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**ENC 1 and 2 Facilitator Competencies**

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| **Learning Goals** | **Learning Objectives** | **Competencies of facilitators** | | | **Learning Resources** | **Evaluation Tools** | **Implementation Performance Indicators** |
| **Knowledge** | **Skills** | **Performance** |
| **Essential Newborn Care (ENC) – Clinical practice and experience of care** | **Master all learning objectives for ENC 1 and 2** | All key points of clinical care  Theoretical basis for key points of clinical care (why and how) | All key actions of clinical care  Actions performed using local equipment/supplies | Consistently model effective decision-making and action, communication, respectful care, and emotional support | AP/FC/PG  Modules  Clinical practice (simulation, observation, improvement of care) | Successful completion (as provider) of:  Written evaluation  Clinical scenario (OSCE) A and B | Active participation in delivery of ENC educational programs  Current clinical experience in providing ENC |
| **Principles of adult learning** | **Address the learner’s need to know**  **Demonstrate relevance/usefulness to real life**  **Recognize and build upon experience**  **Engage the learner in directing the process**  **Support autonomy of the learner**  **Encourage life-long learning**  **Use preferred learning styles**  **Understand personal motivation to learn** | Presentation of learning goals, objectives, methods  Problem-centred learning  Learner experience record  Learner journeys  Recognition of needs, preferences and value of individuals  Learning at different levels of knowledge  Active learning (visual, auditory, hands-on practice)  Encouragement of inquiry | Structure learning clearly  Adapt content to local context  Promote self-reflection  Adapt approaches to individual learners  Engage learners in sharing experience and perspectives (peer learning)  Challenge learners to deepen understanding  Incorporate appropriate methods and technology  Model questioning and reflection | Make learner the focus  Show enthusiasm for teaching and learning that inspires and motivates students  Model critical and reflective thinking  Use peer learning  Foster a relationship of mutual trust and respect  Engage in advice and counselling that helps learners meet their goals |  |  |  |
| **Techniques to promote active learning** | **Use case studies**  **Promote skills practice**  **Use case scenarios**  **Facilitate simulations**    **Lead structured debriefing**  **Set up systems of low-dose high-frequency practice**  **Incorporate quality improvement to change performance** | Clinical signs, information and risk factors  Correct technique  Evaluation, decision, action cycle  Scenario objectives and methods  Guidance and participation  Model/plan for debriefing  Role of reflection  Performance feedback  Transfer of learning  Process and outcome measurements for improvement of care  Improvement cycle process | Evaluate clinical status, decide on action(s)  Encourage practice to mastery of skill with positive feedback  Integrate skill with decision-making and behaviour  Conduct pre-briefing (expectations, objectives, roles in team)  Allow participants to lead scenario  Use a model to structure debriefing  Explore rationale for decisions  Guide analysis of areas for improvement  Assiss participants in determining level of attainment of learning objectives  Establish a structure for routine debriefing after clinical events\*, case reviews, periodic practice of skills/case scenarios  Establish a system to identify and address gaps in care | Look ahead to evaluation of response and next steps  Stimulate self-reflection, peer feedback  Develop communication and behavioural skills in participants  Model positive behaviours and monitor learning environment  Avoid intervention in scenario while promoting participation  Facilitate in-depth analysis of team function  Draw out participants rather than providing answers  Facilitate peer analysis of performance  Guide participants to formulate what they learned and how they will apply learning in clinical care  Build on methods to continue learning in the facility  Link education to change in processes/systems  Link education to change in patient outcomes |  |  |  |
| **Educational organization, implementation, management** | **Organise ENC activities**  **Implement ENC activities**  **Manage educational programs** | Course content and format  Learners targeted  Venue/platform for education (self-paced learning and group learning)  Educational materials  Safe and appropriate learning environment  Agenda and scheduling  Active learning methods using evidence-based materials and practices  Performance improvement  Program evaluation  (see below)  Budgeting and scheduling  Recording and reporting  Continuing education | Tailor course content and format to needs and goals of learners and context  Assemble multi-disciplinary teams to reflect the clinical setting  Use self-paced learning (flipped classroom, online) and group (face-to-face, remote facilitation) options to fit the context  Obtain necessary print and electronic materials, technology platforms, teaching equipment and supplies (simulators, clinical  supplies)  Create a setting that is safe and conducive to learning  Adapt learning materials and learner journeys to meet individual needs  Use educational approaches including:  Problem-based learning  Case-based learning  