

TRAINING
FACILITATION SKILLS
TRAINING

FACILITATORS' MANUAL

September 2017

Contents

Acknowledgement	2
Abbreviations	3
Way forward.....	4
Introduction about the manual	6
Course Syllabus	7
Chapter 1: Approach to effective training	11
Chapter 2: plan for a training.....	15
Chapter 3: Effective facilitation skill	18
3.1 Creating positive learning environment	19
3.2. Basic effective facilitation skills	20
3. 3 Facilitation process	20
3.1.1 Introducing a presentation	20
3.1.2 Conducting the session	20
3.1.3 Summarizing a presentation	20
3.4 Facilitation of group learning activity	21
3.5 Using audiovisual aids.....	21
3.6 Clinical facilitation	21
Chapter Four: Using Competency-Based Assessment Instruments	23
4.1. Principles of Assessment.....	23
4.2. Use Competency Based Assessment Tools	25
4.3. Administer Competency Based Assessment.....	28
4.4. Use Assessment Results to Improve Performance.....	30
Chapter 5: Managing training	33

Acknowledgement

The Federal Ministry of Health (FMOH) would like to acknowledge Jhpiego Ethiopia, HRH project for its financial and technical support in the process of adapting, and institutionalizing Jhpiego’s Clinical Teaching skills training package.

Finally, the FMOH, HRDD extends its sincere acknowledgment to the experts listed below for their unreserved contribution exerted for the development of this National Training Facilitation Skills training package.

Selhadin Seid	FMoH
Mastewal Kerebih	FMoH
Takele Yeshiwas	FMoH/Jhpiego
Zenebe Akale	FMoH
Daniel Dejene	Jhpiego
Mihereteab Teshome	Jhpiego
Daniel Haileselassie	Jhpiego
Yodit Kidanemariam	Jhpiego
Yewulsew Assaye	Jhpiego
Miftah Awol	EMA
Bekalu Assamnew	SPHMMC
Kefelegn Zemedkun	Medawolabo University/Shashashene HSC
Meaza Girma	St. Paul Millennium Medical College , IST Coordinator
Mesafint Molla	Bahirdar University
Mesfin Tafa	Arsi University
Tarekegn Asemaw	University of Gondar, IST Coordinator
Temesgen Dileba	Hossaena HSC

Abbreviations

CBT	Competency Based Training
FST	Facilitation Skills Training
FG	Facilitator’s Guide
IUCD	Intra Uterine Contraceptive Device
KG	Kindergarten

Way forward

As a ministry we consider that Facilitation of Trainer of Training is the major problem across the country, Trainer of Training is providing differently across the nation, due to unapproved national Training Facilitation skills training package

Considering this the FMoH has organized a national technical working group to adapt Jhpiego’s international Clinical Training Skills training package to the national standardized Training Facilitation skills training package in which all training provider institutions are expected to use while delivering trainers of trainer trainings for all inservice training courses.

A handwritten signature in blue ink on a light blue background. The signature is stylized and appears to read 'Dr. Getachew Tollera'.

*Dr Getachew Tollera
Human Resource Development Directorate Director
Federal Ministry of Health, Ethiopia*

APPROVAL STATEMENT OF THE MINISTRY

The Federal Ministry of health of Ethiopia has been working towards standardization and institutionalization of In-Service Trainings (IST) at national level. As part of this initiative the ministry developed a national in-service training directive and implementation guide to implement trainings in a well standardized manner. The directive requires all in-service training materials fulfill the standards set in the implementation Guide to ensure the quality of in-service training materials. Accordingly, the ministry reviews and approves existing training materials based on the IST standardization checklist annexed on the IST implementation guide.

As per the national IST quality control process, this Training Facilitation Skills training package has been reviewed using a standard review checklist and approved by the ministry in February, 2018.



*Dr Getachew Tollera
Human Resource Development Directorate Director
Federal Ministry of Health, Ethiopia*

Introduction about the manual

The Federal Ministry of Health of Ethiopia has been working towards the standardization and institutionalization of in-service trainings given by the government and non-governmental institutions. This manual aims to develop standardized national training facilitation skill training package for healthcare workers that ensure the maintenance of the quality of trainings provided to the healthcare work force.

Jhpiego’s Clinical Teaching skill package has been serving as a training material for training health workforce with the emphasis on clinical set up and specific to reproductive health. Although, the document was developed based on global experience, there is a need to sustain the IST program by nationalizing and standardizing the package so that it becomes a national IST guideline.

The other reason to adopt Jhpiego’s training package is the previously existing training package manual is focused on clinical facilitation and specific to reproductive health thus to provide knowledge, skill and attitude towards training facilitation skill for healthcare providers for any type of training.

