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**M**aternal and Child  
Survival Program



# Faculty Development Program

## Learner Workbook

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MCSP is a global USAID initiative to introduce and support high-impact health interventions in 25 priority countries to help prevent child and maternal deaths. MCSP supports programming in maternal, newborn, and child health, immunization, family planning and reproductive health, nutrition, health systems strengthening, water/sanitation/hygiene, malaria, prevention of mother-to-child transmission of HIV, and pediatric HIV care and treatment. MCSP will tackle these issues through approaches that also focus on household and community mobilization, gender integration, and digital health, among others.

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# Table of Contents

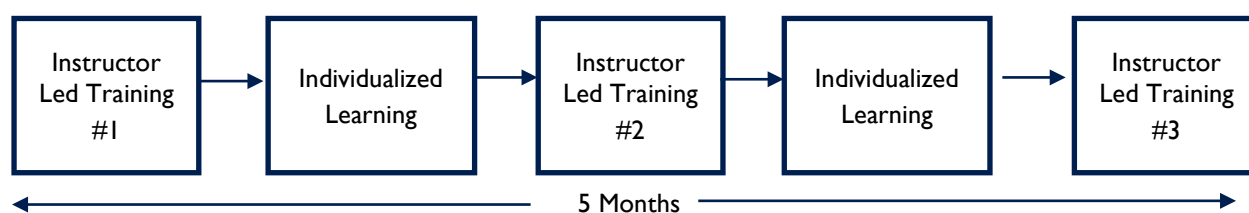
<b>Faculty Development Program Syllabus and Schedule.....</b>	<b>I</b>
Weekly Guidance.....	8
<b>Module TL01: Facilitating Learning.....</b>	<b>10</b>
Exercise 1: Theoretical Learning Self-Assessment.....	10
<b>Module TL02: Planning for Teaching.....</b>	<b>30</b>
Exercise 1: Review a Course Syllabus.....	30
Exercise 2: Develop Grading Criteria.....	31
Exercise 3: Develop a Course Schedule.....	32
Exercise 4: Develop a Session Plan.....	32
Sample 5: Session Plan—Midwifery.....	33
Sample 6: Session Plan—Generic.....	34
Sample 10: Session Plan Template.....	35
Sample 11: Instructional Planning Worksheet Template.....	36
<b>Module TL03: Developing Objectives for Learning.....</b>	<b>37</b>
Exercise 1: Critique Learning Objectives.....	37
Exercise 2: Write Learning Objectives.....	39
Exercise 3: Instructional Planning Worksheet.....	41
<b>Module TL04: Selecting Learning Activities.....</b>	<b>42</b>
Exercise 1: Selecting Learning Activities.....	42
<b>Module TL05: Developing Learning Activities.....</b>	<b>45</b>
Exercise 1: Develop a Case Study.....	45
Sample 1: Case Study for a Midwifery Education Course (Answer Key).....	46
Case Study Template.....	49
Exercise 2: Develop a Role Play.....	50
Sample 3: Role Play (Teacher Version).....	51
Role Play Template (Student Version).....	53
Role Play Template (Teacher Version).....	54
Exercise 3: Develop a Game.....	55
Exercise 4: Prepare a PowerPoint Presentation.....	55
<b>Module TL06: Selecting Assessment Methods.....</b>	<b>56</b>
Exercise 1: Selecting Assessment Items.....	57

Exercise 2: Instructional Planning Worksheet .....	59
<b>Module TL07: Selecting Learning Resources.....</b>	<b>60</b>
Exercise 1: Instructional Planning Worksheet .....	60
<b>Module TL08: Facilitating Learning Activities.....</b>	<b>61</b>
Exercise 1: Facilitation Plan.....	61
<b>Module CP01: Facilitating Skill Development.....</b>	<b>69</b>
Exercise 1: Reflection on Skill Development.....	69
Exercise 2: Demonstrate a Skill .....	70
<b>Module CP02: Facilitating Practice in Simulation .....</b>	<b>71</b>
Exercise 1: Create a Simulation-Based Session Plan.....	71
Exercise 2: Create a Clinical Simulation .....	72
<b>Module CP03: Setting Up and Using a Simulation Lab .....</b>	<b>73</b>
Exercise 1: Identifying Learning Objectives for Simulation Lab Sessions.....	73
Exercise 2: Planning for Simulation Lab Self-Assessment .....	74
<b>Module CP04: Managing Clinical Practice .....</b>	<b>75</b>
Exercise 1: Reflection on Managing Clinical Practice.....	75
Exercise 2: Developing a Rotation Schedule .....	75
<b>Module AE01: Planning for Assessment: Exam Blueprinting .....</b>	<b>77</b>
Exercise 1: Blueprint a Quiz.....	77
Exercise 2: Blueprint for an OSCE.....	78
<b>Module AE02: Constructing Assessment Items and Tools.....</b>	<b>79</b>
Exercise 1: Question Hall of Shame .....	79
Exercise 2: Use Item Shells to Construct MCQs.....	83
Exercise 3: Write an OSCE Scenario.....	83
Exercise 4: Construct Selected Response Items .....	84
<b>Module AE03: Analyzing Assessment Results .....</b>	<b>92</b>
Exercise 1: Examining Your Exam.....	92
Exercise 2: Validating an Exam or OSCE.....	93

# Faculty Development Program Syllabus and Schedule

## Program Overview

The faculty development program provides a blended approach to help faculty excel. Faculty that participate will be offered a supportive environment to build confidence, leadership, change management, and teaching skills. Unlike a stand-alone training course, the faculty development program is a blended and social program, delivered over a 4-month period, including three instructor-led training sessions, and two rounds of individualized learning facilitated by a moderated listserv or on-line forum for peer support. This program is centered on completion of a change management project relevant to improving educational quality or teaching skills. The blended-learning approach will include the following primary components:



## Program Goals

1. Identify key elements of effective leadership
2. Demonstrate excellence in classroom teaching, facilitating clinical practice, assessing learning and evaluating teaching.
3. Ensure gender-sensitive pedagogical approaches and a gender equitable environment in classroom and clinical.

## Participant Selection Criteria

This program represents a significant time investment. Participation selection criteria includes the following:

- Demonstrated commitment to their academic institution.
- Commitment to participation in the program, able to participate in all three instructor-led training sessions and committed to spending up to three hours per week on structured self-study modules.
- Willing to self-evaluate and reflect on performance.
- Interested in developing leadership and change management skills.

## Teaching and Learning Methods

For the Instructor Led Training sessions, each will include schedule, session plan, and any resources and exercises.

Structured self-study learning modules are delivered via eLearning and contain the following:

- Overview of the module, including resources to review and activities to complete;
- Short audio file (podcast) to gain attention, link to prior experience and describes the module in brief;
- Short narrated presentations, including videos;
- Resources materials such as reading relevant to the main content and other supplemental or optional materials;

- Exercises which will be facilitated by the mentor during weekly practice sessions; and a
- Knowledge assessment.

## Methods of Assessment

Successful completion and certification of the faculty development program is based on achieving at least 85% based on the following grading criteria:

Criteria	%
Personal Portfolio	70%
Successful demonstration of facilitation skills	10%
Successful demonstration of demonstration skills	10%
Successful demonstration of coaching skills	10%

The following text illustrates how each component will be assessed:

### Personal Portfolio

The portfolio should include 1 session plan (45-90 min in duration) along with all required components. Requirements include:

- A session plan;
- At least one of the activities should be an interactive activity;
- Resources (existing resources are acceptable) needed to implement the session plan;
- Three multiple choice questions to assess mastery.

### Facilitation, Demonstration and Coaching skills

During one of the ILTs, learners will be assessed on their facilitation, demonstration and coaching skills via the relevant checklists. The bullets below illustrate what is required:

- Facilitation skills: Session plan, learning activity and use the relevant checklist to assess skills;
- Demonstration skills: Select skill and use the relevant checklist;
- Coaching skills: Select skill and use the relevant checklist.

The table that begins on the following page lists the detailed learning objectives for each instructor led session, and module.

## Preparation for Instructor Lead Trainings (ILT) 2 & 3

There are specific items you will need to bring to each ILT session. This information is also listed in the ILT2 overview and in your weekly schedule

For ILT 2, be sure to:

- Print completed exercises listed below:
  - TL02 Exercise 2: Develop Course Grading Criteria
  - TL02 Exercise 1: Review a Course Syllabus
  - TL02 Exercise 3: Develop a Course Schedule
  - TL02 Exercise 4: Develop a Session Plan
  - TL03 Exercise 3: Instructional Planning Worksheet

For ILT 3, be sure to:

- Come prepared to practice demonstration, coaching and feedback skills and receive feedback
- Finalize and bring personal portfolio (session plan, presentation, activities/exercises, 3-5 assessment items)
- Bring AE01 quiz and OSCE blueprints, AE02 Written assessment items and AE03 analyzing your exam exercises



Module	Module Objectives
<b>Instructor Led Training #1</b>	
<b>Faculty Development Program Overview</b>	<ul style="list-style-type: none"> <li>• Describe the Faculty Development Program and the requirements for completion;</li> <li>• Reflect and evaluate on your confidence and experience as faculty;</li> </ul>
<b>Session 1: Global Landscape for Health Workforce</b>	<ul style="list-style-type: none"> <li>• Describe global and national health workforce situation and implication</li> <li>• Discuss the role of faculty in addressing the health workforce crisis in your country</li> </ul>
<b>Session 2: Faculty as Leaders and Change Agents</b>	<ul style="list-style-type: none"> <li>• Identify the difference between Leadership, management and coping in educational environment</li> <li>• Reflect on key leadership qualities of individual educators and capacity to change</li> <li>• Review key ethical and professional issues of relevance for faculty</li> </ul>
<b>Session 3: Pre-Service Education Evidence and Conceptual Model</b>	<ul style="list-style-type: none"> <li>• Discuss the evidence base for strengthening PSE towards developing a "Fit-for-Purpose" FFP health workforce</li> <li>• Review the conceptual model for comprehensive understanding of key interactions in the PSE</li> <li>• Describe the standards driving educational quality and accreditation in Liberia</li> </ul>
<b>Session 4: Computer Skills Training</b>	<ul style="list-style-type: none"> <li>• Complete a self-evaluation of current computer skills</li> <li>• Demonstrate competent use of common ICT tools such as word processors, presentation and spreadsheet software applications, and media for communication and collaboration such as email</li> </ul>
<b>Session 5: Gender-Sensitive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Describe the meaning of gender, and gender related concepts such as gender roles, identity, stereotypes, equity and equality</li> <li>• Describe the impact of gender and gender roles on teaching and learning processes</li> <li>• Use a checklist to self-assess your gender-responsive teaching skills</li> <li>• Identify personal goals to improve their gender-responsive teaching skills</li> </ul>
<b>Session 6: Getting Started: Theoretical Learning Module Overview</b>	<ul style="list-style-type: none"> <li>• Describe the components of the Overview of Theoretical Learning modules and the schedule for completion</li> <li>• Access and navigate the structured self-study</li> <li>• Describe the components and use of the learner's workbook</li> </ul>

Module	Module Objectives
<b>TL01 Facilitating Learning</b>	<ol style="list-style-type: none"> <li>1. Describe the process for developing student knowledge, skills, and attitudes needed for competency</li> <li>2. Describe the critical role assessment, measurement and evaluation plays in supporting competency development</li> <li>3. Recognize effective approaches for teaching and learning</li> </ol>
<b>TL02 Planning for Teaching</b>	<ol style="list-style-type: none"> <li>1. Develop a course syllabus</li> <li>2. Develop a course schedule</li> <li>3. Sequence content to facilitate learning</li> <li>4. Develop session plans</li> </ol>
<b>TL03 Developing Objectives for Learning</b>	<ol style="list-style-type: none"> <li>1. Identify the components of a well written learning objective</li> <li>2. Identify common challenges in writing clear learning objectives</li> <li>3. Use objectives to plan your instruction</li> </ol>
<b>TL04 Selecting Learning Activities</b>	<ol style="list-style-type: none"> <li>1. Identify common learning activities</li> <li>2. Select relevant and purposeful learning activities</li> <li>3. Describe how to use educational games</li> <li>4. Describe when to use clinical simulations</li> </ol>
<b>TL05 Developing Learning Activities</b>	<ol style="list-style-type: none"> <li>1. Develop a case study</li> <li>2. Develop a role play</li> <li>3. Select a game</li> <li>4. Develop a PowerPoint presentation</li> </ol>
<b>TL06 Selecting Assessment Methods</b>	<ol style="list-style-type: none"> <li>1. Describe key principles of assessment and assessment method selection</li> <li>2. Select methods for assessing student knowledge</li> <li>3. Select methods for assessing student skill development</li> </ol>
<b>TL07 Selecting Learning Resources</b>	<ol style="list-style-type: none"> <li>1. Explain criteria and principles for selecting meaningful and appropriate instructional content</li> <li>2. Define multimedia content</li> <li>3. Identify meaningful and appropriate content and resources</li> <li>4. Apply criteria to evaluate quality and accuracy of resources, including multimedia content</li> <li>5. Provide appropriate citation and attribution for resources used, including multimedia content</li> </ol>
<b>TL08 Facilitating Learning Activities</b>	<ol style="list-style-type: none"> <li>1. Create a positive learning environment</li> <li>2. Demonstrate basic facilitation skills, including ensuring gender responsive interaction in the classroom</li> <li>3. Use audiovisual aids</li> <li>4. Apply steps in the facilitation process</li> </ol>

Module	Module Objectives
<b>Instructor Led Training 2</b>	<ol style="list-style-type: none"> <li>1. Address any outstanding questions or concerns</li> <li>2. Review and refine your instructional planning worksheet and course materials</li> <li>3. Improve your PowerPoint presentation</li> <li>4. Demonstrate effective facilitation of a game, case study or presentation</li> <li>5. Additional computer skills practice</li> <li>6. Describe what is in the clinical and practical and assessment modules and expectations for completion</li> </ol>
<b>CP01 Setting Up and Using a Simulation Lab</b>	<ol style="list-style-type: none"> <li>1. Identify the steps in the skill development process</li> <li>2. Review tips for teaching each type of skill</li> <li>3. Describe coaching skills needed for skill development</li> <li>4. Describe principles for giving effective feedback</li> <li>5. Describe strategies for facilitating skills practice</li> <li>6. Demonstrate skills using a checklist</li> <li>7. Demonstrate coaching skills in practice and feedback sessions</li> </ol>
<b>CP02 Facilitating Skill Development</b>	<ol style="list-style-type: none"> <li>1. Describe the characteristics of effective clinical simulations</li> <li>2. Develop and demonstrate how to conduct a clinical/lab simulation</li> <li>3. Demonstrate how to conduct a post-simulation debrief session</li> </ol>
<b>CP03 Facilitating Practice in Simulation</b>	<ol style="list-style-type: none"> <li>1. Describe the importance of simulation labs in education</li> <li>2. Describe faculty role in management and usage of a simulation lab</li> <li>3. Create a simulation lab management plan and binder</li> </ol>
<b>CP04 Managing Clinical Practice</b>	<ol style="list-style-type: none"> <li>1. Describe components of planning and logistics needed for coordinating clinical practice</li> <li>2. Develop clinical site rotation plans that maximize student clinical experiences</li> <li>3. Describe communication processes and tools that enhance coordination with preceptors</li> <li>4. Describe ways to support preceptors in facilitating student competency development</li> <li>5. Demonstrate effective use of pre- and post-clinical practice meetings</li> </ol>
<b>AE01 Developing and Administering Knowledge and Competency Assessments</b>	<ol style="list-style-type: none"> <li>1. Describe the purpose of blueprinting for competency assessment</li> <li>2. Develop a well-balanced and defensible test blueprint</li> <li>3. Develop a blueprint for OSCE stations</li> </ol>
<b>AE 02 Constructing Assessment Items and Tools</b>	<ol style="list-style-type: none"> <li>1. Examine the opportunities and challenges associated with construction items such as portfolios, essays and oral exams</li> <li>2. Construct high quality test items designed to measure knowledge and critical thinking skills</li> <li>3. Use item shells to create assessment items</li> <li>4. Develop objective structured clinical examinations</li> <li>5. Develop validated pass scores</li> </ol>

Module	Module Objectives
<b>AE03 Analyzing Assessment Results</b>	<ol style="list-style-type: none"> <li>1. Perform simple item analysis</li> <li>2. Describe use of multiple measures to evaluate student progress</li> <li>3. Explain the importance of pre-determined expectations for reasonable progress</li> <li>4. Describe the principles for item banking</li> </ol>
<b>Instructor Led Training 3</b>	<ol style="list-style-type: none"> <li>1. If not done already, submit your portfolio</li> <li>2. Identify and address any outstanding questions or concerns</li> <li>3. Demonstrate demonstration and coaching skills</li> <li>4. Demonstrate how to run a clinical simulation</li> <li>5. Review and refine your sample assessment items and assessment blueprints</li> <li>6. Practice analyzing test item results</li> <li>7. Review and refine OSCE blueprint and station samples</li> </ol>

