



# Understanding the Clinical Research Process and Principles of Clinical Research

HIV/AIDS Network Coordination  
**hanc**

**Instructor's Guide**

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Name





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## **INFORMATION ABOUT THIS TRAINING**

Welcome to the Instructor's Guide for "Understanding the Clinical Research Process and Principles of Clinical Research." Be sure to review this guide thoroughly before teaching the workshop. The information you find in this guide will help you prepare for your workshop experience.

### **Training Description**

This workshop is intended to provide information for Community Advisory Board (CAB) members working with HIV clinical trial sites associated with HIV research networks funded by the Division of AIDS of the National Institute of Allergy and Infectious Disease. The locations where this training will be delivered involve multiple U.S. and international locations. This training has been developed to create a consistent message for a variety of people in different locations with different knowledge and experiences.

### **Workshop Objectives**

The objectives of this workshop are to:

- Describe clinical research
- Describe the clinical research process
- Describe the principles of clinical research
- Define ethics
- Describe the role of a Community Advisory Board (CAB) in the research process
- List key partnerships
- Discuss issues affecting AIDS research for various stakeholders

These objectives will be met with an informational piece (the Participant Guide) and numerous small and whole group activities and discussions. This course will be most successful with people who feel comfortable sharing questions and information.

*This project has been funded in whole with a grant from the United States Government Department of Health and Human Services, National Institutes of Health, National Institute of Allergy and Infectious Diseases (U01 AIO68614).*



## **Audience**

This training has been designed for participants with little or no knowledge of clinical research. In some locations, the training can be used as a refresher with more knowledgeable participants.

For participant groups with a variety of knowledge and experience, ask more experienced participants to share their understanding with members of the group who have less knowledge and experience. After introductions early in the session, try to intermingle participants throughout the room so that small groups contain experienced and inexperienced participants in them. This intermingling will provide an appropriate interaction level during discussions and activities. The primary audience for this training is:

- Community Advisory Board (CAB) members
- Staff members assigned to support CABs
- Trial investigators worldwide
- Other worldwide advisory groups, administrators, conference attendees

Note, in some training venues, participants may have little or no reading skills. In these situations, the instructor will need to provide the content verbally. It is recommended that the PowerPoint presentation be used in lieu of the Participant Guide for these situations.

## **Suggested Number of Workshop Participants**

The ideal number of workshop participants is between 3 and 12. The activities and discussions are developed so that there is interaction between participants and the instructor within a small group format or one large group. Instructors should be prepared to adjust the content of the activities and discussions, as needed. Additional information about how to customize this workshop is provided later in this guide.

## **Contact Information**

For more information about this training, please contact: **please provide a contact person.**

## **Training Format**

This training has been developed for maximum flexibility for a variety of venues:

- The workshop version can be delivered in entirety (one day) or broken down into various modules for shorter sessions of approximately two hours each
- The workshop will also be available in a web-based format



## Prerequisites

There are no prerequisites for this training.

## Evaluations

Because of the anticipated skill levels of participants, a Level I evaluation (Workshop Evaluation) has been included at the end of the Participant Guide. This evaluation is sometimes referred to as a “smile sheet.” It evaluates participant satisfaction only, not participant learning. In addition, the participants' reactions have important consequences for learning (Level II, below). Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility.

A Level II evaluation attempts to assess the extent participants have advanced in skills, knowledge, or attitude. This workshop, because of the target participants, uses an informal Level II evaluation. What functions as a pre- and post-test is delivered by a series of questions informally answered at the beginning and end of the training session. To reduce stress for participants with low reading skills, the instructor should be prepared to read the questions and log (if possible) individual participant correct and incorrect responses. Ideally, the instructor should have a list of participants and their scores for the pre- and post-test. Look for higher post-test number correct as an indicator of success.

An observer is also helpful for workshop sessions to record individual skill and knowledge improvement throughout the workshop. This record should include comments about areas of difficulty, suggestions for improvement, and additional training recommended/needed. Ideally, identification of other training interventions would be useful and appropriate. Other training interventions may include self-study, web courses (if available), one-on-one coaching, mentoring, etc.

The web version of this course will have Levels I and II assessments built into the course.



