outcome, a teacher should play a variety of roles, such as being a group leader, planner, group member, audience, role model, and good communicator. This session aims to stimulate participants to identify the different roles that teachers can play to improve facilitation of a session. By relying on the participants to come up with the attributes of a teacher, they will be more inclined to incorporate those attributes into their own teaching methods.

Process Overview

The session was primarily an exercise, requiring much interaction among participants and between participants and the facilitator. The facilitator asked participants to return to thinking about the "art" of teaching. The technical skills may be in place, but in order to fully exercise the skills, one must incorporate certain characteristics into the application of those skills in order to be a good teacher.

The point of the activity was to allow participants to identify the roles of a teacher. The results of the group discussions revealed that teachers are expected to demonstrate some specific attributes in terms of skills or processes, including being interactive and helpful and facilitating learning. In addition, some personality characteristics are critical for a good teacher. The process of learning is influenced not only by what teachers say or do, but also by their style of saying or doing.

After the session was introduced, each group was asked to provide a volunteer to facilitate a brainstorming activity. The following steps were then performed—

1. The facilitator was expected to draw ideas out of the group on the "roles of the teacher."
2. After 10 minutes, each group had to report out on what they came up with as their key points.
3. Each group shared their responses, which were then written on the flipchart (Box 4).
4. The facilitator asked one of the participants to summarize the results, combining the responses of all the groups.

Duration

The session took 30 minutes, broken down in the following way—

- 5 minutes were spent explaining the activity
- 10 minutes were spent on participant discussions
- 15 minutes were used for each group to share their results and to summarize the session

Materials Used

Flipchart, flipchart stand, markers

Box 4. Roles of the Teacher

Group Feedback

Group A: The teacher should develop and prepare materials, guide and coordinate sessions, and be able to assess students.

Group B: The teacher is a mentor, a role model, a facilitator, and a stimulant who creates an enabling environment for learning to occur.

Group C: The teacher is a leader, motivator, and developer of skills.

Group D: The teacher should have an interactive style.

Group E: The teacher is responsible for: 1) imparting relevant knowledge; 2) making it simple and understandable through illustrations; 3) providing guidance to stimulate continuous learning.

Session 6. Communication Skills

Objectives

By the end of the session, participants will be able to—

- Describe the difficulty of selecting and retaining information as a listener
- Describe some of the skills of empathetic and active listening
- Apply their experience as a listener in order to sharpen the focus of talks that they might give and to better focus on a few key points

Content Overview

This session consists of a simple activity designed to put participants in situations where they are very aware of their role as a presenter and as a listener. The activity gives participants a chance to look more carefully at the process of speaking and listening and the process by which information is transmitted. In particular, the session highlights the importance of active and empathetic listening and of designing presentations that are focused around a few objectives.

Process Overview

The intent of this session was to bring the acts of presenting and listening to the foreground and examine them in the context of building skills and growing as trainers. The facilitator based the session around an activity.

The steps in conducting the session were—

1. The facilitator explained the intent of the session and that it would consist primarily of a listening activity.
2. Three participants (who had previously indicated that they had “active” styles of learning) were asked to volunteer. Two of them were physicians, and one was a pharmacist.
3. The activity was explained and roles assigned. One volunteer was designated to be the speaker, another was assigned to be a listener who would not take notes, and the third was asked to be a listener who would take notes.
4. The speaker was allowed a minute or so to prepare thoughts for a two-minute presentation. The listeners were asked to listen carefully to the presentation and report back on the high points of what was heard. The listener who did not take notes reported first, and this report was then supplemented by the report of the listener who did take notes.

5. After the first person presented and listeners reported back, the facilitator invited comments on why the information reported by the listeners differed. This prompted the participants to think of differences in the abilities of listeners.

6. The facilitator also asked the presenter what her experience was like and if there were key messages she wanted to convey that either did or did not reach the listeners.

7. The facilitator asked the listeners to describe their experiences.

8. Once the volunteers shared their thoughts and experiences, the same three participants then switched roles and instead of a two- or three-minute presentation, the new designated speaker was asked to make a 1½-minute presentation

9. The speaker was given a moment to formulate thoughts for the presentation.

10. After the presentation, the same questions were asked of the volunteers in order to see what was most striking about being in a different role and what comparisons could be made.

11. The session ended with a quick summary.

The activity conveyed to participants that "listening" is a challenging activity. Participants saw firsthand that active listening is aided by note-taking and that an audience may be able to retain only a certain amount of the information that a presenter is trying to convey. The participants who volunteered to carry out the activity were able to talk about their experiences in the different roles and articulate the different skills they relied upon to perform the tasks of each role. Their experiences and the discussion of their experiences informed the group as to the skills required for active and empathetic listening, and highlighted the effort required for effective communication.

Duration

This session was 25 minutes long, divided into—

- 5 minutes to introduce the topic and explaining the activity
- 20 minutes for the actual exercise

Materials Used

Notepad, pen

Session 7. Teaching and Learning Methods

Objectives

By the end of the session, participants will be able to:

- Analyze the relative merits of a variety of teaching and learning methods
- Identify specific methods that are most appropriate to develop knowledge, skills, or attitudes

Content Overview

Different teaching-learning methods are available to facilitate learning. Not every method is suitable for each learning goal. Appropriate training techniques need to be selected to suit the kind of learning that is intended (knowledge, skill, or attitude). Where possible, it is best to combine different methods to make the session interesting and stimulating.

Teaching-learning methods include lectures, presentations, assignments, homework, brainstorming, question and answer (Q&A) sessions, demonstrations, activities, practical exercises, group discussions, case studies, role playing, simulations, field visits, and games. The most commonly used methods are lectures and presentations, but other experiential methods like case studies and role playing are now being used more frequently. Student-centered and participatory methods that provide opportunity for interaction and hands-on experience lead to greater retention than passive teacher-centered techniques do.

The following PowerPoint slides were used to facilitate the session.

Choosing Appropriate Training Techniques

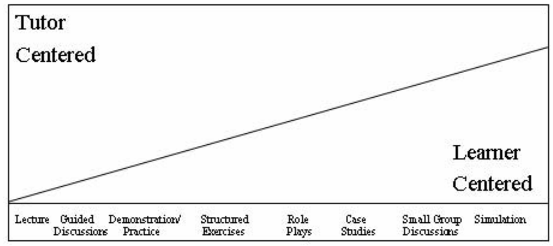
Kinds of Learning	Training Activities
Knowledge (facts/ Information)	Lectures, brainstorming, reading, television, radio
Skills (manual, thinking, planning, etc.)	Demonstration, instruction followed by practice with feedback to correct mistakes, on-the-job training, skill clinic
Attitudes/values	Experience-sharing discussion, role play, role-modeling, field trips

Source: Centre for Development and Population Activities (CEDPA). 1995. *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques*. Washington, D.C.: CEDPA.

MSH Management Sciences for Health

1

Activities Continuum



Source: Centre for Development and Population Activities (CEDPA). 1995. *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques*. Washington, D.C.: CEDPA.

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2

Theory and Practice Go Together

"Ideally theory and practice should be taught together."

Source: Abbat, F. R. 1980. *Teaching for Better Learning*. Geneva: World Health Organization.

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3

Experience Sharing Discussions for Shaping Attitudes

"Providing discussion to shape attitudes."

Source: Abbat, F. R. 1980. *Teaching for Better Learning*. Geneva: World Health Organization.

4

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Source: http://www.acu.edu/cte/activelearning/whyuseal2.htm

5

Chinese Proverb:

Hear and forget... See and remember... Do and understand

"Hear and forget . . ."

Source: Abbat, F. R. 1980. *Teaching for Better Learning*. Geneva: World Health Organization.

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6

Process Overview

This session set the stage for the crux of the course. Through a brainstorming session and the slide presentation, various teaching methods were identified and defined. The methods' applicability in various settings as well as their potential ability to change knowledge, skills, or attitudes was defined.

The steps taken in conducting the session were—

1. The facilitator called upon a volunteer to facilitate a brainstorming session where participants were asked to recall the various methods used during the DTC course. The volunteer facilitator moved from table to table asking for responses, and the course facilitator recorded the responses on a flipchart.

2. Because the responses included both teaching aids and methods, the facilitator asked the participants to make a distinction between the two. An aid is material or equipment, while a method is a technique used to help facilitate a session.

3. After the different methods were listed on the flipchart, the facilitator briefly but interactively explored the main advantages and limitations of different methods.

