Small Group Facilitator
Connoisseurship

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HTTP://WWW.OUCOM.ÓHIOU.ÉDU/FD/PÓGRAMS.HTM
Objectives

- Value of small group learning
- Essential Facilitator Skills
- Facilitator Resources
Connoisseurship

- A **connoisseur** (Fr. *connaisseur*, from Middle-French *connoistre*, meaning "to be acquainted with" or "to know about.") is a person who has a great deal of knowledge or an expert judge.
Value of small group learning

• Pedagogical
• Personalogical
Value of small group learning, cont.

**Pedagogical**

- Learn the “language of medicine”
- Explore the process of medical reasoning
- Develop skill in problem solving
- Learn to *integrate concepts/principles in basic science, clinical information, ethics, psychosocial, epidemiology, etc*
- Provide a memorable clinical context for acquiring, retaining and recalling knowledge
- What else? ________________________________
Value of small group learning, cont.

**Personalological**

- Provide a “safe learning environment”
- Practice independent learning, self-direction
- Experience and acquire collaborative learning skills
- Learn the skill of teaching others
- Understand yourself and others - value differences
- Develop as a professional
- Learn and foster learning team/group interaction skills
- Learn how to help make a group a “learning team”

**What else?**
Value of small group learning, cont.–
student comments

- Really wanted us to learn the material and helped us to be efficient and productive.
- A fantastic facilitator, real insight into what needed to said and to help motivate the group.
- Very personable, and the fact that the facilitator shares personal and research stories with the class creates a great learning environment.
- One of the best facilitators I've had. Really has a great balance of steering the group but not being too forceful.
- Best CBL facilitator I have had here at OUCOM. Input and enthusiasm was extremely helpful and challenging questions helped our group and me
- Personally learn to better think through complex differentials that involved a cumulative look at what we have learned in the last 2.
- I appreciated her not giving us answers immediately because it helped us to learn to sift through what is clinically pertinent and not.
- I really appreciate our facilitator’s enthusiasm, organization, and professional interaction with each of us...gave me a truthful perspective on the research that is going on and how it directly related to the topics we were learning.
- I am very thankful for all that I am able to take away from this group experience.
Most faculty experience overwhelming changes in relationships when converting from LD to PBL. Wilkerson and Hundert (1991), in a report of the unprecedented, full-scale implementation of PBL at Harvard Medical School in 1987, discuss the need to involve teachers who had never thought much about learning nor worried about facilitating student interactions. The change from teacher to facilitator requires a redefinition of relationships concerning:

- **teachers' and students' learning**—no longer disseminators, trusting students, guiding through questioning, and feedback;
- **teachers and content**—cover everything verses let them choose what they need, realize a rich network of connections among ideas facilitates understanding and remembering;
- **teacher and student**—partner with students in learning, loosen control of content and process of learning, students learn to ask questions and provide extended explanations;
- **student to student**—when working with problem material, students become actively engaged with one another, characterized by cooperation rather than competition;
- **teacher to group**—attentive to the needs of...group and the health of the group...fostering a cooperative spirit;
- **teacher and self**—self-awareness through thought-provoking questions and managing participation, reflective; and
- **teacher and other teachers**—collaboration, vulnerability, modeling of the process of self-directed learning.
Essential Facilitator Skills, cont.

Preparation:

• The curriculum
• The students
• The case
• The group roles
• Group dynamics
• Attitude: support and encourage
Feedback:
• Timing for individuals and group
• Skill at delivering constructive feedback
• Fighting for feedback for yourself...and accepting it without becoming defensive.
• Case writer feedback
• Curriculum feedback
Essential Facilitator Skills, cont.

**Listening:**
- Timing for individuals and group
- Skill at delivering constructive feedback
- Fighting for feedback for yourself
- Case writer feedback
- Curriculum feedback
Participation:

• Being there
• Model thinking, learning skills and group work
• Establish good habits for life: test assumptions/inferences
• Help improve group process skills, set & keep ground rules
• Diagnosing and intervening when ineffective behaviors occur
• Refrain from telling teaching
Essential Facilitator Skills, cont.

Evaluation:

• Students evaluation of the facilitator
• Facilitator evaluation of the student
• Small group evaluation
• Case evaluation
• Curriculum evaluation
Essential Facilitator Skills, cont.

Questioning:

• Master of the “open ended” question (WWWWWWH)

• Socratic: to 'lead out', which is the root of 'education’

• Questions that facilitate improvement of group process

• Modeling “why, why, why”

• Modeling ways to appropriately challenging assumptions and inferences
Observation:

• Group
• Individuals
• Self
• Current Events
• Schedules
• School Events
Essential Facilitator Skills

Preparation
Observation
Questioning
Evaluation
Feedback
Listening
Participation

The Facilitator Connoisseur
<table>
<thead>
<tr>
<th>Essential Facilitator Skills Self-Evaluation</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Preparation</td>
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1. Find lowest or one you’d like to work on.
2. Review the slide on that skill.
3. Make a plan to improve in this area.
4. Write down one thing you will try: ______
                                            ________________________________
                                            ________________________________
                                            ________________________________
                                            ________________________________.
5. Review your answer with a neighbor.
Facilitator Resources

- OUCOM FD Website: **Resources for Small Group Facilitators:**
  [http://www.oucom.ohiou.edu/fd/facilitatorresources.htm](http://www.oucom.ohiou.edu/fd/facilitatorresources.htm)

100 Facilitator Tips
Facilitator Resources, Cont.

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<tr>
<td><strong>OUCOM’s “Feedback to Small Group Facilitator’s.”</strong></td>
<td>Another checklist – student’s evaluation of their facilitator: from 1 Strongly disagree to 5 strongly agree.</td>
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<tr>
<td>1.</td>
<td>Was open to student ideas, viewpoints, opinions.</td>
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<td>2.</td>
<td>Showed skill in supporting and motivating individuals within the group.</td>
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<td>3.</td>
<td>Encouraged rapport among group members.</td>
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<td>4.</td>
<td>Helped generate a positive atmosphere that facilitated learning.</td>
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<td>5.</td>
<td>Guided the group process without being too directive.</td>
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<td>6.</td>
<td>Gave group the appropriate freedom to set their own direction within appropriate limits.</td>
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<td>7.</td>
<td>Was good at facilitating interaction within the group when needed.</td>
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<td>8.</td>
<td>Was skilled at getting everyone in the group involved.</td>
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<td>9.</td>
<td>Asked good questions when needed.</td>
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<td>10.</td>
<td>Was a good listener.</td>
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<td>11.</td>
<td>Encouraged wrap up sessions.</td>
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<td>12.</td>
<td>Helped our group gain skill in assessing our group effectiveness so that we became a better “learning group.”</td>
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<td>13.</td>
<td>Encouraged us to be prepared for each session.</td>
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<td>15.</td>
<td>Overall, the facilitator did a good job.</td>
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