



Concise Guide: Training the Trainer (TOT) on the GO





The training department at the Saudi Commission for Health Specialties (SCFHS) is actively working to empower residency training programs in different healthcare and academic institutions to conduct their train the trainer (TOT) activities. This is part of their faculty development programs, which is central to institutional accreditation by SCFHS and achieving organizational excellence. The ultimate goal is to graduate highly competent healthcare force and therefore empowering the health and wellbeing of the public.

For the best experience, we will guide you through this brochure to follow SCFHS guidelines to conduct your TOT activities and become SCFHS registered TOT center.

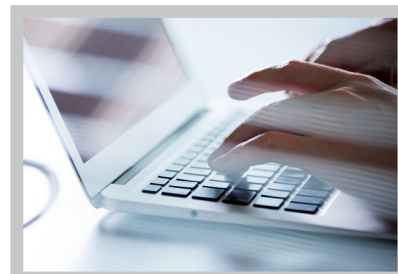
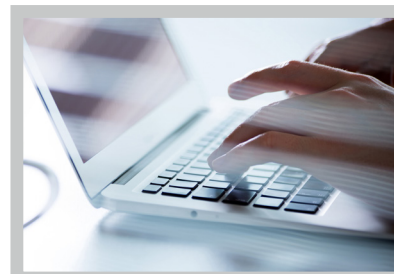


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Registration Requirements

- Approved postgraduate/residency training center.
- Must have at least one recognized TOT on the Go facilitator – if in doubt please contact TOT@SCFHS.Org.
- TOT on the Go involves active faculty in the approved PG training program in the institution (centers must develop rigorous selection criteria).
- Conduct minimum three (3) annual TOT on the Go workshops (in different formats) under SCFHS TOT program supervision.
- Develop their TOT on the Go facilitators and co-facilitators under the supervision of SCFHS TOT program faculty.
- Develop their instructors and participant's manuals using the provided templates by SCFHS TOT program.
- Develop their program evaluation and quality assurance in compliance with SCFHS TOT on the Go program quality assurance standards.



Facilitators/Instructors Guide Template

Introduction

Provide a brief overview of the TOT on the Go workshop. You may refer to the history of the TOT on the Go in SCFHS website and then refer to its history in your place. Describe the current gaps/pain point your faculty face in their day to day work with the trainees. Explain how this workshop would close these gaps underpinned with literature.

Adult learning

Outline the adult learning principles that will be covered in your workshop. Justify their selection and how they are related to your topics covered in the workshop.

TOT on the Go requirements

Think of the essentials that will make your workshop successful. In this part, outline the TOT on the Go workshop requirements. Things to consider like location, access to location, parking, main auditorium, small classroom, setup for roundtables, smart screens, audiovisuals, temperature control, ventilation/air quality, water, food, lounges, bathrooms, and Wi-Fi... etc.

Learning objectives

Outline your TOT on The Go learning objectives (35- objectives maximum). You may review the paper authored by (Chatterjee & Corral, 2017) to guide writing your objectives.

The TOT on the Go teaching/learning content

Outline the topics to be covered in teaching/learning, assessment, and feedback. Explain the theoretical underpinning of the content. In this area the facilitator shall understand the relationship of the content and the objectives, the training curriculum, and how the faculty will empower to train their residents to achieve the competencies of underlying the current curricula (e.g SaudiMEDS, CanMEDS competencies).



Facilitators/Instructors Guide Template

The TOT on the Go teaching methods

Select and justify the teaching methods, and processes that are used to deliver the content of the workshop effectively.

The TOT on the Go workshop support/aid tools

Outline and justify scientifically the use of teaching tools/aids or the use of some tools in some contents over others to teach the content of your TOT on the Go workshop.

Developing the TOT on the Go lessons plan

Describe the process/blueprint of developing the workshop lessons plan. This step helps connecting the objectives, content, and the outcomes of the workshop to the curriculum's objectives. It helps to draw your attention to the pain points of your faculty while they teach their residents/students at the bedside/practice.

The facilitation skills

Outline and justify the selection and use of the facilitation skills intended to be used with the participants in your TOT on the Go workshop.

Dealing with problematic situation during the TOT

Outline and describe common problematic situations that arise during workshops. For example, managing large groups, managing passivity, conflicts, disagreements, skepticism ...etc. Underpin this part with literature.

Outcome assessment

You may remind the instructor at the end of each session and workshop to ask the participants about how the workshop impacted their knowledge, confidence, and competence. This may serve as a quick survey of the outcome.



Facilitators/Instructors Guide Template

Program/workshop evaluation

There must be a survey postworkshop established locally to be completed by the facilitators/ co-facilitators of that specific TOT on the Go workshop. A copy of the survey is included in this guide. The instructors/facilitators and co-facilitators must also read the post workshop survey given to the participants.

