

**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 careTheoretical basis for key points of clinical care (why and how) | All key actions of clinical careActions performed using local equipment/supplies | Consistently model effective decision-making and action, communication, respectful care, and emotional support | AP/FC/PGModulesClinical 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 programsCurrent 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, methodsProblem-centred learningLearner experience recordLearner journeysRecognition of needs, preferences and value of individualsLearning at different levels of knowledgeActive learning (visual, auditory, hands-on practice)Encouragement of inquiry | Structure learning clearlyAdapt content to local contextPromote self-reflectionAdapt approaches to individual learnersEngage learners in sharing experience and perspectives (peer learning)Challenge learners to deepen understandingIncorporate appropriate methods and technology Model questioning and reflection | Make learner the focus Show enthusiasm for teaching and learning that inspires and motivates studentsModel critical and reflective thinkingUse peer learningFoster a relationship of mutual trust and respectEngage 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 factorsCorrect techniqueEvaluation, decision, action cycleScenario objectives and methodsGuidance and participationModel/plan for debriefingRole of reflectionPerformance feedbackTransfer of learningProcess and outcome measurements for improvement of careImprovement cycle process | Evaluate clinical status, decide on action(s)Encourage practice to mastery of skill with positive feedbackIntegrate skill with decision-making and behaviourConduct pre-briefing (expectations, objectives, roles in team)Allow participants to lead scenarioUse a model to structure debriefingExplore rationale for decisionsGuide analysis of areas for improvementAssiss participants in determining level of attainment of learning objectivesEstablish a structure for routine debriefing after clinical events\*, case reviews, periodic practice of skills/case scenariosEstablish a system to identify and address gaps in care | Look ahead to evaluation of response and next stepsStimulate self-reflection, peer feedbackDevelop communication and behavioural skills in participantsModel positive behaviours and monitor learning environmentAvoid intervention in scenario while promoting participationFacilitate in-depth analysis of team functionDraw out participants rather than providing answersFacilitate peer analysis of performanceGuide participants to formulate what they learned and how they will apply learning in clinical careBuild on methods to continue learning in the facilityLink education to change in processes/systemsLink education to change in patient outcomes |  |  |  |
| **Educational organization, implementation, management** | **Organise ENC activities****Implement ENC activities** **Manage educational programs** | Course content and formatLearners targetedVenue/platform for education (self-paced learning and group learning)Educational materialsSafe and appropriate learning environmentAgenda and schedulingActive learning methods using evidence-based materials and practicesPerformance improvementProgram evaluation(see below)Budgeting and schedulingRecording and reportingContinuing education | Tailor course content and format to needs and goals of learners and contextAssemble multi-disciplinary teams to reflect the clinical settingUse self-paced learning (flipped classroom, online) and group (face-to-face, remote facilitation) options to fit the contextObtain necessary print and electronic materials, technology platforms, teaching equipment and supplies (simulators, clinical supplies)Create a setting that is safe and conducive to learningAdapt learning materials and learner journeys to meet individual needsUse educational approaches including:Problem-based learningCase-based learningDiscussion and group workExperiential learning (role plays, skill practice, simulation) Structure the learning environment to be inclusive and participatoryUse self-reflection, feedback, and debriefing techniquesUse educational and improvement approaches including: clinical observation and preceptorship, mentored clinical experience, quality improvement cyclesConduct program monitoring and evaluationEfficiently manage time and resourcesDocument educational activities and outcomes and report to oversight and funding agenciesMaintain accurate records of participant achievement and submit documentation to credentialing/accrediting agencies (continuing professional education) | Incorporate needs of health system and learners in course designModel interprofessional relationshipsDemonstrate facility with electronic platforms and educational technologyPromote peer learning in pairs and small groupsNavigate educational platforms and suppliers to access materialsCreate learning environments that build team functioning Facilitate learners’ self-reflection and achievement of personal goalsIncorporate best available clinical evidence and learning strategies/technologiesDemonstrate personal characteristics of professionalism, caring, confidence, patience and flexibility to facilitate learning.Strengthen critical thinking, decision-making and positive interactions in delivery of careImprove educational programs through formative evaluationProvide leadership of the educational teamParticipate 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 participationRates of successful participation/completionFormative and summative assessmentTeaching evaluations and peer observation/feedback | Document educational activities and maintain participant recordsUse competency-based participant assessmentsTailor assessment to learning goals and outcomes (knowledge, skills, performance)Use formative evaluation (simulation and clinical) to build learner competencies as well as self-assessment skillsCounsel unsuccessful learners to enhance their capabilities and performanceUse summative evaluation to compare with criteria for safe and effective practiceSeek input from learners and peers on teaching and assessment | Assess reach and uptake of educational activitiesUse assessment as a tool to promote learningProvide opportunities for development of critical thinking/reasoning skills and innovative thinking.Fulfil responsibility to learners by providing timely and fair assessmentRecognize the influence of teaching styles and interpersonal interactions and power relations on learning outcomesUse assessment and evaluation data to update and enhance teaching/learningDevelop mentorship relationships to build educator/facilitator competenciesParticipate 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, recommendationsProcess of evidence evaluationCritical thinking (analysis of facts to form a judgment) | Use online resources to locate evidenceInterpret the quality and applicability of evidenceManipulate 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 practiceEngage in life-long learning to update and contribute to the evidence base for teaching and practiceDemonstrate and encourage critical thinkingLead 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 prioritiesChange in policies/proceduresChange in resources/infrastructureChange in processes of careChange in patient outcomesReciprocal communications around referralsMNCH health indicators | Compare priorities to existing servicesConduct periodic facility-level situational assessment with administrative leadershipUse case reviews as a springboard for tailored educationCoordinate learning goals and curricula across pre-service and in-service educationCoordinate learning goals and curricula across professional groupsRespond to outcome data and identified programmatic gaps in educational offerings | Create and maintain community and clinical partnerships that support educational goalsFacilitate teamwork and collaboration at/between educational and clinical institutions Foster the development of a positive, continuous learning environmentProvide mentorship that builds capacity – both clinical and educational |  |  |  |