

A panoramic view of the Seattle skyline at dusk. The Space Needle is prominent on the left, illuminated with blue and white lights. The city's skyscrapers are lit up, and the sky is a mix of purple and blue. In the foreground, the white arches of the Smith Tower are visible.

# Expanding Our Horizons

**2010 AACP Annual Meeting and Seminars**

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**July 10-14 | Seattle**

# 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.



# Role of Facilitation Auburn

- Problem-based learning 3<sup>rd</sup> 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



# 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



# FACILITATOR TRAINING



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# Facilitator Training Basics

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

Silén C. The tutor's approach in base groups (PBL). *Higher Education*. 2006;51(3):373-85



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# Facilitator Training - Knowledge

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

Tryssenaar J, Jung B. Problem-based learning in occupational therapy: why do health professionals choose to tutor? *Med Teach*. 2001;23(6):561-6. Wuenschell CW, Dalrymple KR, Shuler CF. PBL core skills faculty development workshop 2: Training faculty in group learning facilitation skills through role-modeling and role-playing activities. *J Dent Educ*. 2007;71(5):606-18. McLean M. What can we learn from facilitator and student perceptions of facilitation skills and roles in the first year of a problem-based learning curriculum? *BMC Med Educ*. 2003;3:9-18. Das M, Mpofu DJS, Hasan MY, Stewart TS. Student perceptions of tutor skills in problem-based learning tutorials. *Med Educ*. 2002;36:272-8



# Facilitator Training - Skills

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

Gilkinson A. Techniques used by 'expert' and 'nonexpert' tutors to facilitate problem-based learning tutorials in an undergraduate medical curriculum. *Med Educ.* 2003;37:6-14. DJ, Medder JD, Turner P. A comparison of learning outcomes and attitudes in student-versus faculty-led problem-based learning: an experimental study. *Med Educ.* 2000;34:23-29. DJ, Medder JD, Turner P. A comparison of learning outcomes and attitudes in student-versus faculty-led problem-based learning: an experimental study. *Med Educ.* 2000;34:23-29.



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# Facilitator Training - Attitudes

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

Azer SA. Challenges facing PBL tutors: 12 tips for successful group facilitation. *Med Teach*. 2005 Dec; 27(8):676-81. Silén C. The tutor's approach in base groups (PBL). *Higher Education*. 2006;51(3):373-85. Das M, Mpofu DJS, Hasan MY, Stewart TS. Student perceptions of tutor skills in problem-based learning tutorials. *Med Educ*. 2002;36:272-8. Steinert Y. Student perceptions of effective small group teaching. *Med Educ*. 2004;38:286-93.



# 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



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# 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



# 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



# 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



# 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



# 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



# 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**



# 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



# University of Florida: Debriefing

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



# University of Florida Facilitator Quality Improvement

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

# 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



# 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



# Facilitator Guides: How detailed?

- Level 1
  - Instructor is facilitator
  - Guide is a simple outline
- Level 2
  - Instructor plus other facilitators
  - Guide is detailed to provide consistency
- Level 3
  - Instructor not involved in training facilitators
  - Guide is more scripted

Instructor/Facilitator Guides, Part 1: How Detailed Should The Guide Be Written? [www.dsink.com/newsletters/archive/20070417.php](http://www.dsink.com/newsletters/archive/20070417.php). 2007:3(5). Accessed 2010 July 2.



# ACTIVITY



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# Develop a Facilitator guide

- Utilize your round table as a group
- Develop an outline for a facilitator guide
  - Paper available at the end of the handout
- Take into the consideration the questions identified on top of each case
- Note cards for writing down questions for panel



# DISCUSSION



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# Discussion Topics

- What are the facts you discovered?
- What was your reaction to developing a guide?
- How will you apply this activity to your teaching?
- What are the key elements for the guide?



# Session Discussion

- Information to include in the guide
  - Length of session
  - Course logistics
  - Goals/key points
  - Resources available to students
  - Resources allowed during session
  - Grading rubrics
  - Expectations students should achieve
  - Background of student knowledge
  - Where course fits into the curriculum



# Session Discussion

- Information to include in the guide
  - References (list in order of priority)
  - Process for the session
  - Alternative answers
  - Level of student
  - Role of the facilitator
  - Have case/guide peer reviewed before giving to all the facilitators



# FACILITATOR SURVEY



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# 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



# Survey Results

- **Essential components**
  - Key concepts for session (96.1%)
  - Detailed information on grading (92.3%)
- **Non-essential – Beneficial**
  - Suggestions for preparation (76%)
  - Outline of facilitator responsibilities (73.1%)
  - Knowledge/skills students should gain (73.1%)



# Survey Results

- Other components
  - Time allocation (65.4%)
  - Challenging questions to assist learning during session (65.4%)
  - Post session questions to challenge student beyond the goal of the session (57.7%)
  - How to arrange the room (52%)



# Survey Results

- Received guide early enough to prepare (79.2%)
- Facilitators felt they performed well with the guide provided (76%)
- Answer key was detailed enough to grade effectively (80%)



# Facilitator Guide Examples

- Hypertension Case
  - Goals for the session stated
  - Case presented
  - Questions students should be prepared to answer
    - Answers provided
    - Objectives for questions provided where appropriate



# Facilitator Guide Examples

- Osteoarthritis
  - Case presented
  - Learning issues listed
    - Questions students should consider
  - What if's
    - Questions that expand student knowledge beyond the case presented
  - Objectives



# 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



# 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



Tuesday, July 13, 2010

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

Activity Code:  
DQX4D1



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# Panel Questions



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