4. The facilitator then reviewed the PowerPoint slides.

5. Next, the facilitator wrote in large letters and quotation marks the word "DO" to highlight the importance of providing students with the opportunity to do activities themselves as a way to facilitate understanding and retention.

6. The facilitator spent the remaining time facilitating an activity based on the use of "mind-mapping" (a type of brainstorming) as a method of quickly generating useful ideas and points on any topic. The topic selected was preparation of a stepwise guide to planning a DTC-related field trip. The facilitator asked a volunteer participant to come up and write "DTC field study" in the center of the flipchart and circle it.

7. He then asked all the participants to share any thoughts or ideas that came into their minds and asked the volunteer to record each of them anywhere on the flipchart around the circled topic "DTC field study." Various ideas were quickly generated and captured on the flipchart. Then the facilitator asked the volunteer and the participants to group similar ideas together into subtopics and put them in logical sequence. This way a rough draft of "planning guide to DTC field trip" was prepared. The facilitator then distributed a prepared handout, *Facilitator's Guide to Planning a Field Visit*, to compare against the results of the brainstorming exercise. The participants saw that the handout and brainstorming results were quite similar in content.

8. At the end of the session, the facilitator summarized the salient points and, with the help of two participant volunteers, distributed a handout on teaching and learning methods.

Duration

For this session, one hour and 30 minutes was allotted, in the following increments—

- 25 minutes on initial brainstorming and discussion
- 15 minutes on reviewing the slides
- 45 minutes on the mind-mapping activity
- 5 minutes on summary and distribution of handouts

Materials Used

Flipchart, flipchart stand, markers, LCD projector, screen, PowerPoint slides, handouts

Session 8. Teaching and Learning Methods: Illustrative Examples (Case Study)

Objective

By the end of the session, participants will be able to—

- Develop effective case studies as a tool to aid in contextual learning

Content Overview

Case study is a teaching-learning technique that aids in contextual learning and the development of analytical and problem-solving abilities. It makes training more realistic, participatory, and satisfying. However, designing effective case studies is not easy and requires practice. Cases can be fictional or based on real experiences. To be effective, they need to be relevant, interesting, and realistic. Case studies should not be too long or too complex and should be designed in such a way that they are clear and focused on the underlying issues to be addressed. Also, an effective case scenario involves an element of mystery or dynamic tension, with the solution expected to come from the learner.

Process Overview

Most of the session was built around an activity that called for participants to practice developing case studies on specific topics and then present them to the whole audience.

The steps in conducting the session were—

1. The facilitator projected on the screen a case study with an underlying theme of anaphylactic reaction and its management. After the participants had made comments, the facilitator added that well-designed case studies are effective in fostering learners' interest and participation and helping them achieve contextual learning through the real-life scenario created around the underlying learning goal.

2. The facilitator then started the case study exercise.

3. Participants were divided into three groups, and an instruction sheet (Box 5) for the exercise was distributed.

4. The facilitator asked members of each group to work together to develop a case scenario around the theme or topic provided.

5. The three groups met in different areas of the room far enough from each other that each group could talk without disturbing the others.

6. Books (e.g., *Martindale: The Extra Pharmacopoeia* and the *British National Formulary*) were made available if anyone wanted to consult them.

7. The members of each group worked to develop their case scenario.

8. Each group presented the case scenario (each group had a volunteer read aloud their case study and questions) and asked the audience to share what they considered to be the analytical learning goals intended to be achieved through this case study.

9. To get participants to think about strengths of the case and how it could be improved, the facilitator asked, "What do you think of this case study? What learning objective is underscored?"

10. Feedback from the whole group was sought to assess whether the case study was effective in achieving its intended goal and if not, how it could be improved.

11. At the end of the session, to emphasize the key elements of case studies, a summary question was posed, "What are the critical elements to making a case study successful?" The facilitator suggested that it was very important to make the case seem realistic and relevant, that it should not be too long or too short, that it needs to be in the form of a narrative, and that it should involve a focused problem that the learner is expected to solve.

Box 5. Case Study Exercise: Participant Instruction

Aim

The purpose of this exercise is to provide the participants an opportunity to practice developing a "case study" as a teaching-learning tool that aids in contextual learning and development of analytical and problem-solving abilities. The exercise will also involve obtaining feedback from others on the case studies developed.

Procedure

1. One topic is assigned to each of the five groups (tables). When there are three topics, two groups will get topic 1, two groups topic 2, and the remaining group topic 3. The tables assigned the same topic will be placed as far from each other as possible.
2. Members of each group work together to develop a case scenario around the theme or the topic provided.
3. Each group presents their case scenario (each table should have one volunteer present their scenario).

Time

- 15 minutes for preparation of the case studies by the different groups
- 20 minutes for presentation and discussion

Topics

1. High potential of drug-drug interaction and consequent bleeding from warfarin (Groups A and D)
2. Development of antituberculosis drug resistance due to default by patients and irregular/variable prescribing by treatment providers (Group B)
3. Irrational prescribing of an antibiotic to a woman who is 11 weeks pregnant and has a urinary tract infection (Groups C and E)

Duration

The total time allotted for this session was 45 minutes, in the following increments—

- 5 minutes for briefing on the exercise and the procedure
- 15 minutes for preparation of the case scenarios by the different groups
- 20 minutes for presentation and discussion (about 7 minutes for each group)
- 5 minutes for wrap-up

Materials Used

Overhead projector, instruction sheet on the case study exercise, paper, pen, books (e.g., *Martindale, Drug Interaction Facts, British National Formulary*)

Session 9. Teaching and Learning Methods: Illustrative Examples (Role Play)

Objective

By the end of the session, participants will be able to—

- Design a role play as a method of experiential learning

Content Overview

Role play is a method of experiential learning that can be highly stimulating and revealing when done properly. Effective role play can help change attitudes.

For role playing, a scenario is created in which participants enact the roles of individuals who may previously exist in the minds of the participants only as stereotypes. Dialogue is the tool to bring the characters to life, illustrate their viewpoints, and explore likely outcomes of their interactions with others. The scenarios should be constructed to be as close as possible to real-life situations. The goals of using role playing as a teaching-learning method are to learn to understand the concerns and viewpoints of other persons who are affected by a problem and who will be involved in or affected by its solution; and to learn how the manner in which a viewpoint is presented affects the response of other players.

There are several steps to consider when creating a role play. The stage has to be defined and clear instructions given to actors. After the role play has been carried out, actors must be thanked and allowed to discuss their experiences. This process allows the changes experienced by the actors to be transmitted to the audience more palpably.

Process Overview

This session provided participants an opportunity to develop the roles and viewpoints of three characters having a DTC meeting. The exercise was carried out through participant interaction and was guided by an instruction sheet. The instruction sheet described the goals and concept behind role plays in general and then specifically described the procedure and character sketches of the DTC meeting scenario.

The steps in conducting the session were—

1. The facilitator described the exercise without going into much detail about the goals of the exercise.

2. The facilitator distributed the instruction sheet for the exercise (Box 6) and briefly explained what was expected of the different groups.

3. Groups were organized. Each group worked to develop the viewpoint of the designated role and selected a member who would play the role.

4. After the preparation time was over, the participants were called to convene the DTC meeting role play.

5. The three members sat together at one table. Everyone else sat in the audience. The facilitator sat with the three members to quickly sketch the context of the meeting, then turned it over to the "DTC Chairman."

6. The three participants in character acted out the role play.

7. Once the role play finished, the facilitator requested that the actors share their experience of the activity. To provoke further discussion, the following question was posed to the participants: "Was this what you expected?"

8. To summarize, the facilitator asked, "Why did we do this? What did you expect to achieve by using this method?" The participants interacted and agreed that a well-planned role play is an effective method to improve skills and change attitudes.

Box 6. Role Play Exercise: Participant Instruction

Concept
For this activity, the scenario of a DTC meeting is to be created. Course participants will be chosen to enact the roles of three key members of the committee: Chairman, Chief of Surgery, and Pharmacy Director. Participants who are *not* chosen for one of these roles will observe the discussion and can ask questions or make comments as if they were members of the DTC. Dialogue is the tool to bring the three characters to life, illustrate their viewpoints, and explore likely outcomes of their interaction with others. The persons assigned a role should react to the comments of others in the way that they think their character would.

Procedure
The issue to be discussed by the participants is whether the hospital should develop and implement restrictions on physician prescribing of expensive broad-spectrum antibiotics. Course participants selected to play the three roles will first meet with members of their team for about 12 to 15 minutes to develop the viewpoint that the character is likely to have. Ideas and concerns of the character should be clearly formulated, and points that the character would want to make to the committee should be outlined. Once the DTC meeting begins, the individual assigned to play the role proceeds without further guidance. The Chairman controls the meeting, should allow other members of the audience to ask questions or make comments, and can call for a vote of all participants at the end of the meeting. The discussion at the role play meeting will be allowed to continue for a total of 10 to 12 minutes.