# Weekly Guidance

Week	Date	Program Facilitator	Learner
1		<b>Facilitate ILT1</b>	<b>Participate in ILT1</b>
2		<ul style="list-style-type: none"> <li>Discuss Exercise 1</li> </ul>	Complete TL01 Facilitating Learning and exercises in workbook
3		<ul style="list-style-type: none"> <li>Review Exercises 1, 2, 3 &amp; 4</li> <li>Sign-off on learner assignments</li> </ul>	Complete TL02 Planning for Teaching and exercises in workbook
4		Provide input and feedback on objectives	Complete TL03 Developing Objectives for Learning and exercises in workbook
5		<ul style="list-style-type: none"> <li>Review Instructional Planning worksheet learning activities, discuss if they are relevant and meaningful</li> <li>Sign-off on learner assignments</li> </ul>	Complete TL04 Selecting Learning Activities and exercises in workbook
6		<ul style="list-style-type: none"> <li>Review Exercises 1, 2, 3 &amp; 4</li> <li>Improve PPT</li> <li>Sign-off on learner assignments</li> </ul>	Complete TL05 Developing Learning Activities and exercises in workbook
7		<ul style="list-style-type: none"> <li>Review instructional planning worksheet</li> <li>Sign-off on learner assignments</li> </ul>	Complete TL06 Selecting Assessment Methods and exercises in workbook
8		<ul style="list-style-type: none"> <li>Revise instructional planning worksheet</li> <li>Find OERs</li> <li>Sign-off on learner assignments</li> </ul>	Complete TL07 Selecting Learning Resources and exercises in workbook
9		<ul style="list-style-type: none"> <li>Practice facilitating a learning activity (e.g., classroom presentation, role play or case study);</li> <li>Sign-off on learner assignments</li> </ul>	Complete TL08 Facilitating Learning Activities and exercises in workbook Prepare and print the following for ILT2 <ul style="list-style-type: none"> <li>Course schedule and grading criteria</li> <li>Revisions to the syllabus,</li> <li>Session Plan</li> <li>Instructional planning worksheet</li> </ul> Prepare for a 10 min presentation or interactivity from one of your courses
10		<b>Co-facilitate ILT 2</b>	<b>Participate in ILT2</b>
11		<ul style="list-style-type: none"> <li>Practice demonstrating and coaching a skill</li> <li>Reflect on Exercise 1</li> <li>Sign-off on learner assignments</li> </ul>	Complete CP01 Setting Up and Using a Simulation Lab and exercises in workbook

Week	Date	Program Facilitator	Learner
12		<ul style="list-style-type: none"> <li>• Prepare a skill or simulation session plan based on the sample</li> <li>• Sign-off on learner assignments</li> </ul>	Complete CP02 Facilitating Skill Development and exercises in workbook
13		<ul style="list-style-type: none"> <li>• Plan for using the simulation lab</li> </ul>	Complete CP03 Facilitating Practice in Simulation and exercises in workbook
14		<ul style="list-style-type: none"> <li>• Review and discuss rotation schedule exercise</li> <li>• Prepare PPT for 25 min presentation and practice</li> <li>• Sign-off on learner assignments</li> </ul>	Complete CP04 Managing Clinical Practice <ul style="list-style-type: none"> <li>• Prepare for ILT3</li> <li>• Prepare independent portfolio</li> <li>• Assessment items</li> <li>• OSCE blueprint</li> </ul>
15		<ul style="list-style-type: none"> <li>• Review and discuss blueprint for quiz &amp; OSCE</li> <li>• Sign-off on learner assignments</li> </ul>	Complete AE01 Developing and Administering Knowledge and Competency Assessments
16		<ul style="list-style-type: none"> <li>• Review and discuss draft scenario</li> <li>• Sign-off on learner assignments</li> </ul>	Complete AE 02 Constructing Assessment Items and Tools
17		<ul style="list-style-type: none"> <li>• Analyze exam</li> <li>• Sign-off on learner assignments</li> </ul>	Complete AE03 Analyzing Assessment Results
18		<b>Co-facilitate ILT 3</b>	<b>Participate in IL3</b>

# Module TL01: Facilitating Learning

## Exercise I: Theoretical Learning Self-Assessment

### Instructions

This module is the foundation for the other seven modules focusing on theoretical learning. Within each of these seven modules you will learn new information, complete a variety of exercises, develop new skills, communicate with others in this faculty development program, and learn to be an effective classroom facilitator.

Before working through these seven modules, it will be helpful to ask yourself how confident you are in each of the seven areas. For each module, indicate how comfortable you feel with your current level of competence in each area by circling the appropriate number. Upon completion of these seven modules, you should come back to this self-assessment and rate your level of competence in performing each of the primary skills addressed by each module. You should see a positive increase!

Module/Primary Skill	Initial Competence Level (1 = Very Low – 5 = Very High)	Completion Competence Level (1 = Very Low – 5 = Very High)
Planning for Teaching (creating a course syllabus and schedule, sequencing content, creating session plans)	1 2 3 4 5	1 2 3 4 5
Developing Objectives for Learning	1 2 3 4 5	1 2 3 4 5
Selecting Learning Activities (identifying learning activities, creating case studies, role plays, exercises)	1 2 3 4 5	1 2 3 4 5
Developing Learning Activities (case studies, role plays, exercises)	1 2 3 4 5	1 2 3 4 5
Selecting Assessment Methods	1 2 3 4 5	1 2 3 4 5
Selecting Instructional Content (selecting meaningful content, identifying and citing multi-media content)	1 2 3 4 5	1 2 3 4 5
Facilitation of Learning (basic facilitation skills)	1 2 3 4 5	1 2 3 4 5

# Faculty Development Program

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## Instructor Led Training I

### Overview and Schedule

#### Description

This 3-day workshop is your introduction to the Faculty Development Program. In this session, we will orient you to the program and review some foundational concepts. We will also provide time for you to get to know the others in your group, make sure you are ready for your project and able to access the structured self-study modules included in this program. Detailed objectives are included in each session plan and provided in the overall faculty development program syllabus in your workbook.

#### Goals

- Orient you to the faculty development program
- Provide an opportunity for you to get to know your cohort
- Ensure you can access and navigate the eLearning structured self-study modules on the computer
- Ensure you can perform the basic computer skills required
- Review foundational concepts in pre-service education
- Get you started on selecting and preparing for your change management project

#### Session Plans

- Faculty Development Program Overview
- Session One: Global Landscape for Health Workforce
- Session Two: Faculty as Leaders
- Session Three: Pre-Service Education Evidence and Conceptual Model
- Session Four: Computer Skills Training
- Session Five: Gender-Sensitive Pedagogy
- Session Six: Getting Started: Theoretical Learning Module Overview



**Sample Faculty Development Program ILT I Schedule**

<b>Day 1 A.M.</b>	<b>Day 2</b>	<b>Day 3</b>
<p>Welcome and Introductions, expectations, norms (30 min)</p> <p>Faculty Development Program Overview and ILT #1 Schedule Review (120 min)</p> <p>Session 1: Global Landscape (70 min)</p>	<p>Session 4: Computer Skills : Flash Drive Demonstration and Navigation and self-assessment (90 min)</p> <p>Session 4 : Computer Skills Practice (90 min)</p>	<p>Session 4: Computer Skills Continued (120 min)</p>
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<p>Session 2: Faculty as Leaders (120 min)</p> <p>Session 3: Pre-Service Education Evidence (60 min)</p>	<p>Session 5A: Introduction to Gender and Gender-Sensitive Pedagogy Session (90 min)</p> <p>Session 5B: Exploring Gender Bias Session (90 min)</p>	<p>Session 6: Getting started on FDP</p> <ul style="list-style-type: none"> <li>• TL01 Exercise I</li> <li>• Weekly schedule review</li> <li>• TL exercise review</li> <li>• Expectations for ILT 2</li> </ul>





# Session 2: Faculty as Leaders and Change Agents

## Health Professions Educator Competencies\*

### Ethical and Legal Principles

- Behave in ways that reflect the ethical standards of the teaching and health professions.
- Demonstrate an understanding of the legal and regulatory statutes relevant to health professions teaching and practice.

### Health Professions Practice

- Maintain competence in health professions practice.
- Practice health professions in ways that reflect evidence-based and up-to-date knowledge.

### Theoretical Learning

- Incorporate educational strategies to promote active learning.
- Select and use effective teaching and learning materials/resources.
- Recognize and support different learning styles and the unique learning needs of students.

### Learning in the Clinical Area

- Facilitate a safe and effective learning environment in the clinical setting.
- Foster individualized experiential learning.

### Assessment and Evaluation of Students and Programs

- Continuously monitor and evaluate the effectiveness of the educational program.
- Assess student competence.

### Organization, Management and Leadership

- Actively participate in organizing and implementing a health professions curriculum.
- Implement and revise health professions educational courses/programs.

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\* Adapted from WHO Midwifery Educator Core Competencies ([http://www.who.int/hrh/nursing\\_midwifery/educator\\_competencies/en/](http://www.who.int/hrh/nursing_midwifery/educator_competencies/en/)).

## Communication, Leadership and Advocacy

- Communicate effectively using a variety of methods in diverse settings.
- Demonstrate cultural competence in course design and development, teaching and health professions practice.
- Function as change agents and leaders in order to improve both health professions practice and education.
- Use a variety of advocacy strategies to promote health professions education and practice including professional, community, human rights and structural advocacy.

## Research

- Use research to inform teaching and practice.
- Cultivate a culture supporting critical inquiry and evidence-based practice.

# Leading Educational Improvement through Effective Teamwork

## Introduction

The notion of leadership in education is not new, advocating for expanded leadership roles is based on the understanding that educators, because they have daily contacts with learners, are in the best position to make critical decisions about curriculum and instruction. Moreover, they are better able to implement changes in a comprehensive and continuous manner<sup>†</sup>. Educators typically define career satisfaction in terms of their ability to be of service to others and make a difference in the lives of their students<sup>‡</sup> similarly; the leadership considerations of educators are grounded in their desire to improve the quality of teaching and learning for all students. Studies have shown that educators do not subscribe to traditional definitions of leadership as "higher" or "superior" positions within the organizational hierarchy. Instead, view leadership as a collaborative effort, a "banding together" with other faculty to promote professional development and growth and the improvement of in teaching learning services<sup>§</sup>.

Leadership roles promise real opportunities for educators to impact educational change-without necessarily leaving the classroom. In addition, educators forge several new and unique leadership roles through their own initiative by developing and implementing programs they personally believe will result in positive change<sup>\*\*</sup>.

## Coping, Management, and Leadership

One of your main responsibilities as a teacher is to create a classroom culture that inspires every student to do their best. Teachers can very clearly tell you the specific systems, structures, and social norms they implement to ensure that their classroom is filled with only excellence and joy. You as a great teacher will bring the same ability to create a strong culture to your institution, by ensuring a realistic and forward looking balance between coping, management and leadership skills.

Before we discuss the continuum of coping, management, and leadership, please note that leadership is never a fad. Times change, problems change, technology change, and people change, leadership endures. Change is the province of leaders. It is the work of leaders like you to inspire people/learners to do things

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<sup>†</sup> Howey, 1988; Livingston, 1992

<sup>‡</sup> McLaughlin & Lee, 1988.

<sup>§</sup> Troen & Boles, 1992

<sup>\*\*</sup> Troen & Boles, 1992

differently, to struggle against uncertain odds, and to persevere toward a misty image of a better future. There is no better gift to a learner than an educator who is also a leader who model the way, inspire shared vision, challenge the teaching learning process, enable others to act and encourage the heart<sup>††</sup>

There is no such thing as a dysfunctional educational institution; every institution is perfectly designed to achieve the results it currently gets. To change the results, you need to redesign the institution and this requires fundamental changes in people's beliefs, priorities, practices and loyalties; this requires leadership.

## Coping

Coping is a Reactive response to problems as they occur. Basically “problem-solving” one does not think ahead and simply try to “cope” with problematic situations. For example, when the number of newly enrolled students quadruples as a result of a government directive, educators are forced to cope with a less than manageable class size.

When coping becomes dominant behavior of the learning environment, educational work is mostly reactive, often in “crisis management” mode, staff are running to keep in place and are focused on short term rather than pursuing a clear vision for the future.

When coping is dominant:

- Panic reactions
- Confusion and chaos
- Waste of time, human and other resources

Problems multiply

## Management

Management is about dealing with complexity. It is a more proactive and planned response to problems and is focused on “controlling” events through standards, policies, and procedures.

Management through its distinct skill sets on: staffing, Planning, Budgeting, Controlling and Problem solving ensures that standards are met and keep things the same—No Surprises!

When management is too dominant:

- Rules become more complex and rigid
- Managers see organizations as “machines”
- Managers “direct” change through a linear plan and “fixing” mode

As a result there is a “control” organizational climate; bureaucratization and problems grow because rigid rules dampen creativity.

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<sup>††</sup> 2012 James Kouzes and Barry Posner: The leadership Challenge

### Leadership

While management is about dealing with complexity, leadership is about nurturing of change. Setting the direction of that change is fundamental to leadership. (John P. Kotter).

When leadership is strong people look at the institution as a “living- organism” model: with maximum interactions among everybody and continuous adaptation to the environment. People cultivate change

When leadership is too dominant:

- Backlash from drastic changes
- Confusion and chaos
- Fear of the unknown
- Frustrations
- Tension and stress
- Burnout

Educational leaders nurture team work that promotes improvement in teaching and learning. As a leader you need to assemble a team of collaborators from your institution to bring about change.

In assembling your team:

- Address the importance of the educational improvement team
- Develop a strategy to build a successful team
- Identify characteristics of successful teams and barriers to team performance
- Define roles and responsibilities of the educational improvement team

Keys to assembling your team:

- Understands that teaching learning culture is local
- Composed of engaged teachers who take ownership of students learning
- Includes teachers and managers who have different levels of experience
- Tailored to include members based on discipline
- Meets regularly (weekly or at least monthly)
- Has adequate resources

Engage senior executives of the educational institutions.

- Describe the responsibilities of the senior executive
- Explain the role of the senior executive in addressing technical and adaptive educational work
- Explain how to engage the senior executive and develop shared accountability for the improvement project

Characteristics of an effective team:

- Clear purpose
- Informality
- Participation
- Listening
- Civilized disagreement
- Consensus decisions

- Open communication
- Clear rules and work assignments
- Shared leadership
- External relations
- Style diversity
- Self-assessment

## Summary

Educational improvement needs systemic intervention, competent and excellent educators who will extend their support to students and the teaching learning, when they unleash the leaders in each and every one of them. Being a teacher leader is not about position but is about providing clear vision, as well as injecting a culture change by working with teams and decision makers and using available resources.



# Session 3: Pre-Service Education Evidence and Conceptual Model

## An Integrative Review and Evidence-Based Conceptual Model of the Essential Components of Pre-Service Education<sup>##</sup>

### Background

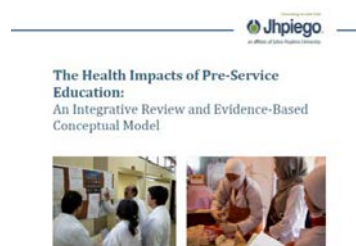
With decreasing global resources, a pervasive critical shortage of skilled health workers, and a growing disease burden in many countries, the need to maximize the effectiveness and efficiency of pre-service education in low-and middle-income countries has never been greater.

### Methods

We performed an integrative review of the literature to analyze factors contributing to quality pre-service education and created a conceptual model that shows the links between essential elements of quality pre-service education and desired outcomes.

### Results

The literature contains a rich discussion of factors that contribute to quality pre-service education, including the following: (1) Targeted recruitment of qualified students from rural and low-resource settings appears to be a particularly effective strategy for retaining students in vulnerable communities after graduation. (2) Evidence supports a competency-based curriculum, but there is no clear evidence supporting specific curricular models such as problem-based learning. (3) The health workforce must be well prepared to address national health priorities. (4) The role of the preceptor and preceptors' skills in clinical teaching, identifying student learning needs, assessing student learning, and prioritizing and time management are particularly important. (5) Modern, Internet-enabled medical libraries, skills and simulation laboratories, and computer laboratories to support computer-aided instruction are elements of infrastructure meriting strong consideration. (6) Finally, all students must receive sufficient clinical practice opportunities in high-quality clinical learning environments in order to graduate with the competencies required for effective practice. Few studies make a link between pre-service education and impact on health outcomes and the health system. Nevertheless, it is logical that the production of a trained and competent staff through high-quality pre-service education and continuing professional development activities is the foundation required to achieve the desired health outcomes. Professional regulation, deployment practices, workplace environment upon graduation and other service delivery contextual factors were analyzed as influencing factors that affect educational outcomes and health impact.