Core competency

This training package has the following core competencies

- Approaches to competency based training
- Plan and manage training
- effective facilitation skills
- Use competency based assessment instruments correctly
- Monitor and revise training

This manual has five chapters

- Chapter 1: Approach to training facilitation
- Chapter 2: Planning for a Training
- Chapter 3: Effective Facilitation Skills
- Chapter 4: Using competency based assessment instruments
- Chapter 5: Managing Training

Course Syllabus

Course Description	This 5 days training is designed to equip trainees with appropriate knowledge, skill and attitude required to undertake planning, conducting, assessing students learning and monitoring and revising training
Course Goal	To provide the participant with knowledge, skill and attitude needed to training facilitation and to become effective training facilitator/trainer.
Participant learning objectives	After completing this course participants will be able to <ul style="list-style-type: none">• Describe a mastery learning approach• Plan for training• Create positive learning environment• Use audiovisual aids effectively• Deliver effective interactive presentation• Use competency based assessment instruments correctly• Develop clinical facilitation skill• Manage Training facilitation practice
Training methods	<ul style="list-style-type: none">• Interactive PowerPoint presentation• Group discussion and presentation• Teach back session• Case study
Training Materials	<ul style="list-style-type: none">• Printed materials<ul style="list-style-type: none">○ Participant manual○ Facilitator guide• Non- projected materials<ul style="list-style-type: none">○ Flip chart○ Writing board○ marker

- projected materials
 - LCD
 - Laptop computer
- Audiovisual materials
 - Videotapes

Participant selection criteria This manual is designed for

- Health care providers working in both clinical and non-clinical areas having a minimum first degree and above.
- Have at least one recent (not more than three years) basic training

Trainer selection criteria

- Has training on training facilitation skill and
- Having a minimum of first degree and above

Method of course evaluation

Participant

- Pretest
- Post test
- Checklist guided observation for teach back sessions
- participant attendance

Course

- Daily evaluation
- End of course evaluation

Certification criteria Participants will be certified when they score more than 75% in the summative assessment (both posttest and teach back)

Course Duration 5 days

Suggested Class size 25 participants and 3 trainers

Training Venue This training will be delivered in accredited IST centers

DAY 1	DAY 2	DAY 3	Day 4	Day 5
<p>8:30 am to 12:30 pm Registration</p> <p>Opening and welcome- Participant introduction & expectations - Group norms Course, Goal, objectives & schedule-</p> <p>Training logistics- Pre-course test-</p> <p>Chapter 1: Approaches to effective raining - 2 hrs</p> <ul style="list-style-type: none"> - Introduction - Goal of training - Approaches to training - CBT - Responsibilities of trainers and participants 	<p>8:30 am to 12:30 pm</p> <p>Agenda and Recap</p> <p>Chapter three: Effective Facilitation skills</p> <ul style="list-style-type: none"> - Introduction Creating positive learning environment - Basic Effective facilitation skills - Facilitation process - Facilitation of group learning activity - Using audiovisuals aids 	<p>8:30 am to 12:30 pm</p> <p>Agenda and Recap 10 min</p> <p>Chapter 4: Using Competency-Based assessment</p> <p>Session 1: Principle of competency based assessment</p> <p>Session 2: Use competency based assessment</p> <p>Session 3: Administration of assessments</p> <p>Session 4</p> <p>Use assessment results to improve learning methods</p> <p>Chapter 5: Managing training</p> <p>- 60 min</p>	<p>A.M. 8:30 am to 12:30 pm</p> <p>Activity Teach back Presentations (20 minutes)</p> <ul style="list-style-type: none"> • Feedback from participant s • Feedback from trainers <p>Activity Teach back Presentations (20 minutes)</p> <ul style="list-style-type: none"> • Feedback from participant s • Feedback from trainers 	<p>8:30 am to 12:30PM</p> <p>Activity Teach back Presentations (20 minutes)</p> <ul style="list-style-type: none"> • Feedback from participants • Feedback from trainers <p>Activity Teach back Presentations (20 minutes)</p> <ul style="list-style-type: none"> • Feedback from participants • Feedback from trainers
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH

<p>2:00PM – 5:30 PM Chapter Two: Planning for teaching- 2 hrs and 40 min</p> <ul style="list-style-type: none"> - Introduction - Planning issues - Participant and trainer selection - Course materials - Classroom and practical sites selection and pre[parathion - Session level preparation - Summary 	<p>2 pm – 5 : 30 pm Effective Facilitation skills Cont’d</p> <ul style="list-style-type: none"> - Using Audio visuals – 10 min - Clinical Facilitation skills 120 min - Introduction - Phases of skill development and feed back - Assessing Learning during the clinical practice - Designing an ideal learning clinical experience for adult learning - Using anatomic models for clinical training facilitation - Summary 	<p>2pm- 5:30 Pm Managing training continued 2hrs from 5.2.4. - 5.2.6.</p> <p>Preparation for teach back sessions</p>	<p>Teach Back session cont’d</p>	<p>Teach back session cont’d H Post test</p> <p>Training Evaluation and close up</p>
<p>Reading Assignment</p>	<p>Reading Assignment</p>	<p>Preparation for teach back</p>	<p>Preparation for teach back and post course knowledge test</p>	

Chapter 1: Approach to effective training

Duration: 2 hours

Primary objective

By the end of this session, participants will be able to describe approaches, features and principles of effective training

Enabling objectives: To attain the chapter objective, the participant will:

- Identify the goal of training
- Describe mastery learning approach
- Describe adult learning principle and its feature
- Describe behavior modeling, coaching and humanistic training technique
- Discuss the importance of the education theories and approaches in supporting competency based training
- Identify responsibilities of training participants and trainers

