

2021

HIGHER DIPLOMA PROGRAM

**Workbook for Health
Profession Educators**

Ministry of Science and Higher Education
ADDIS ABABA, ETHIOPIA

Dear HDP candidates;

Welcome to HDP for health training!

There are six modules in this HDP for health training material, which includes the HDP for health Handbook and HDP for health Workbook. **Module I**-Features of Higher Education; **Module II**-Teaching-Learning; **Module III**- Assessment; **Module IV**- Education Technology; **Module V**- Action Research and **Module VI**-Organizational Placement. The duration of the module and module competency, learning outcomes, teaching and assessment methods, module timetable, and reference resources are all included in each module syllabus. The training takes 133 hours to complete the different learning activities including individual and group discussion, assignment submission, reflective activity, portfolio writing, microteaching, organizational placement and research project. Each module comes with the required guiding principles and materials necessary to complete the module. All of the module's compulsory activities are listed in the HDP workbook. You should print this workbook to write and submit as you go along all activities. Your work in HDP for health training includes:

- Reading each module and unit reference materials
- Undertaking all learning activities
- Participating to group work and discussion
- Submitting individual assignment
- Compiling and submitting portfolio
- Conducting microteaching
- Conducting action research

You must keep up with the work, so that your HDP leaders knows where you are on the training and so that you can share with your group about your work as you go along. Central and/ or College/ institute HDP coordinators may also contact you through email or face to face to know your progress on the training.

Remember:

You must never discuss or copy your portfolio or any other activities for submission with anyone else of the HDP candidates in your batch or previously graduated. There is no excuse for plagiarism and you will be disqualified from the training for such dishonest.

MODULE 1: UNDERSTANDING HIGHER EDUCATION

Module Code: HDPH5031

Module Duration: 24 Hours

Prerequisite: None

Module Description

Higher education teachers are thought to become effective when they understand the vision, mission and core values of their institution. In this regard, professionalism serves as a basis for effective health profession education. This module aimed at familiarizing candidates with the features and foundation of higher education, thereby equipping them to handle diversity and engage themselves in lifelong learning for personal and organizational development.

Module Competency: At the end of this module, HDP candidates will be able to function in higher education context in a professional manner.

Module Learning Outcomes

Upon completion of the module, a candidate will be able to:

- Discuss the contexts of higher education institutions
- Communicate the mission, vision and core values of higher education institutions
- Analyze the opportunities and constraints pertaining to the responsibilities of higher education teachers
- Demonstrate professionalism in the context of higher education institution and health professional education
- Engage in ongoing professional development activities
- Solve common diversity issues in higher education institutions
- Apply reflective learning in their day to day practices
- Apply time management principles

Teaching Methods:

- Interactive lecture
- Independent study
- Case presentation
- Small group discussion
- Think-Pair-Share

Assessment Criteria:

- Review quality of learner work through learners' portfolio: Submission of ALL (100%) the EIGHT reflective activities.
- End of module self-assessment form completed and submitted
- Higher diploma leader/tutor assessment signed and submitted
- In addition to fulfilling the above criteria, the HDP candidate must attend 80% of the module.

Module Schedule [24 Hrs.]

Unit	Unit topic	Sub-units	Estimated duration
One	Features of Higher Education	1.1: Higher Education in the Globalized World 1.2: Mission, Vision, Goals and Core Values of Higher Education Institution 1.3: Quality improvement and assurance	4 Hrs.
Two	Foundation for healthcare providers education	2.1: Human Resource for Health in Ethiopia 2.2: The guiding principles of educating healthcare providers 2.3: Challenges in Educating Healthcare Providers	4 Hrs.
Three	The reflective health profession educator	3.1: The concept of Reflection 3.2: Forms and Levels of Reflection 3.3: Techniques of Reflection 3.4: Time management and reflective practice	6 Hrs.
Four	Diversity and higher education	4.1: Diversity 4.2: Inclusive education 4.3: Gender and Higher Education	4 Hrs.
Five	Professionalism in Higher Education	5.1: Characteristics and behavior of effective health professional educator 5.2: Professional ethics and values 5.3: Health profession educators as role Model 5.4: Continuing Professional Development (CPD)	4 Hrs.

References

1. Ara Tekian, Abdulaziz M. A. Boker & John Norcini (2014). What does it take to become an effective medical educator? Medical teacher, 36: S1–S2

2. Karen V Mann (2011). Theoretical perspectives in medical education: past experience and future possibilities. *Medical Education* 2011: 45: 60–68
3. Julio Frenk, Lincoln Chen, Zulfi qar A Bhutta, Jordan Cohen, et al. (2010). Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *The lancet commission*. (10)61854-5
4. Federal Democratic Republic of Ethiopia Ministry of Health (2014) Human Resource for health Strategic Plan (2009-2025) Addis Ababa, Ethiopia
5. Federal Democratic Republic of Ethiopia Ministry of Education proclamation for HIE, 2009 EC.

UNIT ONE: FEATURES OF HIGHER EDUCATION

Dear candidates

Higher education comprises all post-secondary education, training and research guidance at education institutions that are authorized as institutions of higher education by the council of minister. The Unit deals with higher education institutions' characteristics, missions, vision, goals and core values. It helps the candidates to inspire for achieving the goal of their higher education.

Activity 1 [Page 12]

1. Discuss the opportunities and challenges of globalization in health professional education with regard to organization (structure), curriculum development, system of evaluation, and other similar aspects.

No	Opportunities	Challenges
1		
2		

2. Discuss HEIs' contribution to needs and expectations of local, national, regional and global society
-

Activity 2 [Page 13]

Define the mission, vision and core values of your teaching institution.

Reflective Activity 1 [Page 13]

By referring your respective institution legislation, reflect on the following questions.

1. To what extent do you contribute to the realization of your institution mission, vision and core values?

Activity 3 [page 14]

1. What are the advantages and disadvantages of using global standards to do quality audits and external evaluations?

2. What do you think your role should be in conducting quality audits in your department?

UNIT TWO: FOUNDATION FOR HEALTHCARE PROFESSIONS EDUCATION

Dear HDP candidates;

The nature of health professionals' education is different from education of other disciplines. Hence, it has distinct educational foundation. This unit, therefore, explains the foundation of education for health care provider for health care settings and the guiding principles of educating healthcare providers. Furthermore, it describes the current challenges of educating health care providers.

Activity 4 [page 15]

- How does the health profession education differ from other professions?

Activity 5 [page 16]

- What do you think about the role and contribution of health professional educators in producing competent graduates?

- Do you think that health professional in Ethiopia are competent enough to meet the expectations of the society, why?

- Discuss on the solutions for overcoming the challenges of educating healthcare providers



I am interested in my students' opinions encourage them to debate their ideas			
I watch my students carefully when they are working on their own			
I listen to my students when they are discussing in groups			
I am responsible for what happens in my classroom			
I read pedagogy books and try to apply educational theory to my sessions			
I like putting new ideas into action and evaluating their impact			
I talk to colleagues about my sessions, discuss new ideas and contribute to new policies			
I am partly responsible for my students' success and failure			

N.B. It should be apparent that the more ticks you have in the first column, the more reflective you are.

Activity 8 [page 23]

- How effective/ punctual are you in using instructional time and appointment with your students or other clients?

I feel I am always “trouble-shooting” and working in crisis mode. I am always being called to help with important problems.	1	2	3	4	5	6
I feel as if I am wasting a lot of time.	1	2	3	4	5	6
I spend much of my time on activities that have little relevance to my top priorities but demand my immediate attention (e.g. interruptions, unimportant meetings, non-critical phone calls)	1	2	3	4	5	6
I spend much of my time on activities that are important but not urgent, such as planning, preparation, prevention and relationship building	1	2	3	4	5	6
I spend much of my time on ‘busy’ but nonproductive work, watching TV, games, browsing the Internet, etc.	1	2	3	4	5	6
I feel I am on top of things because of careful preparation, planning and prevention.	1	2	3	4	5	6
I feel I am constantly addressing issues that are important to others but not to me.	1	2	3	4	5	6

Scoring:

A Question 1 = _____ Question 2 = _____ Total A _____	B Question 5 = _____ Question 7 = _____ Total B _____
C Question 4 = _____ Question 8 = _____ Total C _____	D Question 3 = _____ Question 6 = _____ Total D _____

Dominant type: _____

If you are an A, C, or, D type, how can you move to be type B? If you are type B, how can you support your colleagues in becoming type B?

Reflective Activity 6 [page 29]

Identify at least five major problems that hinder the education of a person with special needs in HEIs and suggest possible solutions.

SN	Observed Problems or Issues	Suggested Solutions and Actions
1		
2		
3		
4		
5		

Activity 11 [page 29]

1. Describe the following first individually and then in pairs. Finally share your ideas with the whole class.

- Gender responsive pedagogy

- Gender mainstreaming

- Gender equity and equality

2. How do you address gender issues with respect to teaching learning and evaluation?

Activity 12, page 30

- By using the below gender-responsive pedagogy checklist, assess yourself and discuss your findings with your colleagues.