Character Sketches
Pharmacy Director
- Does not have an adequate budget to purchase the drugs requested by physicians
- Is concerned about prescribing and dispensing errors related to the large number of drugs available
- Doesn't wish to offend senior physicians

Chief of Surgery
- Believes that the surgeon who operates on a patient is fully responsible for the outcome and must make or approve all decisions concerning the patient's care

DTC Chairman
- Is concerned about increasing antibiotic resistance in hospitals and believes antibiotic use is an important cause
- Is inclined to believe antibiotic restriction is desirable, but is uncertain whether it can be implemented in developing countries

Group Division
Groups A and B merge to prepare the role of the Pharmacy Director. Group C will prepare that of Chief of Surgery. Groups D and E merge to prepare that of DTC Chairman. Each of these three groups discuss points to argue during the role play and identify and send a volunteer to act out the role. Discussion within the group is allowed a maximum of 20 minutes and the role play a maximum of 10 to 12 minutes. This will be followed by general discussion.

Duration

The time allotted for this session was 45 minutes, as follows—

- 5 minutes to introduce the session and describe the activity
- 20 minutes in groups discussing character development
- 10 minutes for the role play
- 10 minutes to debrief actors and summarize the session

Materials Used

Table and three chairs as a stage set, role play instruction sheet

Session 10. Teaching and Learning Methods: Illustrative Examples (Demonstration)

Objective

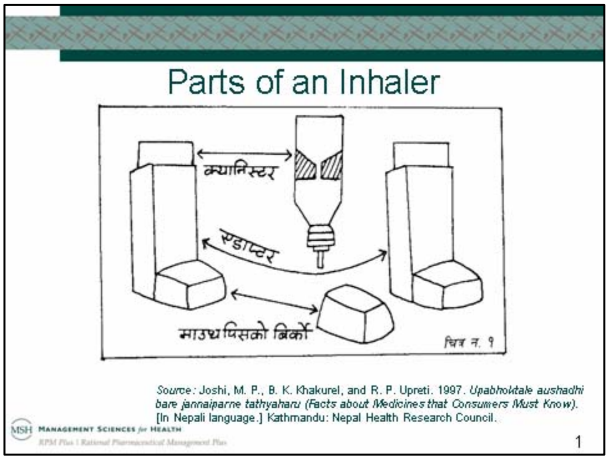
By the end of this session, participants will be able to—

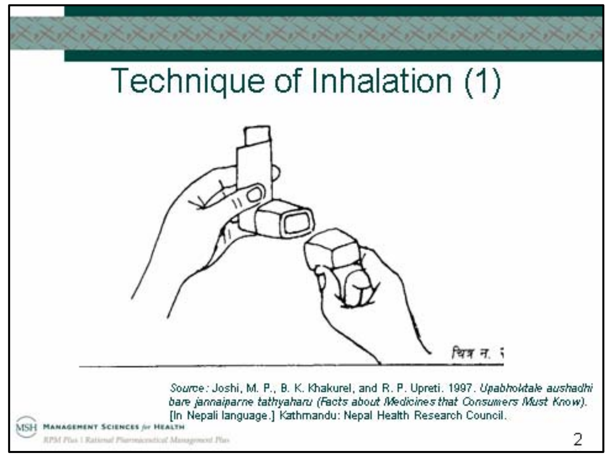
- Use demonstration as a practical method of transmitting new skills to learners

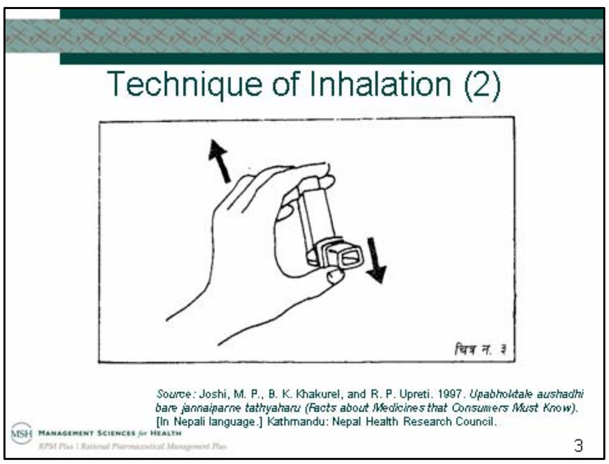
Content Overview

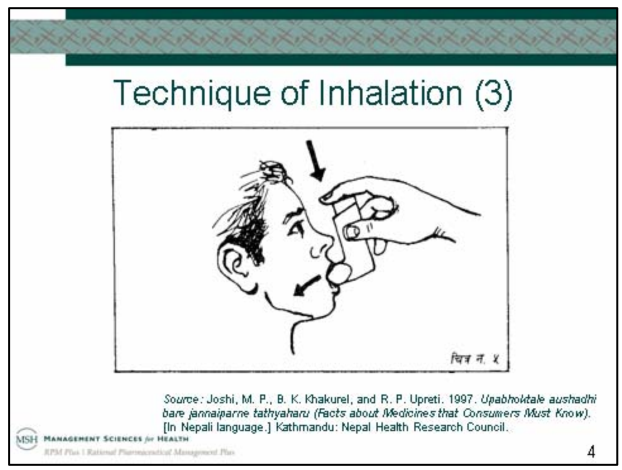
Demonstration is showing, in a step-by-step manner, the method of doing something. This technique is a powerful way of transferring new skills to learners. It is most effective if the learners get a chance to practice the skill being demonstrated. Demonstration requires proper planning and having materials on hand.

This session is designed to be interactive and practical, with the use of case scenarios, PowerPoint slides, and actual demonstration and practice by the participants. The following slides are used to complement the demonstration of the use of an aerosol inhaler during the session (described in the Process Overview section below).









Process Overview

The rationale behind the session was to convey the importance of using demonstration as a teaching method, and to help participants understand the application and design of demonstrations.

The steps in conducting the session were—

1. The facilitator started by distributing a case scenario (Box 7) that highlighted the common problem of inadequate prescriber or dispenser communication with a patient, particularly about how to take a prescribed medicine. In this scenario, the prescribed drug was a vaginal pessary. After reading the scenario, the participants commented that teaching the patient properly was critical in this case because it involved a special technique of drug administration. The facilitator asked, “What method would have been effective here to teach the technique?” The response was “demonstration.”

2. The facilitator encouraged participants to think of other special techniques of drug administration where demonstration would be a valuable method of counseling to patients. The participants came up with responses such as an aerosol inhaler, suppository, insulin injection, pediatric dry syrup for reconstitution, eyedrops, and ear drops.

3. Then, as an example, the facilitator demonstrated the proper technique for use of an aerosol inhaler. To complement the demonstration process, the facilitator projected the slides included in the Content Overview section above.

4. After the demonstration, the facilitator provided an inhaler device to each table (five inhaler devices for five tables) and asked participants to spend 10 minutes practicing the demonstrated technique. This was done to help participants appreciate the importance of providing an opportunity to practice what was demonstrated.

5. After the practice period, the facilitator asked a volunteer participant to come forward and demonstrate the technique of using the inhaler to a hotel attendant who was asked to play the role of a patient.

6. The facilitator made it clear that the exercise was not intended to teach the participants the "actual technique of aerosol administration." The purpose was to use it as an example to drive home the message that during training sessions the trainers should consider all possibilities of using "demonstration followed by opportunity to practice" as a teaching-learning method that helps transfer skills.

7. The facilitator used the remaining 10 minutes at the end of the session to summarize all the issues and examples discussed during the day on different teaching-learning methods.

Box 7. Case Scenario to Highlight the Importance of Counseling and Demonstration

Mrs. Sita Maharjan, a 32-year-old housewife from Banepa, visited a gynecologist with the complaints of itching inside the vagina and whitish discharge for two weeks. While examining, the doctor found that the vagina was smeared with thick, curdlike discharge; she made a diagnosis of vaginal candidiasis.

The doctor wrote the following prescription:
Tab Clotrimazole vaginal pessary 100 mg
Apply locally once a day

While handing over the prescription, she told Mrs. Maharjan, "You have an infection inside. After you use this medicine, you will be okay. See me after 10 days."

The patient thanked the doctor and left the chamber.