## **Safety and Comfort Information/House Rules**

Announce the following information for participant comfort and safety at the beginning of each training session:

- Fire: tell participants if there are any fire alarm practices that day; show participants the nearest alternative exits; tell participants where to gather
- Rest rooms/comfort rooms: tell participants where the nearest rest rooms/comfort rooms are located
- Messages: Tell how any messages for participants will be handled (for example, a message board)
- Breaks and lunch: provide times and locations of breaks and lunch
- Smoking: provide a smoking location and local smoking policies
- Participation: remind participants of the importance of sharing and contributing to discussions and activities





## Instructor Checklist

Because of the wide variety of training locations, the list below is optimal. However, the instructor should be prepared to accommodate a variety of training environments where the optimum isn't available.

- Laptop to show PowerPoint presentation (PPT) and optional video
- LCD projector and screen
- Speakers (optional, depending on the laptop's speakers and room size)
- Blank flip charts
- Paper and pencils/pens
- Participant Guides (one per participant)
- Blank flip charts (if possible) or white board and markers
- Name tags and/or tent cards (1/participant)
- Masking tape (optional)

Some locations may have difficulty showing a PowerPoint presentation. If necessary, the PPT can be printed out on transparencies and shown with an overhead projector. For locations with limited visual aid equipment, the PPT slides with activities and discussions can be printed individually and given to participants to write on. For locations with limited paper resources, the PPT slides can be printed as "handouts."



## Timing Matrix

This workshop should last approximately 8 hours. In general:

- Each PowerPoint should take approximately 2 minutes
- Whole group discussions should take approximately 5-7 minutes, including debrief
- Small group activities should take approximately 10-15 minutes, including debrief
- What Do You Know? Activities should take approximately 10 minutes, including debrief

<b>Module/Section</b>	<b>Estimated Timing (minutes)</b>
Introduction	50
Clinical Research	50
Break	10
Clinical Research Process	65
Lunch	40
Elements and Principles of Clinical Research	130
Break	10
Community Advisory Boards (CABs) and the Research Process	90
Key Partnerships	15
Conclusion	20
Total Time	8 hours



## Activity Map

Module	Timing	Activity	Materials Used/Notes
Introduction	5 minutes	Introductions (whole group)	None
	15	What Do You Know? (Pre-Test)	None
Clinical Research	5 minutes	Group Discussion: Clinical research approaches can be medical, behavioral, or management	None
	7 minutes	Group Discussion (before the Clinical Research Activity)	None; this is the last group discussion for this module, so allow time for discussion
	15 minutes	Clinical Research Activity	Distribute case study handouts
Clinical Research Process	7 minutes	Group Discussion (follows the Phase III slide)	None
	5 minutes	Group Discussion (before the Clinical Research Activity)	None; this is the last group discussion for this module, so allow time for discussion
	20 minutes	Clinical Research Process Activity	Distribute case study handouts
Elements and Principles of Clinical Research	10 minutes	Group Discussion (follows the “What Are Eligibility Criteria” slide)	None
	7 minutes	Group Discussion (follows the “What Is Informed Consent” slide)	None
	10 minutes	Group Discussion (follows the “What Are Inclusion/Exclusion Criteria?” slide)	None
	10 minutes	Group Discussion (follows the “Who Is Responsible for Ethics” slide)	None
	30 minutes	Elements and Principles of Clinical Research Activity	Distribute case study handouts