Gender-responsive pedagogy checklist

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.
- 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.
- 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.

Activity 13 [page 33]

- Examine the following four case studies and discuss the various gender-related factors that could impact on students' learning and performance.

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.

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.

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.

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.

UNIT FIVE: PROFESSIONALISM IN HIGHER EDUCATION

Dear HDP candidates;

Professionalism is a set of conduct, behavior and attitude that characterize or mark a profession or a professional person. Instituting professionalism in higher education is a challenging, evolving, and lifelong endeavor that requires continuous engagement and reflection of educators on the broad experiences of their students in the academic environment. Adherence to ethical practices and professionalism in the health professions education helps the HDP candidate to interact with students and staff effectively through illustrating the behavioral characteristics of an effective academic staff. This unit provides the HDP candidate opportunity to analyze the importance of professionalism and continuous professional development in higher education thereby establishing an effective learning environment for students.

Activity 14 [page 34]

Case Study

Read the case below and explain the positive and negative characteristics of the case and write your suggestions for the improvement of unwanted behaviors using the table provided after the case.

A new microbiologist is trying hard to provide lecture in the class and has a wonderful commitment to support the theoretical aspects with practical application. Most students like the session as the educator shows interest in them as individuals, tries to learn their names, provide a continuous assessment regularly and is very patient when students ask questions. However, there is a group of male students who continually ask difficult (and often irrelevant) questions and disrupt the flow of the lessons and the educator has no a habit of providing feedback on the students' progress for the subject. The educator is always neatly dressed, well organized and always tries to get to class and practical laboratory before students to greet them and set up the teaching environment and materials. When assignment is given, the educator expects it to be done within a week and promises to return it the following week but fails to address the expected time schedule. The educator has set up a support group for female students that meet once a week, but male students have complained about it.

Positive characteristics	Negative characteristics
Recommendations	
1.	
2.	
3.	

Reflective Activity 7 [page 35]

1. What are your personal characteristics and behaviors as a Health Professions Educator? Use the following table to describe your characteristics and behaviors.

Positive characteristics	Negative characteristics
Recommendations	
1.	
2.	
3.	

Activity 15 [page 36]

- Discuss the importance of professional ethics and values in health profession education

- Discuss on the respective institution code of conduct for educator

Activity 16 [page 37]

- Discuss the role model characteristics you want to develop and explain why? \

- Reflect your experience as role model educator

Reflective activity 8 [Page 38]

Based on the above description on CPD, identify and develop your own CPD plan in a specific period of time. You may consider any one of the following areas of improvements and use the given template.

- Classroom Presentations
- Clinical teaching
- Skills lab and simulation
- Effective use of the medium of instruction in your teaching
- Technology utilization in teaching
- Student assessment
- Self-management
- Diversity management
- Research

What I would like to develop	Specific objectives	What I will do	By when (Date)	Review of objectives (How? By whom?)
1.				
2.				
3.				
4.				
5.				

END-OF-MODULE SELF-ASSESSMENT - MODULE ONE

Write a reflective comment on your overall performance and achievements in Module One with respect to each of the following areas.

1. Reflective activity
2. Contributions to group work
3. Attendance and punctuality

How would you evaluate your overall performance in Module One? Circle one.

PASS

INCOMPLETE

FAIL

Signature of candidate: _____ Date: _____

MODULE 2: TEACHING - LEARNING

Module Code: HDPH-5012

Module Duration: 30 Hours

Prerequisite: Understanding Higher Education

Module Description

This module is designed to equip HDP candidates with all necessary knowledge, attitude and skills by emphasizing on contemporary learning theories, planning; facilitating and monitoring learning to enable candidates effectively plan and facilitate learning.

Module Competency: At the end of this module HDP candidates should effectively plan, facilitate and monitor learning by applying contemporary learning theories.

Module Learning Outcomes

At the end of this module, HDP candidates will be able to

- Recognize common learning theories
- Effectively plan for teaching
- Prepare conducive learning environment
- Effectively facilitate learning in different setting
- Monitor and revise teaching

Teaching Methods

- Interactive lecture
- Independent study/reading and reflection
- Discussion
- Guided practice with feedback
- Small group work and reflection
- Critique of works
- Micro teaching

Teaching Materials

- HDP workbook and handbook
- Lap top, LCD, Wi-Fi,
- White board, flip chart, marker,
- Checklist, SOP, case scenario, relevant skill development laboratory materials for specific procedure,
- COVID-19 prevention protocols

Assessment Methods and Criteria

- Direct observations of performance during teach back sessions in different setting (completing 3 teach back sessions: 1 interactive presentation, 1 group learning facilitation at classroom and 1 skill facilitation at simulating environment). The assessment will be conducted by a candidate using self-assessment and HDL leader end-module assessment.
- Review quality of work completed by learners (portfolio) (All reflective activities including: one reflective activity at clinical practice site and community practice if applicable)
- In addition to fulfilling the above criteria, the HDP candidate must attended 80% of the module.

Module Schedule [30 Hrs.]

Unit	Unit topic	Sub-units	Estimated duration
One	Understanding Learning	1.1: Learning theories 1.2: Learning styles 1.3: The characteristics of effective learning	4 Hrs.
Two	Plan and prepare for teaching	2.1: Learning objectives 2.2: Learning methods and activities 2.3: Learning materials and resources 2.4: Course syllabus 2.5: Session plan 2.6: Preparing classroom environment for learning 2.7: Preparing simulated environment for learning 2.8: Preparing clinical practice sites for learning 2.9: Preparing community practice sites	6 Hrs.
Three	Facilitate learning at classroom setting	3.1: Interactive presentation 3.2: Group learning methods and activities	10 Hrs.
Four	Facilitate the development of health care delivery skills	4.1 Facilitating learning in a simulated environment 4.2 Facilitating clinical practice sessions 4.3 Facilitating learning in the community setting	8 Hrs.

Unit	Unit topic	Sub-units	Estimated duration
Five	Monitoring and revise teaching	Monitoring teaching Revising teaching based on feedback	2 Hrs.

Reference

1. Effective teaching skill training manual for healthcare provider, 2005
2. AMEE Medical Education Guide No 25. The assessment of learning outcomes for the competent and reflective physician
3. AMEE Guide No. 81. Part II: The Objective Structured Clinical Examination (OSCE): Organization & Administration
4. Julie M. Schirmer, Larry Mauksch, Forrest Lang, M. Kim Marvel, Kathy Zoppi, Ronald M. Epstein, Doug Brock,; Michael Pryzbylski,(2005). Assessing Communication Competence:A Review of Current Tools Medical Student Education.37(3):184-192
5. Zareen Zaidi and John Norcini.(2012).Assessment in Postgraduate Training. Springer-Verlag London.807-18

Unit– 1 Understanding Learning

Dear HDP candidates;

Learning is a process of acquiring new understanding, knowledge, behavior, skills, attitude and preferences. For learning to happen, the knowledge of common learning philosophies and theories are essential which will help us to identify our learner's preference and style of learning. Knowing the preference and style of the learner will help the teacher to deliver the contents using variety of techniques in different setting.

Activity 17 – page 45

1. Which learning theories are more important for facilitating cognitive, attitude and skill domains?

Domains	Behaviorist	Cognitivist	Constructivist
Cognitive			
Psychomotor			
Affective			

2. Review the given required reading and reflect on the following learning philosophies and theories
 - Experiential learning
 - Adult learning
 - Mastery learning
 - Lifelong learning
 - Problem based learning

Required reading resources:

1. Effective teaching skill training manual for healthcare provider, 2005
2. Learning theories by Wikibooks contributors.
http://en.wikibooks.org/wiki/Learning_Theories

Activity 18 [page 46]

- Use the following questionnaire to explore whether you have a preference in the way you think and learn.

VAK Learning Style Questionnaire

Read each statement carefully. To the right of each statement, write the number that best describes how each statement applies to you as follows: 1= almost never, 2= rarely, 3= sometimes, 4= often, and 5= almost always. There are no right responses. React to each statement as quickly as you can. Once you have completed the 36 statements, put your total score in the spaces provided.

Section 1: Visual

No.	Statement	Score
1	I take lots of notes.	
2	When talking to someone else, I find it hard if s/he does not maintain good eye contact with me.	
3	When reading a novel, I pay a lot of attention to passages picturing the scenery, setting, etc.	
4	I make lists and notes because I remember things better if I write them down.	
5	I need to write down directions to a new place so that I remember them.	
6	I need to see the person I am talking to in order to keep my attention focused.	
7	When meeting a person for the first time, I notice the style of dress and the physical characteristics first.	
8	When I am at a wedding, I like to stand back and observe others.	
9	When I recall information, I can see it in my mind and remember where I saw it.	
10	If I had to explain a new procedure or technique, I would prefer to write it out.	
11	During my free time, I am most likely to read or watch television.	
12	If the dean has a message for me, I prefer if s/he sends me a note.	