Summary of learning activities

No.	Activity	Method of delivery	Time	PPP slide No.
1	Introduction	discussion on experience share enabling objectives	10 minutes	2 and 3
2	Goal of training	Interactive presentation Discussion	15 minutes	4 and 5
3	CBT	Case study Discussion Interactive	20 minutes	6-9
4	Approaches to training	presentation Group activity and discussion	50	10-19
5	Responsibilities of trainers and participants	Interactive presentation	10 minutes	20
6	Summary	Q and A	10 minutes	21

Resources Needed

- Flip Chart and Markers
- LCD Projector and Laptop
- Participant manual
- Trainer’s guide
- Case study

Activities

Activity 1: Goal of the training (10 minutes)

- Conduct think share exercise for 5 minutes using Slide # 4
What is the goal of training like this one?
- Instruct all to respond to the questions alone and then share to large audience.
- Receive responses from few participants and encourage other participants to justify their responses.
- Tell the right answers – which is achieving competency of learners
- Summarize the discussion. Tell them that there will be ample discussion in this session.

Activity 2: Introduction: 10 min

- Introduce the session by asking the participant what is competence? Slide 6
- Describe about domains of competency using slide #8
- Receive responses from few participants and encourage other participants to justify their responses.
- Tell the right answers and summarize the discussion. Tell them that there will be ample discussion in this session.
- Review the learning objectives displaying slide #3

Activity 3: Approaches and principles to effective training

- Show slide 9 and enlist the approaches and principles that support competency based training
- Instruct all to conduct small group activity for 45 minutes using slide #11

Group 1: mastery learning

Group 2: adult learning principles

Group 3: coaching

Group 4: behavior modeling

Group 5: humanistic training technique

- Help them to be in five groups and select reporter
- Assign one approach/principle to a group to review using the participants’ manual (14-18)
- Help them to summarize key points using flip charts
- Present the key points to larger audience
- Ask for any questions and reinforce key message the approaches & principles

Activity 4: Competency based training

- Ask participants regarding what is competency based training?
How a CBT is different from traditional one?
Discuss the importance CBT?
- Provide to the previous group a situation regarding how educational theories and approaches support CBT use from the participant manual.
- Help the groups to reflect on the questions and support to link the responses with CBT.
- Summarize key points about CBT on slide 21

The trainer provides the following situation to the groups and summarizes the response

Activity 1.3 situations

Imagine that you are a trainer in a counseling training for general health workers with experience more than 5 years. At the first day of training you met your high school friend who is a teacher at kindergarten in the same town. Over the coffee, she asked you how your training is different from the KG schooling. What are your responses to her questions?

Next day, you are required to facilitate clinical practice at the health center in the locality. How would you support participants?

During practice, one participant didn’t wear gloves while giving injection. You opted to provide him feedback. What are the possible reasons?

Activity 5: responsibilities of participants and trainers

- Briefly list the roles of participants using the slide 18
- Briefly list roles of trainers using slide 18

Activity 5 Summary

Portray slide #21 and ask participants about:

- What is the goal of any training?
- What are CBT?
- What theories and approaches that support CBT?

Look for any unclear ideas and questions from participants

If any, respond clearly and end the chapter.

Chapter 2: plan for a training

190 min

Duration:

Primary objective: after completing this chapter, the participants will be able to effectively plan for a training course

Enabling objectives: to attain the chapter objectives, they will be:

- Describe planning issues and activities prior to a training course
- Select appropriate participants and trainers
- Prepare the required course materials
- Arrange classroom and practical sites for a training course
- Conduct session level preparation for a training course

Summary of activities:

No.	Activity	Method of delivery	Time	PPP slide No.
1	Introduction	Interactive presentation	10 minute	2-3
2	Planning issues	Group activity and discussion Interactive presentation	30 minutes	4-13
3	Participant and trainer selection	Interactive presentation	20	13-16
4	Course materials	Discussion Interactive presentation	20 minutes	17- 19
5	Classroom and practical sites selection and pre[parathion	Interactive presentation Group activity and Discussion	30 minutes	20- 26
6	Session level preparation	Interactive presentation	40	27- 31

		Group activity to review session plan Individual project (assignment) to develop session for teach back		
6	Summary	Interactive presentation Discussion	10 minutes	32

Materials

- Flip Chart and Markers
- LCD Projector and Laptop
- Participant manual
- Trainer’s guide
- Sample session plan

Activity 1: introduction

- Ask general question about the Importance of planning and preparation
- Encourage participants to respond
- Give general benefits of planning and preparation for a training
- Display learning objectives on slide # 2ns 3

Activity 2: general planning issues and activities before, during and end of training

- Divide the participants into three groups
- Give instruction to review the participant manual on planning issue and report to other students
- Help them to use flip chart

Group 1: pre training planning issues

Group 2: during training planning issues

Group 3: end of the training planning issues

Summarize the key planning issues using the planning issue table from the manual

Activity 3: Participants and trainer selection

Display slide #16 - 17 and discuss the how to select appropriate participants & its importance

Display slide 18 and discuss the how to have adequately prepared trainers & its importance

FMoH- Training Facilitation Skills – Facilitator’s Guide

Invite participants to ask for questions and any unclear ideas

If any, address the questions?