Comment on this scenario.

Source: Joshi, M. P., et al., editors. 2001. *Problem-Based Training on Rational Antimicrobial Therapy.* Kathmandu: Tribhuvan University Institute of Medicine.

Duration

This session required 50 minutes, as follows—

- 10 minutes to review the pessary scenario
- 10 minutes to review the inhaler slides and do an initial demonstration
- 10 minutes for each group to design an inhaler demonstration
- 10 minutes for demonstration of inhaler use to an external volunteer
- 10 minutes for overall summary of teaching-learning methods

Materials Used

LCD projector, screen, PowerPoint slides, case scenario handout, aerosol inhalers

Session 11. Setting Objectives

Objective

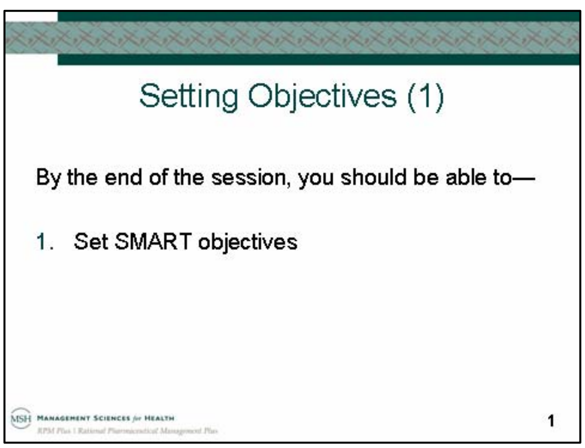
By the end of this session, participants will be able to—

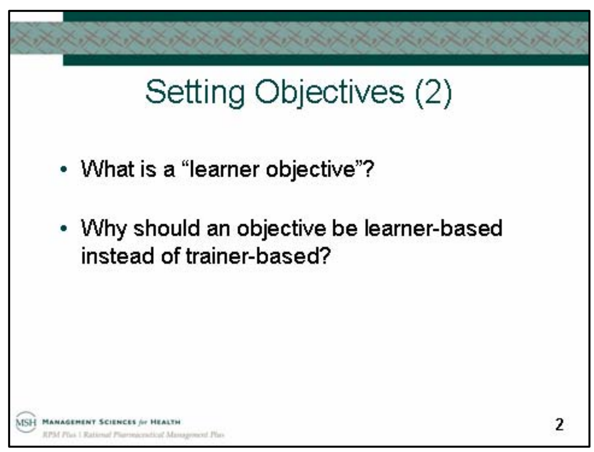
- Set SMART objectives

Content Overview

Before beginning a teaching-learning activity on any topic, the trainer/facilitator should be clear about why he or she is doing it. The purpose will usually be one or more of the following: to pass on knowledge, build skills, or encourage behavioral and attitudinal changes. For these goals, it is important to define the learning objectives. The objectives should be SMART—that is, Specific, Measurable, Achievable, Relevant, and Time-bound. The objectives should state the outcomes, not the process, and should be learner-centered, not teacher-centered. The objectives should focus on clearly defined specific tasks that the learner is expected to "do" at the end of the training session. The tasks or endpoints should be stated in such a way that they are measurable; otherwise, it will not be possible to know whether the expected behavior change has actually occurred. In stating the objectives, vague terms such as "understand" or "know" should be avoided because they are subjective and difficult to measure. The objectives need to be realistic for the particular circumstances and resource context. Well-defined and focused objectives assist in the design of an effective instructional plan, which involves the selection of appropriate methods, materials, and duration to meet those objectives.

The following slides are used to support facilitation of the session.





Setting Objectives (3)

- What are the essential characteristics of a good learner objective?

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3

Setting Objectives (4)

Objectives should be . . .SMART

- **S** = Specific
- **M** = Measurable
- **A** = Achievable
- **R** = Relevant
- **T** = Time-bound

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Setting Objectives (5)

- How does a good learner objective help in teaching-learning?

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Writing Objectives for Different Kinds of Learning (1)

- **Knowledge/Information/Facts**

- List
- Define
- Enumerate
- Explain
- Name
- Describe
- Cite
- Compare
- Contrast
- Differentiate
- Quote
- Distinguish
- Tell

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Writing Objectives for Different Kinds of Learning (2)

- **Skills (manual, communication, cognitive, problem-solving, decision-making, leadership)**

- Apply
- Use
- Assemble
- Compute
- Evaluate
- Analyze
- Construct
- Develop
- Do
- Create
- Generate
- Decide
- Plan
- Examine
- Implement
- Measure
- Operate
- Prepare
- Solve

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Writing Objectives for Different Kinds of Learning (3)

- **Attitude**

- Hardest to teach and evaluate
- Learning measured indirectly (by observing behavior)
- To write the objectives, use action verbs such as: "demonstrates--------by---------"
  - Example: "Demonstrates respect for patients by greeting them by name and listening to their questions"

Source: Centre for Development and Population Activities (CEDPA). 1995. *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques*. Washington, D.C.: CEDPA.

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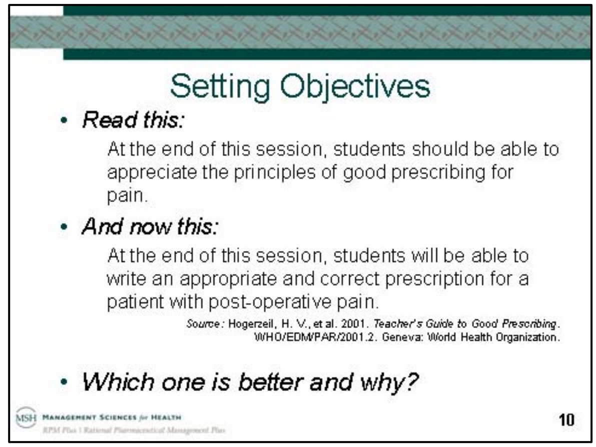
8



Process Overview

The facilitator emphasized that this topic is relevant in all areas, not just the TOT course. He asked participants to compare the process of setting objectives to planning a journey, considering the objectives to be the “destination” and the instructional plans the “itinerary.” Once the destination (objective) is decided, then decisions can be made as to the appropriate routes and means to reach it (methods, materials, and duration). Interactive discussions, PowerPoint slides, handouts, and an exercise were used to facilitate the session and to allow participants the opportunity to practice setting objectives.

The steps in conducting the session were—

1. The facilitator began by reviewing the PowerPoint slides. At the first slide, the facilitator wrote on a flipchart: “What is a learner objective?” and asked participants to brainstorm responses. The facilitator actively coaxed participants to respond.

2. At the second slide, the facilitator asked, “Why should an objective be learner-based instead of trainer-based?” He wanted the participants to try to adopt the state of mind of a trainer.

3. At the third slide, the facilitator went table by table asking for essential characteristics of a good learner objective.

4. At slide 4, the facilitator further explained the acronym SMART.

5. As slide 5 was shown, a handout of the suggested action verbs to use while writing objectives for different kinds of learning was distributed. The facilitator asked participants to spend some time looking at this handout (which consisted of slides 6–9, the slides pertaining to Writing Objectives for Different Kinds of Learning).

6. As participants were reading that handout, the facilitator passed around the instruction sheet for an exercise on setting SMART objectives (Box 8).

7. Based on the instructions in the sheet, the facilitator explained the details and steps in the activity and asked if the participants had any questions.

8. Each group was provided with transparencies and markers to write up their objectives for presentation.

9. Group B volunteered to report first. Each group was asked to read their scenario and the questions asked to provide context for the objectives.

10. After each presentation, the facilitator encouraged participants from other groups to comment on the objectives, focusing on the specificity, feasibility, and wording. The whole group judged whether the objectives were SMART, and if not, how they could be improved.

11. Throughout the objectives presentation, the facilitator sat and allowed participants to facilitate their own comments and discussion from their tables.

12. After all the presentations, the facilitator encouraged participants to work in groups to develop objectives relevant to their own institutions and settings.

13. After the exercise was over, the facilitator reviewed the last PowerPoint slide and discussed the importance of the wording of the objectives.

14. He ended the session by asking participants if they had any questions and passed out a handout on *Setting SMART Objectives*.