Discussion and group work  Experiential learning (role plays, skill practice, simulation)  Structure the learning environment to be inclusive and participatory  Use self-reflection, feedback, and debriefing techniques  Use educational and improvement approaches including: clinical observation and preceptorship, mentored clinical experience, quality improvement cycles  Conduct program monitoring and evaluation  Efficiently manage time and resources  Document educational activities and outcomes and report to oversight and funding agencies  Maintain accurate records of participant achievement and submit documentation to credentialing/accrediting agencies (continuing professional education) | Incorporate needs of health system and learners in course design  Model interprofessional relationships  Demonstrate facility with electronic platforms and educational technology  Promote peer learning in pairs and small groups  Navigate educational platforms and suppliers to access materials  Create learning environments that build team functioning  Facilitate learners’ self-reflection and achievement of personal goals  Incorporate best available clinical evidence and learning strategies/technologies  Demonstrate personal characteristics of professionalism, caring, confidence, patience and flexibility to facilitate learning.  Strengthen critical thinking, decision-making and positive interactions in delivery of care  Improve educational programs through formative evaluation  Provide leadership of the educational team  Participate in organizational operation with appropriate level of responsibility |  |  |  |
| **Assessment and evaluation** | **Monitor the process and outputs of educational activities/programs**  **Assess learners**  **Evaluate teaching competencies** | Educational activities and participation  Rates of successful participation/completion  Formative and summative assessment  Teaching evaluations and peer observation/feedback | Document educational activities and maintain participant records  Use competency-based participant assessments  Tailor assessment to learning goals and outcomes (knowledge, skills, performance)  Use formative evaluation (simulation and clinical) to build learner competencies as well as self-assessment skills  Counsel unsuccessful learners to enhance their capabilities and performance  Use summative evaluation to compare with criteria for safe and effective practice  Seek input from learners and peers on teaching and assessment | Assess reach and uptake of educational activities  Use assessment as a tool to promote learning  Provide opportunities for development of critical thinking/reasoning skills and innovative thinking.  Fulfil responsibility to learners by providing timely and fair assessment  Recognize the influence of teaching styles and interpersonal interactions and power relations on learning outcomes  Use assessment and evaluation data to update and enhance teaching/learning  Develop mentorship relationships to build educator/facilitator competencies  Participate in ongoing professional development |  |  |  |
| **Use of information resources** | **Search the medical literature for evidence**  **Synthesize evidence to identify and solve educational and clinical problems**  **Engage in discussion and reflection with learners and peers to improve education and practice of ENC**  **Use clinical information systems to identify, record, and compile data relevant to maternal and newborn patient care and outcomes** | Literature databases, guidelines, recommendations  Process of evidence evaluation  Critical thinking (analysis of facts to form a judgment) | Use online resources to locate evidence  Interpret the quality and applicability of evidence  Manipulate evidence (observe/ask, seek and analyse evidence, draw inferences, communicate, generate solutions)  Use clinical information systems for routine care and improvement of care | Incorporate current evidence into teaching and practice  Engage in life-long learning to update and contribute to the evidence base for teaching and practice  Demonstrate and encourage critical thinking  Lead others in use of clinical data to improve care |  |  |  |
| **Integration of health improvement into education** | Assess needs and health priorities  **Evaluate outcomes of educational programs**  Establish educational relationships among referral/referring facilities  Promote collaboration and partnership between education and practice  Use health outcomes data to modify educational programs and curricula | National and regional health priorities  Change in policies/procedures  Change in resources/infrastructure  Change in processes of care  Change in patient outcomes  Reciprocal communications around referrals  MNCH health indicators | Compare priorities to existing services  Conduct periodic facility-level situational assessment with administrative leadership  Use case reviews as a springboard for tailored education  Coordinate learning goals and curricula across pre-service and in-service education  Coordinate learning goals and curricula across professional groups  Respond to outcome data and identified programmatic gaps in educational offerings | Create and maintain community and clinical partnerships that support educational goals  Facilitate teamwork and collaboration at/between educational and clinical institutions  Foster the development of a positive, continuous learning environment  Provide mentorship that builds capacity – both clinical and educational |  |  |  |