Activities 4: course materials

Ask question for the general group about

- What types of course materials do you know?
- Importance of Trainer’s guide?
- Contents of participants manual?

Display slides# and discuss types and importance of course materials

Invite them to ask any question in the session and address them

Activity 5: class room selection and practical sites arrangement

Ask them the features of training room ?

Give them responses and show them slide#23 and 24

Ask participants to discuss challenges of poorly selected class room for a training from their real life experience?

Divide the group into three to read and discuss the practical site selection and arrangement

Help them to use participant manual

After the reading, help them to discuss on

- **Need of high client load and mix to select practical sites**
- **Need to have a adequate space, logistics and supplies for practice**
- **Availability of quality care at practical sites**
- **Availability of supportive staff and management at practical sites**

Invite group to reflect

Reinforce the key features of practical sites selection and arrangement using slide # 25- 28

Discuss the advantages of Session plan using slide # 28 and 29

Insist them to prepare a session plan using the topics the participants select for teach back session for about 40 min

Activity 6: Summary

Display key points using slide # 35

Invite to ask any question and respond accordingly

Chapter 3: Effective facilitation skill

Time: 6 hrs and 35 min

Chapter description This chapter is designed to equip participants with knowledge, skill and the right attitude of creating positive learning environment, basic facilitation skills, appropriate use audiovisual and clinical facilitation skills.

Chapter objective After completing this chapter, participants will be able to facilitate training effectively.

Enabling Objective To attain the chapter objective, the participant will

- Create a positive learning environment
- Use effective facilitation skills
- Facilitate group learning activity
- Use audiovisuals effectively in presenting information.
- Practice clinical facilitation skill

Summary activity

S.N	Activity	Method of Delivery	Time	PP slide number
1.	Introduction	Interactive presentation	5 min	2 and 3
2.	Creating positive learning environment	Crossover activity	30 minutes	7-10
3.	Basic Effective facilitation skills	Case study Interactive presentation	30 minutes	13- 24
4.	Facilitation process	Think pair share	85min	25- 46

		Interactive presentation Group presentation		
5.	Using audiovisuals aids	Group discussion	40 min	53-57
6.	Facilitation of group learning activity	Group discussion Interactive presentation Interactive presentation	60 min	58-81
7.	Clinical facilitation skill	Group activity Cross over Think pair share Interactive presentation	120min	82-94
8.	Summary	Questioning and answering	10min	95-96

Resource required: participant manual, facilitator guide, flip chart, lap top, LCD, white board marker and white board and duster, models, IP materials

Advanced preparation: prepare facilitation check list

3.1 Creating positive learning environment

Duration: 30 minutes

Learning activities

- **Facilitate activity 3.1 Cross over activity for 20min**

40 Introduce the chapter by reviewing the primary and enabling objectives on slide #2-3 5min

- Divide participants in to five groups and provide two characteristics for each group and let them discuss it for **five** minute and write on flip charts in **two minutes**.
- Ask each group to post their work on the wall and tell them to make a gallery walk
- During the gallery walk there should be five visiting teams selected from all groups so that every person from the team will present his/ her own group work and allow team to discuss

- At the end, summarize the session using participant manual page 38-39 for 10min

3.2. Basic effective facilitation skills

Duration 20min

Learning activities

- **Facilitate activity 3.2 Case study for 8 min**
 - Divide the participants in group
 - Ask participants to read the case study share their ideas to the large group based the two questions following the case study
- Summarize the session with interactive power point presentation using slides#14-24 for 12min

3.3 Facilitation process

Duration: 25 minutes

3.3.1. Introducing a presentation

Learning activities

- **Facilitate activity 3.3 think pair share for 5min**
 - Tell the participants to take a minute and think about ways of introducing engaging session, discuss with your nearby colleague, and share to the large group.
- summarize the session with interactive power point presentation using slides #26-27

3.3.2. Conducting the session

- Make interactive power point presentation using slides #28- 33

3.3.3. Summarizing a presentation

- Make interactive power point presentation using slides#24
- **Facilitate activity 3.4: Group activity for 60min**
 - Allow participants to select one topic of your interest prepares a 10 minutes presentation
 - Allow them to other participants using basic facilitation skills applied in all phases of facilitation process.