Duration

The total time allotted for this activity was 90 minutes, broken down as follows—

- 30 minutes to review slides and provide instructions on the exercise
- 15 minutes for participants to prepare objectives
- 40 minutes for groups to share their objectives and receive feedback
- 5 minutes to discuss the final slide and summarize the session

Materials Used

Laptop, LCD projector, screen, overhead projector, transparencies, markers, handouts, flipchart, flipchart stand

Box 8. SMART Objectives Exercise

Aim
Before beginning a teaching-learning activity on any topic, the trainer/facilitator should be clear about why he or she is doing it. The purpose will usually be one or more of the following: to pass on knowledge, build skills, or encourage behavioral and attitudinal changes. For these goals, it is important to define the learning objectives. The objectives should be SMART—that is, Specific, Measurable, Achievable, Relevant, and Time-bound. This exercise will provide participants an opportunity to practice setting such objectives and obtain feedback from others.

Procedure
1. One topic is given to each of the five groups (tables). Each group gets a different topic.
2. Members of each group to work together to develop three key SMART objectives for the topic provided.
3. Each group presents the objectives to the plenary. Each group should have one volunteer do the presentation.
4. The whole group then judges whether the objectives are SMART. If they are not, how can they be improved?

Time
- 15 minutes for preparation of the objectives by each group
- 40 minutes for presentation and comments (3 minutes for presentation and 5 minutes for discussion [8 minutes] for each group; multiplied by 5 tables makes 40 minutes total)

Topics
1. **Group A:** You have to conduct a one-hour teaching-learning session for undergraduate medical students on the topic “Spontaneous reporting for postmarketing surveillance of adverse drug reactions.” Develop three SMART objectives for this session that you consider will be most appropriate.

2. **Group B:** You have to conduct a one-hour teaching-learning session for undergraduate pharmacy students on the topic “Cost-minimization analysis and cost-effectiveness analysis.” Develop three SMART objectives for this session that you consider will be most appropriate.

3. **Group C:** You have to conduct a one-hour teaching-learning session for undergraduate pharmacy students on the topic “Medication errors.” Develop three SMART objectives for this session that you consider will be most appropriate.

4. **Group D:** You have to conduct a one-hour teaching-learning session for undergraduate medical students on the topic “Managerial strategies to promote rational use of medicines.” Develop three SMART objectives for this session that you consider will be most appropriate.

5. **Group E:** You have to conduct a one-hour teaching-learning session for undergraduate pharmacy students on the topic “In-depth interview as a qualitative method for understanding drug use problems.” Develop three SMART objectives for this session that you consider will be most appropriate.

Session 12. Presentation Techniques

Objective

By the end of the session, the participants will be able to—

- Describe the key factors for giving a successful presentation

Content Overview

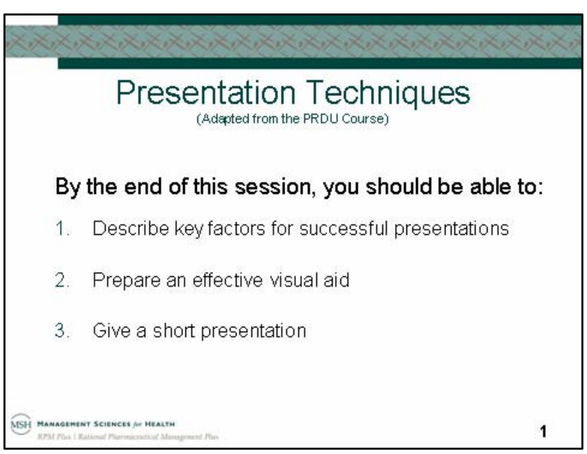
Formal slide presentations are one of the more commonly used methods for conveying information. Presentations, when done properly, are useful and powerful. Presenters need to feel confident about the content. It is desirable to have two, three, or four key points distilled for each presentation. Material should be organized to support those key points, and the content may be adjusted to match the knowledge and interests of the audience so that the material is appropriately directed.

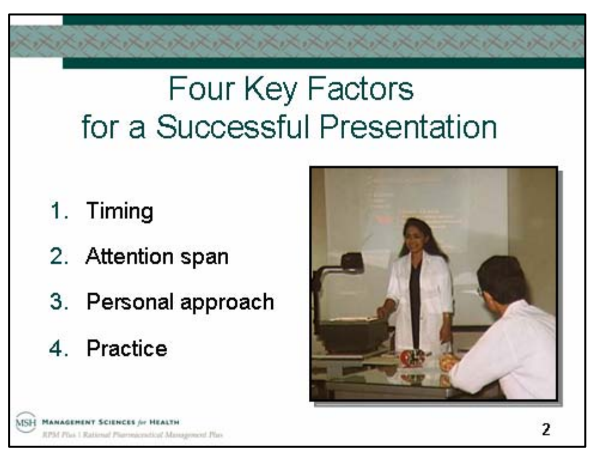
Once the content is laid out, one can focus on technique. Presenters need to consider the overall time allocation and pace of the presentation. Often presenters have a fixed amount of time and have to adjust the content to fit the time allowed. When using slides, a good rule of thumb is to allow about one minute per slide.

Generally, an audience can be alert for 10 or 15 minutes before they start thinking about other things. If presenters are going to be speaking longer than that, they need techniques to recapture the audience's attention. The presenter needs to have jokes or changes of pace to keep the audience's attention.

It is imperative that presenters have confidence in their material. Practicing facilitates that confidence. It allows presenters to look at and test visual aids, try out the timing, and recognize if the slides need improvement. It is also important to practice transitions.

The following slides were used to facilitate the session.





1. Timing

Remember:
One Minute per Slide as Guideline

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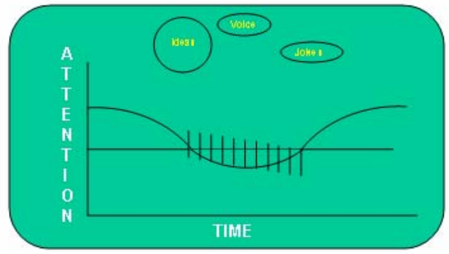
2. Attention Span:
Audience attention fluctuates



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3. Personal Approach

A. Gesture
B. Voice
C. Eye contact
D. Breathing

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4. Practice!
is essential for a good presentation

- Development of each visual aid
- Transition
- Self-confidence
- Timing

Practice Makes Perfect

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Elements of an Oral Presentation

- Good visual aids
- Logical sequence
- Correct timing

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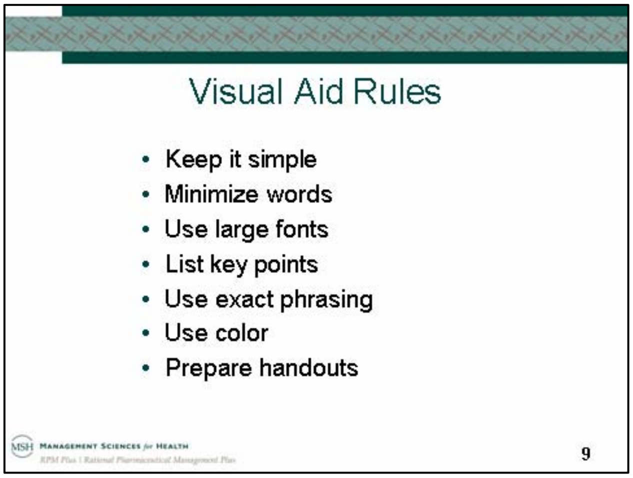
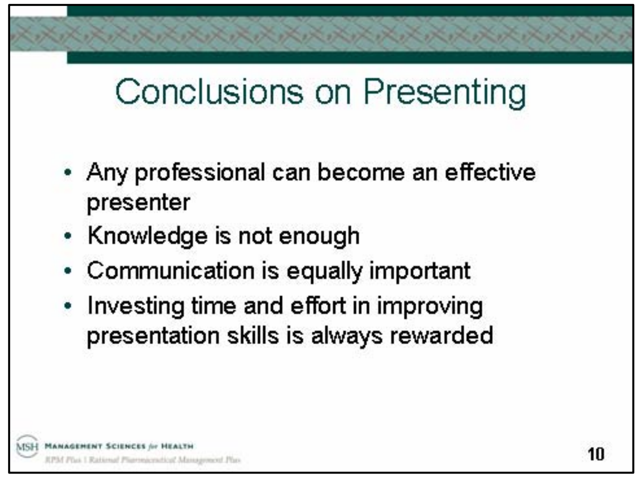
Why Do We Need Visual Aids?

- Crystallize ideas
- Keep speaker on track
- Generate interest
- Help information retention

Use visual aids to maximize the effectiveness of your presentation

MSH Management Sciences for Health — RPM Plus | Rational Pharmaceutical Management Plus 8





Process Overview

Communication skills are as important as possessing knowledge. This session is intended to highlight certain factors and techniques to help participants use slide presentation techniques effectively to communicate information. The session was given to guide a forthcoming exercise in which groups developed sessions for practicing presentation and facilitation skills.