Total score for Visual _____ (the minimum is 12 and the maximum is 60)

Section 2: Auditory

No	Statement	Score
1	I do not take a lot of notes but I still remember what was said.	
2	When talking to someone else, I find it hard with those who do not talk back to me.	
3	When I read, I read out loud, or move my lips to hear the words.	
4	When reading a novel, I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.	
5	I like to talk to myself when solving a problem or writing.	
6	I can understand what a speaker says, even if I am not focused on the speaker.	
7	I remember things more easily by repeating them again and again.	
8	When I am at a wedding, I like to talk about a subject that is important to me.	
9	I would rather prefer receiving information from the radio to the newspaper.	
10	If I had to explain a new procedure or technique, I would prefer talking about it.	
11	During my free time, I am most likely to listen to music.	
12	If the dean has a message for me, I am most comfortable when s/he telephones.	

Total for score for Auditory _____ (the minimum is 12 and the maximum is 60)

Section 3: Kinesthetic

No.	Statement	Score
1	I am not good at reading or listening to instructions; I would rather just start working on the task or project at hand.	
2	When talking to someone else, I have the hardest time handling those who do not show any kind of emotional support.	
3	When I read, I move my lips.	
4	When reading a novel, I pay a lot of attention to passages about feelings, action, and drama.	
5	I take notes and doodle but I rarely go back and look at them.	
6	I use my hands a lot when I am trying to remember the right thing to say.	
7	My desk or work place appears disorganized.	
8	When I am at a wedding, I love to dance and sing.	
9	I like to move around; I feel trapped when seated at a meeting or a desk.	

10	If I had to explain a new procedure or technique, I would prefer actually demonstrating it.	
11	During my free time, I am most likely to exercise.	
12	If the dean has a message for me, I am most comfortable when s/he talks to me in person.	

Total score for kinesthetic _____ (the minimum is 12 and the maximum is 60)

Remember that VAK refers to preferences, not fixed and permanent categories.

1. Do you think your learning style affects your activity in planning, preparing and facilitating learning? If so, how?

Unit– 2 Plan and prepare for teaching

Effective teaching requires careful planning. As a teacher, you may be responsible for planning or adapting entire courses, or parts of courses. You may also develop and plan new courses and sessions.

Activity 19, page 50

Think and share your experience on planning for facilitating learning at classroom, clinical practice and community setting?

Activity 20, page 53

1. Indicate whether the following objectives are SMART or not (Specific, Measurable, Achievable, Relevant, and Time limited).

By the end of the session students will	Specific	Measurable	Achievable	Relevant	Time limited
Know about bone.					
Be able to solve regression model.					
Understand reproductive health.					
Write a patient History for cardiac case.					
Know about the family planning.					
Have completed a drug proscription.					
Explain the appendectomy.					
Be able to identify blood sample.					
Classify slides and justify their classification.					
Appreciate individual differences between students.					
Know different types of malaria.					
Understand epidemiological study design					

2. Develop learning objective for each domain in your course/module which comprise four components

Activity 21 - page 53

What types of learning methods did you apply in your past teaching activity? Why did you select them for facilitation?

Activity 22- page 57

Read the following descriptions carefully and match with the appropriate methods with justification.

Methods: Brainstorming, Case Study, Discussion, Role play, Clinical Simulation, Panel Discussion, Demonstration		
Domains	Description of active learning method	Method
Skills	Method in which the teacher presents the steps necessary for the completion of a procedure or clinical task or activity.	
Knowledge and attitude	Interactive process in which students share their ideas, thoughts, questions, and answers in a group setting with a facilitator.	
Knowledge	Method in which a list of ideas, thoughts, or alternative solutions that focus on a specific topic or problem is generated.	
Knowledge, skill & attitude	A representation of a real or hypothetical patient management situation	
Knowledge	Discussion related to the learning objectives presented by a group of individuals or content experts.	
Soft Skills	Learning activity, which is important to teach communication skills, professional interactions in simulated environment	

Refer ETS manual for specific activities involving each method for reflection

Activity 23- page 59

Think, pair, and share your experience on the development course syllabus and what components did you included in your course syllabus

Activity 24- page 60

Review one course syllabus in your curriculum and improve the gaps identified

Reflective Activity 9- page 60

Develop a course syllabus constituting the above elements for one of your courses. See the annexed format for course syllabus and schedule.

Reflective Activity 10- page 62

Using a format exist in the Handbook of HDP, prepare a session plan for three sessions.

Activity 25 – page 62

Think and share your experience on major activities required to prepare effective learning in the following settings:

- Class room
- Simulation center
- Clinical practice sites

Reflective Activity 11 - page 64

- Visit class room, simulation center, clinical and community practice site in your setting and identify the gaps, strengths and provide your recommendations.

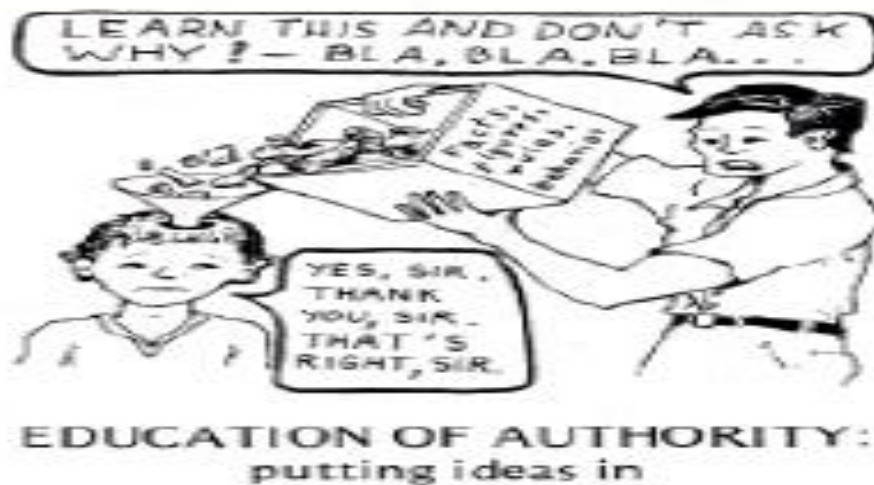
Unit– 3 Facilitating learning at classroom setting

Dear HDP candidates;

Effective facilitation helps learners to make sense of the presented material, mentally organizing the presented material into a coherent structure, and integrating the presented material with existing knowledge. The goal of interactive lecture is to engage students by finding ways for them to interact with the content, the instructor, and their classmates.

Activity 26 - page 65

Observe the picture below and reflect what you understand.



Activity 27- Page 66

Think of one of your classes and write one specific objective to be addressed in that specific session and write one innovative technique for introducing your presentations.

Activity 28- page 66

Individually read the below checklist on effective interactive lecture/presentation and then discuss with your neighboring candidate.

PRESENTATION SKILL	Check (√) when completed
PLANNING THE PRESENTATION	
1. Review the objectives.	
2. Prepare an outline of key points and presentation aids (such as visual aids).	
3. Note questions for students.	
4. Note reminders for planned activities.	
5. Note reminders to use specific visual aids.	
6. Note summary questions or other activities.	
INTRODUCING THE PRESENTATION	
1. State the objective(s) of the presentation as part of the introduction.	
2. Use a variety of introductions to capture interest, make students aware of the objectives, and create a positive learning climate.	
3. Relate the content to previously covered and related topics.	
USING EFFECTIVE PRESENTATION SKILLS	
1. Follow a plan and use an outline.	
2. Communicate clearly with students. Project your voice, move about the room, provide clear transitions between topics, and maintain eye contact.	
3. Interact with students by asking and responding to questions, using their names, and providing feedback.	
4. Use visual aids to illustrate and support main points.	
USING QUESTIONING TECHNIQUES DURING A PRESENTATION	

1. Target questions to the group and to individuals.	
2. Provide feedback and repeat correct responses.	
3. Use students' names.	
4. Redirect questions that are partially or totally incorrect until the correct answer is revealed.	
SUMMARIZING THE PRESENTATION	
1. Stress the main points.	
2. Relate information to the objectives.	
3. Provide an opportunity for questions.	

Strengths of my presentation:

Areas I would like to improve:

Activity 29- page 67

1. What do you do if the student give :

- The Correctly answer ?
- Partially correct answer ?
- Incorrect answer ?

2. What if the learner ask you a question that (you know; you do not know)

Activity 30- page 68

Share your experiences with group learning activities that you have utilized regularly, and explain what considerations you have taken and important tasks you have completed before, during, and after the group learning activities.

Activity 31- page 69

Take time, read and understand each element and ask any question for clarification.