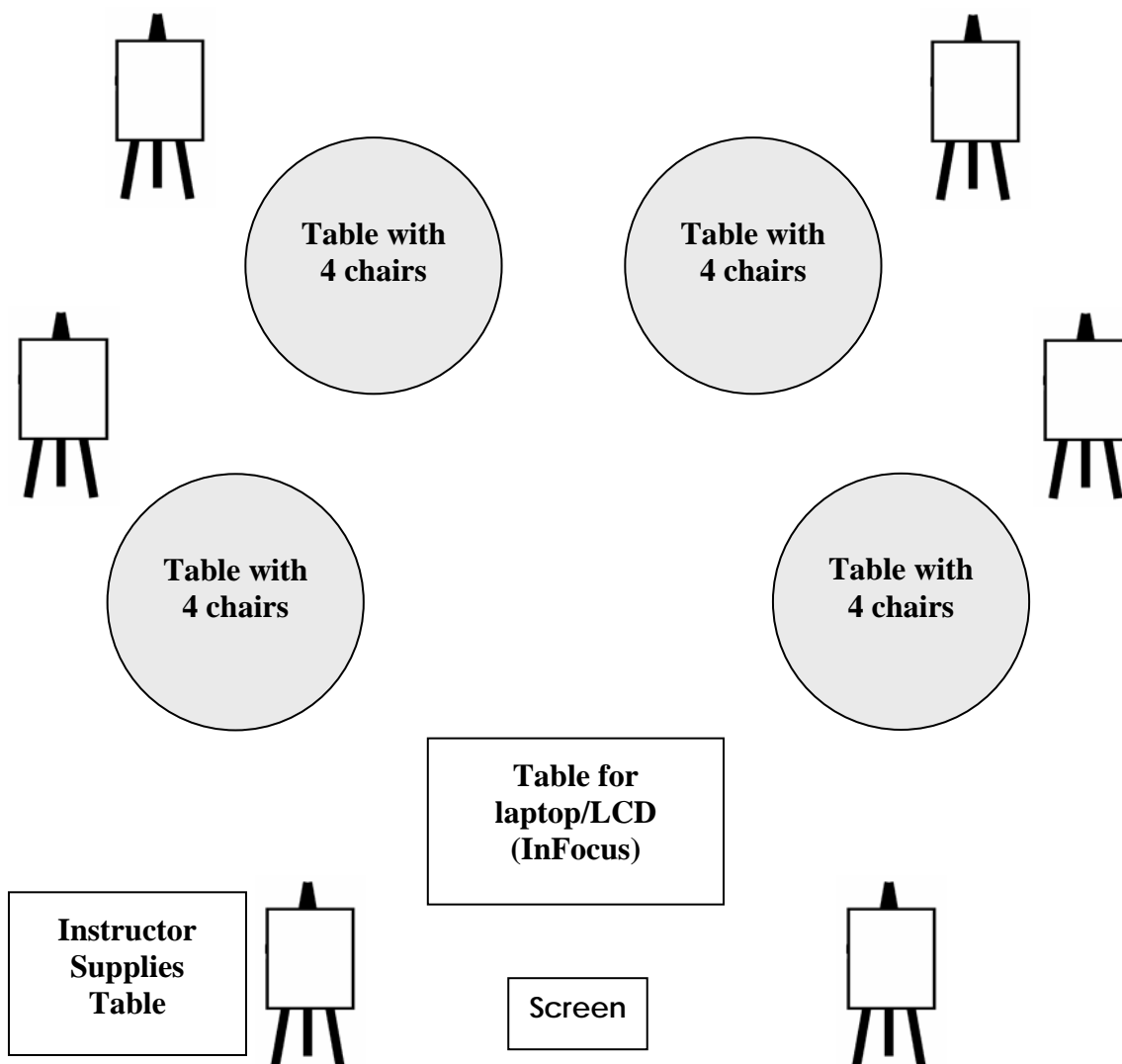


<b>Module</b>	<b>Timing</b>	<b>Activity</b>	<b>Materials Used/Notes</b>
Community Advisory Boards (CABs) and the Research Process	20 minutes	Group Brainstorm and Discussion	None
	45 minutes	Community Advisory Boards (CABs) and the Research Process Activity	Distribute case study handouts
Key Partnerships	0	No activities in this module	
Conclusion	15	What Do You Know? (Pre-Test)	None



## Room Layout

The most effective room arrangement is tables that will accommodate small group activities, arranged for participants to see each other, the instructor, and the presentation slides/flipcharts. Instructors should be prepared to work with whatever situation is available.






## Instructor Guide Format and Features

This Instructor's Guide is designed to present information for instructors to prepare for the training session. As a wide variety of training locations are expected, this guide contains important set-up information and background material to help ensure success of the material.

The PPT presentation for this workshop contains the details for delivering the material. Instructors can print out the PPT presentation in "Notes" view to see detailed instructions for each slide (see below for sample).