The steps in conducting the session were—

1. The facilitator mainly used the slide presentation and interactive discussion to facilitate the session.

2. At the end of the session, the facilitator asked if the participants had any questions and then concluded the session by summarizing the main points.

Duration

Twenty minutes were used to carry out this session.

Materials Used

Laptop computer, PowerPoint slides, LCD projector, screen

Session 13. Presentation and Facilitation Exercise

Objectives

By the end of the session, the participants will be able to—

- Prepare and present/facilitate a given topic related to the DTC course
- Provide effective feedback to presenters/facilitators, using the feedback form

Content Overview

This is an opportunity for participants to apply the teaching concepts acquired in previous sessions. Groups develop sessions of their own on assigned topics in order to practice their presentation and facilitation skills. They are asked to create objectives, prepare presentations, and agree on facilitation techniques and presentation format. The groups are free to choose the sequence, technique, and audiovisual aids they consider optimal to make the mini-session effective.

This session also provides participants with the opportunity to provide and receive feedback on their presentation and facilitation activities. A *Presentation/Facilitation Feedback Form* is used to guide their critique of both content and delivery.

Process Overview

This session provided participants with the opportunity to apply the concepts and skills acquired in the preceding TOT sessions through planning and managing the presentation/facilitation process themselves.

The steps for conducting the session were—

1. The session began with the facilitator explaining the presentation and facilitation exercise and distributing an instruction sheet (Box 9).

2. Each group was free to decide which areas of the topic to cover in the presentation component and which ones in the facilitation component.

3. Each group's volunteers were asked to present and facilitate the assigned topic for the audience of participants and facilitators.

4. After the process was explained, the participants were left alone to develop their presentations.

5. As presentations were completed, they were loaded onto a laptop computer for projection.

6. The feedback sheet (Box 10) was distributed right before presentations started.

7. After each presentation session, a course facilitator asked for comments from the audience.

8. After the later presentations, the facilitator asked for a participant to facilitate the audiences' comments.

9. After all the presentation/facilitations were finished, the facilitator summarized. He expressed his appreciation for the level of skills demonstrated in the participants' presentations and their ability to engage a tired audience. The facilitator recommended that participants be more specific in defining objectives. He also expressed that every training situation offers a great learning opportunity for the trainer. As individuals continue to conduct training sessions, they begin to understand the constraints and potential problems involved, and become more sympathetic to other trainers. He emphasized that obtaining continued participation from the audience is central to the success of a training session. He highlighted the importance of the "art of questioning" in the process of facilitation. Good questions encourage discussion and free interaction. The facilitator also commented that nonverbal communication is as important as verbal communication. These include maintaining eye contact as well as appropriate smiling, head nodding, posture, and body movements. Last, he asked if there were any questions from the participants and concluded the session.

10. At the end of the session, the participants were asked to vote on their favorite presentation/facilitation. The winning group received a prize.

Box 9. Presentation and Facilitation Exercise

Aim
The purpose of this exercise is to provide the participants an opportunity to prepare and practice presentation and facilitation of a given topic related to the DTC course. This exercise will also provide opportunity to receive feedback from the audience on the presentation/facilitation.

Procedure
1. One topic is given to each of the five groups (tables).
2. Members of each group work together to develop the key SMART objectives, prepare the actual presentation, and decide on the facilitation techniques/format for the topic provided. The total time allowed for both presentation and facilitation will be a maximum of 15 minutes (suggested time is about 5 minutes for presentation and 10 minutes for facilitation; or at the most, half of the time for presentation, with the remaining half devoted to facilitation). The objectives and the exercise package developed should be realistic for the time available.
3. Each group is free to decide which areas of the topic will be covered in the presentation component and which ones in the facilitation component. Each member of the group should be actively engaged in deciding and developing the objectives, content, teaching/learning methods, and visual aid(s) for the exercise. The group should collectively decide who and how many will present and facilitate the mini-session in a coordinated way.
4. Each group's volunteers then come forward and perform the presentation and facilitation on the assigned topic for the whole audience. The group is free to choose the sequence, technique, and audiovisual aids they think would be optimal to make the mini-session effective.
5. The whole audience will provide feedback based on the structured feedback sheet provided.

Time
- 10 minutes for initial briefing on the organization and procedure of the presentation/facilitation exercise
- 2 hours for preparation by the groups
- 2 hours 30 minutes for presentation/facilitation and feedback (15 minutes for presentation and facilitation followed by 15 minutes of feedback, or about 30 minutes for each group; multiplied by 5 groups means 2 hours 30 minutes total)
- 10 minutes for wrap-up

Topics
1. **Group A:** WHO/INRUD core drug use indicators
2. **Group B:** Assessment of causality of adverse drug reactions
3. **Group C:** The process of adding and deleting drugs in the formulary
4. **Group D:** Use of ABC analysis to help identify and remedy drug use problems
5. **Group E:** Steps in conducting a drug use evaluation

Box 10. Presentation/Facilitation Feedback Form

Content
1. Objective(s) clearly defined
2. Clear structure with introduction and conclusion
3. Appropriate level and amount of information
4. Competent dealing with questions

Delivery
1. Appropriate use of language
2. Verbal skills: use of voice, volume, pace, pauses, variety
3. Nonverbal skills: body language and presentation of self
4. Positive interaction with audience
5. Competent and appropriate use of audiovisual aids
6. Time allocated appropriately to the content and overall time limit observed
7. Interactive and high level of participant involvement
8. Asked relevant questions of audience and demonstrated skill at eliciting answers

Other Comments

(page 2)

Tips on Giving Useful Feedback to Your Peers

- Comment on the presentation/facilitation, not the presenter/facilitator
- Give both positive and negative feedback, beginning and ending with positive
- When giving negative feedback—
    - Be realistic: focus on the ways in which you believe the person can do better
    - Be selective: concentrate on a few key points
    - Be specific: use examples rather than vague impressions
- Be direct and honest; if you try to be too tactful, the message may not get through
- Watch and listen carefully to your colleague's response to the feedback. If s/he is defensive, pull back for the time being. Chances are good that eventually the message will get across.

Above all, be sure you genuinely respect your colleague and consider her/him capable of doing a good job. If you don't believe this, there is no way you can give honest, constructive, useful feedback.

Tips on Receiving and Using Feedback

- Be sure you understand what the person is telling you; paraphrase it in your own words if you have any questions.
- Try to see negative feedback as an opportunity to learn and grow, rather than as an attack on your competence. (Easy to say, not always easy to do!)
- Remind yourself of all your skills and experience, and use the feedback to increase those skills and add to that experience.
- When you receive positive feedback, enjoy it, but don't sit back for too long. Figure out how you can continue or even strengthen what you are doing successfully.
- When you receive negative feedback, figure out what you can do to improve.
- Keep an open mind. Listen to everything people have to say, then pause and reflect before responding.

Duration

The total time allotted for this session was 5 hours, divided as follows—

- 10 minutes for initial briefing on the organization and procedure of the presentation/facilitation exercise
- 2 hours for preparation by the five groups
- 2 hours and 30 minutes for presentation/facilitation and feedback
- 20 minutes summary

Materials Used

Computers, LCD projector, screen, flipchart, flipchart stand, markers, handouts, flashdrive or floppy disks, and an A-drive for loading presentations

Session 14. Training Workplan

Objective

By the end of the session, participants will be able to—

- Develop plans for DTC-related training in their own workplace

Content Overview

The DTC TOT course is designed to prepare participants to provide DTC training in their home countries or regions. In this session, participants develop plans to carry out further training in their own workplace. The workplan form is a chart where participants identify a locally valuable and feasible activity and then list the steps required to complete that activity. The form also includes a “completion date” column so participants are able to create a timeline for tasks.

Process Overview

The session consisted almost entirely of workplan development by the participants. Throughout the session, the facilitators were available to assist the participants.

The steps in conducting the session were—

1. The facilitators distributed copies of the workplan template (Box 11) to participants and gave instructions on completing them.

2. Participants were encouraged to take more than one copy of the template and to use the first one as a preliminary draft.

3. The facilitators suggested that the participants develop plans for the coming year (October 2004 to September 2005). They asked participants to think about the major steps in organizing a DTC course or mini-trainings on DTC-related topics in their own country or facility and record them in the workplan.

4. Participants from different facilities developed individual workplans, but those coming from the same facility or organization worked together to develop joint workplans.