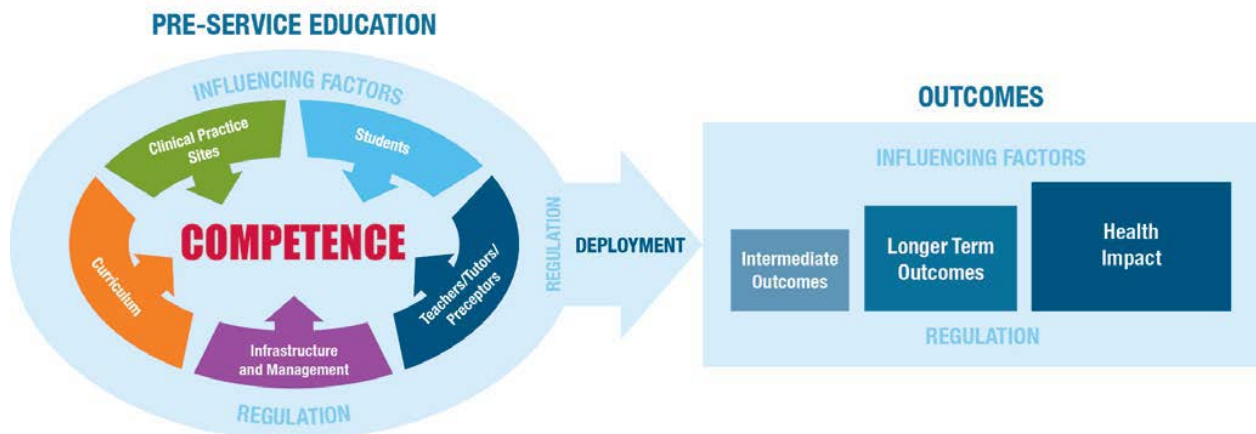


<sup>##</sup> Find the full report online here: <http://reprolineplus.org/resources/health-impacts-pre-service-education-integrative-review-and-evidence-based-conceptual>.

## Conclusions

We created a conceptual model that identifies five broad categories of inputs that are essential to a comprehensive PSE system: students, curriculum, teachers/preceptors, infrastructure and management, and clinical practice sites (Figure 1). The expected educational output of these five elements is a competent graduate.

**Figure 1. Pre-Service Conceptual Model and Link to Health Outcomes**



When competent graduates are deployed, we expect that their work will contribute to certain outcomes. We expect that they will implement life-saving practices and demonstrate professional behaviors, perform those practices to standard, and make a public health impact by contributing to decreases in morbidity and mortality. Several elements of the political, policy, social, and workplace environments may either augment or impede the preparation of qualified graduates who are able to provide high-quality health services. Professional regulation emerges as an influencing factor of special significance.

Our model for pre-service education reflects the investments that must be made by countries into programs capable of leading to graduates who are competent for the health occupations and professions at the time of their entry into the workforce.

## Session 4: Computer Skills Training

### Computer Literacy Workshop- Computer Literacy Self-Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Directions

The following questions ask how confident you feel about your ability to perform task using the computer. For each task, assume that you have to do it *this week*. Then place a check mark in the box that you feel best shows how confident you are for each task.

**1 = not at all confident.** You have never learned this task.

**2 = somewhat confident.** You are aware of this task and may know what it is or how it is used. You may know what happens when it is applied.

**3 = extremely confident.** You are competent in this task. You are able to perform it, describe what it is and know why and when you would want to use it.

**4 = You consider yourself an expert,** are able to perform it without assistance and can teach this skill to others.

Tasks	1	2	3	4
<b>Managing the Computer</b>				
Turn on and off the computer				
Move the mouse and click to open an icon; a folder; a file; or the start menu to open an application.				
Maintain a virus-free computer (Know what a virus is and why virus protection software is needed. Using virus protection software, how to scan for viruses on external devices such as flash drives or external hard drive. Aware of what not click on the internet or in an email because it may have a virus)				
<b>Manage Files and Folders</b>				
Maximize, minimize and close windows				
Switch between two or more open windows				
Create a folder and save a folder				
Access and retrieve files from a folder on the computer				
Access folders and retrieve files on an external device such as flash drive or external hard drive				
Rename files and folders				
Move file from one folder to another folders				
Organize folders by size or name				

Tasks	1	2	3	4
Delete files and folders				
Restore items from the Recycle Bin				
<b>Create And Edit Documents</b>				
Launch Microsoft Word				
Create a new document				
Open an existing document				
Add text to a document				
Copy, cut and paste text or objects in a document				
Format text in a document (font and size; bold, italics and underline; alignment; bulleted list)				
Change the justification of text (align left, right or center).				
Create a bulleted or number list in Word.				
Insert objects into a document (clip art and pictures; shapes; tables)				
Delete text and objects from a document				
Insert a table in a document, resize the columns and rows, and add or delete a row or column				
Save a document				
Spell check in Word				
Print a document				
Use the help files to troubleshoot a problem				
Close Microsoft Word				
<b>Create and Edit Slide-Based Presentations</b>				
Launch Microsoft PowerPoint				
Create a new presentation				
Add a new slide to a presentation				
Insert and add text in to a presentation (title, subtitle, content, etc.)				
Change the layout of a slide in a presentation				
Copy, cut and paste a slide in a presentation				
Delete a slide in a presentation				
Format text in a presentation (font and size; bold, italics and underline; alignment; bulleted list)				
Insert objects into a presentation (clip art and pictures; images, shapes; tables)				
Delete text and objects from a presentation				
Present a slideshow in PowerPoint				
Save a presentation				
Open an existing presentation				
Print a presentation				
Use the help files to troubleshoot a problem				
Close Microsoft PowerPoint				

Tasks	1	2	3	4
<b>Find Information on The Internet</b>				
Launch a web browser such as Internet Explorer, Firefox or Chrome				
Type a website address (URL) in the browser				
Search for information on the web using Google or other search engines using search terms or keywords				
Use the buttons in the browser toolbar (Back, Forward, Home, Refresh, Stop)				
Evaluate the website for credibility (Is the purpose of the website clear? Is it high quality and accurate? Is it trustworthy and reliable? Are the links relevant? Is it up-to-date? )				
How to be safe on the internet (What to share and what not to share. How to protect your personal information.)				
Use hyperlinks to access web pages				
Print a web page				
Close Internet Explorer, Firefox or Chrome				
<b>Communicate With Others Using email</b>				
Create a Google email (Gmail) or other email account				
Sign into Gmail				
Write an email (add recipients, subject, and message text)				
Cut, copy and paste and delete text in an email				
Insert a web page link into an email				
Attach a file to an email				
Send an email				
Print an email				
Log out of Gmail or other email account				
Recognize spam, scam and phishing emails (For example, emails from people you don't know saying that you will get money if you click on the attachment or go to a website. They may be asking for personal information first before you can receive the money. It is a scam. Or by clicking on attachment or website, it may put a virus or a program on your computer that will gain access to your computer.)				
<b>Create and Edit Spreadsheets</b>				
Launch Microsoft Excel				
Create a new spreadsheet				
Open an existing spreadsheet				
Add and modify data to cells in a spreadsheet				
Insert and delete rows and columns in a spreadsheet				
Move (cut, copy and paste) rows and columns in a spreadsheet				
Resize columns in a spreadsheet				

Tasks	1	2	3	4
Change the number format of a number in a spreadsheet				
Increase/decrease the number of decimal points of a number in a spreadsheet				
Wrap text and merge cells in a spreadsheet				
Format data/text in a spreadsheet (font and size; bold, italics and underline; alignment)				
Wrap text and merge cells in Excel.				
Create basic mathematical formulas with +, -, *, / and =				
Use the SUM and AVG functions				
Sort a list in a spreadsheet such as alphabetically, smallest to largest or largest to smallest				
Create borders in a spreadsheet				
Create charts and graphs in a spreadsheet such as a bar chart				
Add, rename and delete a sheet				
Save a spreadsheet				
Print a spreadsheet				
Close Microsoft Excel				
Use the help files to troubleshoot a problem				

## Session 5: Gender-Sensitive Pedagogy

### Participant Handout: Case Study 1

In one classroom, all the male students should sit together on one side of the room and all the female students should sit together on the other side. The teacher tends to focus his attention on the male half of the room while the female students mostly remain silent and take notes. The teacher often complains about the lack of participation from the female students, saying they would be better off leaving school to find a husband and have children since they have no interest in studying.

### Participant Handout: Case Study 2

In one classroom, when the teacher asks questions, the same three students (all male) usually answer. Sometimes the teacher calls on female students to answer a question, but they usually refuse to answer or say they do not know. Whenever this happens, the male students laugh at the female students or make jokes. One female student will sometimes try to participate, but usually a male student interrupts her when she is talking.

### Participant Handout: Case Study 3

A teacher has decided to boost the learning environment in their classroom. The teacher has brought several posters illustrating women as nurses and midwives, and men as laboratory technicians and doctors. When the teacher lectures, they always tend to use male examples of doctors and laboratory technicians, and female examples of midwives and nurses. The teacher is also known to actively discourage female students from pursuing a profession as laboratory technicians, stating that women are better in professions that build from their nature as caregivers; and the teacher often mocks male students who want to become midwives, stating that men need to be in positions of power.

### Participant Handout: Case Study 4

A teacher has noticed that since giving birth one of their top performing students has begun getting lower scores on her exams. The student has come to class late a few times and has missed a class on occasion. The teacher has noticed that the student often looks very tired and assumes the change in the student's performance is due to her new responsibilities as a mother. The teacher does not believe the student is entitled to preferential treatment because, after all, she chose to have a child so she should be able to manage her responsibilities as a mother and a student.

# Participant Handout: Gender-Responsive Teaching Skills Checklist<sup>§§</sup>

This resource provides a checklist for concrete actions that you as a teacher can take to make your classroom more gender-responsive.

## Classroom Set Up

- Be aware of the impact of the seating arrangements in class on classroom interaction – do men sit at the front and dominate? Are the women huddled in a corner and left alone?
- Have a classroom seating plan that enables both female and male students to participate and have equal opportunities to learn.
- Consider how to arrange the classroom and interact with the students in a way that will promote equal participation of both women and men. Plan in advance to ask substantive questions to both women and men. Think about where to stand, sit, or move about the classroom during the lesson.
- Experiment with different student groupings to find which are the most comfortable and effective for different forms of learning (e.g. all female groups, mixed groups, groups in which there are mostly women, and 1 or 2 men). Women tend to enjoy and benefit from non-competitive, collaborative activities, and working in groups towards a common objective.

## Classroom Participation, Interaction and Dynamics

- Become conscious of the number of questions asked and answered by female and male students, and the amount of attention given to different students in the class.
- Understand the often lower levels of self-confidence in women and ensure that they are given time to think about and answer a question before moving on to another student.
- Without being patronizing or condescending, praise and encourage women in their work and extend invitations for further assistance as needed.
- Value equally the learning ability of both female and male students.
- Facilitate both female and male students' abilities to learn and progress equally and develop their potential to the fullest.
- Call on or address both female and male students a balanced number of times and for all subjects.
- Give both female and male students an equal opportunity to write on the writing board a balanced number of times on all subjects.
- Give both female and male students equal opportunity to present their work or answers to the class.
- Give similar duties to both female and male students (e.g. cleaning, moving furniture, etc.).
- Provide guidance and counseling, if possible, as well as mentoring support to both female and male students with regard to the continuation of their studies, job perspectives, or psycho-social needs. This support should be delivered in a gender-sensitive way so that both women and men do not choose stereotyped paths (for instance, women should not be led to select subjects or health fields regarded as being more “feminine” and men should not be led to select subjects or health fields that are regarded as being more “masculine”).
- Watch for indications of bullying, sexual harassment, impact of HIV/AIDS, peer pressure, among others.
- Make time for adequate feedback from both women and men to ensure that both women and men have understood the lesson.
- Support and encourage both female and male students to be class leaders, possibly having one female and one male as co-leaders.

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<sup>§§</sup> IREX Europe. (n.d). Developing Gender Responsive Learning Environments. An IREX Toolkit for Teachers. Lyon, France. (Accessed 07/14/2017 at: [https://www.irex-europe.fr/IMG/pdf/Gender\\_and\\_EducationToolkit.pdf](https://www.irex-europe.fr/IMG/pdf/Gender_and_EducationToolkit.pdf)).



- Select teaching methodologies that will ensure equal participation of both girls and boys. Some teaching methodologies like group work, group discussions, role-play, debates, case studies, and explorations can be very effective in encouraging student participation and will therefore give female students the opportunity to participate more actively. In practice, take care that dominant individuals do not sideline less assertive ones.
- When assigning projects, ensure that both female and male students are given leadership positions and roles, and take into account how the learning materials will be distributed equally to both women and men, especially when there are shortages.

### Being Gender Aware

- Have a zero tolerance policy with clear punitive measures for gender-based teasing and harassment in class and outside.
- React cautiously to unfriendly and potentially gender-biased attitudes that students may demonstrate towards their peers.
- Help students question gender-biased attitudes in order to prevent them from happening in the future.
- Be sensitive to women's need to occasionally leave the class for the bathroom (especially if it is shared with men and so may be very uncomfortable to use during break times).
- Allow for sufficient time to deal with gender-specific problems, if any, such as female students who have missed class due to menstruation, household chores, or family responsibilities.

### Teaching and Learning Materials and Methodologies

- Provide examples and activities in class that reflect women's interests and experiences as well as those of men.
- Use gender-neutral or gender-inclusive language.
- Be openly questioning and critical of teaching and learning materials (such as textbooks) which portray women in menial roles.
- Use materials that portray female and male characters in equal numbers and involved in similar activities.
- Display posters on the walls that portray female and male characters in equal numbers and involved in activities together.
- Review the teaching and learning materials for gender responsiveness: Does the material contain gender stereotypes? If so, what techniques can be used to address them? (E.g. If a chemistry textbook portrays only male scientists as inventors, include a discussion of female scientists).
- Develop lesson plans that allow all students to participate. When doing a practical science experiment, ensure that both women and men have a chance to use the equipment and chemicals.

## Participant Handout: Case Study

In School X, female and male students must use the same restroom, which leaves students feeling uncomfortable. Female students also face challenges when they are menstruating because the restroom stalls do not include any receptacles where they can dispose of their sanitary pads and tampons; there is also no place for them to set their belongings while they change their sanitary pads/tampons.

In this school, the teachers consistently display gender insensitive and discriminatory behaviors and attitudes towards female and male students. In many classrooms, the teachers are oblivious to the fact that female and male students sit on opposite sides of the classroom, and they tend to prioritize men over women. Female students are discouraged from pursuing non-traditional medical professions, and the learning and teaching materials used by the teachers mostly include gender stereotypes.

The school also has a reputation in the community for being unsafe for female students as there are rumors that several female students have been pressured by male teachers to have sex in exchange for good grades. Female students are unaware of where they may go to seek help, and the individual to whom they should report such incidents. As a result, no formal reports have been made, and the male teachers remain at the school.

There is a high rate of student dropouts during and after pregnancy as the school refuses to let pregnant students attend classes, and does not allow new mothers on campus with their children.

The school is located in a highly conservative area and the school's administration has begun noticing a decrease in the rate of females enrolling in school as more and more young women are being married off by their families as a means of obtaining income, and to conform to local traditions. School administrators have also noted that many female students have been dropping out of school in order to get married and have children as is the custom.

# Module TL02: Planning for Teaching

## Exercise I: Review a Course Syllabus

In most cases, your educational institution will provide you with an approved syllabus for your course. Your first step in planning your course is to review the syllabus. You may be able to provide recommendations for revising and strengthening your course syllabus.

Based on what you read in Planning for Teaching, use the following form to identify recommendations for revising your course syllabus. Present these to your supervisor so that those responsible for updating and approving course syllabi can consider your recommendations.

### Instructions

Complete the following information.

**Course Title:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

Review the course syllabus and add recommendations where appropriate.

Syllabus Component	Recommendation or Comment
Course Title	
Credit Hours	
Duration	
Placement	
Course Description	
Course Objectives	
Specific Objectives	
Course Content	
Clinical Practice Description	
Clinical Practice Objectives	
Clinical Placements	
Practical Skills	
Evaluation (Grading Criteria)	
References	

## Exercise 2: Develop Grading Criteria

Your course syllabus must include grading criteria. If grading criteria appear in an existing course syllabus, these criteria may need to be updated or revised to be consistent with how you will conduct the course. Based on what you read in *Planning for Teaching*, show your current grading criteria and then your recommendations for revising these criteria. Discuss these with your mentor and present these to your supervisor for approval.

### Instructions

Complete the following information.

Course Title: \_\_\_\_\_

Course Number: \_\_\_\_\_

### Current Grading Criteria

Assessment Area	Percentage of Final Grade

### Proposed Grading Criteria

Assessment Area	Percentage of Final Grade

## Exercise 3: Develop a Course Schedule

Your course syllabus must include a course schedule. If a course schedule appears in the existing course syllabus, this schedule will likely need to be revised to be consistent with how you will conduct the course. Based on what you read in *Planning for Teaching*, develop the schedule for your course. When applicable, include sufficient time for practice in simulation. Discuss the schedule with your mentor and present this to your supervisor for approval.

### Instructions

Complete the following information.

**Course Title:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

If your course includes a clinical component, use the template in Sample 8 to create your course schedule. If your course does not include a clinical component, use the template in Sample 9 to create your course schedule.

## Exercise 4: Develop a Session Plan

Your course schedule will show that your course includes a number of sessions. Some course sessions take place in a classroom while others may take place in a skills lab or in a clinical setting. You will need a session plan to help ensure that your students learn the required information and develop the required skills.

### Instructions

Complete the following information.

**Course Title:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

Based on what you read in *Planning for Teaching*, develop a session plan for at least one of your classroom sessions using Sample 10: Session Plan Template. Select a course session that has both an information (e.g., classroom presentations) component and a skill component. You can also develop two session plans, one for a classroom session and another for one of your skill practice sessions.