3.4. Using audiovisual aids

Duration 40min

Learning activities

- **Facilitate activity 3.5 - Group work (30 minutes)**
 - Ask participants to take one of the following audiovisuals aids listed below
 - Let them discuss in group on how to facilitate using audiovisual type they are assigned for
 - Let them share it to the large group using the type of audiovisual aid are assigned for
 - Ask participants for feed back
- Summarize the session for 10 min (use participant manual page on 49-52_)

3.5. Facilitation of group learning activity

Duration 60min

Learning activities

- **Facilitate activity 3.5 - Group work for 50 minutes**
 - Ask participants to take one of the following group learning activities listed below
 - Let them discuss in group on how to facilitate the group learning activity they are given
 - Let them share it to the large group on flip chart.
 - Ask participants to facilitate the group learning activity they are given by using a topic suitable for it
 - Ask participants for feedback on each group activity
- Summarize the session for 10 min (use participant manual page on 53-60)

3.6 Clinical facilitation

Learning activities

1	Introduction	5 minute	<ul style="list-style-type: none"> • Introduce the objectives clinical facilitation skill training • Introduce the session by asking the participant to discuss about the coaching and facilitation to reflect from individual
---	--------------	-------------	--

FMoH- Training Facilitation Skills – Facilitator’s Guide

2	Phases of skill development	30 minutes	<ul style="list-style-type: none"> • Be in group for five participants and discussed for 10 minute and share to larger group for 5 minutes, see participant manual page number 61-62 • Present power point about the Phases of skill development slides 82-94 • Identify the three phases in the skill transfer and when coaching is appropriate
1.	Feedback	15 minutes	<ul style="list-style-type: none"> • Introduce when to give feedback to the trainee • Think - pair-share for 8 minutes, see participant manual page number 62 • Present power point about the feedback slides # 89-95
2.	Assessing Learning during the clinical practice	30 min	<ul style="list-style-type: none"> • Introduce the important and purpose of assessment of our trainee • Gallery work activity for three group and discuss about assessment before, during and after clinical practice 10 minutes for discussion and share by 15 minutes • Summary points about the important, how and when assess the trainee.
3.	Designing an ideal learning clinical experience for adult learning	15 min	<ul style="list-style-type: none"> • Think – pair- share • Summarize the activity by displaying power point presentation slides #85-88
4.	Using anatomic models for clinical training facilitation	20 min	<ul style="list-style-type: none"> • Ask the participant about anatomic model to know the previous experience • Divide the participant in five group and discuss why use anatomic model during clinical practice. • Present power point about the anatomic model slides # 84-89
5.	Summary	5 minutes	<ul style="list-style-type: none"> • The three phases of coaching clinical facilitation skill development process • When to give feedback • Important and how to assess our trainee • Why and advantage of use anatomic model

Chapter Four: Using Competency-Based Assessment Instruments

Duration: 3 hrs

Chapter description

This chapter describes how to use competency based assessment instruments that incorporates knowledge, skill and attitude.

Chapter Objective

After completing this chapter, the participant will be able to use competency-based assessment tools.

Enabling Objectives

To attain the chapter objective, the participant will:

- Discuss the principle of competency based assessment
- Use competency based assessment tools
- Administer competency-based assessments
- Use assessment results to improve learning

#	Activity	Method of Delivery	Time	PP slide number
1.	Session 1 Principle of competency based assessment	Interactive lecture Think-pair-share	40 minutes	2- 11
2.	Session 2 Use competency based assessment methods	Interactive lecture Paper slip game	60 minutes	12- 15
3.	Session 3 Administration of assessments	Interactive lecture Small group work	50 minutes	16 - 19
4.	Session 4 Use assessment results to improve learning	Interactive lecture Group discussion	30 minutes	20 - 21

4.1. Principles of Assessment

Duration: 40 minutes

- Learning activities:**
- Ask the trainee to reflect their experiences regarding assessment tool development.
 - Deliver interactive presentation on principles of assessment.
 - Think-Pair-Share on activity 4.1

Activity 4.1

The purpose of this activity is to:

- Identify the principles of assessment.

Resources/Materials Needs

- Chapter 4 “activity 4.1”
- Principles of competency based assessment

Instructions

- Instruct trainees to think individually and reflect their understanding with the person beside and share to the larger group.

Activity 4-1: Think – Pair - Share

Mr. X scored 85% in his final post – test exam and got competent on a certain IST course which comprises knowledge, skills and attitude competencies. The exam administered was only written type.

- Do you think Mr. X is competent in the competencies taught in the course?
- If you are not sure, what was the problem with the assessment?
- What do you suggest to improve the assessment?

Response:

competency of Mr. X based on the assessment result. Because, the assessment type administered to him is not representing all the learning domains of the course. Thus, the assessment is not valid.

Suggestion: In order to make the assessment valid it must address all the learning domains of the course. It is difficult to make judgment on the

4.2. Use Competency Based Assessment Tools

Duration: 60 minutes

Learning Activity:

- Ask trainees to respond on types of competency based assessment tools they do know and tools they ever used.
- Paper slip game on the use and meaning of assessment tools/methods (Activity 4.2)
- Deliver summary presentation on assessment methods and their proper use

Activity 4.2

The purpose of this paper slip game is to help trainees to:

- Discuss assessment tools used for formative and summative assessment
- Identify assessment tools used for each competency domain

Resources/Materials Needs

- Chapter 4 “activity 4.2”
- Slip of paper with formative and summative assessment tools and their use (Table 4.1)

Instructions

- Prepare a paper slip for each assessment tool stated on table 4.1 (formative and summative assessment methods and their use).
- Randomly distribute each of the slip to the trainees
- Instruct trainees to read and reflect for themselves and then reflect to the larger group what they understood from the slip regarding;
 - Their definition and use
 - For which competency domain more they suite

Activity 4.2: Paper slip game

Review the assessment methods and their use from table 4.1 and reflect your understanding to the larger group.