Job aids: Prepare and facilitate Role play

To create role play	
<ul style="list-style-type: none">Decide what the students should learn from the role play (state the objectives)	
<ul style="list-style-type: none">Define situation	
<ul style="list-style-type: none">Specify specific roles that students should cover(role description)	
<ul style="list-style-type: none">Prepare discussion questions	
To facilitate a role play	
<ul style="list-style-type: none">Explain the objectives of the role play before beginning the activity	
<ul style="list-style-type: none">Define the setting and situation of the role play.	
<ul style="list-style-type: none">Brief the participants on their roles.	
<ul style="list-style-type: none">Explain what the other students should observe and what kind of feedback they should give.	
<ul style="list-style-type: none">Give very clear instructions to all students about what aspects of the role play require feedback	
During role play	
<ul style="list-style-type: none">Keep the role play brief and to the point	
After role play	
<ul style="list-style-type: none">Discuss important (key) features of the role play by asking questions of both the players and observers.	
Key feature of the role play - Did the student	
<ul style="list-style-type: none">Establish and maintain a positive, respectful collaborative working r/s with the patient?	
<ul style="list-style-type: none">Demonstrate empathy?	
<ul style="list-style-type: none">Instill confidence?	

• Use appropriate non-verbal communication?	
• Elicit information clearly and effectively?	
• Actively listen (made eye contact, let patient finish sentence, repeat /paraphrase what patient is saying?)	
• Effectively inform /educate/counsel?	
• Summarize and discuss the results of the role play and relate the role play ?to the learning objectives	

Activity 32- page 70

Take time, read and understand each element and ask any question for clarification.

Job aids: Prepare and facilitate case study

1. Creating case study	Check (√) when completed
Decide what the students should learn from the case study(objectives , e.g.to teach reasoning and decision-making skills)	
Issues /problem – <ul style="list-style-type: none"> • Focus on specific area • A storytelling style • Similar to what learners would encounter in a “real life” situation/local context) • Enough details and information to enable achievement of the learning objectives 	
Provide the students with reaction activities (discussion questions)	
2. To facilitate a case study:(using case study)	
Introduce the case study and read the learning objectives aloud	
Read the case study, If possible, provide a copy of the case study as a handout to students	
Provide clear directions , including <ul style="list-style-type: none"> • How to complete the case study (individual/group)? • How to present (report orally/written) the answers, • Reaction activity • The time limit or due date 	
Allow time to analyze the case	
While the group works <ul style="list-style-type: none"> • Move round • Remind time 	

Activity 35-- page 73

Be in group of 3-4

1. Select a hypothetical case/problem (relevant, ill-structured, able to generate multiple hypothesis.),
2. Prepare questions in each steps (assessment, diagnosis, intervention and evaluation) along with answers for validation
3. Share/present your work to the plenary

Reflective Activity 12- page 76

1. Select a program having PBL session in your institutions
2. Be available and directly observe the tutorial process and record
3. Compare the actual practice with the key steps
4. Identify area of strength and improvement and give feedback

Activity 36 – page 76

Micro teaching

Prepare and facilitate the following learning methods on your selected topics.

N.B: Allow two candidates to be prepared and facilitate on each group learning activities and the remaining for interactive presentation.

- 3 Interactive presentation
- 4 Role play
- 5 Case study
- 6 Brainstorming
- 7 Discussion
- 8 Facilitating clinical decision-making skill

Reflective Activity 13- page 81

Micro teaching

Prepare a session (select one psychomotor skill) and facilitate for your colleagues using demonstration and receive feedback from colleagues based on the following checklist.

Demonstration and coaching skill checklist

	<i>Check (√) when completed</i>
INTRODUCING AND DEMONSTRATE THE SKILL	
Introducing the skill	
Describe what the skill is	
Describe why the skill is important	
The materials/tools required	
Highlight important steps involved in performing the skill	
Demonstrating the SKILLS	
Demonstrate the skill in as realistic manner as possible (Using appropriate equipment and materials)	
Making sure that everyone will be able to see	
Use “Whole-Part-Whole” Approach (demonstrate the whole procedure from beginning to end to , break down the procedure or activity into parts and Demonstrate the whole procedure again)	
Interact with the students(explain to students what is being done, ask questions of students)	
Uses a learning guide to perform steps of a task in a standardized way.	
Students follow the steps using learning guide	
Summarize the Demonstration	
Briefly review the learning tool	

Provide opportunity for students to ask questions	
---	--

Coaching

FACILITATE PRACTICE AND GIVE FEEDBACK(Coaching)	
Before practice	
Review the skill with the students, including the steps that will be emphasized	
Provide opportunity to students to ask if they have any questions before they begin.	
Remind the students to refer competency-based learning tools during the practice session.	
During practice	
Observing and interact with students as they practice. (Listen, ask questions as they practice)	
Record note about learners' performance on the learning guide/checklist during the observations	
After practice	
Give feedback immediately after practice	
Ask students how they felt about their own performance(Asking them what they believed they did well and what they would like to improve)	
Discuss the strengths of their performance	
Offer specific suggestions for improvement and discuss what to do next time	

Units – 5 Monitor and revise teaching

Monitoring is a continual, cyclical process of teaching, collecting information about teaching, and reviewing the information to identify revisions needed. For monitoring to be effective, there must be an open organizational culture that encourages a commitment to students' learning, self-awareness, constructive feedback, reflection, and professional development

Activity 39- page 84

1. Are there mechanisms of monitoring for teaching in your college/department?
Reflect on your experiences

2. Have you ever participated in monitoring course/curriculum? If yes what you monitor and how you monitor teaching

Managing Teaching Sessions (Teaching Project)

Select a topic and Prepare 3 teach back session for HDL for Direct observation of your performance. The teach back sessions must include 1 interactive presentation, 1 group learning method for facilitation for classroom learning and 1 facilitation of skill development in the simulating environment.

N.B. apply all the required principles and concepts learned in this module for selecting, preparing and facilitating your sessions

Steps to be followed for conducting the Teaching Session Project

1. Determine the topics to be addressed in each session with appropriate teaching methods and a variety of learning domains
2. Use self, peer and group assessment methods by considering different components for methods
3. Prepare a plan for the sessions.
4. Discuss your plan with a colleague who will observe one of your planned sessions and have a feedback session with you.
5. Make an appointment with your HDL/T to discuss your plan, make the necessary adjustments and obtain his/her approval.
6. Arrange a discussion session with a fellow candidate to observe you and provide you with a feedback.
7. Teach your sessions and reflect on each session.
8. Prepare notes in preparation for your report addressing the following points.
 - The reasons for your choice of learning methods and how they were successful in enhancing quality learning
 - How the planned assessments informed the students of their progress in their learning?The contribution of the sessions in improving your competence in terms of planning, teaching, evaluation and reflection.

Check list for direct observation of teaching project (to be use by HDL and will be incorporated in the portfolio)

Observer's name:	Candidate's name
Course/module:	Date:
Lesson topic	

Planning: Clear and appropriate objectives, time allocation; balance between student activity and teacher activity
Teacher activity: Objectives communicated to the students; teaching methods used appropriateness of the presentation to the level of knowledge of students, the use of examples etc.
Student activity: Individual participation, group work, presentation, demonstration, simulation, etc
Assessment: Relationship to the objectives, clarity, continuity, coverage, and so on.
How successful was the lesson from the point of the objectives?
What is the evidence?
How could the lesson be improved?
Reflections by the candidate

Check list for direct observation of teaching project in simulated environment (to be use by HDL and will be incorporated in the portfolio)

Demonstration and coaching skill checklist

Observer's name:	Candidate's name
Course/module:	Date:
<i>Lesson topic:</i>	
	<i>Check (√) when completed</i>
INTRODUCING AND DEMONSTRATE THE SKILL	
Introducing the skill	
Describe what the skill is	
Describe why the skill is important	
The materials/tools required	
Highlight important steps involved in performing the skill	

Demonstrating the SKILLS	
Demonstrate the skill in as realistic manner as possible (Using appropriate equipment and materials)	
Making sure that everyone will be able to see	
Use “Whole-Part-Whole” Approach (demonstrate the whole procedure from beginning to end to , break down the procedure or activity into parts and Demonstrate the whole procedure again)	
Interact with the students(explain to students what is being done, ask questions of students)	
Uses a learning guide to perform steps of a task in a standardized way.	
Students follow the steps using learning guide	
Summarize the Demonstration	
Briefly review the learning tool	
Provide opportunity for students to ask questions	

Coaching

FACILITATE PRACTICE AND GIVE FEEDBACK(Coaching)	
Before practice	
Review the skill with the students, including the steps that will be emphasized	
Provide opportunity to students to ask if they have any questions before they begin.	
Remind the students to refer competency-based learning tools during the practice session.	
During practice	
Observing and interact with students as they practice. (Listen, ask questions as they practice)	
Record note about learners’ performance on the learning guide/checklist during the observations	
After practice	
Give feedback immediately after practice	
Ask students how they felt about their own performance(Asking them what they believed they did well and what they would like to improve)	
Discuss the strengths of their performance	
Offer specific suggestions for improvement and discuss what to do next time	
Reflections by the candidate	

End-of-Module Self-Assessment – Module Two

Write a reflective comment on your overall performance and achievements in Module Two with respect to each of the following areas.