In other modules in this program you will be learning to write objectives, select facilitation methods, select assessment methods, etc. As you learn this additional information, you may want to revise your session plan(s). In another module in this program you will be asked to finalize your session plan(s) and share them with others at your school and in this faculty development program.

Discuss these session plans with your mentor and present these to your supervisor for review.

## Sample 5: Session Plan—Midwifery

### Fundamentals of Midwifery I Session Plan

Date: 22 Sept	Venue: room 104	Session Number: 4	Duration: 3 hrs
<b>Topic:</b> Unit 1, Section 7: Major challenges facing the health care system			
<b>Session Objective(s):</b> By the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Identify the major challenges facing the health care system.</li> </ul>			
Methods and Activities		Materials/Resources	
<b>Intro/Activity</b> <ul style="list-style-type: none"> <li>• Share the session objective.</li> <li>• Ask the students if they have any questions based on their reading of Chapter 3 in the textbook.</li> <li>• Collect Exercise 3. Review the responses to the Exercise 3 questions. Remind the students that you will be collecting and grading their exercise sheets each week.</li> <li>• Working in small groups the students will brainstorm to identify major challenges facing the health care system. Give the students about 5 minutes. Ask one member from each group to share several of the challenges they identified. Briefly discuss the results of the small group work.</li> </ul> <b>Content</b> <ul style="list-style-type: none"> <li>• Distribute the handout based on the PPT presentation. Encourage the students to take notes on the handout during the presentation.</li> <li>• Using the PPT presentation, describe each of the 8 major challenges facing the health care system. These include:               <ul style="list-style-type: none"> <li>• Financial</li> <li>• Poverty</li> <li>• Literacy Levels</li> <li>• Human resources</li> <li>• Transportation</li> <li>• Drug and supplies</li> <li>• Communication</li> <li>• Maintenance</li> </ul> </li> <li>• Be sure that during the presentation that you ask questions, use names, provide feedback, move around the room, and ensure all students are engaged.</li> </ul> <b>Practice Activity</b> Divide the students into 8 groups. Assign each group one of the 8 major challenges. Ask each group to summarize the information into 3 key points to share with the other groups.		<ul style="list-style-type: none"> <li>• Flip chart paper and easel, whiteboard or chalkboard</li> <li>• Teacher-developed PPT presentation focusing on the 8 major challenges facing the health care system</li> <li>• Teacher-developed handout based on PPT presentation</li> </ul>	
<b>Self-Review/Evaluation</b> (key points from session, what worked/what did not, modifications for next session, etc.):			

## Sample 6: Session Plan—Generic

### Laboratory Math Session Plan

Date: 28 Nov	Venue: room 3	Session Number: 14	Duration: 3 hrs
<b>Topic:</b> Unit 3 – Section 14: Computing a Child’s Dose From a Known Adult Dose of Drug			
<b>Session Objective(s):</b> By the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>• Compute a child’s dose from a known adult dose of drug.</li> </ul>			
Methods and Activities		Materials/Resources	
<b>Intro/Activity</b> <ul style="list-style-type: none"> <li>• Ask the students if they have any questions based on their reading of Chapter 10 in the textbook.</li> <li>• Collect Exercise 13. Review the responses to the Exercise 13 questions. Remind the students that you will be collecting and grading their exercise sheets each week.</li> <li>• Ask the students how they would compute a child’s dose from a known adult dose of the drug? Briefly discuss the student responses.</li> <li>• Share the session objective.</li> </ul> <b>Content</b> <ul style="list-style-type: none"> <li>• Use the handout to present information on Clark’s formula, the formula based on body surface area, and Young’s formula.</li> <li>• Be sure that during the review you ask questions, use names, provide feedback, move around the room, and ensure all students are engaged.</li> </ul> <b>Practice Activity</b> <ul style="list-style-type: none"> <li>• Distribute the exercise. Ask students to work in pairs to solve the problems. Once completed, ask students to share their answers and discuss how the correct answers were computed.</li> </ul> <b>Summary</b> <ul style="list-style-type: none"> <li>• Ask the students if they have any questions regarding the three methods for computing a child’s dose from a known adult dose of the drug. Respond to any questions. Conclude with a few final questions or key points.</li> <li>• Remind the students to read the rest of Chapter 10 and to complete Exercise 14 and submit this next week.</li> </ul>		<ul style="list-style-type: none"> <li>• Flip chart paper and easel, whiteboard or chalkboard</li> <li>• Handout on the three methods of computing a child’s dose from a known adult dose of the drug</li> <li>• Exercise: Computing child’s drug dosages</li> </ul>	
<b>Self-Review/Evaluation</b> (key points from session, what worked/what did not, modifications for next session, etc.):			

## Sample 10: Session Plan Template

### [Course Title]

Date:	Venue: room	Session Number:	Duration:
<b>Topic:</b>			
<b>Session Objective(s):</b> By the end of this session, learners will be able to:			
<b>Methods and Activities</b>			<b>Materials/Resources</b>
<b>Intro/Activity</b>  <b>Content</b>  <b>Practice Activity</b>  <b>Summary</b>			
<b>Self-Review/Evaluation</b> (key points from session, what worked/what did not, modifications for next session, etc.):			



## Sample 11: Instructional Planning Worksheet Template

Learning Objective	Learning Activities	Assessment Methods	Resources

# Module TL03: Developing Objectives for Learning

## Exercise I: Critique Learning Objectives

Sample Learning Objectives					
Learning Objective (The learner will be able to...)	Observable/ Measurable performance	Conditions of performance	Criteria	Acceptable	Example New Learning Objectives
Talk to women about cervical cancer prevention.	Yes	No	No	No	<p>During at least one client group session in clinic, talk to women about ways to prevent cervical cancer according to facility/practice standards pertaining to cervical risk factors and prevention.</p> <p>During a role play that simulates counseling a patient, demonstrate the ability to talk to a woman about cervical cancer prevention using facility/practice standards or relevant clinical checklist.</p> <p>On a written test, answer at least 85% of questions in the section pertaining to Cervical Cancer Prevention.</p>
Perform a complete blood count laboratory test.	Yes	No	No	No	<p>During demonstration in the lab, perform a CBC consistent with the procedure manual.</p> <p>During supervised lab practicum, perform a CBC on at least 10 samples according to facility/practice standards.</p>
Don and doff PPE.	Yes	No	No	No	<p>During practicum session, don and doff PPE according to the tasks on the checklist.</p> <p>During supervised clinical practicum, don and doff PPE appropriate for the situation according to facility/practice standards.</p>

**Sample Learning Objectives**

<b>Learning Objective (The learner will be able to...)</b>	<b>Observable/ Measurable performance</b>	<b>Conditions of performance</b>	<b>Criteria</b>	<b>Acceptable</b>	<b>Example New Learning Objectives</b>
Provide family planning method-specific counseling to a client.	Yes	No	No	No	During a role play, demonstrate use of effective communication skills to provide method specific counseling according to the tasks on the checklist. In clinical practice demonstrate the ability to provide method-specific counseling to patients according to facility/practice standards.
Perform required patient documentation.	Yes	No	No	No	In a case study, document patient information according to the procedure manual.  In supervised clinical practice, document patient information according to the procedure manual.
Take a patient history.	Yes	No	No	No	In simulation, take a patient history according to the checklist.  In clinical practice, demonstrate taking a patient history according to the checklist.

## Exercise 2: Write Learning Objectives

Like any other skill, being able to write or develop clear learning objectives requires practice. In this exercise you will be writing learning objectives. You should write learning objectives that you can use in your teaching.

Your objectives may focus on knowledge, skills or attitudes (or a combination). Please save these objectives for use during your course and to share with others in this faculty development program.

You may want to write objectives for one or more of the following:

- Write objectives for one of the clinical or skills practice components of your course.
- Write (or revise) the course objectives in your syllabus. You should check to ensure that you are able to use revised objectives in an approved course syllabus.
- Write (or revise) objectives for a part of your course where you and your students have had problems.

As a reminder, well written objectives have three parts as shown in this example.

### Instructions

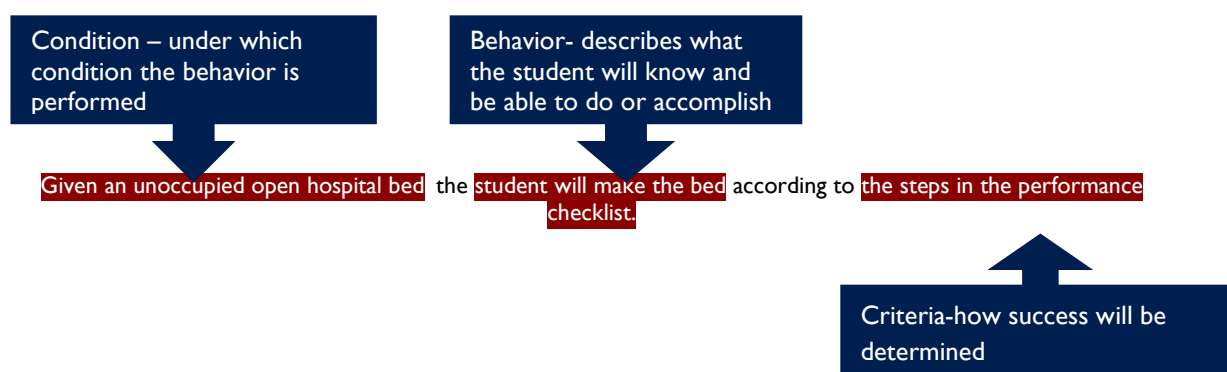
Use the guide below to write your first objective:

Behavior: \_\_\_\_\_

Conditions: \_\_\_\_\_

Criteria: \_\_\_\_\_

Complete objective: \_\_\_\_\_



**You can write additional learning objectives in the spaces below.**

**Objective:**

**Objective:**

**Objective:**

**Objective:**

## Exercise 3: Instructional Planning Worksheet

### Instructions

An instructional planning worksheet is used to prepare session plans, by identifying relevant and meaningful learning activities and assessment methods based on your objectives. Follow these steps to complete this exercise.

1. Use the instructional planning worksheet templates included previously or on the following pages.
2. Select several learning objectives from your course that are primarily knowledge based (i.e., this information will be learned in the classroom). Rewrite the objectives you select in the three-part format presented in a previous module (i.e., conditions, behavior, criteria).
3. Write one of your learning objectives in the first block in the instructional planning worksheet.
4. Using the information in the module, identify several appropriate learning activities you would use to help students learn the required information. When selecting learning activities, keep the number of students and time available in mind.
5. Write the selected learning activities in the block to the right of the learning objective.
6. In the next row repeat the process using one of the skill objectives.
7. Repeat the process for several more knowledge and skill objectives.

**Note:** we will add the assessment methods later.

### Instructional Planning Worksheet

Learning Objective	Learning Activities	Assessment Methods	Resources

# Module TL04: Selecting Learning Activities

## Exercise I: Selecting Learning Activities

### Instructions

Practice selecting relevant and purposeful learning activities for each given task. For each of the following, identify one most appropriate learning activity or exercise and provide a rationale for your choice. Then compare with your answers with the model answers provided. This is a non-graded quiz.

Task	Learning Activity or Exercise	Rationale for Your Learning Activity or Exercise
Teaching faculty members how to lead effective class discussions.		
Teaching students how to interview for jobs.		
Teaching students how to deal with disagreements with colleagues.		
Teaching faculty members how to design effective tests.		
Teaching students how to perform infection prevention practices.		
Teaching students how to recognize key ideas in textbook material.		

## Answer Key

**Note:** Your responses may vary from the examples below. We provide several activities for some of the tasks below because it may be helpful for you to see how the skill is developed.

Task	Learning Activity or Exercise	Rationale for Your Learning Activity or Exercise
Teaching faculty members how to lead effective class discussions.	Learners are given a checklist of important practices to look for and watch a video that shows good techniques. Facilitator debriefs with learners.	Video is an excellent way to model good practice, which is so important in learning a new behavior or improving an existing one. This is necessary but not sufficient for developing skill.
	In groups of 4-5, learners take turns leading a discussion on a topic within their area of expertise. Participants are given a checklist of important practices to look for; they debrief and provide feedback to each other.	This gives learners an opportunity to practice in a low-stakes situation and to receive constructive feedback. Feedback, like assessment, is essential for letting us know how we are doing. Ideally, learners should have the opportunity to repeat the activity after receiving feedback so they can incorporate new behaviors and fix weaknesses.
Teaching students how to interview for jobs.	Learners are given a checklist of important practices to look for and watch a video that shows effective interviewing techniques. Facilitator debriefs with learners.	Again, video can be very effective for modelling good practice. This is necessary but not sufficient for developing skill.
	In groups of 3, with 1 learner being the interviewer (who has a list of questions), 1 learner being the interviewee, and 1 being an observer (with a checklist), learners take turns in each role (5 minutes each). Interviewee receives feedback from partners.	Again, this activity gives learners an opportunity to practice in a low-stakes situation and to receive constructive feedback. Learners should have the opportunity to repeat the activity after receiving feedback so they can incorporate new behaviors and fix areas of weakness.
Teaching students how to deal with disagreements with colleagues.	This task is very similar to the two above, so you should have suggested structured practice for this activity, with feedback. Ideally, you could then bring in several people the learners do not know to be “disagreeable,” with whom the learners could have additional practice.	
Teaching faculty members how to design effective tests.	Learners identify poorly written questions and explain what is wrong with them.	This is a complex cognitive skill for which learners must apply a set of principles, many of which they may not already know. They need to build this skill in steps.



Task	Learning Activity or Exercise	Rationale for Your Learning Activity or Exercise
	In pairs, learners develop various types of questions (multiple-choice, T-F, and matching). Then they trade their work with another pair, and the pairs give each other feedback. Then they make any necessary adjustments to their questions, based on the feedback. Facilitator debriefs and answers questions.	Practice with feedback is essential for this complex learning task. The opportunity to revise based on feedback is also important, as one does with writing proposals and reports. The first version is rarely the one submitted.
Teaching students how to perform infection prevention practices.	Learners watch a video of proper technique (handwashing, gloving, de-gloving, disinfection, sterilization, or other technique of choice). Facilitator debriefs with learners, discussing common errors in technique.	Again, it is important for learners to see proper technique being modeled. If a video is not available, the facilitator can demonstrate the skill. Knowing common errors in technique can help learners focus extra attention on critical steps and avoid infection prevention failures.
	Learners practice a given technique while being observed by a partner using a checklist. Partner provides feedback, and learner repeats the technique, incorporating feedback. Then learner and partner switch roles and repeat.	Practice with feedback is essential in learning to prevent the spread of infection. Here we see that learners are given the opportunity to correct errors and move toward proper and smooth performance.
Teaching students how to recognize key ideas in textbook material.	Facilitator demonstrates several techniques and then “walks learners through” several examples. Learners and facilitator debrief. Then learners practice identifying key ideas in example text on their own. Facilitator debriefs the activity, asking learners to name the key points in the text and answering questions.	It is helpful to learners to practice techniques with guidance from the facilitator before trying out the skill on their own. Then it is important for learners to have an opportunity to check their work (assess their progress) and have their questions answered. (In an ideal situation, this process would be repeated with more complex text.)

# Module TL05: Developing Learning Activities

## Exercise I: Develop a Case Study

### Instructions

The purpose of the instructional planning worksheet is to help the teacher develop case studies. Follow the steps below complete this exercise. You will find a Case Study Template on the following page.

1. Use the role play template on the next page.
2. Identify the topic, issue, or problem on which the students will focus
3. Ensure that the role play presents a realistic situation.
4. Determine whether the case study will be completed by individuals or in small groups.
5. Provide the students with reaction activities that will guide them in completing the case study.
6. Decide whether students will report the results of their work on the case study in writing or orally to the entire group.
7. Ensure that the final case study includes:
  - Directions
  - The case, situation or problem
  - Questions or reaction activity
  - Answer key

# Sample I: Case Study for a Midwifery Education Course (Answer Key)

## Title

Elevated Blood Pressure during Pregnancy

## Case Study

Mrs. C is 23 years old. She is 37 weeks pregnant and has attended the antenatal clinic four times. No abnormal findings were detected during her antenatal visits, the last of which was one week ago. Mrs. C has been counseled about danger signs in pregnancy and what to do about them. Her husband has brought her to the emergency department of the provincial hospital because she developed a severe headache and blurred vision this morning.

## Assessment

(History, Physical Examination, and Screening Procedures and Laboratory Tests)

1. What will you include in your initial assessment of Mrs. C, and why?
  - Mrs. C and her husband should be greeted respectfully and with kindness.
  - They should be told what is going to be done and listened to carefully. In addition, their questions should be answered in a calm and reassuring manner.
  - A rapid assessment should be done to check Mrs. C's level of consciousness and blood pressure. Her temperature and respiration rate should also be checked. Mrs. C should be asked how she is feeling, when her headache and blurred vision began, whether she has had upper abdominal pain, and whether there has been a decrease in urinary output during the past 24 hours.
  - Mrs. C's urine should be tested for protein.
2. What aspects of Mrs. C's physical examination will help you make a diagnosis or identify her problems/needs, and why?
  - Mrs. C should be checked for elevated blood pressure and protein in her urine. (The presence of proteinuria, together with a diastolic blood pressure greater than 90 mm Hg, is indicative of pre-eclampsia.)
  - An abdominal examination should be done to check fetal condition and to listen for fetal heart sounds. (In cases of pre-eclampsia/eclampsia, reduced placental function may lead to low birth weight. There is an increased risk of hypoxia in both the antenatal and intranatal periods and an increased risk of placental abruption.)
  - Note that a diagnosis should be made rapidly, within a few minutes.
3. What screening procedures and laboratory tests will you include (if available) in your assessment of Mrs. C, and why?
  - Urine should be checked for protein.