Response: Refer the table below

Table 4-1 Formative and Summative Assessment Tools and Their Use

ASSESSMENT METHODS/TOOLS	USE	DEFINITION
Validated objective written examinations (e.g., Final Knowledge Assessment)	Summative assessment of knowledge	These are formal assessments using multiple-choice, true-false or matching questions
Case studies	Formative assessment of knowledge	These involve real-life clinical scenarios and patient management problems: Information about the case is provided and several objective questions (e.g., multiple-choice, short-answer) are asked; learners work independently or in groups on the series of questions and often share their answers orally.
Drills, quizzes and practice tests	Formative assessment of knowledge	Drills are verbal question-and-answer periods during a classroom or practical session. Quizzes and practice tests are short versions of written examinations that are designed to help prepare learners for a summative assessment.
Written exercises	Formative assessment of knowledge	Written exercises involve asking learners to read and then answer questions to check their understanding of the reading. They can also involve asking learners to read a case study, or view a video, slides or photographs and then respond to related questions in writing rather than orally. Written exercises can be a great way to assess the development of clinical decision-making skills.
Project reports	Formative assessment of knowledge	The learner completes a project (e.g., reads a chapter or article, interviews a patient) and then writes a report about it.

FMoH- Training Facilitation Skills – Facilitator’s Guide

Essay examinations	Formative assessment of knowledge	An essay question can be written on any subject and is a common type of written examination. Essay questions are easy to write and can test the learners’ ability to organize and express ideas.
Oral examination	Formative assessment of knowledge	Examiners interview one or more learners about what they know about specific topics or what they would do in specific situations. This may take place in a classroom setting or when working with patients. Oral exams have poor reliability unless well-structured with standardized questions and case studies. Trainers tend to consider these examinations valid, but learners often do not.
Games	Formative assessment of knowledge	Although these activities include an element of fun, they are often designed to provide or reinforce key information.
Validated skills Checklists	Summative assessment of skills and Attitudes	Focusing only on the essential steps or tasks involved in a specific competency, checklists contain sufficient detail to permit: (1) the learner to understand exactly what is involved in a specific skill or activity; and (2) The clinical trainer to effectively and <i>objectively</i> evaluate and record the Learner’s overall performance of the skill.
Role plays	Formative assessment of skills and Attitudes	These are simulations of activities that involve clinical decision-making and communication skills, in which learners often take turns playing the roles of provider and client.
Portfolio	Formative assessment of skills and Attitudes	This is a collection of “work products” assembled by the learner. Elements usually included are a brief description of the problem encountered, care or management of the problem and lessons learned; it may also contain personal reflection, accounts of challenging experiences and other items deemed significant by the learner.
Case logs	Formative assessment of skills and Attitudes	This document, maintained by the learner, contains a list of skills that she/he should be able to complete by the end of the course, as well as a running record of which have been directly observed and Judged successfully completed.
Medical record review	Formative assessment of skills and Attitudes	Drawing from a sampling of the medical records completed by the learner in the clinical setting, the trainer is able to evaluate decisions made, care provided, etc.
Clinical rounds	Formative assessment of skills and Attitudes	While making rounds in the patient ward, the trainer asks the learners questions.

4.3. Administer Competency Based Assessment

Duration: 60 minutes

Learning Activity:

- Ask trainees to reflect their experience on administration of competency based assessment and using assessment matrix.
- Deliver interactive presentation on administration of competency based assessment.
- Group activity and presentation on scoring and analysis of trainees’ responses using the assessment matrix (Activity 4.3).

Activity 4.3

The purpose of this activity is to:

- Identify areas or topics that may need additional emphasis based on trainees performance

Resources/Materials Needs

- Chapter 4 “activity 4.3”
- Assessment matrix template
- Sample data on trainees performance

Instructions

- Divide trainees in to a group of 5 or 6.
- Provide the sample assessment matrix template and trainees performance data.
- Instruct trainees to score analyses and interpret trainee’s performance using the assessment matrix.

Activity 4.3: Group work and presentation

Analyze, interpret and present performance of trainees using the assessment matrix’s template and trainee performance data provided

Response

- Look on the table below regarding responses on scoring and analysis

Assessment Matrix

		STUDENTS										Trainees performance on each questions (Difficulty index)	Area covered	Average performance of Trainee in each area
		ST-1	ST-2	ST-3	ST-4	ST-5	ST-6	ST-7	ST-8	ST-9	ST-10			
QUESTIONS	Q1	x		x								80%	Area 1	68%
	Q2			x					x			80%		
	Q3	x	x	x					x		x	50%		
	Q4		x		X							80%		
	Q5	x			X			x	x		x	50%		
	Q6			x		x						80%	Area 2	78%
	Q7									x		90%		
	Q8	x								x		80%		
	Q9											100%		
	Q10				X						x	80%		
	Q11	x	x	x			X	x			x	40%	Area 3	80%
	Q12				X						x	80%		
	Q13			x			X					80%		
	Q14											100%		
	Q15		x	x				x			x	60%		
Score		67%	73%	53%	73%	93%	87%	73%	80%	80%	73%	70.63%		

