Small Group Facilitator
Connoisseurship

STEVE DAVIS, PHD
DIRECTOR, FACULTY DEVELOPMENT
OHIO UNIVERSITY HERITAGE COLLEGE
OF OSTEOPATHIC MEDICINE (OUHCOM)
HTTP://WWW.OUCOM.OHIOU.EDU/FD/PROGRAMS.HTM
Small Group Facilitator
Connoisseurship
OBJECTIVES & OVERVIEW

- Review Definitions & FACILITATOR Experiences
  - Your experience

- Explore FACILITATOR Connoisseurship
  - Essential Facilitator Skills
  - Self Assessment
    - Self Assessment debrief and resources

- Explore FACILITATOR Resources
  - Electronic and hard
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Facilitator

- one that **facilitates**; *especially*: one that helps to bring about an outcome (as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision

Review FACILITATOR Experience

Please write about your experience with small group facilitation (either as a facilitator or participant):

- What did you like about it?
  ____________________________________________
  ____________________________________________

- What didn’t like about it?
  ____________________________________________
  ____________________________________________
Connoisseur

- expert; *especially*: one who understands the details, technique, or principles of an art and is competent to act as a critical judge.

NAME ONE THING YOU WOULD CONSIDER YOURSELF A CONNOISSEUR AT:

RECALL HOW YOU BECAME THAT.

1. INTRODUCTION
2. INITIAL INVESTIGATION
3. KNOWLEDGE, SKILL, ATTITUDE ACQUISITION
4. PRACTICE, PRACTICE, PRACTICE
Some Theories Behind CBL: Why Facilitate Small Group Learning?

- Practice the way we play (Fidelity)
- Brain works (Encoding)
  - Summary of Short & Long Term Memory
    - Source: John Medina “Brain Rules”
- The Core Competencies
  - What Makes a Competent Doctor
- Goals and Purposes of CBL (handout)
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Essential Facilitator Skills
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Change: From Lecturer to Facilitator
Essential Facilitator Skills

Changing Relationships:

- teachers‘ and students' learning
- teachers and content
- teacher and student
- student to student
- teacher to group
- teacher and self
- teacher and other teachers
## Multiple Facilitator Roles

### Table 5
The Multiple Roles of a Facilitator Within PBL Context

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Advocate</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor</td>
<td>Career counsel</td>
<td>Caring</td>
</tr>
<tr>
<td>Challenger</td>
<td>Content consultants</td>
<td>Group leader</td>
</tr>
<tr>
<td>Instigator</td>
<td>Learner</td>
<td>Listener</td>
</tr>
<tr>
<td>Moderator</td>
<td>Monitor</td>
<td>Problem writer</td>
</tr>
<tr>
<td>Resource manager</td>
<td>Resource person</td>
<td>Role model</td>
</tr>
<tr>
<td>Sounding board</td>
<td>Stimulator</td>
<td>Supporter</td>
</tr>
<tr>
<td>Unit planner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: (Davis, Stephen; 1994, The Ohio State University, Dissertation: PROBLEM BASED LEARNING IN MEDICAL EDUCATION: A QUALITATIVE STUDY OF CURRICULUM DESIGN)
Essential Facilitator Skills

Facilitator Connoisseurship:
For CBL & PBL Facilitators

Stephen Davis, PhD, OUHCOM Office of Faculty Development
davis@ouhsc.edu  http://www.ouhsc.edu/ohpdo/programs.html  SAWSE 2012

Observation
- Group Process
- Individuals Preparation/Participation
- Self Facilitator Performance
- Current Events
- Students’ Schedules (coffee/breaks)
- School Events

Preparation
- Curriculum Knowledge
- Student Relationships
- Case-Based
- Group Roles Fundamentals
- Group Dynamics Skills
- Premor ATTITUDE Support and Encouragement

Feedback
- Timing for individuals and group
- Skill at delivering constructive feedback
- Fighting for feedback for yourself and accessing it without becoming defensive
- Case writer feedback
- Curriculum feedback

The Facilitator Connoisseur

Listening
- Seeking first to understand
- Empathic listening
- Reading interpreting body language
- Repeating in your own words/clarifying
- Understanding real agendas

Participation
- Doing share
- Model thinking, learning skills and group work
- Establish good habits for objective and introspective
- Help improve group process skills and test key ground rules
- Diagnosis and intervening when ineffective behaviors occur
- Refrain from being lecturing

Evaluation
- Students evaluation of the facilitator
- Facilitator evaluation of the student
- Small group evaluation
- Case evaluation
- Curriculum evaluation
- Documentation/notes shown

Questioning
- Master of the *open ended* question (www.wim)
- Involve “in and out, which is shown of education”
- Questioning to facilitate group process improvement
- Modeling “why why why”
- Modeling ways to appropriately challenging assumptions and inferences

The Facilitator Connoisseur

* A connoisseur (Fr. connoisseur, from Middle French connaître, meaning “to be acquainted with” or “to know about”) is a person who has a great deal of knowledge or an expert judge.

Resource: http://www.ouhsc.edu/ohpdo/facilitatorresources.htm
<table>
<thead>
<tr>
<th>Essential Facilitator Skills</th>
<th>Self-Evaluation</th>
<th>(low)</th>
<th>(high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>1</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Feedback</td>
<td>1</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Listening</td>
<td>1</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>1</td>
<td></td>
<td>10</td>
</tr>
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<td>1</td>
<td></td>
<td>10</td>
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<td></td>
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</tr>
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<td>Observation</td>
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<td></td>
<td>10</td>
</tr>
</tbody>
</table>
Essential Facilitator Skills
Self-Evaluation

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.
I think you'll agree that this meeting went smoothly with me as Facilitator.

The breakthrough was when I realized I was the only one here with anything valuable to say.

Let's have a moment of silence to honor me for my brilliant work despite being surrounded by dolts.
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Facilitator Resources

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

100 Facilitator Tips
OUHCOM’s “Feedback to Small Group Facilitator’s.” Another checklist – student’s evaluation of their facilitator: from 1 Strongly disagree to 5 strongly agree.

Student’s Evaluation of Facilitator

- Was open to student ideas, viewpoints, and opinions.
- Showed skill in supporting and motivating individuals within the group.
- Encouraged rapport among group members.
- Helped generate a positive atmosphere that facilitated learning.
- Guided the group process without being too directive.
- Gave group the appropriate freedom to set their own direction within appropriate limits.
- Was good at facilitating interaction within the group when needed.
- Was skilled at getting everyone in the group involved.
- Asked good questions when needed.
- Was a good listener.
- Encouraged wrap up sessions.
- Helped our group gain skill in assessing our group effectiveness so that we became a better "learning group."
- Encouraged us to be prepared for each session.
- Reinforced us appropriately.
- Overall, the facilitator did a good job.
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Facilitator Resources, Cont.

“From the violent nature of the multiple stab wounds, I’d say the victim was probably a small group facilitator.”