## Diagnosis

(Identification of Problems and Needs)

You have completed your assessment of Mrs. C in your main findings be sure to include the items listed below.

- Mrs. C's blood pressure is 160/110 mm Hg, and she has proteinuria of 3+.
- She has a severe headache that started 3 hours ago.
- Her vision became blurred 2 hours after the onset of the headache.
- She has no upper abdominal pain and has not suffered convulsions or loss of consciousness.
- Her reflexes are normal.
- The fetus is active and fetal heart sounds are normal.
- Her uterine size is consistent with the length of her pregnancy.

1. Based on these findings, what is Mrs. C's diagnosis, and why?

- Mrs. C's symptoms and signs (i.e., diastolic blood pressure 110 mm Hg or more after 20 weeks' gestation and proteinuria up to 3+) are consistent with severe pre-eclampsia.

## Care Provision

(Planning and Intervention)

1. Based on your diagnosis, what is your plan of care for Mrs. C, and why?

- Demonstrate professionalism: Communicate respectfully with Mrs. C and her husband or family throughout.
- Start magnesium sulfate to prevent and treat convulsions in severe pre-eclampsia and eclampsia. Prepare for an emergency: start an IV and prepare equipment to respond to a convulsion. (Airway, suction, mask and bag, and oxygen should be available at her bedside.)
- Control blood pressure: Give hydralazine, an antihypertensive drug, to keep the diastolic blood pressure between 90 mm Hg and 100 mm Hg to prevent cerebral hemorrhage.
- Insert an indwelling catheter to strictly monitor urine output and test for proteinuria.
- Send or perform a clotting test to rule out coagulopathy (coagulopathy can be triggered by eclampsia).
- Monitor vital signs (blood pressure and respiration rate, in particular), reflexes, and fetal heart rate every hour.

## Evaluation

- Two hours following the initiation of treatment, Mrs. C's diastolic blood pressure is 100 mm Hg.
- She has not had a convulsion, but she still has a headache.
- She does not have coagulopathy.
- During the past 2 hours, however, Mrs. C's urinary output has dropped to 20 mL/hour.
- The fetal heart rate has ranged between 120 and 140 beats per minute.

1. Based on these findings, what is your continuing plan of care for Mrs. C, and why?

- Maintain professional communication throughout.
- The repeat dose of magnesium sulfate should be withheld until the urine output is greater than 30 mL/hour. Plans for delivery should be made:

## Learner Workbook

- If the cervix is favorable (soft, thin, and partly dilated), membranes should be ruptured and labor should be induced using oxytocin or prostaglandins.
- If vaginal delivery is not anticipated within 24 hours, if there are fetal heart abnormalities (less than 100 or more than 180 beats/minute), or if the cervix is unfavorable, a cesarean section should be performed.
- After childbirth:
  - Anticonvulsive therapy should be continued for 24 hours.
  - Antihypertensive drugs should be continued if Mrs. C's diastolic blood pressure is higher than 110 mm Hg, and her urinary output should continue to be monitored.

## Key Points

The facilitator/teacher should ask the students to discuss the following questions:

- **Demonstrating professionalism:** How can you demonstrate professionalism during an emergency?
- **Controlling blood pressure:** What are the dosages and timing for the drugs of choice?
- **Preparing for an emergency:** What should be available at the patient's bedside? What two items will you insert if you have not already done so? Which lab test will you order?
- **Monitoring the patient:** What will you monitor, and how often, when giving magnesium sulfate? What are the indications for a second dose? What are the indications for withholding additional dosages?

# Case Study Template

## Title

[Enter Title Here]

## Directions

[Begin directions here.]

## Case Study

[Begin case study description here.]

## Questions

- 1.
- 2.
- 3.

## Answer Key

- 1.
- 2.
- 3.

## Exercise 2: Develop a Role Play

### Instructions

Follow the steps below to complete this exercise. You will find Role Play Templates on the following pages.

1. Use the role play template on the next page.
2. Identify the topic, issue, or problem on which the students will focus. Select a high priority communication skill you would like to reinforce.
3. Ensure that the role play presents a realistic situation.
4. Identify the roles that students will act out during the role play. In most clinical learning situations, there will be a health worker and a patient. Specify any specific roles or points of information that students should cover. Provide guidance for how the “patient” should respond to the provider in order to meet the objective(s) of the role play.
5. Identify your criteria for assessing the role play and providing feedback. Determine if the students will provide feedback in writing or via group discussion.
6. Ensure that the final role play includes:
  - Title
  - Learning objectives
  - Instructions
  - Roles
  - Description of the situation
  - Discussion questions
  - Feedback guidance

## Sample 3: Role Play (Teacher Version)

### Title

Case of the Sick Child

### Learning Objectives

After completion of this role play, the students will be able to:

- Identify correct and incorrect feeding practices,
- Use the Sick Child Recording Forms, and
- Respond to questions about the appropriateness of the advice given.

### Instructions

Two students will take the roles of a healthcare provider and a mother of a sick child who has a feeding problem. Other students should observe, record the mother's responses in the appropriate place on the Sick Child Recording Form, and note correct feeding practices and feeding problems. Both students in the role play should behave and respond as a healthcare provider and a mother might behave. After the role play, lead a brief discussion. Review the answers that the mother gave to the feeding questions. List on a flipchart or chalkboard the correct feeding practices mentioned. Then list the feeding problems. Ask the discussion questions to all students.

### Roles

- **Healthcare provider:** Explain that the “healthcare provider” will use the questions on the Sick Child Recording Form to identify feeding problems. Explain that the healthcare provider may need to ask additional questions if the mother's answers are unclear or incomplete.
- **Mother:** Assign the role of the mother in the role play to a different student. Give the “mother” the information below describing her child's feeding. Tell the mother that she may make up additional realistic information that fits the situation, if necessary.

#### Description of Child's Feeding for the Student Playing the Role of “Mother”

- You are the mother of a 5-month-old girl. You have brought her to the healthcare provider because she has a cough and runny nose.
- You are still breastfeeding about three times each day and once during the night. In the past month, you have started giving her thin cereal gruel because she seemed hungry after breastfeeding and your mother-in-law suggested it. You give the gruel by spoon three times each day. You do not own or use a feeding bottle.
- During the illness, your daughter has breastfed as usual, but she spits out the gruel and cries. Your friend suggested giving her some sugar water instead of the gruel while she is sick. You have tried giving the sugar water by cup, and she seems to like the sweet taste.

### Situation

A mother brings her 5-month-old girl to the outpatient clinic because she has a cough and runny nose. The healthcare provider has already told the mother about a soothing local remedy for cough. Now the healthcare provider will ask some questions about how the mother feeds her daughter.



## Discussion Questions

1. Did the healthcare provider ask all the right questions to assess correct feeding practices?
2. If not, what additional questions should the provider have asked?
3. What are the consequences of not asking these questions?
4. Did the healthcare provider use good communication skills when counseling the mother?
5. Did the healthcare provider check the mother's understanding upon completion of the counseling session?
6. What recommendations do you have for the healthcare provider to improve communication skills?

# Role Play Template (Student Version)

---

## Title

[Enter Title Here]

## Learning Objectives

After completion of this role play, the students will be able to:

- 

## Instructions

[Begin Instructions Here]

## Roles

- **[Role 1]:** Role 1 description.
- **[Role 2]:** Role 2 description.

## Situation

[Begin Situation Description Here]

## Discussion Questions

1. Question 1
2. Question 2
3. And so on...

# Role Play Template (Teacher Version)

---

## Title

[Enter Title Here]

## Learning Objectives

After completion of this role play, the students will be able to:

- 

## Instructions

[Begin Instructions Here]

## Roles

- **[Role 1]:** Role 1 description.
- **[Role 2]:** Role 2 description.

### **[Use Call Out Boxes to...]**

- Describe information that only one role player should know at a time.
- And so on...

## Situation

[Begin Situation Description Here]

## Discussion Questions

1. Question 1
2. Question 2
3. And so on...

## Exercise 3: Develop a Game

### Instructions

Follow the steps below to complete this exercise.

1. Identify a game, game software or application.
2. Identify the learning objective(s) you will address with the game.
3. Determine the instructions for completing the game and amount of time you can dedicate to the game.
4. Test game or game software before using.
5. Ensure instructions include the items listed below.
  - Directions
  - Time Limits
  - Scoring criteria
  - Answer key (when applicable)

## Exercise 4: Prepare a PowerPoint Presentation

### Instructions

As a professional health education program teacher, you will need to be able to effectively develop and use PowerPoint presentations. Follow the steps below to complete this exercise.

1. Identify a topic in your course for which you could use a PowerPoint presentation. It is strongly recommended that you develop (or revise) a PowerPoint presentation to use as part of the session plan you developed in a previous module.
2. Do not use PowerPoint as a tool for teaching skill development.
3. Follow the steps and guidelines in the module to develop or revise your PowerPoint presentation. For the purposes of this exercise, your PowerPoint presentation should not exceed ten slides.
4. Ensure that your presentation includes the use of appropriate and meaningful graphics, photos, or images.
5. Please feel free to explore on your own how to insert a brief video in your PowerPoint presentation.
6. Practice using your PowerPoint presentation with your supervisor or mentor.
7. Bring your completed PowerPoint presentation to the next group session to share with your colleagues.

# Module TL06: Selecting Assessment Methods

## Selecting Assessment Methods Checklist

This checklist contains the primary steps you will follow to select assessment methods. Check each item as you complete it.

✓	Planning Step	Comments
<b>Review Methods to Assess Student Knowledge</b>		
	Drills, quizzes, and practice tests	
	Written exercises	
	Case studies, clinical scenarios, and patient management problems	
	Essays examinations	
	Portfolios	
	Objective written examinations (e.g., true-false, multiple-choice, matching, and short-answer questions)	
	Objective structured practical examinations (e.g., Objective Structured Clinical Examination or OSCE)	
	Oral examinations	
<b>Review Methods to Assess Student Skills</b>		
	Direct observation of students as they perform skill	
	Structured feedback reports on students' performance	
	Logbooks, learning journals, and care plans	
<b>Complete an Instructional Planning Worksheet</b>		
	Learning objectives written to include behavior, conditions and criteria.	
	Variety of learning activities selected to help ensure students are able to achieve the learning objectives.	
	Learning activities "mirror" desired behavior and are relevant and purposeful.	
	Identify appropriate student assessment methods for each learning objective.	

## Exercise I: Selecting Assessment Items

### Instructions

For each objective, describe two ways you would assess to decide if the objective has been met, then compare your assessment methods to model answers. The assessment method you describe should “mirror” the learning objective. The first one is demonstrated for you as an example. This is a non-graded exercise.

Learning Objective(s)	Learning Assessment Method(s)	Learning Activity(ies)/ Exercises	References/ Resources
<p><b>Example:</b></p> <p>1. During at least one client group session in clinic, counsel women about ways to prevent cervical cancer according to facility/practice standards pertaining to cervical cancer risk factors and prevention.</p>	<p><b>Example:</b></p> <p>Learners answer multiple-choice questions about facility standards for cervical cancer prevention counseling and education.</p> <p>Direct observation: In role plays, learners demonstrate counseling that is consistent with the facility standards for cervical cancer prevention counseling and education.</p>		
<p>2. During demonstration on an anatomical model, perform venipuncture completing all critical tasks on the clinical checklist.</p>			
<p>3. In a clinical simulation, correctly identify the appropriate management for a given partograph that crosses an alert line.</p>			
<p>4. From signs and symptoms described, decide correctly in at least 4 out of 5 case studies if you can treat the woman or if she needs to be referred to a higher service delivery level.</p>			
<p>5. In supervised clinical practice, correctly diagnose a lab sample according to the criteria outlined in a standard operating procedure.</p>			

## Answer Key

Learning Objective(s)	Learning Assessment Method(s)	Learning Activity(ies)/ Exercises	References/ Resources
<p><b>Example:</b></p> <p>1. During at least one client group session in clinic, counsel women about ways to prevent cervical cancer according to facility/practice standards pertaining to cervical cancer risk factors and prevention.</p>	<p>Example:</p> <p>Learners answer multiple-choice questions about facility standards for cervical cancer prevention counseling and education.</p> <p>Direct observation: In role plays, learners demonstrate counseling that is consistent with the facility standards for cervical cancer prevention counseling and education.</p>		
<p>2. During demonstration on an anatomical model, perform venipuncture completing all critical tasks on the clinical checklist.</p>	<p>Learner identifies and explains critical tasks (learner interview or multiple-choice questions [MCQs]).</p> <p>Learner performs a venipuncture on an anatomical model according to checklist, while being observed.</p>		
<p>3. In a clinical simulation, correctly identify the appropriate management for a given partograph that crosses an alert line.</p>	<p>Learners create job aids that show the decision-making criteria for managing a woman whose partograph has crossed the alert line.</p> <p>Given several case studies and related partographs, learner explains (or answers MCQs) appropriate management.</p>		
<p>4. From signs and symptoms described, decide correctly in at least 4 out of 5 case studies if you can treat the woman or if she needs to be referred to a higher service delivery level.</p>	<p>Given 5 case studies and related partographs, learner indicates if referral is appropriate and explains why. (MCQs or learner interview).</p>		
<p>5. In supervised clinical practice, correctly diagnose a lab sample according to the criteria outlined in a standard operating procedure.</p>	<p>Learner correctly diagnoses lab sample, according to standard operating procedure.</p>		

## Exercise 2: Instructional Planning Worksheet

The purpose of the instructional planning worksheet is to help the teacher select appropriate learning activities and student assessment methods for each course objective. Follow these steps to complete this exercise.

1. Use the partially completed instructional planning worksheet you have been completing in earlier modules.
2. Using the information in the module, identify several appropriate student assessment methods you would use to determine if the students have achieved the first learning objective. If needed, refer to the sample completed instructional planning worksheets in Module TL02: Planning for Teaching.
3. Write the selected student assessment methods in the column to the right of the learning activities.
4. Repeat the process for all the learning objectives in your instructional planning worksheet.
5. Bring your completed instructional planning worksheet to your next practice session to review with your mentor.



# Module TL07: Selecting Learning Resources

## Exercise I: Instructional Planning Worksheet

### Instructions

The purpose of the instructional planning worksheet is to help the teacher select appropriate learning activities, student assessment methods, and instructional content for each course objective. Follow these steps to complete this exercise.

1. Use the partially completed instructional planning worksheets you developed previous modules.
2. Using the information in this module, identify several forms of instructional content you would use to help the students achieve each objective. Look on-line and practice finding multimedia open educational resources that you can use as resources and include that information in your instructional planning worksheet.
3. Use How to Evaluate Online Content to identify if resources you find online meet the quality criteria and can be used in your teaching.
4. Record the descriptions of the instructional content in the column to the right of the assessment methods.
5. Repeat the process for all of the learning objectives in the instructional planning worksheets.
6. Bring your completed instructional planning worksheets to the next large-group meeting to share and discuss with other teachers.

# Module TL08: Facilitating Learning Activities

## Exercise I: Facilitation Plan

The purpose of this exercise is to provide you with an opportunity to plan a 15-minute facilitated activity. You will be demonstrating this to others in this faculty development program.

### Instructions

Complete the following information.

**Course Title:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

Review the course syllabus and add recommendations where appropriate.

You will be planning a 15-minute presentation. Your presentation should be based upon content you will be teaching in one of your courses.

Follow these steps to plan your activity:

1. Identify the content.
2. Select the type of activity from the list above.
3. Develop a session plan (see information and examples in a previous module) outlining the following:
  - Topic
  - Objective
  - Introduction (which may include an activity)
  - Content (may be based on a performance checklist, PowerPoint presentation, job aid, etc.)
  - Practice or interactive activity
  - Summary
4. Ensure that you can deliver the presentation in a 15-minute period.
5. Complete your session plan and prepare any required audiovisuals, job aids, etc.
6. Practice your activity. Ask your supervisor, mentor, or a colleague to use the Facilitation of Learning Checklist to observe and provide you with feedback. You may also record it so that you can view the video and use the checklist to analyze your own facilitation skills.
7. Bring all your plans and materials to the next faculty development session so that you can demonstrate your facilitation skills.