- Interpretation: from the matrix you observe that
 - Trainees’ performance in area 1 less. An average of 68% of the question was answered correctly.
 - from the 10 trainees’ Question 11 Majority of the them missed it (40% of the trainee answered correctly)

4.4. Use Assessment Results to Improve Performance

Duration: 30 minutes

Learning Activities:

- Ask trainees to share their experience whether they ever use learners or trainees assessment results in improving the learning process.
- Deliver interactive presentation on using assessment results in improving trainee’s performance.
- Group work and presentation on case study (Activity 4.4)

Activity 4.4

The purpose of this activity is to:

- Identify areas that needs improvement and proposed possible solution to address them based on trainees assessment result

Resources/Materials Needs

- Chapter 4 “activity 4.4: written case scenario”

Instructions

- Divide trainees in to small groups (5 or 6 groups).
- Instruct each group to read or review the case scenario written in the participant manual (Activity 4.4). Alternatively, display the scenario as a power point.
- Ask each group for issues of clarity on the scenario before working on the reactive questions.
- Instruct each group to discuss and write their responses on each of the reactive questions.

Activity 4.4: Case Study

You are a lead trainer for the national training skills course and assigned to facilitate the training for 10 participants. Following administration of written summative assessment, you have analyzed trainees result using the assessment matrix’s and found out that the average performance of trainees were 83%, 35%, 62% and 86% in chapter 1, 2, 3 and 4 respectively. (*Note: the average pass score of the course is 80%*).

- What do you think about the performance of trainees?
- What would be the possible gaps related to the low performance?
- What possible solutions you will suggest?

Response:

The performance of trainees is low in the 2nd and 3rd chapters

- The possible gaps for low performance of the trainees might be
 - The objectives might not be addressed adequately
 - The training method or materials might not adequately address the learning objectives
 - The questions might have a defect
 - The trainee might not master the content
- The possible solutions might be:
 - Review the time dedicated to the objective and give more emphasis
 - Review the congruence between the objectives and learning methods and materials and adapt them to better address the objective and the content
 - Review the questions and rewrite if it have a defect
 - Instruct trainee to review the learning material related to the questions they missed
 - Allow opportunity for trainees to ask question on items where they scored poorly or did not understand

Resources needed for the chapter

- LCD
- Laptop
- Flip chart
- Marker
- Plain paper
- Printer
- Power point
- Training skills participant manual
- Paper plaster

Chapter 5: Managing training

Duration: 3 hours

Chapter objective: By the end of this chapter the participants will be able to manage trainings at in-service training centers.

- Enabling Objectives:**
- Create positive learning environment
 - Manage conflicts in trainings
 - Manage problems which may arise during conduct of training

Summary of activities

No.	Activity	Method of delivery	Time (minutes)	PPP slide No.
1	Session 5.1: Introduction to managing training	Think -pair- share Interactive lecture	10	1-4
2	Session 5.2: How to improve positive learning environment	Group discussion Interactive presentations	10	5
3	Session 5.2.1: Strengthening group process	Interactive presentations Group game	25	6
4	Session 5.2.2: Manage Learner and Trainer Stress	Interactive power presentation	10	7-9
5	Session 5.2.3 Managing time during training	Individual reflection Interactive lecture	5	10 -12

FMoH- Training Facilitation Skills – Facilitator’s Guide

6	Session 5.2.4 Building and Maintaining Learner Energy/Enthusiasm	Interactive lecture	5	13
7	Session 5.2.4 Conflict management	Jigsaw Interactive presentation	15	14-15
8	Session 5.2.5. Dealing with Problem Learners	Think pair share Interactive presentation Group activity	60	16-36
9	Session 5.2.6 Manage Work Based/Practice Site Problems	Group activity	30	37- 38
10	Summary	Summarize key points	5	39

Learning activities

Activity 1- Introduction to managing training

Time: 10 minutes

Activities

- Introduce the session by displaying the primary and enabling objectives
- Inform the participants the participants to think in pair to define what training management is and to describe the components of training management. After three minutes ask to reflect to the class (group).
- Give your own examples as possible during their reflection.
- At end display slides # 6-9
Define managing training on slide 7-9.

5.2. How to improve positive learning environment

Time: 10minutes

Activities

- Divide the participants into a group of 4 to five individuals and give 10 minutes to discuss on the Important points to address for improving positive learning environment and let them to write down on a piece of paper.
- Write down the group reflection on flip chart, if there is similar reflection from the group do not repeat.
- Then finally compare their reflection with points displayed on slide# 7-9

5.2.1 Strengthening group process

Time: 25 minutes

Activities

- Start the activity with the interactive presentation.
- Give 5 minutes the participant to play warm up games in pairs under Annex5-1 nine dots connection. Tell the procedures how to play.
- Distribute a copy of paper containing nine dots

5.2.2 Manage Learner and Trainer Stress

Time: 10 minutes

Activity

- Continue the activity with interactive presentation.