An average of 2-4 minutes is needed to cover the content for each slide. Activity and discussion slides will require additional time (see the Activities section of this Instructor's Guide).



**Understanding  
the Clinical  
Research Process  
and Principles of  
Clinical Research**

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There is no Participant Guide page for this slide.

Welcome participants to the course. Tell participants to sit down anywhere they will be comfortable. Thank participants for coming to the workshop, if appropriate. Remind participants that the course will be more interesting and fun if they ask questions and share their experiences.

Tell participants to write their names on the Participant Guides. These Participant Guides are for them to keep and write notes in.

Explain that the Participant Guide contains a lot of information. Go through the Table of Contents to show participants what the course is about. Then show participants the Glossary at the end of the Participant Guide

After everyone is settled, introduce a whole group activity (approximately 5 minutes): Introductions. Go around the room and ask each person to stand up and state his/her name, what they do, and why he/she is taking this workshop. Begin the introductions to provide an example. Feel free to use your own introductions activity ("ice breaker"), if desired.



Understanding the Clinical Research Process and Principles of Clinical Research, v1.0 1



## General Rules about the PPT Instructor Notes

- Every heading in the Participant Guide will have a corresponding slide to make it easier for participants to follow along.
- Each notes section identifies which page of the Participant Guide relates to that slide
- The statement “Allow for questions and discussion” is inserted in the notes section for those slides that may require more explanation—check participant reactions and body language to make sure they are comfortable before moving to the next slide
- There is a lot of information given in this workshop—the instructor notes are designed to keep the workshop moving in order to complete the workshop in a timely fashion

## Icons Used in the PowerPoint

Icon	Description
	Whole Group Activity Whole Group Discussion
	Small Group Activity

## Video

This course includes an optional video, to be used at the instructor’s discretion depending on the location and participants.

To download a copy of the video, go to <http://www.hhs.gov/ohrp/belmontArchive.html>.

Then go to in the section called “Belmont Report Educational Video.”

Click on the link “Belmont Report Educational Video” link to download, save, and view the video. If you have difficulties downloading the video, you may need to install RealPlayer on your computer. There is a link to a link included in the paragraph for the free downloadable RealPlayer software.



## Rewards

Candy is an excellent motivational tool for workshops throughout the world. Consider having a supply of candy and/or small gifts available to pass out during the workshop. Rewards can be given for:

- Correct answers
- Participation in discussions
- Contributions of best practices, insights, personal experience, and examples

## How to Lead the Training (Methodology)

This workshop contains numerous instructions that occur throughout the materials. In order to keep specific instructor notes as concise as possible in the PPT notes sections, the following guidelines are provided for instructions on how to handle standard instructional items found throughout this course.

Table groups can be used for some activities and discussions. The table groups are usually naturally occurring, that is, the participants self-select those with whom they are seated. It is good training practice to change the composition of these groups, especially during training sessions that last more than just a few hours. Diversity of thought can be encouraged by arranging the participants in different configurations or by just changing the seat patterns.

## Activities

### *Activity Materials*

Materials for this workshop have been designed for maximum flexibility and low cost.

### *What Do You Know? Activities*

These activities will take between 10 and 15 minutes, depending on how they are presented and debriefed.

There are two “What Do You Know?” activities: one at the beginning of the workshop and another at the end of the workshop. These activities function as a pre- and post-test. Participants in this workshop may have difficulty completing a written pre- and post-test, so this activity is designed to accommodate a wide variety of reading and writing levels. The instructor will need to assess the participant skill levels and then use the appropriate option provided below.





The activity uses the same materials for the pre-test and the post-test. The goal of the activity is to demonstrate increased participant knowledge after taking the workshop. This increased knowledge is reflected in the number of correct answers. A higher score after the workshop demonstrates an increase in knowledge. Ideally, the instructor will be able to record a number correct for the pre- and post-tests for every participant (observers and visitors can also help record scores if they are willing to assist). It is acceptable for adult participants to keep track of their own scores. While this method of evaluation (this is a Level II evaluation) is imperfect, it provides one way of measuring success in a non-threatening way.