# Faculty Development Program

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## Instructor Led Training 2

### Theoretical Learning Modules Practice Session Overview and Schedule

#### Description

Welcome to the second instructor led training in the Faculty Development Program! This 2 day workshop is designed to provide you with practice and feedback on the concepts in the Theoretical Learning modules, provide an opportunity to work on your portfolios and provide additional opportunities for computer skills and facilitation practice. For this instructor lead session, you should have prepared:

- Bring the Learner Workbook, we will review the completed exercises listed below:
  - TL02 Exercise 1: Review a Course Syllabus
  - TL02 Exercise 2: Develop Course Grading Criteria
  - TL02 Exercise 3: Develop a Course Schedule
  - TL02 Exercise 4: Develop a Session Plan
  - TL03 Exercise 3: Instructional Planning Worksheet
- Portfolio components: session plan, learning activities, learning resources
- Existing PowerPoint presentation you will improve and present from one of your courses

#### Goals

- Provide you with practice and feedback on your Theoretical Learning exercises
- Address any questions or concerns from the Theoretical Learning modules
- Prepare your portfolio
- Improve your PowerPoint presentation
- Demonstrate effective facilitation of a learning activity
- Additional computer skills practice
- Describe the content included in the clinical/practical and assessment modules and expectations for completion

## Session Plans

- Session One: Theoretical Learning Modules and Exercises Review
- Session Two: Portfolio Work
- Session Three Additional computer skills practice (Excel and PowerPoint)
- Session Four: Facilitation Practice and Feedback
- Session Five: Getting Started with the Clinical/Practical and Assessment modules

### Sample Faculty Development Program Theoretical Learning Practice Sessions Schedule

Day 1	Day 2
Welcome and Norms (20 min)	Session 2: Continues for 60 min
Theoretical Module Practice Sessions Overview (30 min)	Session 3: Additional Computer Skills practice (excel and PowerPoint) (110 min)
Session 1: Theoretical Learning Modules and Exercises Review (2 hrs)	Session 4 : Presentation Activity Instructions (15 min)
Lunch	Lunch
Session 2: Portfolio work-learning activities exercises feedback (4 hrs)	Session 4: Presentation skills practice (must split into two groups) (3 hrs)
	Session 5: Preparing for Clinical/Practical and Assessment modules review (45 min)





## Session I: Learning Activity Review Instructions

### Exercise Peer Review

You will review a peer's work using TL05 Developing Learning Activities Checklist. In addition, discuss these questions and be ready to share reflections with the larger group.

### Case Study

- Is the case realistic?
- Does the case study allow the learner to apply, analyze or synthesize information? Or is it only focused on recall? (In which case, an exercise or quiz would be more efficient)
- Are there key points as a summary?

### Role Play

- Is the case realistic?
- Does the role play provide practice in an important communication skill?
- Are there instructions for the "patient" response or information?

# Session 4: Facilitation Practice and Feedback

## Basic Facilitation Skills Checklist

This checklist contains the primary skills you will demonstrate to facilitate learning. Check each skill for a specific method as it is demonstrated

✓	Planning Step	Comments
<b>Basic Facilitation Skills</b>		
	I follow a session plan that includes an introduction, interactive methods to present the content, one or more practice activities, and a summary.	
	I communicate in a way that is easy to understand.	
	I move around the room and maintain eye contact with the learners.	
	I project my voice so that all learners can hear.	
	I display enthusiasm about the topic and its importance.	
	I equally take contributions and inputs from male and female learners.	
	I use content that presents male and female roles equally.	
	I use audiovisuals and multimedia effectively.	
	I ask both simple and more challenging questions to male and female learners equally often.	
	I provide positive feedback to learners.	
	I use learner names as often as possible.	
	I provide smooth transitions between topics and activities.	
	I model professional and respectful behaviors.	
	I begin and end at the scheduled times.	



# Facilitating Presentations Instructions

## Preparing for Presentations

- Review the presentation you have selected or been assigned.
- Check your presentation against TL05 Creating Powerpoint Presentation Checklist
- Be sure that:
  - Objective or objectives are clear
  - You are clear on how you will introduce the topic
  - You have speaker notes in the powerpoint notes section or separately so you don't rely on reading slides
  - You are clear on how you will summarize (remember—not much time!)
- Review the checklist on Basic Facilitation skills to remind yourself of skills to use during your short presentation.
- Take a deep breath and relax. We are all here to practice together and learn!

## Providing Feedback

1. Each learner should have a copy of the Basic Facilitation Skills checklist to use during observation.
2. Provide everyone with a sufficient number of slips of scrap paper. Each observer should write down at least three things done well and two suggestions for improvement. Remember that feedback should be specific. If it was “good,” *why was it good? What made it good?* If improvements are needed, *what exactly needs to be changed?* Comments may be kept anonymous.
3. Remember that you are providing feedback on effective facilitation skills, not on clinical content.
4. Agree as a group that after each presentation, learners will be asked to state three things they did well and then offer several suggestions for how they could improve.
5. The facilitator will also collect the slips of paper and spend about three to five minutes reviewing common themes and comments and then give the feedback to the learner.

# Module CP0 I: Facilitating Skill Development

## Exercise I: Reflection on Skill Development

### Instructions

Based on the narrated presentation and resources you have reviewed, recourse your responses to each of the questions listed below.

1. What does the instructor do promote learning during the demonstration?
2. What is the difference between demonstration and coaching?
3. What does the instructor do to facilitate learning during the coaching session?
4. How is clinical decision making different from psychomotor or procedural skills?

## Exercise 2: Demonstrate a Skill

The purpose of this exercise is to provide you with an opportunity to plan and deliver a skill demonstration. You will be demonstrating this skill to others in this faculty development program in the next instructor led training session.

### Instructions

Complete the following information:

**Course Title:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

Select one of the skills you identified in your instructional planning worksheet you completed during the theoretical learning modules. Try and select a skill that does not require lots of supplies, tools, and instruments, and one (or a portion of one) that you can demonstrate in under 10 minutes. Follow the steps below to plan your demonstration.

1. Identify the skill you will demonstrate. If possible, select one from the instructional planning worksheet you started during the theoretical modules. If it is part of a long or complex procedure, choose a specific portion of the procedure for your demonstration.
2. Use the demonstration skills checklist to prepare.
3. Practice your demonstration. Ask your supervisor, mentor, or a colleague to observe and provide you with feedback. You may also record your demonstration so that you can view the video and analyze your own skills. Ensure you can perform it in under 10 minutes.
4. Bring your teaching plan for the skill, the checklist or SOP you will use, and any materials (e.g., models, equipment) to the next faculty development session so that you can demonstrate your skill.

# Module CP02: Facilitating Practice in Simulation

## Exercise I: Create a Simulation-Based Session Plan

### Instructions

If possible, select one of the simulation learning activities from your instructional planning worksheet and create a session plan for a simulation-based practice session using the template provided below. You will review this with your mentor.

Date	Venue	Session Number	Duration
			<i>(Give enough time to cover all stations, averaging 2–3-hour blocks of time depending on the number of stations and coaches)</i>
<b>Topic:</b>			
<b>Simulation Objectives:</b>			
•			
<b>Methods and Activities</b>		<b>Materials/Resources</b>	
<b>Introduction and Demonstration</b> <i>(allocate about 25% of your time)</i>		<i>(Sample materials and resources to plan. This list depends on what your objectives are.)</i>	
<b>Return Demonstrations/Coaching and Feedback</b> <i>(allocate about 50% of your time)</i>		•	
<b>Debriefing</b> <i>(allocate about 25% of your time)</i>			
<b>Review/Evaluation</b>			

## Exercise 2: Create a Clinical Simulation

### Instructions

Using the clinical simulation template, create a clinical simulation

1. List the objective or objectives.
2. List all the resources that will be needed.
3. Identify important information to include in the case. For example, important aspects of a case may include the patient's:
  - Presenting illness/symptoms
  - History
  - Physical examination findings
  - Laboratory values
4. Draft the left side of the clinical simulation, filling in the relevant findings.
5. Review and refine your draft until you are satisfied with the flow of the patient case.
6. Now, complete the right side, defining what you expect the learner to do and how the learner should respond.
7. Test your clinical simulation with several learners and refine

# Module CP03: Setting Up and Using a Simulation Lab

## Exercise I: Identifying Learning Objectives for Simulation Lab Sessions

### Instructions

For each course you teach, complete a table similar to the one below. Identify the learning objectives appropriate for teaching and practicing in the simulation lab. If you have several similar learning objectives all related to one skill, group them together in one row. For each learning objective or group of similar learning objectives, identify the amount of practice time you think is needed for a cohort of five students to practice performing those learning objectives.

Course Title: \_\_\_\_\_

Learning Objective(s)	Time Needed for Practice

## Exercise 2: Planning for Simulation Lab Self-Assessment

### Instructions

You may already be using a simulation lab in your teaching. This exercise is designed for you to reflect on how you are using a simulation lab now and to plan for how to make better use of it in your future. Consider each course you teach that has a practical component. For each performance below, identify if you are doing it or not; for those that you are not, suggest an action. You will discuss your plans with your mentor.

Performance	Yes/No	Plan of Action
Demonstration and practice sessions are held in the simulation lab.		
My courses have session plans for simulation lab activities.		
My courses have a schedule with times indicated for demonstration and practice sessions for learners.		
I request simulation lab times for my classes as required.		
I have ensured that my courses relevant checklists and job aids are available in the simulation lab.		
I request additional inventory for my courses as needed.		
When appropriate, I have prepared experienced learners to support skill practice and feedback sessions in the simulation labs.		
I confirm that my learners understand the simulation lab code of behavior.		

# Module CP04: Managing Clinical Practice

## Exercise 1: Reflection on Managing Clinical Practice

### Instructions

Consider the following questions for a course that includes a practical rotation requirement, for which you are or have been responsible. Review Handout 1: Roles and Responsibilities in Managing Clinical Practice or Practicums, considering your specific course respond to the following. You will discuss your responses with your mentor.

1. What challenges have you faced in the past when planning and managing practical rotations?
2. How have you prepared and communicated with preceptors or lab practicum supervisors in the past? What has worked well and what hasn't? What could you do differently?
3. With whom in the practical site do you need to meet before the course begins? What levels of coordination will be needed? What specific information or communication will be required?
4. What facility level needs do you foresee? Include space/infrastructure, supplies. When was the last facility site assessment conducted?
5. Who will be the preceptors or lab practicum supervisors? Will they need updates? Who will be responsible for supplying their updates?
6. How will you communicate with preceptors? How often will you communicate with preceptors?

## Exercise 2: Developing a Rotation Schedule

### Preparation

You will need to collect the following information for planning:

- Transportation to sites (e.g., by bus, public transport, close enough to walk)
- Number of client experiences
- Number of learners per unit
- Clinic schedule days available
- Class schedule days
- Learner safety
- Preceptor or lab practicum availability

You have 40 learners in a class. You are limited to a maximum of 5 learners per unit. There are several clinical settings that are available, all of them include laboratory capability, even if at the most basic level:

- A mid-sized, outpatient private clinic located away from the campus, open 2 full days per week, 8 am–4 pm;
- A large referral hospital (includes full scope laboratory, outpatient clinics for ANC, and postnatal, child health, and relevant in patient units such as L&D, Postnatal, Nursery), fully staffed from 8 am–2 pm, with smaller staff numbers on evening and night shifts;
- The closest Primary Health Care health center, servicing an average of 50 patients per day with two staff 5 days a week from 8:30 am–2 pm.



## Instructions

How will you rotate learners through these clinical sites to ensure sufficient practice opportunities?

1. Using the academic schedule at your school for a second-year learners, devise a schedule that uses all three sites to accommodate the 40 learners
2. Each unit can accommodate up to only 4 learners per shift.
3. You may use a variety of scheduling options including weekends, different shifts, etc. but *scheduling must be realistic* in terms of numbers of hours, expected experiences. Each setting must have designated preceptors.

### Clinic Rotation Schedule: Example Plan

Clinical Site	Learners Per Shift	*Learner Group No.	Day of Week	Shift Hours	Assigned Preceptor
<b>Example</b> In-patient maternity	4	1	Tues-Thurs	11p-7am	Etta P.

\*consider dividing into groups of 4-5 (6 or 10 groups)

## Reflection Questions

1. In your program, who is responsible to develop the clinical or practical schedules? Do they allow for sufficient practice with clients? If not, what suggestions do you have to allow for more variety of experience and more exposure to clients?
2. After developing the schedule, decide if the learners will be able to achieve the number of experiences needed *given the available resources and clinical sites*. If not, how will you plan for additional experiences?

# Module AE0 I: Planning for Assessment: Exam Blueprinting

## Exercise I: Blueprint a Quiz

Whether you are developing a blueprint, a quiz, or a final course exam, the steps are similar. In this exercise, you will create a blueprint for a 20-question quiz for one of your courses.

### Instructions

Complete the following information.

**Course Title:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

1. Using a unit of a course that you are teaching or preparing to teach, gather the content that will be covered by the assessment. For a quiz, this would likely be the relevant objectives from the course syllabus for the topic, lesson plans, and class assignments.
2. Decide what competencies you will assess and rank them from most important to least important.
3. Examine the relevant components of the syllabus that will be covered. For example, if the course is weighted on making decisions using laboratory findings (35%) and counseling the client on testing results (25%) then these areas will receive more emphasis on the quiz.
4. Decide which assessment methods to use in each area. Multiple-choice questions are best for clinical decision skills; knowledge of basic facts can be tested with true-or-false or matching questions. Psychomotor skills cannot be tested on a quiz.
5. Using the template, prepare a quiz blueprint. Remember to keep it simple! Over-complicating a blueprint makes it difficult to work with.
6. Share the blueprint with your mentor.

## Exercise 2: Blueprint for an OSCE

Like a written exam blueprint, OSCE can be planned using specific steps. In this exercise, you will blueprint for OSCE.

### Instructions

Complete the following information.

**Course Title:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

An example is provided in the first row.

1. Select the course or unit that you will use.
2. Identify target **skill-based** competencies that will be tested.
3. Decide on a case study, simulation, or other activity that will be the best assessment means for each of the competencies using the template below.

Map the number of stations you will use and draw a rotation plan.

You will discuss and review your blueprint with your mentor.

### OSCE Station Competencies to be Assessed

Competency	OSCE Station Assessment Means
Example: Use microscopy to identify common pathogens	Sample slides (or high fidelity visual images) with malaria, tuberculosis and ebola, student must identify correctly.

# Module AE02: Constructing Assessment Items and Tools

## Exercise I: Question Hall of Shame

A poorly worded question can mean the difference between effectively assessing the knowledge and skills your learners have gained and learning nothing useful. Worse, your learners will not know how they are progressing or what they have achieved. In this exercise, you will identify and correct poorly constructed test items and practice writing appropriately worded questions.

### Instructions

For this learning activity, please critique and revise the questions written in the column on the left. Questions should be rewritten using the principles described in this module. The first 4 items in the table below are examples with notes to help you think about the way the question is worded. In the third column, you will find suggested revisions. Questions 5–8 have notes; you are to revise the questions based on the notes. For questions 9–12, you will both critique (add notes) and revise the questions. Submit this assignment for review by the course facilitator. Feel free to work with colleagues if you would like.

As you work on this exercise, ask yourself:

- Why are these questions unclear?
- How can I strengthen these questions?
- What are some mistakes you have made previously in writing assessment questions?

### Step I: Review

Question	Notes	Suggested Revision
1. A health care provider (HCP) should monitor growth and development every time they meet an HIV exposed child.  T/F	Ambiguous <ul style="list-style-type: none"> <li>• What is the skill of the HCP?</li> <li>• What is the HCP assigned to do?</li> <li>• Should they monitor for growth and development at every visit if they're seeing the child 3X per week?</li> </ul>	1. HIV-exposed children should be monitored on a regular basis for abnormalities of growth and development.  T/F
2. HIV/AIDS can be transmitted to infants through breast milk.  T/F	Trick Question... HIV not HIV/AIDS. The virus, not AIDS, can be transmitted.	2. HIV can be transmitted to infants through breast milk.  T/F
3. Studies have demonstrated that male circumcision (MC) can decrease transmission of HIV to men and increase transmission of HIV to women	This items tests two propositions, one true and one false. How do you know what the learner knows from this question?	3. Studies have demonstrated that male circumcision can (pick one): <ol style="list-style-type: none"> <li>Decrease transmission of HIV to men</li> <li>Decrease transmission of HIV to women</li> <li>Decrease transmission of HIV to men and women</li> </ol>

Question	Notes	Suggested Revision
4. HIV I is NOT MORE prevalent than HIV II.  T/F	Has a negative: <ul style="list-style-type: none"> <li>• Not</li> <li>• NOT with MORE makes item even MORE difficult to understand.</li> </ul>	4. HIV II is more prevalent than HIV I.  T/F

## Step 2: Revise

In the table below, revise the question based on the notes provided in the second column.

Original Question	Notes	Revision
1. It is best that a woman wait at least 2 years after a live birth before planning the next pregnancy. The benefits of a 2-year birth-to-pregnancy interval include all of the following, EXCEPT: <ol style="list-style-type: none"> <li>It is LESS likely that the mother will be anemic during her next pregnancy.</li> <li>MORE likely that the newborn will survive to age 2 and beyond.</li> <li>It is less likely that the mother will develop pre-eclampsia in her next pregnancy.</li> </ol>	<ul style="list-style-type: none"> <li>• Assuming the woman's last pregnancy was her first, then she will be less likely to develop pre-eclampsia in the next pregnancy.</li> <li>• Ask for the "correct," not the "wrong" answer.</li> <li>• Keep options grammatically consistent with the stem.</li> </ul>	
2. Which of the following is essential for every pregnant woman? <ol style="list-style-type: none"> <li>2 doses of tetanus toxoid injection, 1 month apart</li> <li>4 antenatal check-ups</li> <li>Early registration</li> <li>Administration of 100 tablets of IFA</li> <li>All of the above</li> </ol>	<ul style="list-style-type: none"> <li>• Avoid "none of the above" or "all of the above."</li> <li>• Avoid use of abbreviations, unless you are absolutely certain that your learners know what they mean.</li> <li>• Ask for the correct answer(s).</li> </ul>	
3. The Essential Drug List (EDL) in Afghanistan: <ol style="list-style-type: none"> <li>Is updated by WHO every year.</li> <li>Lists all drugs recommended for BPHS and higher levels of care.</li> <li>Is used only by physicians.</li> </ol>	Keep options similar in length.	