1. Reflective activity
2. Planning sessions, conducting observations and evaluations
3. Contributions to group work
4. Carrying out projects
5. Attendance and punctuality

How would you evaluate your overall performance in Module Two? Circle one.

PASS

INCOMPLETE

FAIL

Signature of candidate: _____ Date:

Observations and comments from Higher Diploma Leader on the Module Performance

1. General comments on achievement in this Module

2. Comments specifically on areas where you disagree with the self-assessment. Comment on what the candidates should do in the next Module to improve.

Overall performance of the candidate in this Module

PASS INCOMPLETE FAIL

Signature of HDL: _____ Date: _____

MODULE 3: ASSESSMENT

Module Code: HDPH-5013

Module Duration: 26 Hours

Prerequisite: Teaching and Learning module

Module Description

This module deals with the concept, design, administration and analysis of assessment to enhance students' learning and determine the extent to which students have achieved the learning outcomes. It gives particular attention to continuous assessment, self-assessment, and peer-assessment across the learning continuum areas.

Module Competency: At the end of this module, HDP candidates will be able to effectively design, develop and use a variety of assessment methods to assess the progress and achievement of student learning by applying key assessment principles.

Module Learning Outcomes

At the end of this module, HDP candidates will be able to

- Differentiate the purposes of assessment
- Explain the principles of assessment
- Develop exam blueprint
- Develop exam tools and tests based on assessment principles
- Administer variety of assessment methods based on assessment principles
- Conduct basic post-exam analysis

Teaching Methods

- Interactive lecture
- Independent study/reading and reflection
- Small group work and reflection
- Case studies
- Discussion
- Guided practice with feedback
- Critique of works

Teaching Materials

- HDP workbook and handbook
- Lap top, LCD and relevant video clips
- White board, flip chart and marker

- Checklist and case scenario

Assessment Criteria

- Direct observation of performance during application of at least one skill assessment method in a simulated or clinical practice environment.
- Review quality of learner work through learners' portfolio: Submission of ALL the SIX reflective activities.
- End of module self-assessment form completed and submitted
- Higher diploma leader/ tutor assessment completed and submitted
- In addition to fulfilling the above criteria, the HDP candidate must attend 80% of the module.

Module Schedule [26 Hrs.]

Unit	Unit topic	Sub-units	Estimated duration
One	Foundations of assessment	1.1: The concept and purposes of assessment 1.2: Principles of assessment 1.3: Continuous assessment	6 Hrs.
Two	Exam blueprint	2.1: Concepts of blueprint 2.2: Creating exam blueprint 2.3: Criteria for setting percent emphasis	2 Hrs.
Three	Knowledge assessment formats	3.1: Selected response items 3.2: Constructed response items 3.3: Structured oral examination	6 Hrs.
Four	Skill assessment	4.1: OSCE/ OSPE 4.2: Portfolio and logbook 4.3: Workplace-based assessment	10 Hrs.
Five	Post-examination analysis	5.1: The concept of post-exam analysis 5.2: Common sense analysis 5.3: Statistical analysis	2 Hrs.

Unit 1: Foundations of assessment

Dear HDP candidate,

Assessment is a systematic base for making inferences about the learning and development of students. It influences what and how students learn, drives learning, and ensures standards of the award. Fundamentally assessment is concerned with determining if the objectives are met, motivate learners, create learning opportunities, provide feedback, grade learners, and assure the quality of training.

Activity 40 [Page 95]

Answer the following questions individually, and then discuss your answers in a group.

1. Why do we assess?

2. What do we assess?

3. When do we assess?

4. How do we assess?

Activity 41 [Page 95]

Look at the table below and decide whether or not the statements describe the assessment. Answer Yes or No in the right-hand column. Add an explanation.

No	Statement	Yes	No	Explanation
1.	You set and mark an assignment based on three sessions you taught.			
2.	At intervals throughout your teaching, you raise questions to your students.			
3.	You direct the students to copy your notes from the board, completing some sentences and filling in gaps. You do not intend to check their work			
4.	You set a brief assignment. Students hand in their work to you. You mark it and suggest/write a way in which they can improve their work for next time.			
5.	You set an assignment to be done in the class. You give the students a marking scheme and after the allocated time you instruct each student to swap their work with a partner and then mark their partner's work using the marking scheme.			
6.	You grade students' work giving the highest achiever A and the lowest F.			
7.	After presenting an explanation to the students, you ask "Is it clear?" but you do not give them time to answer			
8.	To start a new session you create a mind map with the whole group of what they have previously learned to find out what they already know about the new topic			

Activity 42 [page 96]

In the space below list at least five real or actual purposes of assessment that you can think of purposes of assessments. Think only of those purposes that are realistic.

- 1.
- 2.
- 3.
- 4.

Activity 43 [Page 98]

Read carefully the questions below relating to your assessment practices and respond accordingly

- Which types of assessment (summative vs formative) do you most frequently apply in the courses you teach, and when? Why?

Activity 44 [Page 100]

In your department, you are serving as exam committee lead person. An agreement has been reached with both students and faculty/ instructor to introduce changes to the assessment practice, though not sure what specifically. During the discussion, it was raised that multiple-choice questions are easier to administer and score. The attendees raised the question “why can’t all assessments be multiple-choice tests?”

- Explain the cons and pros of this idea by relating your thoughts to the seven assessment principles discussed above.

Unit 2: Exam blueprint

Dear HDP candidate;

Many experts in the field of educational assessment and measurement consider that the fulfillment of the validity requirement comprises of accumulating evidence about how well the results obtained from an assessment method can be taken as truly representative of the examinee’s abilities. In this regard, the first evidence to be produced is that the method chosen is suitable to assess the mastery of the intended skills and competencies. An exam blueprint (also referred to as an assessment blueprint) is an essential framework for assessment that provides this initial evidence of validity. In this unit, the practical considerations for the development of a standardized blueprint that can be presented as the initial evidence of validity will be discussed.

Activity 47 [Page 107]

Based on modified Miller’s pyramid of competence discussed above, tick all the possible methods that can be used to measure different types of performances. An example of a tick mark is indicated on the first row.

Select assessment methods											
Type of Performance	Learning Assessment	Written tests	Learner interview	Learner questionnaire	Supervisor interview	Supervisor questionnaire	Observation (simulation)	Observation (practice)	Client records	Learner Action Plan	Other:
Information recall Recalling information (facts, principles, numbers, list of steps, etc.); usually required to correctly perform a motor skill or decision-making skill		√									
Motor skills Physical movements done in specific way (e.g., clinical procedure that must be accurately sequenced/timed)											
Decision-making & problem-solving skills Interpreting a real, unique or complex situation and drawing conclusions. Applying skills or knowledge to a new situation (e.g., making a clinical diagnosis; planning for self-directed learning)											

Attitudes

Beliefs or values, especially those that affect a behavior that can be observed. Attitudes, beliefs and values affect motivation to perform job tasks. (e.g., acceptance of adolescents who seek reproductive health services)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Reflective activity 16 [Page 108]

Design an exam blueprint for the course you teach and determine the number and type of items that you will use for assessment. Please use the template presented below.

Essential learning objectives	Knowledge	Skill		Attitude	Assessment method	% Emphasis
		Clinical reasoning skill	Psycho-motor skill			
Obj1:						
Obj2:						
Obj3:						
Obj4:						
Obj5:						
Obj6:						
Obj7:						
Obj8:						
Obj9:						
Obj10:						

Unit 3: Knowledge assessment formats

Dear HDP candidate;

Well-designed written and oral knowledge assessments can encourage active learning. Instructors should design formats based on the recommended rules to evaluate whether the educational goals and standards are met.

Activity 48 [Page 112]

Select and review your previously created and used MCQ items for summative or formative assessment and evaluate your items and construct a new MCQ based on the above structure and tips.

1. Critique the existing MCQ using the below checklist

2. Construct five MCQ items and ask colleagues to give a comment (use the below checklist)

Checklist for MCQ item review

Criteria	Met	Not met	Remark
The whole stem			
1. The vocabulary is appropriate to the level of students			
2. Clearly Instruction students to choose "best answer" if appropriate			
3. It is in line with the competency/learning objective of the course			
4. It is free from cultural, religious, gender and other biases			
5. Each item is independent of other items			
6. The lead in is not phrased in negatives such as NOT.			
The Stem			
1. Question are clear and direct with no extraneous information			

Criteria	Met	Not met	Remark
2. Enough information is provided with as few words as possible			
3. No tricky questions that may mislead or potentially deceive			
4. Tests only one concept/idea per question			
5. The stem does not provide grammatical cues			
6. Define eponyms, acronyms, or abbreviations when used			
7. Balance the difficulty level of your test questions <ul style="list-style-type: none"> ▪ The number of easy and progressively more challenging questions should allow for separation of students ▪ Easy questions test a student's knowledge ▪ Medium difficulty questions test comprehension ▪ Harder question test a student's ability to apply concepts and do analysis 			
Alternatives construction			
1. Note patterns in location of correct answer			
2. Note carefully for grammatical and spelling errors especially in the distracters			
3. Alternatives are arranged in a logical order (chronological, numerical, etc.)			
4. All alternatives are unambiguous			
5. No alternatives such as "none of the above" or "all of the above" are used.			
6. No use of absolutes - "always", "never", "all" or "none"			
7. All distractors are be plausible			
8. Alternatives are mutually exclusive and not overlapping			
9. The alternatives are homogenous			
10. Choices are not overlapping			
11. Combinations of alternatives are avoided (A and B, B and D etc.)			
12. One alternative is not significantly longer than the others			

Activity 49 [Page 113]

Individually construct a set of matching items consisting of at least five premises related to your course and compare them with your colleagues. Refer the key rules included in your handbook.