References:

Chatterjee, D., & Corral, J. (2017). How to Write Well-Defined Learning Objectives. The journal of education in perioperative medicine: JEPM, 19(4), E610.



Participants Guide Template

Introduction/Overview

Give brief introduction of the intended TOT on the Go. Focus on relevance to your faculty and why is it important for them to attend.

The TOT on the Go workshop agenda/schedule

You must follow the format of this workshop agenda schedule. An example is provided to inspire you while completing your TOT on the Go workshop agenda.

Description of the activity	Name of Faculty	Topic/Activity	Time
This is a foundation interactive lecture on principles and practice of assessment in health professions education. Main theoretical concepts, types of assessment, and practical uses of assessment tools will be covered.	Prof. Mohammed Al Rukban	Introduction to assessment in health professions education	08:45 am



Participants Guide Template

Theoretical concepts of the TOT on the Go workshop

Briefly but clearly describe the theoretical concepts underpinning your selected topics in teaching/learning, assessment (mainly formative assessment), and feedback.

The objectives of the workshop

Write three to five objectives of your workshop. You may review the paper authored by (Chatterjee & Corral, 2017) to guide you in writing your objectives.

Pre-workshop reflection

At least one week before the workshop, make sure that this guide has been delivered to all the participants. Ask them to reflect on two to three pain points they face in their day to day practice of teaching/learning, assessment, and feedback. You may refer the participants to read the article written by (Ménard & Ratnapalan, 2013).

Adult learning principles

Outline the adult learning principles that will help the participants meet the learning objectives of your workshop.

Instruction methods

Outline and describe the instructions methods and supportive tools that will be used in the workshop. Provide the participants with the rationale for using them.

Active learning during the workshop

Describe to the participants how important their participation during the workshop to their learning process. Provide practical tips that may help them to participate effectively.



Participants Guide Template

Learning with and in a group

Outline learning strategies that may help the participants learn within and with the groups their assigned to during the workshop. Emphasize the benefits of group learning underpinned with appropriate literature.

End of the workshop

Ensuring that by the end of the workshop participant will be able to identify and apply what they have learned. Getting feedback from participants by providing them with post-workshop survey.

References:

- Chatterjee, D., & Corral, J. (2017). How to Write Well-Defined Learning Objectives. The journal of education in perioperative medicine: JEPM, 19(4), E610.
- Ménard, L., & Ratnapalan, S. (2013). Teaching moment: reflection in medicine: models and application. Canadian family physician Medecin de famille canadien, 59(1), 105–e59.



Quality Assurance Guide

The TOT on the Go quality assurance domain aims to ensure that the workshops conducted throughout Saudi Arabia meet the minimum standards to develop the faculty to the level that make them effective in teaching, assessment and feedback in their workplaces.

In support of regular monitoring, annual self-evaluation reports including details of development and achievements made in the training center shall be generated and sent to SCFHS as part of the registration maintenance process.

The QA program shall be conducted by faculty assigned by the training center.

The four domains of the quality assurance of the TOT on the Go are illustrated in the following figure.

