



Tips on How to Facilitate a Learning Session

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Remember that you are not expected to be a content expert and that your goal is to introduce, engage, and reinforce key learning principles. The sessions you plan to facilitate do not have to be formal in nature but can simply involve a quick 10–15-minute activity followed by a key message.

Keep in mind that people learn in different ways and at different paces. If you try something and it does not work, then try a new approach. The facilitation guide provides you with a mix of formats and styles to accommodate adult learning principles.

Key Points:

- Begin with scenarios and activities that are most applicable to your setting and/or will promote staff participation. Remember that you do not have to complete all the available scenarios and activities but can pick and choose which ones to complete or come up with your own! Look through the facilitation guide and the appendix to use the content as your talking points and the sample sessions to get ideas for activities you can run with your staff.
- Start off by explaining the why behind the activity to highlight the purpose or goal of the activity. For example, if incorrect glove use among staff is a concern, then take the time to discuss how double gloving or universal gloving leads to the transmission of infections as a way to introduce the hand washing or gloving activity. Remember to first explain why before the how.
- If you have real-life examples, consider integrating them into your planned activity. This will help reinforce learning concepts and help keep staff engaged. For instance, if you noted a visitor incorrectly wearing their PPE and provided education to this person consider sharing your experience.
- Use the follow-up questions included in the facilitation guide to help initiate discussion among staff after completing an activity. Consider asking open-ended questions instead of simple 'yes' or 'no' questions.
- If you are asked a question that you are unsure of how to answer, simply state that you will follow-up with the most appropriate person and will provide an answer at a later time. It is okay to not have an answer to every question that you may be asked, remember we are not expecting you to be a content expert.
- Pick one key message to drive home the concept you reviewed or reinforced to keep things simple and allow for better retention of the concept. For example, if you are discussing PPE donning and doffing, you could reinforce that staff always have access to the Public Health Ontario PPE donning/doffing posters whenever they need in the moment. They are not expected to memorize the steps.

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