Original Question	Notes	Revision
<p>4. According to a survey done in 2014, the current status of family planning services was as follows:</p> <ul style="list-style-type: none"> <li>• Long waiting lists, up to 4 months</li> <li>• Low priority among service providers</li> <li>• Shortages of supplies/ equipment</li> <li>• Additional reproductive health education was given in the health facilities</li> <li>• Good record keeping in most areas</li> </ul> <p>Which of the above statements are correct?</p> <ol style="list-style-type: none"> <li>a. 1, 2 and 3 only</li> <li>b. 3, 4 and 5</li> <li>c. 2, 3 and 4 only</li> <li>d. All of the above</li> </ol>	<p>Avoid items like this: A only; A + B, but never C. These test reading ability rather than knowledge of item content.</p>	

### Step 3: Identify and Revise

Add notes to the second column about why the question should be revised, and add your revision to the third column.

Original Question	Problem/s with Question	Revision
1. Which one of the following is <i>not</i> a misconception: a. IUDs can migrate to the brain and cause infection. b. IUDs should only be offered to married women. c. IUDs can be inserted immediately after delivery.		
2. HIV prevalence in Zambia is: a. 17% b. 14.3% c. 20% d. 12.3%		
3. Which one of the following is a strategy for HIV prevention: a. Use condoms b. Keep your fingers crossed c. Pray		
4. For which of the following conditions <i>must</i> a woman be referred to an FRU? a. Eclampsia, obstructed labor, fetal distress, severe anemia, previous Caesarean section b. Hypertension, constipation, obstructed labor, bleeding/spotting, severe anemia c. Fever, constipation, breathlessness, nausea and vomiting, severe anemia		

## Exercise 2: Use Item Shells to Construct MCQs

Good multiple-choice questions (MCQs) are not easy to develop. Using item shells is a helpful way to construct effective MCQs. In this exercise, you will use an item shell (the Parent) to develop new (Baby) items by altering the setting, components of decision making process, and type of case. You will review these with your mentor. For more information, be sure to view the presentation, *Advanced Principles and Using Item Shells*.

### Instructions

Write two questions for each of the item shell samples below. You should have two example and two symptom questions when you are done. Check your written answers against the handout on writing assessment items. Have you followed those guidelines?

#### Example: Knowledge-level MCQ

Which is an example of (any concept)?

- Example
- Plausible non-example
- Plausible non-example

Which is a symptom of (any disease)?

- Symptom
- Plausible symptom
- Plausible symptom

## Exercise 3: Write an OSCE Scenario

### Instructions

#### Step 1: Select an OSCE Station

Select one of the OSCE stations that you identified for assessment in the prior module (AE01). Develop two OSCE scenarios, each focused on *one* of the following:

- History taking
- Physical examination
- Interpretation of clinical and/or laboratory data
- Counseling/patient education
- Performing a procedure

Share your scenarios with your mentor and plan to share them in one of the group sessions for peer feedback.

#### Points to Remember

- The stations will be time-limited to 10 minutes or less.
- Select a part of a procedure that can be completed within that time limit (e.g., counseling about infant vaccination schedules [short scenario] rather than infant growth and development [long scenario]).
- Each station should assess relevant content that is important to the learner's program (e.g., a senior student should not demonstrate bed-making—second-year student can demonstrate more complex procedures than a first-year student).
- The scenario will be brief—simply a paragraph that “sets the stage” for the OSCE. It should contain only the information needed for the learner to correctly conduct the competency.
- Identify the relevant checklist you will use from your cadre's procedure manual.



## Step 2: Develop the OSCE Checklist

Refer to the example checklists in the Two Example Checklists Handout. Using these as a template, adapt an existing checklist or develop a new one for each of your OSCE stations based on the relevant checklist from your cadre’s procedural manual.

### Points to Remember

- ONLY include the critical items for that OSCE; remember the time limit!
- The checklist should be relatively brief.
- Include scoring criteria.
- Include a supplies and equipment list.
- Include examiner instructions.
- Include learner instructions.

Share your scenario and adapted or new checklists with your mentor, and if possible, with colleagues for feedback. In the next group session, you will work on completing your OSCE station development using this sample.

## Exercise 4: Construct Selected Response Items

### Instructions

Refer to your instructional planning worksheet to the assessment column. You will write three true-false (TF), two matching, and three multiple choice questions (MCQs) to test objectives from one of your courses. Refer to the Handout “Writing Assessment Items” for tips. Sample templates are provided for your use.

### True/False

Write three TF questions. You can use a traditional format, but try creating at least 1 two-choice question. The template is provided below. You can test students on ‘appropriate/not appropriate’, symptoms/not symptoms, yes/no, etc. etc.

#### Question:

Item Choices	Yes	No

## Matching

Write two matching questions, remember to keep the lists uneven and provide clear instructions. A template is provided below.

	Answer	Column A		Column B
1			A	
2			B	
3			C	
4			D	
5				
6				
7				

## Multiple Choice

Write three MCQs. Make sure your questions are at least assess-application or analysis questions, not only recall questions. For these reasons, strongly consider writing three response, "A, B, C," MCQs.

# Handout: Two Example OSCE Checklists

## Checklist for Communication Skills

Participant #: \_\_\_\_\_

Date: \_\_\_\_\_

### Instructions

Place a “✓” in case box if step/task is performed satisfactorily, an “X” if it is *not* performed satisfactorily, or N/O if not observed.

Checklist for Using the Voluntary Counseling and Testing Protocol		
Key Counselor Tasks	Yes	No
1. Follow the protocol, selecting questions appropriate to the client's situation.		
2. Maintain the focus on risk reduction.		
3. Address the client's immediate questions or concerns.		
4. Use active listening and open-ended questioning.		
5. Summarize the client's story when appropriate.		
6. Address conflict between the client's thoughts and behaviors when necessary.		
7. Maintain eye contact.		
8. Use language the client understands.		
9. Congratulate the client on positive actions s/he has taken.		
10. Clarify the client's understanding when appropriate.		
11. Show empathy.		

Pass Score: 9/11

Student Score: \_\_\_\_\_

Circle one: Pass                  Fail

Comments/Remediation and Plan:

Examiner Signature: \_\_\_\_\_

See next page for motor skills checklist.

## Checklist for Motor Skills of IUCD Insertion and Pelvic Exam OSCE Station

Participant #: \_\_\_\_\_

Date: \_\_\_\_\_

### Instructions

Place a “✓” in case box if step/task is performed **satisfactorily**, an “X” if it is **not** performed **satisfactorily**, or **N/O** if not observed.

**Satisfactory:** Performs the step or task according to the standard procedure or guidelines

**Unsatisfactory:** Unable to perform the step or task according to the standard procedure or guidelines

**Not Observed:** Step, task, or skill not performed by participant during evaluation by trainer

**Not Applicable:** Step, task, or skill not required to be performed by participant during evaluation

Task	Safe/Effective Completion of Task	
	Yes	No
1. Greets client with respect/introduces self.		
2. Offers anticipatory guidance prior to insertion.		
3. Washes hands to standard.		
4. Explains steps needed for immediate preparation of woman (empty bladder, cleanse genitals, comfortable positioning, etc.).		
5. Performs bimanual pelvic examination: <ul style="list-style-type: none"> <li>• Determines size, shape and position of the uterus.</li> <li>• Checks for enlargement or tenderness of the adnexa and cervical motion tenderness.</li> <li>• Checks for any uterine abnormalities that would interfere with the IUCD.</li> </ul>		
6. Inserts speculum and visualizes cervix: <ul style="list-style-type: none"> <li>• Looks for any abnormal discharge.</li> <li>• Looks for any ulcers, lesions or sores.</li> <li>• Looks for any cervical stenosis or other abnormalities.</li> </ul>		
7. Gently grasps cervix with tenaculum.		
8. Determines depth of uterus and sets depth gauge on IUCD appropriately.		
9. Appropriately inserts IUCD.		
10. Performs post-insertion infection prevention: places equipment in decontamination solution, disposes of waste appropriately, washes hands.		
11. Able to state the purpose of decontamination (removes microorganisms, or makes instruments safer to handle).		
12. Assess woman to ensure that she has tolerated insertion.		
13. Provides post procedure education including: <ul style="list-style-type: none"> <li>• Possible side effects</li> <li>• Warning signs (pains)</li> <li>• String check</li> <li>• When to return to clinic (3–6 weeks)</li> </ul>		

## Learner Workbook

Pass Score: 10/13

Student Score: \_\_\_\_\_

Circle one:      Pass                  Fail

Comments/**Remediation and Plan:**

Examiner Signature: \_\_\_\_\_

## Medical Equipment and Supplies List

- Pelvic model
- Speculum
- Tenaculum
- Uterine sound
- Sterile gloves
- Antiseptic solution
- Cotton balls
- IUD—Copper T 380A
- Light source

Basin marked (.05% bleach solution) biohazard and regular waste containers

## Examiner Instructions

- Ask participant to explicitly explain actions throughout simulation.
- Step #4: Ask participant to briefly explain what s/he will do to prepare woman for insertion.
- Step #5: Ask participant to explain what they are looking for during the bimanual exam.
- Step #6: Ask participant to explain what they are looking for during the speculum exam.
- Step #11: Ask participant the purpose of decontamination.
- Step #13: Ask participant to provide IUCD post-insertion education.

## Participant Instructions

- Treat the anatomic model as they would a woman. Simulate the presence of a woman seeking services.
- Consider that counseling has already been provided, and the woman has been identified as appropriate for IUCD insertion.
- The woman has been identified as “low personal risk” of an STI, so perform the pelvic exam immediately prior to insertion.
- Post-insertion education should also be provided.
- It should take 15 minutes to complete the station.

# Handout: Developing Checklists

## General Guidelines

Ask competent performers and subject matter experts to:

- Identify what they believe are the tasks essential to an adequate performance of the skill being assessed.
- When doing this, ask them to imagine a borderline, or “just competent,” service provider. The tasks they identify should be ones that a service provider can and does perform as part of her/his job. In essence, the tasks reflect what a new but competent provider is expected to do.
- Suggest any revisions that they believe would improve the statement of the task so that it is clear and observable.

## Checklist Development Process\*

1. Focus the checklist task:
  - A. Define the content area.
  - B. Determine the intended use of the checklist.
  - C. Use your training and experience, as well as that of others, to identify broad areas or topics that will form the basis of the checklist.
2. Create a list of potential checklist items:
  - A. Identify standard operating procedures or other guidelines that describe the list of required tasks for a skill and use that guidance when possible.
  - B. If existing guidelines are not available, draw from your training and experience as well as that of others who are familiar with the content area. Identify the essential steps or components of an adequate performance for the area for which the checklist is being developed.
  - C. Describe what one could observe at each step when a performer is doing the task correctly.
  - D. Indicate exactly what an observer should see when a task is done adequately.
3. Classify and sort the potential checklist items:
  - A. Sort and organize the potential checklist items into broad, related categories. For example, divide into major steps or sections of the skill, such as preparation, implementation, and documentation.
  - B. Identify and label each category.

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\* Stufflebeam, D. Guidelines for Developing Evaluation Checklists: The Checklists Development Checklist (CDC). Evaluations Checklists Project; July 2000.

## Learner Workbook

4. Add definition to each category:
  - A. Define each category and its key components.
  - B. Review the checklist items in each category for clarity and appropriateness.
  - C. Check to ensure that each checklist item is something performed by reasonably competent health care workers, not an unachievable ideal.
  - D. Compare the checklist items in each category with each other and reduce duplications or add missing items as necessary.
  
5. Determine the order of the categories:
  - A. If sequential order is important in the performance of a task, indicate the correct order of execution of the checklist items.
  - B. If sequential order is not important, organize the categories into conceptual categories.
  
6. Ask for initial review of the checklist:
  - A. Create a review version of the checklist by assembling the checklist items into a form, organized by category.
  - B. Ask potential users of the checklist to review it and offer suggestions.
  - C. Create a list of issues/concerns that require attention.
  
7. Revise the checklist:
  - A. Review each issue/concern and decide how to address it.
  - B. Rewrite the checklist items to improve them.
  
8. Determine the checklist format:
  - A. Determine whether intended users require a score by category or a total score.
  - B. Determine whether items require different weighting to reflect their importance.
  - C. Determine if there are any essential items or categories of items that are essential and on which providers must achieve a passing score.
  
9. Evaluate the checklist:
  - A. Examine the checklist to determine if, overall, it is comprehensive, reflects an adequate performance, is relevant, is easy to use, and is reasonable for use with typical service providers.
  - B. Ask intended users and experts in the content area review the draft checklist.
  - C. Ask a few potential users to try out using the checklist and get their feedback on the appropriateness and ease of use.

## 10. Finalize the checklist:

- A. Make any changes necessary based on the review and try-out of the draft checklist.
- B. Format the checklist for readability and ease of use.
- C. Print the checklist.

These 10 steps represent the best process for the development useful checklists for assessing the performance of service providers. The key to getting your checklist right is to focus only on the tasks that are essential for a competent service provider to perform, not everything they might do or more advanced tasks they are not likely to do.



# Module AE03: Analyzing Assessment Results

## Exercise I: Examining Your Exam

### Instructions

This exercise has three related sections. Take a recent exam that you constructed or helped construct, and complete these steps. You will review your notes with your mentor.

### Step 1: Eyeball Analysis

Look over the exam results without trying to count or analyze. Does anything stand out? Did students do better, worse or about how you expected? Do any questions seem to 'bunch' with high numbers of incorrect responses? Do answers seem to fit the question or does it seem that you asked one thing and students answered something else? Make a few brief notes about anything that stands out.

### Step 2: Difficulty Index

Using the Difficulty Index table below, calculate the percentage of test takers who correctly answered each question. You can add rows as needed to be able to include all the questions.

What did you find out about your exam? Were questions too hard or too easy?

Learners Taking Test			
Question	Total	Correct	Difficulty Index
1			
2			
3			
4			
5			
6			
7			
8			

### Difficulty Index Scores

**Easy:** 0.80 or greater

**\*Moderate:** 0.5 to 0.79 (this is your goal!)

**Hard/Problematic:** Less than 0.5

### Step 3: Discrimination

Now choose any four items on the test. They can be multiple choice questions (MCQ), true-false (T/F), or matching.

Compare the answers of the students who got the highest 10 scores and the lowest 10 scores on the test. For each of your 4 items, make a table with the potential response options/ Below is an example for one MCQ item.

Response Options	A	B	C	D
Top 10				
Bottom 10				

For this MCQ, how many of the 10 highest scoring learners chose the correct response? How many of the 10 lowest scoring? Calculate by learner group:

$$\text{No. of correct answers in highest scoring group} / \text{No. of correct answers in lowest scoring group}$$

For example, if correct answer is C, and 8 in the highest scoring group chose C and 4 in the lowest scoring group, your formula would be:  $8/10 - 4/10 = 0.4$ .

0.4 is a **positive discrimination**, and shows that your question can separate the top and bottom performance.

**Negative discrimination** is when more learners in the bottom 10 correctly answered the question than learners in the top 10. Negative discrimination is not a good thing and items with a negative discrimination need to be revised or removed.

## Exercise 2: Validating an Exam or OSCE

### Instructions

Use an exam or OSCE that has not been validated before

1. Insert the template on the following page below each test question or OSCE skill on your examination.
2. Distribute your examination without the key (identified correct answer) to a sample of skilled service providers and subject matter experts (SME) in the area that the examination is intended to assess.
3. Ask each skilled service provider and SME to:
  - Answer the question to her or his *best* ability.
  - Imagine the borderline or “just competent service provider. Often we refer to these as “novices.” What percent of these service providers does s/he believe would answer this question correctly?
  - Suggest any revisions that they believe would improve the question.
4. Calculate the individual and the average SME scores as follows:
  - High skilled service provider and SME scores on the examination, i.e., an average >85%, is evidence supporting its validity.
  - Low service provider and SME scores on the examination suggest a problem with the examination that **MUST** be corrected prior to its use.

## Learner Workbook

- If one or two service providers or SMEs perform poorly on the exam when others perform well, the poor performers may be considered outliers and removed from your analysis. In this case, do not use the responses of these “experts” in calculating the pass score.

Note that an Excel spreadsheet may be helpful.

5. Calculate the criterion-referenced pass scores by averaging the skilled service provider and SME estimates of the percent of novice service providers who would answer each question correctly (in the same Excel spreadsheet).
6. Consider suggested revisions made by service provider and SMEs. If *major* revisions are made to the examination, this entire process should be repeated.

