

## Facilitation Skills

### Compliments of CORE Faculty Development

- I. Facilitation as a Teaching Method
  - The facilitator is a guide on the side rather than a sage on the stage.
  - The facilitator encourages active participation among group members.
  
- II. Characteristics of Effective Facilitators
  - They prepare a plan for the small group sessions.
  - They listen well and are patient.
  - They are supportive of the group, individuals in the group, and the small group process itself.
  - They make learning a shared responsibility.
  - They are comfortable with silence.
  - They are prepared to refocus the discussion.
  - They take risks by expressing personal thoughts about a topic or a patient.
  - They challenge but do not threaten.
  - They are judicious with the use of feedback.
  - They summarize progress or decisions when appropriate.
  
- III. How Do Effective Facilitators Start the Session?
  - Do group introductions.
  - Have the group agree on the task of the session.
  - Have the group agree on ground rules (e.g. all are invited but not forced to talk, it is fine to disagree about an issue but not to be judgmental of a person).
  - Open with a problem or case.
  
- IV. How Do Effective Facilitators Facilitate the Session?
  - Use two tools: Brainstorming and Questions (Appendix)
  
- V. How Do Effective Facilitators End the Session?
  - Allow time for a summary of what was accomplished.
  - Ask for feedback on what worked, what did not work, and what can be done to make future sessions more effective.
  - Review the goals for the next session.

#### References

*A handbook for medical teachers*, 4<sup>th</sup> edition (2001).

[http://www.som.tulane.edu/ome/helpful\\_hints/smallgroup.pdf](http://www.som.tulane.edu/ome/helpful_hints/smallgroup.pdf)

#### Appendix (Types of Questions)

##### Factual Questions

- Used to get information and open discussion:
- Is this patient's CBC normal?
- What is the most frequently given drug for this condition?

#### Broadening Questions

- Used to introduce additional information and encourage analysis:
- What is the relationship between smoking and peptic ulcer disease?
- What additional information would we want to know about this patient?

#### Justifying Questions

- Used to challenge ideas and develop new ones:
- Why do you think we should talk to the patient's wife?
- Why do you think this procedure would be helpful?

#### Hypothetical Questions

- Used to explore unknowns and when necessary, change the course of the discussion:
- What would happen if we placed this patient on Antivert?
- How might this change the way the patient feel about the physician?

#### Alternative Questions

- Used to make decisions between alternatives and to get an agreement:
- Which of the treatments proposed would be best for this patient at this particular time?
- What long term management strategy would work with this patient?