Activity 50 [Page 113]

Discuss the advantage and limitations of each of the three selected-response written items using different parameters including the seven assessment principles and Miller's pyramid.

Advantages:

Limitations:

Activity 51 [Page 114]

Construct individually three short answer-type items related to one of your courses/modules/ and discuss the items with your colleagues. Refer the key rules included in your handbook.

Activity 52 [Page 114]

Construct individually three essay-type items related to one of your courses and ask your colleagues to give your comments. Refer the key rules included in your handbook.

Activity 53 [Page 115]

Instruction: Construct 05 structured oral exams for one of your modules/ courses with marking/ scoring schemes. Please use the question review checklist below

Alignment	Is the task required by the question congruent with the tasks required in the objective
Higher-order questions	Are all the questions associated with the scenario “Higher-order” questions (i.e. questions which require candidates to think rather than simply remember facts; see Example higher-order questions)?
Open questions	Are the questions open-ended to invite discussion rather than single-phase answers?
Jargon	Is the question jargon-free (as much possible within the topic area)?
Timing	Can examiners and candidates do justice to the question within the time allocated for each Oral question?
Window dressing	Is all the information in the scenario and associated images useful for answering the question?

Activity 54 [Page 115]

Discuss the advantage and limitations of each of the three constructed-response written items using different parameters including the seven assessment principles.

Unit 4: Skill assessment

Dear HDP candidate;

Assessment of health professions students is typically multifaceted, given the wide range and great depth of knowledge and the diversity of skills and attitudes to be incorporated throughout the learning process. This requires the use of a variety of methods, including those addressed to test knowledge, such as multiple-choice questions, and essays, and short answer questions. However, assessments should also be carried out to determine learners' competence in essential skills that are required to deliver high-quality healthcare services.

Activity 55 [Page 118]

From what you have learned so far, list (individually) below the features of the OSCE that might make scores reliable and valid. Discuss your responses with your peers.

Features that can make OSCE valid	Features that can make OSCE reliable
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Reflective activity 17 [Page 119]

Design a single OSCE/ OSPE station with the required performance assessment tools and guides. Each of the team member trainees must contribute to the station design or tool development of a particular agreed-upon task identified from the examination blueprint. Make sure the assessment tool covers the communication and professional behaviors on top of technical aspects. Use the below OSCE station design template.

Station design format

Station Name-----

Station topic:	
Objective/s:	Situation: Instruction: Time: 10 Minutes
Resources required:	

OSCE scoring checklist

Rater code _____ Examinee ID _____ Date _____

OSCE station _____

SN	Steps/Tasks	2	1	0
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
	Total			

Key: 0=Not performed; 1=performed partially (unsatisfactory); 2=well performed (satisfactory)

Activity 56 [Page 121]

Compare and contrast checklist and global rating to be used as scoring method for OSCE. Relate your responses with assessment principles and other administrative issues.

Activity 57 [Page 122]

Be in pairs. Exchange the HDP portfolios to each other and review quality of the portfolio based on the four evidence rules listed below:

1. Validity [Does the evidence relate to module competencies?]
2. Authenticity [Is there a mechanism to ensure that the portfolio contents presented by the candidate are authentic documents?]
3. Currency [Does the evidence show that the candidate is up-to-date in their knowledge and skills?]

4. Sufficiency [Does the evidence cover the full range of performances across different contexts over time and with adequate depth?]

Activity 58 [Page 124]

Think of 5 practical tasks that a newly qualified graduate (in your respective field of study) would need to have in their first year of work. Discuss the applicability and suitability of the above DOPS assessment areas to assess one of the tasks you think.

Reflective activity 18 [Page 124]

You are the coordinator of the clinical teaching program in your department. For the third-year students, you need to develop a formative assessment program for procedural skills (e.g. intravenous cannulation, blood pressure measurement, and lumbar puncture).

1. Which method would you choose for the formative aspect of the assessment?

2. What are its strengths and limitations?

3. Defend your choice in terms of the necessary criteria for a good assessment that you have learned about so far (i.e. validity, reliability, equivalence, feasibility, educational effect, catalytic effect, and acceptability).

Unit 5: Post exam analysis

Dear HDP candidate;

An examination or a test is only as good as the questions that it contains. Exam questions are difficult to write and often do not perform as well as expected the first time they are administered. Fortunately, there are a few key common sense and simple statistical strategies that can be used to identify questions that perform well or need improvement both before and after they are used.

Reflective activity 19 [Page 131]

Pick any written MCQ assessment that you have conducted the past year. From the marked assessment sheets, pick the student responses for the first ten questions and analyze the item responses using the three basic statistical analyses. Interpret the analysis findings.

Item No.	Difficulty index	Interpretation	Discrimination index	Interpretation	Distractor analysis	Interpretation
1.					A= B= C= D=	
2.					A= B= C= D=	
3.					A= B= C= D=	
4.					A= B= C= D=	
5.					A= B= C= D=	
6.					A= B= C= D=	
7.					A= B= C= D=	
8.					A= B= C= D=	
9.					A= B=	

					C= D=	
10.					A= B= C= D=	

End-of-Module Self-Assessment - Module Three

Write a reflective comment on your overall performance and achievements in Module THREE with respect to each of the following areas.

4. Reflective activity

5. Contributions to group work

6. Attendance and punctuality

How would you evaluate your overall performance in Module Three? Circle one.

PASS

INCOMPLETE

FAIL

Signature of candidate: _____ Date: _____

MODULE FOUR: EDUCATION TECHNOLOGY

Module title: Educational Technology

Module code: HDPH 5034

Continuing Education Unit (CEU): 15

Duration in hours: 22 hours

Pre-requisite: Successful completion of Assessment module (Module 3)

Module description: This module is designed to provide essential knowledge and skills in educational technology to HDP candidates. The module focuses on fundamental digital skills, the role of ICT in higher education, and common educational technology in order to equip candidates to use digital educational resources for student teaching and assessment.

Module competency: After participating in this learning intervention, HDP candidates will be able to use digital educational resources effectively for student teaching and assessment.

Module learning objective

At the end of this module, HDP candidate will be able to:

- ❖ Apply searching techniques to browse teaching and learning materials
- ❖ Perform backup & restore files
- ❖ Perform basic troubleshooting on web browsers and connectivity
- ❖ Recognize benefits and challenges of technologies in Higher education
- ❖ Identify common educational technologies
- ❖ Facilitate Online learning
- ❖ Use Moodle LMS for teaching and assessment
- ❖ Identify content authoring tools
- ❖ Prepare standardized Microsoft power point
- ❖ Use video conferencing tools for teaching
- ❖ Use different Simulation technologies in health professional education

Teaching learning methods and activities

- Interactive lecture and discussion
- Demonstration
- Guided practice with feedback
- Self-study
- Peer learning

Learning materials and resources

- Participant manual
- Video on Moodle
- Computer
- Internet connectivity

Assessment Methods and Criteria

Formative assessment

- Direct observation of performance during practice session with feedback

Summative assessment

- Review of quality of the below works/projects completed by the candidate
- Identified relevant sources based on the given cases
- Created courses using Moodle (add course, assign role, create course design and layout, enrolled, user enrollment, add activities (assignment, quiz and forum and create grade book)
- Prepared standard Microsoft power point
- Report on the availability of simulated technologies in their Institutions

Module schedule [22 hrs]

Units #	Unit Topics	Essential Contents	Learning methods and activities	Duration (hrs)
1	Basics of digital Skills	<ul style="list-style-type: none"> ❖ Browsing ❖ Connecting to the Internet ❖ Backup & restore ❖ Email and Security ❖ basic troubleshooting 	Lecture and discussion Demonstration Guided practice Peer learning Self-study	4 hours
2	Role of educational technologies in Higher education	<ul style="list-style-type: none"> ❖ Benefits of ICT ❖ Challenges of technology use ❖ Common technologies(LMS, LCMS, Video conferencing, simulation technologies) 	Interactive lecture and discussion	2 hours
3	Theories and models of Online	<ul style="list-style-type: none"> ❖ Facilitating interactive learning <ul style="list-style-type: none"> ✓ Models and theories ✓ Principles of online facilitations 	Q&A	