5. Once workplans were completed, they were returned to the facilitators for uploading onto the DTC website (http://erc.msh.org/dtc/).

Duration

One hour 30 minutes were used for this session.

Materials Used

Workplan template

Box 11. Workplan Template			
TRAINING WORKPLAN			
Country/Team:			
Names:			
Goals:			
WORKPLAN MATRIX			
DTC-TOT Activity 1:			
Process Indicator or Milestones	**Completion Date**	**Completed? Y/N**	**Notes**
DTC-TOT Activity 2:			

Session 15. Self-Assessment

Objectives

By the end of the session, participants will be able to—

- List the areas that had developed or improved as a result of the TOT course
- List areas that still need improvement

Content Overview

The pre-TOT self-assessment form was completed before participants took the TOT course. A post-TOT self-assessment form was completed at the end of the TOT. Participants could then compare their pre- and post-course responses to identify the skills they had developed as a result of the course and the areas they wanted to develop further.

Process Overview

This is a two-part activity. The first part consists of a pre-TOT course self-assessment form, which participants had completed at the beginning of the TOT course. It lists two questions: “My strengths as a trainer/facilitator are...” and “Areas I want to develop are...” The second part of the activity is the post-TOT course self-assessment form, which contains three questions: “My strengths as a trainer/facilitator are...” and “Areas that have developed/improved are ...” and “Areas I still want to develop are...” These forms encourage participants to reflect on the TOT experience and identify capabilities that developed or improved as a result of the TOT experience. This self-assessment further serves to increase participants’ confidence as trainers for DTC as well as other areas of their professional lives. The information obtained is also useful as a reflection of the strengths and weaknesses of the TOT course.

The steps in conducting the session were—

1. The facilitator asked participants to take out the pre-TOT self-assessment form they had completed at the beginning of the TOT course (see Session 1: Overview and Orientation) and take a minute or two to read it over.

2. He then distributed the post-TOT self-assessment form and asked the participants to fill it out. He told them not to write their names on the forms to maintain anonymity in response.

3. The participants were asked to staple the completed pre- and post-TOT forms together and keep them face down for collection by the facilitator at the end of the session.

A summary analysis of the self-assessment forms is provided below (Box 12). Participants indicated that the course influenced their perceptions of their skills. Many areas that were initially considered to be in need of development were later characterized as improved as a result of the course. Areas remained that participants would like to see further enhanced. Those responses will be considered as the course materials are further refined.

Box 12. Summary of Pre and Post Self-Assessments by Participants	
Pre-	***Post-***
"My strengths as a trainer/facilitator are..."	"My strengths as a trainer/facilitator are..."
Communication skills (n = 10) Listening skills (n = 4) Knowledge of topic (n = 7) Teaching skills (n = 5) Interpersonal teaching style (n = 2) By being encouraging and respectful (n = 2)	Communication skills (n = 8) Listening skills (n = 3) Knowledge of topic (n = 5)
"Areas that I want to develop are..."	"Areas that have developed/improved are ..."
Presentation skills (n = 9) Teaching techniques/methods (n = 6) Communication skills (n = 5) Facilitation skills (n = 2) Course preparation (n = 2) Pacing (n = 2)	Facilitation skills (n = 11) Presentation and course session planning (n = 7) Audience engagement (n = 5) Teaching skills (n = 6) Presentation skills (n = 4) Pacing (n = 2) Knowledge of adult learning (n = 4) Setting objectives (n = 2)
	"Areas I still want to develop are ..."
	Self-confidence as a trainer/facilitator (n = 5) Targeted teaching methods/techniques (n = 4) Facilitation techniques (n = 6) Techniques to engage the audience (n = 6) Use of audiovisual aids (n = 4) Time management (n = 2)

Duration

About 20 minutes were used for this session.

Materials Used

Self-assessment form

Session 16. TOT Course Evaluation and Closure

Content Overview

Participants complete an evaluation of the TOT course. Participant evaluations provide valuable insights that can help in improving the content and context of the TOT sessions. It includes questions related to the educational aspects, the length of the course, the course content, and the administrative aspects.

Process Overview

1. The facilitators distributed the TOT evaluation form for all the participants to fill out.

2. To ensure anonymity in response, the participants were asked not to put their names on the completed forms.

Duration

Participants had 15 minutes to complete the evaluation.

A summary of the findings from the TOT course evaluation is presented in Box 13. Scoring was on a scale of 1 to 5 (poor to excellent, respectively). Educational aspects of the TOT course were rated at 4.3 out of 5. The length was “just right” for 19 respondents and “too short” for 11. Part II of the evaluation aimed to capture responses to the course content. Overall the course content scored 4.2 out of 5. Recommendations included designing sessions with incentives or prizes for activities, providing opportunities for those with little facilitation or training experience to master the basic techniques, expanding the length of the TOT component, and allowing participants more time to practice one lesson before another is undertaken so that participants may feel confident that they have mastered the concept and practice before they move on to the next topic.

Box 13. Summary of Findings from TOT Course Evaluation

Course Content—Individual Sessions	**Score (scale of 1 to 5*)**
Overview	4
Preferred Learning Style	4.3
Positive and Negative Learning Experiences	4.1
How Adults Learn	4.2
Roles of the Teacher	4.2
Communication Skills	4.1
Teaching and Learning Methods	4.2
Setting SMART Objectives	4.5
Presentation Techniques	4.4
DTC Presentation/Facilitation Exercise	4.2
Overall Score	4.2

*1 = poor, 5 = excellent

Further individual reflections include—

- Participants were tired by the time TOT began so it should have been livelier with incentives (prizes) for each activity, especially in the afternoons
- Most people had not done facilitation/training so the course objective should have included the identification of those people and the activities to carry them to a level where they have the basic presentation/facilitation skills
- Practice of each lesson was needed before another started
- There were too many lessons in one day
- Personality weaknesses like stage fright and low self-confidence needed to be addressed
- Could have added practical exercises for each type of teaching/learning method
- The length of the TOT should be increased to improve on the objectives
- More time was needed to prepare activities
- Scenarios for critiquing various aspects of teaching and learning methods should have emphasized participant insight more
- The TOT content was good but the time allotted was not, more time is needed for presentation techniques

ANNEX 1. DTC AND TOT PROGRAM SCHEDULE

DTC Program Schedule

Date	Time	Topic	Facilitator
August 29, 2004 (Sunday)	1:00 PM–4:00 PM	Registration	Sarah Paige
	4:00 PM–6:00 PM	Gallery of Experts	Mohan Joshi
	6:00 PM–6:30 PM	Tea/Coffee Break	
	6:30 PM–7:30 PM	Opening Ceremony	- Prof. Livingstone Luboobi (Vice Chancellor, Makerere University) - Jasper Ogwal-Okeng - Paul Waako - Mohan Joshi
	7:30 PM–9:30 PM	Cocktails and Opening Dinner	
August 30 (Monday)	8:30 AM–9:10 AM	House Rules, Committee Selection, and Security Briefing	Paul Waako Sarah Paige Celestino Obua
	9:10 AM–11:00 AM	DTC Overview	David Ofori-Adjei Martin Oteba
	11:00 AM–11:15 AM	Tea/Coffee Break	
	11:15 AM–12:40 PM	DTC Overview (cont.)	David Ofori-Adjei Martin Oteba
	12:40 PM–2:00 PM	Lunch	
	2:00 PM–3:30 PM	Formulary Management	Willy Anokbonggo
	3:30 PM–3:45 PM	Tea/Coffee Break	
	3:45 PM–5:15 PM	Formulary Management (cont.)	Willy Anokbonggo
August 31 (Tuesday)	8:30 AM–8:40 AM	Evaluation and Committee Briefings	Sarah Paige and Committee Members
	8:40 AM–11:00 AM	Assessing Drug Efficacy	David Ofori-Adjei Jasper Ogwal-Okeng
	11:00 AM–11:15 AM	Tea/Coffee Break	
	11:15 AM–12:40 PM	Assessing Drug Efficacy (cont.)	David Ofori-Adjei Jasper Ogwal-Okeng
	12:40 PM–2:00 PM	Lunch	
	2:00 PM–3:30 PM	Assessing and Managing Drug Safety	Mohan Joshi
	3:30 PM–3:45 PM	Tea/Coffee Break	
	3:45 PM–5:15 PM	Assessing and Managing Drug Safety (cont.)	Mohan Joshi

