



Fast Track Facilitator Training: Using Facilitator Guides to Achieve Higher Levels of Learning

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Objectives

- Identify why facilitator training is an essential component of delivering higher levels of learning.
- Recognize components that are important when training facilitators to lead activities utilizing higher learning problem solving.
- Describe how facilitator guides enhance the goals and objectives of the facilitated session.
- Utilize the essential elements to design a facilitator guide based on a provided learning activity.
- Differentiate between essential and non-essential elements when constructing a facilitator guide.

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Role of Facilitation Auburn

- Problem-based learning 3rd year pharmacotherapy curriculum
- 12-credit hours per semester
- No didactic component
- 9 hours of facilitation per week
- Most practice faculty facilitate the equivalent of two group for 5 weeks

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Role of Facilitation University of Florida

- Four campuses
- Blended learning approach
- Facilitation for all 3 years
- Variable credit hours per year
- Number of facilitators used varies in each course
- Facilitator background varies

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FACILITATOR TRAINING

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Facilitator Training Basics

- Continuous process
- Focuses on
 - Knowledge
 - Skills
 - Attitudes

Facilitator Training - Knowledge

- Understanding of
 - Principles of small group learning
 - Process by which this learning occurs
 - Learning needs and behaviors exhibited by students

Facilitator Training - Skills

- Elicitation
- Re-elicitation
- Prompting
- Refocusing
- Facilitating
- Evaluating
- Summarizing
- Giving feedback
- Informing
- Directing learning

Facilitator Training - Attitudes

- Showing interest, motivation, and enthusiasm
- Exhibiting a positive outlook
- Providing a safe learning environment
- Being prompt and prepared
- Acknowledging mistakes

Components of Facilitator Training

- Learn the process
- Understand the process of learning
- Acquire general facilitator skills
- Expand knowledge and skills
- Develop leadership
- Create organizational vitality

EXAMPLES OF FACILITATOR TRAINING

Auburn University: Two Tiered Approach

1. Training

- Intensive Facilitator training workshop
- Weekly facilitators meetings
- Blackboard site for continuous input/feedback

2. Quality Assurance

- Individuals: Peer review/quality assurance review
- Programmatic: Debriefing sessions
- Course Coordinator review of students' grades/performance by facilitated group

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Training: Intensive Workshop

- Lead Facilitator and Course Coordinator
- Concept of problem-based learning
- Facilitation: The Big Picture
 - All steps in opening, working, and closing cases
- Student Assessment
 - Student recording examples for practice and to discuss consistency

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Training: Weekly Facilitator Meetings/Blackboard site

- Lead Facilitator
- Attendance by case writer and facilitators
- Training on cases/facilitator guides
- Dealing with facilitator concerns
- Blackboard site

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Auburn University Training Challenges

- Multiple practice sites/campuses
- Variability in experience as facilitator or facilitated student
- Technology/videoconferencing
- Consistency in grading/facilitator style
- Training guides
- TIME and RESOURCES

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Auburn University: Quality Assurance Review

- ALL facilitators reviewed by Course Coordinator
- Lead Facilitator – GOLD Standard
- Objective criteria agreed upon by faculty
- Monitor for deviations in specific criteria
- NON-PUNATIVE: Feedback only to individual facilitator

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Auburn University: Debriefing Sessions

- Occurs shortly after end of facilitation “block”
- Discuss cases, training, difficulties, and progress
- Use this to “close the loop” and determine training needs for future

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University of Florida Facilitator Training

- Pre-course training/ preparation
- Facilitator guide distribution
- Videotaped preview of an “ideal” outcome
- Course conference calls (i.e. weekly)
- Facilitator teams
- Post-course debriefing

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University of Florida: Debriefing

- Review flow of semester
- Recommend changes for next year
- Discuss any grading concerns

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University of Florida Facilitator Quality Improvement

- Videotaped review of activity
- Self and/or peer assessment
- Grade comparison between campuses
- Student evaluation review

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University of Florida Training Challenges

- Multiple campuses
- Variability of campus facilities
- Asynchronous class sessions
- Alternating class sizes
- Multiple facilitators from a variety of professional backgrounds

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FACILITATOR GUIDES

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The Rationale Behind A Facilitator Guide

It serves as a means of communication:

- Manages/organizes the process
- Describes the physical/tech. requirements
- Offer content expectations for the session
- Suggests an outlined time frame
- Defines the assessment techniques
- Offers additional educational resources

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Additional Information Potentially Incorporated

- How the session fits into the curriculum
- Underlying educational challenges
- Logistical variations for a specific campus or location
- Extensive assessment rubric
- Additional activities for spare time

ACTIVITY

Develop a Facilitator guide

- Utilize your round table as a group
- Develop an outline for a facilitator guide
- Consider the following:
 - Essential vs non-essential information
- Note cards for writing down questions for panel

DISCUSSION

Discussion Topics

- Essential elements
- Non-Essential elements
 - Beneficial
 - Not beneficial

FACILITATOR SURVEY

WPPD Survey Background

- 26 facilitators for the UF Working Professional PharmD (WPPD) program
- 17 item survey
 - 9 assessed components of guide
 - 5 assessed quality of a recent guide
 - 1 assessed time frame facilitator received the guide
- Frequencies were computed using SPSS

Take home points: Facilitator Guides

- Valued as a key component of facilitator training
- A balance of information is necessary
- Facilitator guides evolve
- Facilitator skills, knowledge and attitudes evolve

Panel Questions

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