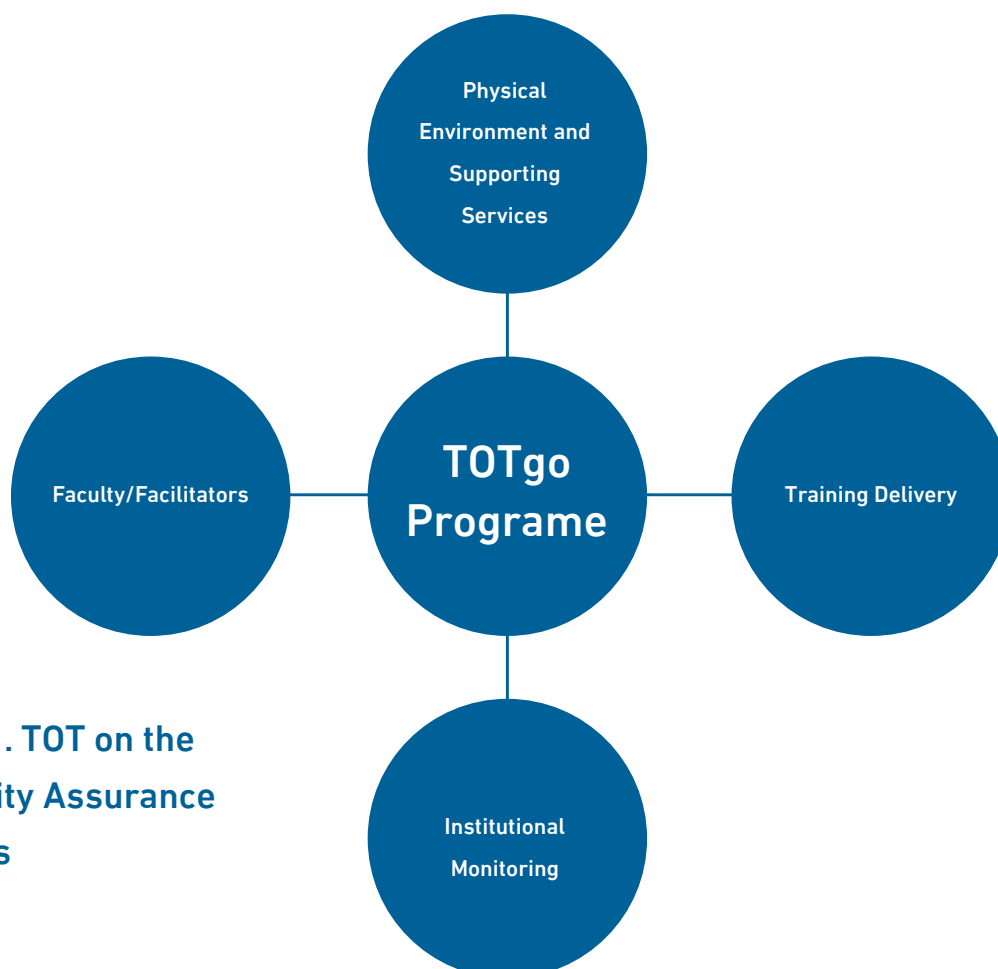


Figure 1. TOT on the Go Quality Assurance Domains



Quality Assurance Guide

The institution shall have a documented quality system with all necessary protocols, documents, checklists...etc. that include:

I. Quality of the Physical Environment and Supporting Services

A. Access:

1. Ensure sufficient facilities to deliver the program (location, parking, postage/signage ...etc.), the property and facilities are well mapped with clearly demarcated signs.

2. Access to the classrooms and workshops spaces is ensured for all trainees.

B. Space:

1. Classrooms are available in line with program and course requirements.

2. Ensure suitable space/Participants ratio (participants per session should not exceed 20 participants in an area not less than 30 square meters).

3. Ensure classroom arrangements that encourage active learner centered design learning (round tables/ small groups).

4. The lounge, restrooms, and furniture are of good quality and sufficiently available.



Quality Assurance Guide

C. Supporting Amenities

1. Ensure safe and adequate catering supplies.
2. Ensure Air/ ventilation systems and temperature cooling/ warming systems operate properly.
3. Classrooms have the necessary facilities and technical communications (internet, Wi-Fi, audiovisuals...etc.).
4. Ensure Providing the necessary technical support throughout the course duration.
5. All necessary teaching and learning equipment, stationery, materials, consumables, etc, are available and sufficiently provided for program delivery.

II. Quality of the Training Delivery

A. Structure:

1. Delivery of training follows the stated objectives.
2. Delivery of training carried out timely as planned.
3. Procedures for course enrollment and registration, feedback and complaints are well established and implemented.
4. Site coordinator are available.

B. Content :

1. Curricula are designed, developed and approved to meet the needs of the community.
2. Curricula development follows SCFHS standards and guidelines.
3. Program contents provokes attention and or participants engagement.
4. Authenticity of the content (no conflict of interest, appropriate referencing, no evident plagiarism, appropriate acknowledgements).



Quality Assurance Guide

C. Process:

1. Teaching and learning strategies are learner-centered and supportive to trainees.
2. All necessary pre-workshop reading materials are sent to participants in an appropriate time.
3. All necessary pre-workshop rehearsal meeting/s (with administration and/or facilitators) are scheduled and conducted.
4. In case of virtual training, appropriate platform shall be used.
5. In case of virtual training, video tutorials for the platform to be used are sent to participants and facilitators prior to the workshop in appropriate time.

III. Quality of the Faculty/Facilitators

1. Facilitators are competent to deliver the program and possess appropriate qualification and expertise as recommended by SCFHS.
2. Facilitators are registered and accredited by SCFHS.
3. Facilitators are innovative, engaged and interested in professional development.
4. Facilitators have good facilitation/training skills and competencies.
5. Facilitator/trainee ratios are supportive to the training purpose (minimum 2:20).
6. Documented facilitators' training development plans are available and revised annually based on training monitoring and feedback.



Quality Assurance Guide

IV. Institutional Monitoring :

A. Training shall be of quality and relevance and in accordance with the standards set out by SCFHS.

B. Training center shall put in place internal systems to ensure the maintenance of standards, quality and relevance of training programs that include:

1. Course evaluation for participants.
2. Course evaluation for faculty.
3. Peer evaluation.
4. TOT quality improvement actions and initiatives are central to monitoring.



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