Date	Time	Topic	Facilitator
September 01 (Wednesday)	8:30 AM–8:40 AM	Evaluation and Committee Briefings	Sarah Paige and Committee Members
	8:40 AM–11:00 AM	Drug Quality	Richard Odoi-Adome
	11:00 AM–11:15 AM	Tea/Coffee Break	
	11:15 AM–12:00 PM	Drug Quality (cont.)	Richard Odoi-Adome
	12:00 PM–1:15 PM	Lunch	
	1:15 PM–3:15 PM	Assessing Drug Cost	Paul Arnow
	3:15 PM–3:30 PM	Tea/Coffee Break	
	3:30 PM–4:30 PM	Assessing Drug Cost (cont.)	Paul Arnow
	4:30 PM onwards	Free Time	
September 02 (Thursday)	8:30 AM–8:40 AM	Evaluation and Committee Briefings	Sarah Paige and Committee Members
	8:40 AM–11:00 AM	Identifying Drug Use Problems (part 1)	David Ofori-Adjei Willy Anokbonggo
	11:00 AM–11:15 AM	Tea/Coffee Break	
	11:15 AM–12:30 PM	Identifying Drug Use Problems (part 1 cont.)	David Ofori-Adjei Willy Anokbonggo
	12.30 PM–2:00 PM	Lunch	
	2:00 PM–3:30 PM	Identifying Drug Use Problems (part 2)	Kathy Holloway Richard Odoi-Adome
	3:30 PM–3:45 PM	Tea/Coffee Break	
	3:45 PM–5:30 PM	Identifying Drug Use Problems (part 2 cont.)	Kathy Holloway Richard Odoi-Adome
September 03 (Friday)	8:30 AM–8:40 AM	Evaluation and Committee Briefings	Sarah Paige and Committee Members
	8:40 AM–11:00 AM	Why Drug Use Problems Occur	David Ofori-Adjei
	11:00 AM–11:15 AM	Tea/Coffee Break	
	11:15 AM–12:30 PM	Why Drug Use Problems Occur (cont.)	David Ofori-Adjei
	12:30 PM–2:00 PM	Lunch	
	2:00 PM–3:30 PM	Strategies to Improve Drug Use	Jasper Ogwal-Okeng Kathy Holloway
	3:30 PM–3:45 PM	Tea/Coffee Break	
	3:45 PM–5:15 PM	Strategies to Improve Drug Use (cont.)	Jasper Ogwal-Okeng Kathy Holloway

Date	Time	Topic	Facilitator
September 04 (Saturday)	8:30 AM–8:40 AM	Evaluation and Committee Briefings	Sarah Paige and Committee Members
	8:40 AM–11:00 PM	Standard Treatment Guidelines	Paul Arnow
	11:00 AM–11:15 AM	Tea/Coffee Break	
	11:15 AM–12:00 PM	Standard Treatment Guidelines (cont.)	Paul Arnow
	12:00 PM–1:30 PM	Lunch	
	1:30 PM–3:30 PM	Drug Use Evaluation	Kathy Holloway Willy Anokbonggo
	3:30 PM–3:45 PM	Tea/Coffee Break	
	3:45 PM–4:45 PM	Drug Use Evaluation (cont.)	Kathy Holloway Willy Anokbonggo
September 05 (Sunday)	Off (Day Trip/Sightseeing)		
September 06 (Monday)	8:30 AM–8:40 AM	Evaluation and Committee Briefings	Sarah Paige and Committee Members
	8:40 AM–11:00 PM	Infection Control	Paul Arnow
	11:00 AM–11:15 AM	Tea/Coffee Break	
	11:15 AM–12:00 PM	Getting Started	Kathy Holloway
	12:00 PM–1:30 PM	Lunch	
	1:30 PM–3:30 PM	Getting Started (cont.)	Kathy Holloway
	3:30 PM–3:45 PM	Tea/Coffee Break	
	3: 45 PM–4:15 PM	Getting Started (cont.)	Kathy Holloway
	4:15 PM–5:15 PM	Field Study Orientation	Kathy Holloway, Mohan Joshi, Paul Arnow, David Ofori-Adjei, Willy Anokbonggo, Richard Odoi-Adome, Paul Waako, Celestino Obua, Sarah Paige, Winnie Tumwikirize
September 07 (Tuesday)	8:00 AM–6:00 PM	Field Study	Kathy Holloway, Mohan Joshi, Paul Arnow, David Ofori-Adjei, Willy Anokbonggo, Richard Odoi-Adome, Paul Waako, Celestino Obua, Sarah Paige, Winnie Tumwikirize

Date	Time	Topic	Facilitator
September 08 (Wednesday)	8:30 AM–8:40 AM	Evaluation and Committee Briefings	Sarah Paige and Committee Members
	8:40 AM–11:00 AM	Field Study Presentations	Kathy Holloway
	11:00 AM–11:15 AM	Tea/Coffee Break	
	11:15 AM–11:30 AM	Field Study Presentations (cont.)	Kathy Holloway
	11:30 AM–12:30 PM	Workplans	Mohan Joshi Paul Arnow
	12:30 PM–2:00 PM	Lunch	
	2:00 PM–5:00 PM	Workplans	Mohan Joshi Paul Arnow
	3:30 PM–3:45 PM	Tea/Coffee Break	
	3:30 PM–5:15 PM	Workplans (cont.)	Mohan Joshi Paul Arnow

Training of Trainers Schedule

Date	Time	Topic	Facilitator
September 09, 2004 (Thursday)	8:30 AM–8:40 AM	Evaluation and Committee Briefings	Sarah Paige and Committee Members
	8:40 AM–8:50 AM	Self-Assessment of Competency as a Trainer/Facilitator	Mohan Joshi
	8:50 AM–9:10 AM	Preferred Learning Styles	Paul Arnow
	9:10 AM–9:40 AM	Positive and Negative Learning Experiences	Mohan Joshi
	9:40 AM–10:20 AM	How Adults Learn	Mohan Joshi
	10:20 AM–10:40 AM	Tea/Coffee Break	
	10:40 AM–11:00 AM	Roles of the Teacher	Paul Arnow
	11:00 AM–11:30 AM	Communication Skills	Paul Arnow
	11:30 AM–12:30 PM	Teaching and Learning Methods	Mohan Joshi
	12:30 PM–2:00 PM	Lunch	
	2:00 PM–2:30 PM	Teaching and Learning Methods (cont.)	Mohan Joshi
	2:30 PM–3:15 PM	Teaching and Learning Methods: Illustrative Exercises (Case Study)	Mohan Joshi Paul Arnow
	3:15 PM–4:00 PM	Teaching and Learning Methods: Illustrative Exercises (Role Play)	Mohan Joshi Paul Arnow
	4:00 PM–4:20 PM	Tea/Coffee Break	
	4:20 PM–5:00 PM	Teaching and Learning Methods: Illustrative Exercises (Demonstration)	Mohan Joshi Paul Arnow
	5:00 PM–5:10 PM	Summary	Mohan Joshi

Date	Time	Topic	Facilitator
September 10 (Friday)	8:30 AM–10:00 AM	Setting Objectives (with exercise)	Mohan Joshi
	10:00 AM–10:30 AM	Tea/Coffee Break	
	10:30 AM–11:00 AM	Presentation Techniques	Paul Arnow
	11:00 AM–11:10 AM	Briefing on How to Prepare Presentation/Facilitation Exercise	Mohan Joshi
	11:10 AM–12:30 PM	Preparation for Presentation/Facilitation Exercise	Mohan Joshi Paul Arnow
	12:30 PM–2:00 PM	Lunch	
	2:00 PM–3:00 PM	Preparation for Presentation/Facilitation Exercise (cont.)	Mohan Joshi Paul Arnow
	3:00 PM–4:00 PM	Presentation/Facilitation Exercise	Mohan Joshi Paul Arnow
	4:00 PM–4:30 PM	Tea/Coffee Break	
	4:30 PM–6:00 PM	Certificate Distribution and Remarks	Prof. Walker, WHO Representative, Uganda Kodwo Lindsay Caroline Yeta Paul Waako Mohan Joshi Paul Arnow
September 11 (Saturday)	8:30 AM–10:00 AM	Presentation/Facilitation Exercise (cont.)	Mohan Joshi Paul Arnow
	10:00 AM–10:30 AM	Post-TOT Self-Assessment	Mohan Joshi
	10:30 AM–11:00 AM	Tea/Coffee Break	
	11:00 AM–12:45 PM	Workplan and TOT Course Evaluation	Mohan Joshi, Paul Arnow, Sarah Paige
	12:45 PM–1:00 PM	Wrap-up and Closing	Mohan Joshi
	1:00 PM–2:30 PM	Lunch	