As specific questions are covered in the workshop materials, there will be a reminder inserted in these notes to point out to participants of the questions and answers. This technique helps participants remember answers for the post-test at the end of the workshop.

Option 1: For participants with good reading skills, make copies of the What Do You Know? Handout and distribute. Participants can individually complete the “test.” Allow 15 minutes if participants need to read the questions themselves. After completion, review the answers with the whole group. Ask participants to insert the number correct at the bottom of page 2 of the handout. Use the same process for the end of the workshop. If possible, record scores of the pre- and post-tests in order to track improvement.

Option 2: For participants with unknown reading skills, make copies of the What Do You Know? Handout and distribute. Read each question and the possible answers to the participants. Participants can answer the questions on the handout (depending on their skill level). Provide answers after each question. Ask participants to insert the number correct at the bottom of page 2 of the handout.

Option 3: Use the What Do You Know? PPT file. As in option 2, read the questions and answers to participants. Use show of hands to provide answers. Record the number correct for individual participants, if possible. Observers and guests can also assist in recording individual participant responses. This option is more difficult to track individual performance but can be used, if necessary.



### ***Whole Group Discussions***

All whole group discussions are intended to take approximately 5-7 minutes (total). These discussions are not intended for in-depth discussion. Instead they are designed to promote interaction and provide a break from straight lecture/presentation by the instructor.

There is a PPT slide after every major section of content that has one or two questions. These questions are designed to check participant understanding of the material in a non-threatening and collaborative manner. These slides are optional, depending on the makeup of the workshop participants, the instructor's experience, and the time allotted for the workshop. The most-effective way to use these slides is to incorporate the instructor's personal experience and examples during the discussion generated by the questions. Try to allow participants to share their feelings, knowledge, and experience before sharing the instructor's responses.

These group discussion slides can be deleted, expanded, or revised, depending on an individual instructor's experience, participant experience, and time allotted for the workshop. The general format of the discussion should be:

- Ask the question
- Ask for volunteers to answer the question
- Ask for volunteers to describe how the question applies to their experience
- Ask for examples
- Build on participant responses by providing additional experiences and examples
- Thank volunteers who participate in the discussion

For workshops where participants are reluctant to speak, be prepared to answer the questions yourself and then ask participants to volunteer their own experiences. For workshops with observers or other local subject matter experts, include them in the responses.

However, be cautioned that local observers and subject matter experts may intimidate participants, which may negatively impact open discussion and sharing.

Another technique for using these question slides is to divide the room into small groups and assign a question to one to two of the groups. This technique is useful for minimizing insecurities; however, it is much more time consuming. See the section below for suggestions on debriefing small group activities/discussions.



### ***Small Group Activities***

Following every major section of the course, there is one PPT slide that describes an activity that's designed for more in-depth work. These activities are designed for small groups of between 3 and 6 participants.

Small group activities should last approximately 10-30 minutes. Allow approximately 5-15 minutes for the groups to work together. And then allow approximately 5-15 minutes for presentations to the class and debriefing.

Divide the class into as many groups as are needed to maximize the number of participants and their experience levels.

Distribute one handout to every person at the table group. There are four case studies, so there can be as many as four table groups. Make sure table groups work with the same case study character throughout the workshop so they become familiar with the person in the case study. These handouts provide basic information about a person (the "case study") with questions for participants to discuss. The case studies will expand during the workshop as we learn more information and the case studies are filled out. The handouts have space for participants to write notes. Discourage a lot of writing, and encourage a lot of discussion.

The people identified in the case studies represent males and females in different countries where HIV/AIDS is prevalent. The case study files may be adapted (names of the people, countries, and/or the situations) by the instructor to better suit the workshop. The people and situations in the case studies are fictional and do not represent actual people.

These small group activities are designed for participants to share ideas and think about the material they just learned about in new ways. Participants have an opportunity to gain confidence within their small groups. Then they gain additional confidence when their answers are shared with the whole class. This whole-class sharing allows other participants to offer different viewpoints and experiences. Everyone learns by listening and sharing experiences.

While participants are working within their small groups, circulate among the groups. Ask open questions, such as "Have you thought about how the other people in this person's life are affected?" "Would that be a benefit for the person or a risk?"

