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Conducting a Mock Health Education Session

Experiment 9 - Practical Notes

Name: _____ Roll no.: _____ Date: _____

Aim

To deliver a short health-education session with audience participation and a check of understanding.

Principle

A useful session explains a small number of accurate actions, invites questions and checks what the audience understood. The educator adapts language and pace to the audience rather than reading a long script. Feedback supports revision of both content and delivery.

Practice Case

Fictional simulation: Conduct a five-minute classroom session on reading the instructions on an ORS packet. Use a demonstration packet and a labelled measuring vessel without giving patient-specific treatment advice.

Roles and Scoring

Work in a group of three: learner, patient or partner, and observer. Score each criterion 0 = not demonstrated, 1 = partly demonstrated, 2 = clearly demonstrated. The checklist is for classroom feedback, not a validated clinical assessment.

Requirements

- Case sheet, quiet practice space and timer.
- Observer checklist and notebook; no real patient details.

Procedure

1. Plan

Write one learning objective and a simple opening question. Prepare the materials and the verified main points.

2. Introduce

Explain the purpose and ask what the audience already knows. State that the session demonstrates packet instructions.

3. Demonstrate

Show the water-volume statement and explain using the whole packet and the specified volume. Keep the demonstration visible.

4. Invite practice

Ask a volunteer to locate and explain the instruction. Clarify errors supportively and invite questions.

5. Evaluate and close

Use teach-back, summarise the action and obtain one point of feedback about clarity.

Suggested Practice Dialogue

- Opening: "Where on this packet would you look to find the water volume?"

Healthcare Psychology and Communication Skills

- Demonstration: "Different packet sizes may have different directions, so we follow this pack's label."
- Check: "To see whether I explained clearly, how would you prepare this packet?"

Observations and Record

Criterion	Score 0 / 1 / 2	Observed behaviour
Clear learning objective	___	___
Accurate visible demonstration	___	___
Audience participation	___	___
Teach-back and concise closing	___	___

Worked Example

The numbers below are illustrative; enter your own observations in the record.

- Illustrative timing: opening 45 s, explanation 90 s, demonstration 90 s, teach-back 60 s, close 15 s; total = 300 s = 5 min.

Result

Total score: ___ / 8. Record one effective phrase, one missed opportunity and one specific action for the next attempt.

Precautions

- Use verified education content and avoid recommending a personal regimen.
- Do not shame a participant who gives an incorrect answer.
- Keep demonstration materials clean and separate from any clinical supplies.

Viva Questions and Answers

1. Why use a learning objective?

It defines what the audience should be able to do after the session.

2. How can understanding be checked?

Ask the audience to explain or demonstrate the action in their own words.

3. Why obtain feedback?

It reveals communication barriers the presenter may not notice.

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