	Learning Facilitation			
4	eLearning Platforms (Moodle)	<ul style="list-style-type: none"> ❖ Introduction to eLearning Platforms ❖ Common eLearning platforms ❖ Moodle 	<p>Lecture and discussion</p> <p>Demonstration</p> <p>Guided practice</p> <p>Peer learning</p> <p>Self-study</p>	6 hours
5	Content Management Tools	<ul style="list-style-type: none"> ❖ EXE ❖ TTS ❖ Xerte ❖ Standardized PowerPoint preparation 	<p>Lecture and discussion</p> <p>Demonstration</p>	4 hours
6	Virtual facilitation	<ul style="list-style-type: none"> ✓ Virtual Facilitation using Video conferencing tools (Zoom, Microsoft teams, Google meets, jitsi, and BigBlueButton) 	<p>Guided practice</p> <p>Peer learning</p> <p>Self-study</p>	4 hours
7	Simulation technologies	<ul style="list-style-type: none"> ❖ Types of common simulations technologies: <ul style="list-style-type: none"> ✓ Virtual Reality ✓ Augment Reality ✓ Mixed Reality ✓ Virtual patient ✓ Advanced patient Simulator 	<p>Lecture and discussion</p> <p>Self-study</p> <p>Institutional Visit</p> <p>Peer learning , self-study</p>	2 hours

Unit 1: Foundational of digital Skills

Basics of Digital Skills

Dear HDP Candidates,

Welcome to the first unit of the Education Technology. The digital skill is increasingly penetrating the education with technology gradually being used to deliver education, knowledge and skills in new and innovative ways. The HDP candidates must have basics digital skills, think systematically and take decisions in teaching and learning environment. The candidates also have to continuously update their skills to match rapid technical change. More fundamentally, in order to seize the new opportunities that digital technologies are opening in online learning areas, candidates have to develop the right set of skills to make a meaningful use of digital skill technologies. Increasing use of digital technologies skill at online learning is raising the demand of different skills. Such as browsing, connecting to the Internet, backup & restore, email and Security, and basic troubleshooting. Foundation skills, digital literacies as well as social and emotional skills are crucial to enable effective use of digital technologies by all individuals in their daily lives.

Activity 59 [Page 138]

- Search for and display the results of retrieved documents using Boolean operators.
- Discuss the order of the retrieved information with your colleagues.

Activity 60 [Page 138]

Which search engine did you most frequently use? Why? Share your insights with your groups.

Activity 61 [Page 141]

From you experience what you have done when your internet connection is not working? List on piece of paper and share with your classmates.

File Backup and Restore

Activity 62 [Page 143]

- Practice file back up and reflect on your experience

Activity 63 [Page 144]

- Create a new strong password or replace your current one with a stronger one and reflect on your previous experience

Unit 2: Role of educational technologies in Higher Education

Dear HDP candidates;

Technology-driven learning has the potential to facilitate new pedagogic strategies, reach a wider circle of learners, open up opportunities to improved research methodologies, and ultimately allow students and teachers to access and use information in more globally competitive ways. With the introduction of ICT and various EdTech tools, students are no longer restricted to learning from the textbook, class lectures, and presentations. With the help of the internet and ICT tools, higher education learners can access a variety of sources for information, including videos, documentaries, podcasts, and speeches by experts.

Activity 64. Think-Pair-Share

- Think for a while and share the benefit and challenges of educational technologies in higher education.

Activity 65

What educational technology are you familiar with and/or have you utilized in your teaching and learning? Write your experience

Unit 3: Theories and models of Online Learning Facilitation

Dear HDP candidate;

Online facilitation is the technique of enabling and promoting learning in an online environment by means of encouraging interaction with and between students and supporting interactive online learning activities. Teaching in this environment is different from teaching in a face-to-face environment. For instance, cues like eye contact, body language, facial expression and voice tones that are crucial to social interaction are absent. HEI faculty members who are planning and delivering an online course need to develop a working understanding of effective online teaching strategies. This unit focuses on understanding learning theories and models supporting online learning, and motivating and engaging learners through the application of techniques of online facilitations.

Activity 66 [Page 151]

Answer the below question individually, and then discuss your answers in a group.

- Please relate the learning theories you have learned in previous module to online learning and how you could apply them in online facilitations?

Activity 67 [Page 153]

Answer the following questions individually, and then discuss your answers in a group.

- Mention some of the engagement strategy you use in teaching and learning.

 - Share the experience of your online learning (as a facilitator and/or student) –Key tasks conducted before, during and after the online session
-

Unit 5: Learning Content Management System(LCMS)

Dear HDP Candidates;

The intention of content management tool is used to make interactive and user friendly online learning. So, the HDP candidate need to have skills to web authoring using learning content management system. It allows instructor to create and modify digital content using a simple interface without having specialized technical knowledge. So that the HDP candidate has the ability to update, change or delete any images, text, video, or audio to come up with interactive online learning environment.

Activity 69 [Page 163]

- Go to <https://exelearning.org/> and install eXe and practice
- Reflect on what you have learnt

Unit Six: Video Conferencing Tools

Dear HDP Candidates;

Video conferencing is a live video-based meeting between two or more people in different locations using video-enabled devices. Video conferencing allows multiple people to meet and collaborate face to face from long distance by transmitting audio, video, text and presentations in real time through the internet. Due to different resource related reasons and disease risks like the current pandemic of COVID19, having video conferencing for education increases a lot of benefits. The major advantages of video conferencing are it saves time, reduces travel expenses, reduces risks for communicable diseases, boosts productivity and overall promotes collaboration. The advantage of video conferencing is the ability to facilitate all of those benefits without requiring constant travel for face-to-face communication

Activity 70 [Page 170]

- List the key challenges and benefits of video conferencing from your previous experience.

Activity 71 [Page 175]

- Schedule, invite and make a meeting with a title of the role of ICT on modern education

Activity 72 [Page 178]

Schedule zoom and Microsoft team, invite and make a meeting with a title expressing the current class.

Reflect on the lessons you have learned

Activity 73 [Page 184]

- Create a room, invite and make a meeting with a title expressing the current class.

Unit 7: Simulation technologies

Dear HDP candidates;

Medical simulation technology is a reproduction of reality that provides a replication of clinical situations through the use of interactive videos, mannequins, and role playing. With the use of medical simulation technology, learners are able to practice skills and role-play at different scenarios without causing harm to a patient, thus decreasing stressful experiences during similar real-life situations. This practice helps to improve the quality of care given to patients and, in turn, helps to save lives.

Activity 74 [Page 186]

Answer the following questions individually, and then discuss your answers in a group.

- Go to your institutions skill development center/laboratory and identify any simulation technology and share your observation with your colleagues

 - Please relate the learning theories you have learned in previous module to online learning and how you could apply them in online facilitations?
-

End-of-Module Self-Assessment - Module Four

Write a reflective comment on your overall performance and achievements in Module Four with respect to each of the following areas.

7. Reflective activity

8. Contributions to group work

9. Attendance and punctuality

How would you evaluate your overall performance in Module four? Circle one.

PASS

INCOMPLETE

FAIL

Signature of candidate: _____ Date: _____

Higher Diploma Leader/Tutor Assessment - Module Four

Observations and comments from Higher Diploma Leader on the Module performance

5. General comments on achievement in this Module

6. Please comment specifically on areas where you disagree with the self-assessment.
Please comment on what the candidate should do in the next Module to improve.

Overall performance of the candidate in this Module

PASS

INCOMPLETE

FAIL

Signature of candidate: _____ Date: _____

MODULE FIVE: ACTION RESEARCH

Module Name: - ACTION RESEARCH

Module code: - HDPH 5025

Module Duration: - 19 Hrs.

Pre-Requisite: - Successful completion of all previous four modules

Module Description

Health professional educators are expected to engage in action research to improve their teaching learning activity such as teaching method, assessment method, skill development, Gender issue, professional development etc: in a setting like classroom, skill development lab, clinical and community setting. Thereby this will enhance the achievement of students' required competency. This module focuses on the concepts, characteristics, ethics, importance, procedures, and write-up concerning action research.

Module Competency

At the end of this module HDP trainees will undertake action research to improve teaching learning activities at different setting that helps in /through self-reflection for quality of health professional education.

Module Learning Outcomes

Upon the completion of this module, a candidate will be able to

- ❖ Explain the characteristics of action research
- ❖ Discuss the benefits of action research to education
- ❖ Discuss the important components of action research
- ❖ Conduct action research
- ❖ Write action research report

Module teaching learning method

- Interactive lecture
- Group work
- Group discussion
- Coaching and mentoring
- Project presentation

Module assessment

- Action research project report submission and defense
- Self-end module assessment
- HDP leader end module assessment

Module teaching learning resource

- HDP handbook
- HDP workbook

- LCD projector
- Flip chart with markers

Module Schedule [19 hrs.]