5.2.3 Time management during training

Time: 5 minutes

Activity

- Ask the participant what to think(brain storm) on time management
- Display slide #10-11

5.2.4 Building and Maintaining Learner Energy/Enthusiasm

Time: 5 minutes

Activity

- Summarize with interactive presentations

5.2.5 Conflict management

Time: 15minutes

Activity

- Tell participants that they will be working in groups to explain each of the approaches of conflict management
- Divide into four groups review approaches of conflict management as follow or as you want.

Conflict prevention

Group1 -Goal structure, reward System

Group2 -Trust and communication, co-ordination

Conflict Resolutions

Group3 -Smoothing, compromising

Group4 -Forcing, problem solving, Ignoring the conflict

- After 10 minutes, ask participants to cross over. For five minutes, ask them to present in all the four groups to make a modified gallery walk and discussion on each group work.
- Display slide #13-15 and discuss on the missed points and add your reflection from the experience if any

5.2.6 Dealing with Problem Learners

Time: 60 minutes

Activity

- Tell the participants to think on basic strategies to deal with problem learners, give 5 minutes to discuss and allow reflecting for the group. Then compare points with slide....strategies on problem learner handling
Form a group to discuss on and think possible solutions for the problems and to write down on the paper. Give 1 hour.
- At end tell them to compare their forwarded solution with the solution for the problems on page... Annex 5-2

Answer key for 5-2: Problems and Solution for problem situations

- **Problem 1:** A learner wants to talk all of the time
 - Possible Solutions:
 - Show that you are actively listening by summarizing the learner’s point of view, and then move the discussion forward.
 - Ask other learners for their input.
 - Ask the problem learner to hold off until a break.
- **Problem 2:** A learner wants to talk about a topic unrelated to the current discussion.

- Possible Solutions:

Ask the problem learner to wait until later in the course (if appropriate). Ask the learner to meet with you during the next break or at the end of the day to discuss the topic.
- **Problem 3:** A learner continually talks with another learner.
 - Possible Solutions:
 - Use nonverbal methods to regain their attention (e.g., make eye contact, move closer).
 - Ask the problem learner a question (make sure to say the learner’s name first).
 - Ask these learners if they have a question.
 - Ask them (privately, if possible) to refrain from talking.
- **Problem 4:** A learner strongly expresses disagreement with what the trainer says.
 - Possible Solutions:
 - Summarize the learner’s point of view and ask other learners for their opinions.
 - Agree to disagree.
 - Agree in part and then state how you differ and why.
- **Problem 5:** A learner has a distracting habit (e.g., pencil tapping, pen clicking, paper shuffling, etc.).
 - Possible Solutions:
 - Use nonverbal methods to get the learner’s attention (e.g., eye contact). Ignore the behavior if it is not detracting from the session.
 - Privately ask the learner to stop.
- **Problem 6:** A learner is working on something else during the training session.
 - Possible Solutions:
 - Use nonverbal methods to get the learner’s attention (eye contact, moving

closer).

- If a group activity is under way, ask that everyone participate.
 - Each time the learner returns to the other work, direct a question to this learner.
 - Privately ask the person to participate actively in the course.
- **Problem 8:** A learner does not participate at all during the discussion.
 - Possible Solutions:
 - Use nonverbal means (e.g., eye contact, smiling) to draw the person into the discussion.
 - Direct discussion questions to the learner. Interact with the learner during breaks.
 - Ask the learner to be the leader in a small group activity.
 - **Problem 9:** A learner does not complete assignments.
 - Possible Solutions:
 - Reemphasize the purpose of the assignments.
 - Be sure always to discuss assignments after they are completed to show the value of the assignment.

5.2.7 Manage Work Based/Practice Site Problems

Time: 30minutes

Activity

- Ask the participants to work on groups to discuss on scenario 5-1 and 5-2.
- Give 20 minutes to discussion.

After 20 minutes tell them to compare their response with the responses bellow

Answer key for Case scenarios

Response to Scenario 5-1:

Prior preparation is vital at a time like this. You should already have prepared a number of activities, including case studies, role plays and other assignments that can be used when there are no practical opportunities once participants get there. You should then gather the learners in a place where they will not interfere with other routine activity of the facility.

If you have nothing prepared, you will need to come up with something QUICKLY! Learners must not stand around doing nothing, nor should they go home early because you, the trainer, are

unprepared. Situations like this occur in almost every practice site trainings, so it is very important that you think ahead and are ready with alternative activities. Once you have them ready, you can use them again and again with different groups of learners.

Response to Scenario 5-2

Now is **not** the time to keep to the planned schedule! You should take advantage of this opportunity to have learners work with this practical opportunity for now. It probably will not be possible for all four learners to practice on this practical opportunity, because of resource and safety issues of resource and safety issues

You will have to decide which two learners will have this experience. You should note who had this practice, so that the next time such a opportunity comes in, different learners can be given the opportunity to work on. You should supervise the client-learner interaction. Afterwards, during the post-clinical meeting, the two learners should share their experience with the others, and discuss alternative ways of demonstrating the skill. It is probably a good idea to have the more detailed discussion of side effects and their management that is planned for the next day. The discussion question they have already can be postponed until tomorrow.

5.3. Summary

Time: 5 minutes

Activity

Review the key points presented by Q and A