## Example

Which one of the following is a clinical manifestation of diabetes mellitus:

- A. Polyuria
- B. Poor appetites
- C. Increasing weight
- D. Fever

<b>Correct Answer:</b>	A	<b>Percentage of novice trained service providers whom you would expect to answer correctly</b>	90%
<b>Suggested revisions to question:</b> Remove word “one” from the stem. Revise option B to state Poor Appetite. Begin each response with capital letter.			

Insert the following template below under each question in your examination.

<b>Correct Answer</b>		<b>Percentage of novice trained service providers whom you would expect to answer correctly</b>	____%
<b>c. Suggested revisions to question:</b>			

# Faculty Development Program

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## Instructor Led Training 3

# Clinical Practical/Assessment Modules Overview and Schedule

### Description

This 2-day workshop is the culmination of the program. This workshop is designed to provide you with practice and feedback on the concepts in the Clinical or Practical and Assessment and Evaluation eLearning modules and provide an opportunity to finish your portfolios. For this instructor led session, you should bring:

- One of the tests or quizzes used in one of your courses for analysis and practice establishing a validated pass score.
- The Learner Workbook, we will review the completed exercises listed below:
  - CP02 Exercise 2: Develop A Clinical Simulation
  - AE01 Exercise 1: Blueprint a quiz
  - AE01 Exercise 2: Blueprint for an OSCE.
  - AE02 Exercise 2: Create Selected Response Items
  - AE03 Exercise 1: Analyze Your Exam
  - AE03 Exercise 2: Validate Your Exam or OSCE Station Tools

### Goals

- Submit your portfolio (if not done already)
- Identify and address any outstanding questions or concerns
- Demonstrate demonstration and coaching skills
- Demonstrate how to run a clinical simulation
- Review and refine your sample assessment items and assessment blueprints
- Practice analyzing test item results
- Review and refine OSCE blueprint and station samples OR practice running a mini-OSCE

### Session Plans

- Session One: Demonstration, Coaching and Feedback Skills Practice
- Session Two Assessment Blueprints and Assessment Items
- Session Three: Analyzing Test Item Practice
- Session Four: OSCE blueprints and stations

**Sample Faculty Development Program Clinical/Practical and Assessment Schedule**

Day 1	Day 2
Welcome and review agenda for the week (20 min)  Overview, Q&A and Reflection (90 min)  Session 1: Small Group Clinical and Practical Demonstration and Coaching Skills Practice (125 min)	Session 1 continued: Clinical Simulation Practice & Summary (60 min)  Session 2: Blueprint and Assessment item review (150 min)
Lunch	Lunch
Session 1 continued: Plenary volunteer demonstrations of demonstration and coaching practice (180 min)	Session 3: Analyzing your Exam (60 min)  Session 4: OSCE (120 min)  Graduation Ceremony (60 min)





# Session I: Demonstration and Coaching Skills Practice

## Checklist for Demonstration Skills

Place an “**S**” in case box if task/activity is performed **satisfactorily**, an “**X**” if it is **not** performed **satisfactorily**, or “**N/O**” if not observed.

**Satisfactory:** Performs the step or task according to the standard procedure or guidelines

**Unsatisfactory:** Unable to perform the step or task according to the standard procedure or guidelines

**Not Observed:** Step, task or skill not performed by learner during evaluation by trainer

**Skilled delivery of a clinical demonstration:** If you, as a qualified trainer, believe that the learner has skills needed for practice in the service delivery site, place your **initials (e.g., “PJ”)** in the corresponding column.

*(To be completed by the facilitator)*

Learner: \_\_\_\_\_ Date Observed: \_\_\_\_\_

CHECKLIST FOR CLINICAL COACHING SKILLS					
Step/Task	Observations				
1. State the objective(s) as part of the introduction.					
2. Present an effective introduction. Should include: <ul style="list-style-type: none"> <li>• What the skill is,</li> <li>• Why the skill is important,</li> <li>• When it should be used, and</li> <li>• The steps involved in performing the skill.</li> </ul>					
3. Arrange demonstration area so that learners can see each step in the procedure clearly.					
4. If using, communicate with the model or client during demonstration of the skill/activity.					
5. Ask questions and encourage learners to ask questions.					
6. Demonstrate or simulate appropriate infection prevention practices.					
7. When using models, position model as an actual client.					
8. Maintain eye contact with learners as much as possible.					
9. Project voice so that all learners can hear.					
10. Provide learners opportunities to practice the skill/activity under direct supervision.					
11. Skilled delivery of a clinical demonstration	12	13	14	15	16



# Coaching Checklist

Place an “**S**” in case box if task/activity is performed **satisfactorily**, an “**X**” if it is **not** performed **satisfactorily**, or “**N/O**” if not observed.

**Satisfactory:** Performs the step or task according to the standard procedure or guidelines

**Unsatisfactory:** Unable to perform the step or task according to the standard procedure or guidelines

**Not Observed:** Step, task or skill not performed by learner during evaluation by trainer

*(To be completed by the observer)*

Participant: \_\_\_\_\_ Date Observed: \_\_\_\_\_

Checklist For Clinical Coaching Skills					
Step/Task	Observations				
<b>Before Practice Session</b>					
1. Greet participant.					
2. Review the last session and identify goals for this session.					
<b>During Practice Session</b>					
3. Observe the participant as s/he practices the procedure.					
4. Provide positive reinforcement and suggestions for improvement as the participant practices the procedure.					
5. Refer to the checklist during observation.					
6. Record notes about participant performance on the checklist during the observation.					
7. Is sensitive to the “client” when providing feedback to the participant during a clinical session with “clients.”					
8. Provide corrective comments only when the comfort or safety of the client is in doubt.					
<b>After Practice Feedback Session</b>					
9. Ask the participant to identify those steps performed well.					
10. Ask the participant to identify those steps performed well.					
11. Ask the participant to identify those steps where performance could be improved.					
12. Refer to steps on the checklist					
13. Provide positive reinforcement regarding those steps or tasks the participant performed well.					
14. Offer specific suggestions for improvement.					
15. Work with the participant to establish goals for the next practice session. Refer to areas for improvement on the checklist.					
16. Record the coaching practice on the tally sheet (sample on the following page) along with if they are ready to move to clinical practice or not.					

# Handout: Using Clinical Simulations

## Introduction

A clinical simulation presents the learner with a carefully planned, simulated patient management situation. Clinical simulations are an excellent method for developing clinical decision-making skills and can take a variety of forms. During the simulation, learners interact with persons and things in the environment, apply previously/newly acquired knowledge and skills in responding to a problem, and then receive feedback about those responses without having to be concerned about real-life consequences. Clinical simulations are often conducted with a small group of learners—one learner may be the primary responder while other learners provide feedback, or all learners in the group may be involved in the exercise.

**Note:** Before any clinical simulation, set up the area as realistically as possible. Ensure that anatomic models, equipment, supplies, or other props that will be needed are in place.

## Types of Clinical Simulations

There are several types of clinical simulations.

- **Live simulated-patient scenarios** involve the use of persons trained to act the role of the patient. They are given a very specific script to follow while interacting with the learner. The interaction may be recorded using video or observed so that feedback can be provided to the learner.
- **Mediated simulations** use audio or visual media to present the problem, represent an interpersonal situation, or help in the analysis of a problem or situation. For example, a video of people interacting may be shown, or audio of heart sounds may be played, to provide information for the learner to use in the simulation.
- **Simulations using anatomic models** (physical simulators) that closely resemble the human body (or parts of it) are often used for developing psychomotor skills. A physical simulator may be used along with a role play in a clinical simulation that requires learners also to demonstrate technical skills.

## Developing a Clinical Simulation

Listed below are the general steps to help you develop a clinical simulation.

1. Identify the purpose of the clinical simulation activity. Is the objective to develop clinical decision making skills? Is the objective to practice for an emergency? Write the purpose at the top of the clinical simulation form.
2. Identify the resources the students will need to conduct the simulation.
3. Create the scenario in parts including the information provided and the questions to be asked by the teacher.
4. For each part of the scenario, indicate the key reactions and correct responses expected from the student.
5. Conclude with any key points to be discussed following the simulation.

As you develop the simulation, think about how you will facilitate the simulation. Will the simulation involve a small group of students using a model or will you demonstrate this for all the students? Will the simulation take place in the classroom, the skills development lab, or the clinic?

## Clinical Simulation Effectiveness

Critical to the effectiveness of using a simulation are debriefing and feedback.

### Debriefing

**Debriefing** is identified as one of the most important educational components of simulation as it allows learners to clarify and consolidate learning by methodically reviewing performance in a simulation. Debriefing is defined as a type of formative feedback where instructors guide students in reflecting and analyzing aspects of their clinical or professional performance including gaps in knowledge and skills, and underlying attitudes and emotional states, to improve future performance. Importantly, instructors both facilitate students' identification of, or provide insight on performance gaps (the difference between the desired performance and actual or observed performance) after the simulation. Directive feedback informs students about what needs to be corrected while facilitative feedback is the provision of comments to facilitate the students own revision of that mistake.

### Feedback

**Feedback** occurs both during and after the simulation. Feedback *during* simulation includes cues to help guide the student and respond to what the student is doing. Feedback *after* the simulation is commonly referred to as "debriefing." Feedback on students' current performance is a crucial aspect of a structured "debrief" where skilled facilitators provide direct, respectful feedback to help students explore the underlying cause of the performance, be it good performance or a performance gap.

# Sample I: Clinical Simulation for the Management of Severe Pre-eclampsia/Eclampsia

## Objective

The purpose of this activity is to provide learners with a simulated experience to practice problem-solving and decision-making skills in the management of severe pre-eclampsia/eclampsia, including an emphasis on quick thinking and rapid reaction (intervention).

## Resources Needed

You will need the resources listed below.

- Sphygmomanometer
- Stethoscope
- Equipment for starting an IV infusion
- Syringes and needles
- Magnesium sulphate
- Sterile water for injection
- Hydralazine
- Oxygen cylinder
- Gauge
- Mask and tubing
- Equipment for bladder catheterization
- Reflex hammer (or similar device)
- High-level disinfected or sterile surgical gloves
- Examination gloves
- 0.5% chlorine solution for decontamination
- Leakproof container or plastic bag
- Puncture-proof container for sharps

An anatomic model that allows for the practice of clinical procedures is required for the clinical drill

## Instructions

Both simulations should be conducted in the most realistic setting possible, where equipment and supplies are available for emergency interventions, such as the labor and delivery area of a hospital, clinic, or maternity center.

## Clinical Simulation Scenario I

Note that Scenario 1 provided below is to be used for practice in making clinical decisions and opportunities provided for questions and demonstrations. One learner should play the role of patient and a second learner the role of skilled provider. Other learners may be called on to assist the provider.

The facilitator will give information about the patient's condition to the learner who is playing the role of provider and ask the learner pertinent questions, as indicated in the left-hand column of Scenario 1. The learner will be expected to think quickly and react (intervene) rapidly when the facilitator provides information and asks questions. The expected learner reactions/responses are provided in the right-hand column of Scenario 1.

The learners should role-play procedures, such as starting an IV, giving magnesium sulfate, giving oxygen, and using the appropriate equipment.

Initially, the facilitator and learners will discuss what is happening during the simulation to develop problem-solving and decision-making skills. The activity should move quickly—as though an emergency were taking place.

On completion of the simulation, the facilitator will discuss the decisions made by learners and the rationale for each decision.

### Clinical Simulation I: Cues and Answer Key

<b>Scenario I Cues</b> (Information provided and questions asked by the facilitator)	<b>Key Reactions/Responses</b> (Expected from learners)
<p>Mrs. D is 20 years old. She is 38 weeks pregnant. This is her second pregnancy. Her mother-in-law has brought Mrs. D to the health center this morning because she has had a severe headache and blurred vision for the past 6 hours. Mrs. D says she feels very ill.</p> <ul style="list-style-type: none"> <li>• What will you do?</li> </ul>	<ul style="list-style-type: none"> <li>• Shout for help to urgently mobilize all available personnel.</li> <li>• Place Mrs. D on the examination table on her left side.</li> <li>• Make a rapid evaluation of Mrs. D's condition, including vital signs (temperature, pulse, blood pressure, and respiration rate), level of consciousness, and color and temperature of skin.</li> <li>• Simultaneously ask about the history of Mrs. D's present illness.</li> </ul>
<p>Mrs. D's diastolic blood pressure is 96 mm Hg; her pulse is 100 beats/minute; and her respiration rate is 20 breaths/minute. She has hyper-reflexia. Her mother-in-law tells you that Mrs. D has had no symptoms or signs of the onset of labor.</p> <ul style="list-style-type: none"> <li>• What is Mrs. D's problem?</li> <li>• What will you do now?</li> <li>• What is your main concern at the moment?</li> </ul>	<ul style="list-style-type: none"> <li>• State that Mrs. D's symptoms and signs are consistent with severe pre-eclampsia.</li> <li>• Have one of the staff who responded to her shout for help and start oxygen at 4–6 L/minute.</li> <li>• Start an IV infusion of normal saline or Ringer's lactate.</li> <li>• Prepare and give magnesium sulfate 20% solution, 4 g IV over 5 minutes.</li> <li>• Follow promptly with 10 g of magnesium sulfate 50% solution, 5 g in each buttock deep IM injection with 1 mL of 2% lignocaine in the same syringe.</li> <li>• At the same time, tell Mrs. D (and her mother-in-law) what is going to be done, listen to them, and respond attentively to their questions and concerns.</li> <li>• State that the main concern at the moment is to prevent Mrs. D from convulsing.</li> </ul>
<p>After 15 minutes, Mrs. D is resting quietly. She still has a headache and hyper-reflexia.</p> <ul style="list-style-type: none"> <li>• What will you do now?</li> <li>• What will you do during the next hour?</li> </ul>	<ul style="list-style-type: none"> <li>• Have one of the staff assisting with the emergency insert an indwelling catheter to monitor urinary output and proteinuria.</li> <li>• Listen to the fetal heart.</li> <li>• State that during the next hour you will continue to monitor vital signs, reflexes, and fetal heart, and maintain a strict fluid balance chart.</li> </ul>

<b>Scenario 1 Cues</b> (Information provided and questions asked by the facilitator)	<b>Key Reactions/Responses</b> (Expected from learners)
<p>It is now 1 hour since treatment for Mrs. D was started. Her diastolic blood pressure is still 96 mm Hg; her pulse is 100 beats/minute; and her respiration rate is 20 breaths/minute. She still has hyper-reflexia. What is your main concern now?</p> <ul style="list-style-type: none"> <li>• What will you do now?</li> </ul>	<ul style="list-style-type: none"> <li>• State that the main concern now is to induce labor and deliver the baby within 24 hours and continue to monitor Mrs. D's condition closely, giving the maintenance dose of magnesium sulfate as her condition permits.</li> <li>• State that Mrs. D should be assessed (including the condition of her cervix) and that labor will be induced according to findings.</li> <li>• A partograph should be commenced when labor established.</li> <li>• Maintain diastolic BP below 100.</li> <li>• Tell Mrs. D (and her mother-in-law) what is happening, listen to their concerns, and provide reassurance.</li> </ul>

## Resource: Guidelines for OSCE Checklist Validation

### Instructions

1. Insert the template on the following page below each measurable skill on your OSCE station scoring checklist.
2. Distribute the checklist validation tool to a sample of subject matter experts (SME) skilled in the area that the checklist is intended to assess.
3. Ask each SME to:
  - a. State whether they believe the skill is an essential component of the competency being assessed.
  - b. Imagine the borderline or “just competent” service provider. What percent of these service providers does s/he believe would satisfactorily demonstrate this skill?
  - c. Suggest any revisions that they believe would improve the statement of the skill.

### Content Validity

4. Calculate the percent of SMEs that believe that each skill is an essential component of the target competency (an Excel spreadsheet may be helpful).
  - a. A high degree of consensus is evidence supporting the **content validity** of the checklist.
  - b. Inclusion of skills with low levels of consensus (<85%) should be reconsidered. These skills may require revision or deletion from the checklist.
  - c. Consider suggested revisions provided by SMEs in Section C of the template.

### Criterion Referenced Pass Score

5. Calculate average of SME estimates of “just competent” service providers who would satisfactorily demonstrate each skill. For example, if SME #1, 2 & 3 provide estimates of skill # 1 on the checklist of 100%, 90% & 80% respectively, the average for that step would be 90%.
6. Average the averages for all skills on the checklist. Weight averages in proportion to score given for satisfactory completion of each skill. For example, if one skill is given 1 point for satisfactory completion and a second skill is given 2 points, count the SME average for the second item twice.
7. Multiply the weighted average of all SME average estimates by the total possible number of points on the checklist to identify the **criterion referenced pass score**.

## Pilot Checklist/Develop Acceptable Margin of Error

8. Conduct OSCE station with multiple SMEs providing simultaneous measures of student performance. Ensure all SMEs can observe and hear student and standardized patient.
9. Calculate average (mean) and variance (standard deviation) of all examiner scores. For a 95% margin of error, or certainty that score represents the student's actual ability, multiply the standard deviation by  $\pm 2$ . Subtract the margin of error from the criterion referenced pass score to arrive at a final pass score (95% certainty that results are valid).

a. Skill is an essential component of Competency	Yes <input type="checkbox"/> No <input type="checkbox"/>	b. Percent of "Just Competent" trained service providers who you would expect to satisfactorily complete this skill	
c. Suggested Revisions to Statement of Skill:			