Unit number	Unit Topic	Sub units /Content	Time
Unit one	Basics of action research	1.1 Concept of Action Research 1.2 Characteristics and Importance of Action Research 1.3 Ethics in Conducting Action Research	2 hours
Unit two	Action research process	2.1 Steps in Action Research 2.2 Components of Action Research Report	1 hours
Practical session (project)	Action Research Project	Conduct action research Report writing and presentation	16 hours

References

- Eileen Ferrance (2000), Themes in Education Action Research, Northeast and Islands Regional Educational Laboratory at Brown University
- Leslie Gelling and Carol Munn-Giddingd (2011), ethical review of action research: the challenge for researcher and ethics committee, research ethics 2011, 7:3: page 100-106
- Robson, C. (2002). Real World Research, 2ndedn, (Oxford: Blackwell Publishers Ltd).
- Lesha, L. (2014). Action research in education. European Scientific Journal 2014, 10: 13-25
- Rawlinson, D., & Little, M. (2004). Improving Student Learning through Classroom Action Research. Tallahassee: Florida Department of Education.

Unit Two: Action Research Process

There are sound reasons for undertaking an action research project as mentioned in the above unit. But carrying out your first action research study can be challenging. In this unit the stages of action research will be discussed

Activity 78 [Page]

- Discuss why action research is considered as cycle of inquiry?

Action Plan Templet

Problem identified: -

Purpose:

Directions: (indicate how you will intervene the action proposed accordingly)

Objective of the in action/intervention:

Results/Accomplishments:

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When? (Day/Month)</i>	Resources A. <i>Resources Available</i> B. <i>Resources Needed (financial, human, political & other)</i>	Potential Barriers A. <i>What individuals or organizations might resist?</i> B. <i>How?</i>	Expected result A. <i>What achievement is expected from the specific action</i>
Step 1:			A. B.	A. B.	A.
Step 2:			A. B.	A. B.	A.

Evidence of Success

How will you know that you are making progress? What are your benchmarks?)

Self-reflection on intervention

How will you determine that your goal has been reached?

What are your measures?)

Action Research Project

Based on the above tips identify a problem and conduct an action research and report the result to your respective class.

Action research project evaluation check list for the report

Candidates group Name _____

Title _____

Sr. no	Criteria			
		yes	No	Remark
1.	Researchable title			
2.	Background and Problem of the Statement briefly describe			
3.	SMART Objectives developed			
4.	Developed Scientific sound intervention strategy			
5.	Implementation of action/Intervention strategies.			
6.	Result /Evaluation of Intervention/action			
7.	Observation of the out-come			

8.	Changes resulted from intervention are well explained			
9.	Subsequent Action plan is proposed			
10.	further possible changes and the challenge in order to repeat the cycle again			
	Total achievement			

General comment

Decision

Pass

Repeat

End-of-Module Self-Assessment - Module Three

1. Write a reflective comment on your overall performance and achievements in Module Five.

2. How would you evaluate your overall performance in Module Five? Circle one.

PASS

INCOMPLETE

FAIL

Signature of candidate: _____ Date: _____

Higher Diploma Leader/Tutor Assessment - Module Five

Observations and comments by the Higher Diploma Leader on the Module Performance

1. General comments on achievement in this Module

2. Please comment specifically on areas where you disagree with the self-assessment.

Also, recommend what the candidate should do in the next Module to improve his/her performance on HDP.

Overall performance of the candidate in this Module

PASS INCOMPLETE FAIL

Signature by the HDL: _____ Date _____

MODULE SIX: ORGANIZATIONAL PLACEMENT

Module Code: HDPH5026

Module Duration: 12 Hours

Prerequisite: Successful completion of all previous five modules

Module Description

The organization placement provides the opportunity for HDP candidates to transfer their HDP knowledge and skills from their teaching learning and service environment to an organization.

Module Competency

HDP candidates will be able to deliver appropriate need based intervention to improve own professional service.

Module Learning Outcomes

Upon completion of this unit, a candidate will be able to:

- Identify service delivery related problems of a given organization
- Analyze problems using different techniques
- Prioritize problems using problem prioritization matrix
- Plan and implement appropriate training/intervention
- Evaluate the effectiveness of the given intervention

Teaching/learning Approaches

- Observation,
- Interview,
- Discussion,
- Presentation and
- Demonstration

Assessment criteria

- Direct observation during conducting Project intervention at the organizational placement
- The HDP candidate must engage 12 hours in the proposed organization for placement
- Review quality of organizational placement project work report and portfolio of the given reflective activities.
- End module Self-assessment

- End module HDL-assessment

Resources

- Stationary materials (pen, pencil, questionnaire, marker, interview guide, flipchart),
- LCD projector, laptop

Module Schedule [12 Hrs.]

Days	Activities	Delivery methods	Hour
Day 1	<ul style="list-style-type: none"> ▪ Setting personal priorities for placement ▪ Setting objectives 	Discussion	1 Hr.
Day 2	<ul style="list-style-type: none"> ▪ Observing the organization/situational analysis ▪ Developing data collection tool 	Observation Interviewing	2 Hrs.
Day 3 & 4	<ul style="list-style-type: none"> ▪ Collect data ▪ Analyze the data ▪ Prioritize the problems 	Interview observation	2 Hrs.
Day 5 & 6	<ul style="list-style-type: none"> ▪ Planning for intervention ▪ Implement the project/intervention ▪ Collect feedback 	Discussion, Practical work	5 Hrs.
Day 7	<ul style="list-style-type: none"> ▪ Evaluate the intervention ▪ Reflection on Organizational Placement 	reflective portfolio Discussion	2 Hrs.

Organizational Placement- Guidelines and Report format

Personal priority setting

HDP candidates should select organization for placement with justifiable reason by discussing with HDL and set the expected outcomes of the placement

Activity 79 [Page 204]

1. Write five problems and prioritize three of them using the given problem prioritizing matrix for your organizational placement?

Priority 1
Expected outcome
Priority 2
Expected outcome
Priority 3
Expected outcome

2. What are your criteria for prioritizing the problems to carry out this organizational placement?

1. Data Collection

4. What relationship does the organization have with your local university?
5. How could the local university help you in the training and development of your employees?

1.2. Task B: Interview with Employees

You are required to conduct an interview with two employees (a female and a male) with different jobs and in different positions within the organization.

Use the following as a guide only.

Date: _____ Time: _____

Name of organization: _____ Type of business:

Name of interviewee: _____ Position: _____

Name of HDP Candidate (Interviewer): _____

Questions for the interviewee (sample only):

1. What do you think are the main training and professional development needs of employees in the organization?

2. Does your organization provide trainings to employees? If so, what types?

3. If no, what types of training needs you have? Why?

2. Design, implement and evaluate

2.1. Task C: Planning and Delivering the intervention

Based on the findings of the pilot survey identify some training areas and develop plan with the organization. In the discussion with the relevant manager, your task is to design and deliver a suitable training and development workshop. This will provide an opportunity to practice all you have learned from the HDP, including session planning, preparation, time management, using appropriate active learning methods, giving feedback and evaluation.

Please use the following checklist as a guide only

- Title of the intervention (training /workshop)

- Date and time _____
- Venue _____
- Number and description of participants _____
- Objectives of the intervention _____

- Schedule _____
- Active learning methods to be used _____

- Resources required – e.g. flip charts, handouts, laptop and LCD projector

- Evaluation sheet for participants
-

2.2. Task D: Evaluation of the intervention

1. The evaluation should address the following questions among others.
 1. Were the training objectives achieved?

 2. Were your planning and preparation sufficient?

 3. Were the training methods appropriate?

 4. What were the strengths and limitations of the training as evaluated by the participants?

 5. How would you modify the initial training scheme based on the evaluation of participants and your own observation(s)?

3. Report

3.1. Report Format

This form must be completed and submitted to the HDL by all candidates.

Date: _____ Time: _____

Name of organization: _____

Type of business: _____

Name of the Head of Organization: _____

Position: _____

Number of employees: _____ Male: _____ Female: _____

Name of HDP Candidate: _____

University: _____

Table: Summary of activities and Hours spent

Date	Summary of activities	Hours spent in Health institution

I confirm that the report above is an accurate statement of the time I spent in the organization.

Signature of Candidate: _____ Date: _____

I confirm that the above is a true statement of the candidate.

Signature: _____ Position in organization: _____

Organization's stamp

This statement must be included in the Portfolio as evidence that the requirement for an organizational placement has been completed for the HDP.

The below activity should be completed by HDP candidates at the end of the organization Placement

2. How would you evaluate your overall performance in Module six? Circle one.

PASS

INCOMPLETE

FAIL

Signature of Candidate: _____ **Date:** _____

Observations & comments by the HDL on the Modules Performance

1. General comments on achievement in this Module

2. Please comment specifically on areas where you disagree with the self-assessment.

Overall performance of the candidate in this Module

PASS

INCOMPLETE

FAIL

Signature by the HDL: _____ Date: _____