In locations where a traditional learning environment has been the standard (teachers lecture and participants listen), these small group activities will take some getting used to. Frequently encourage participants to share what they think in a positive, supportive way. Show enthusiasm and share your thanks when participants speak up. If possible, have small rewards (like candy) available to distribute periodically.



Ask for volunteers when asking groups to present their results. Until groups have confidence in their answers and presentation skills, there may be some reluctance to speak up. Discourage the same person in a group from presenting after each activity. Ask different people to present each activity's results, unless someone will be embarrassed.

Debrief notes after a group has role played or presented in front of the class:

- Encourage participants to ask for examples (be prepared to provide examples, if needed)
- Summarize the activity by reminding participants how:
  - Difficult it is to describe difficult subjects and words in simple terms
  - Important it is to make sure people understand what is explained to them
  - Difficult it is for some people to communicate when they might not understand what is being said

### ***Brainstorming***

Brainstorming is a way to think of as many ideas as possible in a short amount of time that helps you look at new things in new ways. The brainstorming rules are:

- Think of as many ideas as possible
- State each idea as it comes to you
- Build on other people's ideas
- Think of absurd, humorous, crazy ideas
- Keep up a rapid pace
- Be positive
- Do ***not*** question, criticize, or challenge other people's ideas



***At the End of Every Module/Section of the Workshop***

Every major module/section of the workshop ends with an activity. New modules/sections of the workshop start with headings that are in all capital letters. Before starting a new section of the workshop, be sure to debrief the current section:

- Review what was learned in this section (there is no PowerPoint slide for this review)
- Ask for questions and allow for questions
- Write any “parking lot” issues or information you need to come back to on a blank flip chart (a parking lot is where we capture all questions we may not necessarily have an answer during the workshop. Write these questions on a flip chart and follow up with the participants. Parking lot items are also good reminders for instructors to consider including in future workshops.

Consider timing issues, also. Try to take mid-morning, lunch, and mid-afternoon breaks at the end of a module/section.



## OTHER HELPFUL TRAINER INFORMATION

### Adult Learners<sup>1</sup>

This section of information about adult learners is designed for less-experienced instructors.

Below is a comparison of the learning characteristics of adult learners and youth learners. Of course, these are generalizations with exceptions occurring in each group of learners, but you may want to keep these differences in mind as you consider your specific learner population.

Adult Learners	Youth Learners
Problem-centered; seek educational solutions to where they are compared to where they want to be in life	Subject-oriented; seek to successfully complete each course, regardless of how the course relates to their own goals
Results-oriented; have specific results in mind for education	Future-oriented; youth education is often a mandatory or an expected activity in a youth's life and designed for the youth's future
Self-directed; typically not dependent on others for direction	Often dependent on adults for direction
Often skeptical about new information; prefer to try it out before accepting it	Likely to accept new information without trying it out or seriously questioning it
Seek education that relates or applies directly to their perceived needs that is timely and appropriate for their current lives	Seek education that prepares them for an often unclear future; accept postponed application of what is being learned
Accept responsibility for their own learning if learning is perceived as timely and appropriate	Depend on others to design their learning; reluctant to accept responsibility for their own learning

In summary, adult learners usually approach learning differently than younger learners:

- They are more self-guided in their learning
- They bring more, and expect to bring more, to a learning situation because of their wider experience
- They require learning "to make sense," they will not perform a learning activity just because the instructor said to do it

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<sup>1</sup> [http://online.rit.edu/faculty/teaching\\_strategies/adult\\_learners.cfm](http://online.rit.edu/faculty/teaching_strategies/adult_learners.cfm)



## Teaching Strategies for Adult Learners

Adult Learner Characteristics	Teaching Strategies
Adults have years of experience and a wealth of knowledge	Use participants as resources for yourself and for other participants; use open-ended questions to draw out participants' knowledge and experiences; provide many opportunities for dialogue
Adults have established values, beliefs, and opinions	Permit debate and the challenge of ideas; be careful to protect minority opinions within the class
Adults expect to be treated as adults	Treat questions and comments with respect; acknowledge contributions participants make to the workshop; do not expect everyone to necessarily agree with your plan for the course
Adults need to feel self-directed	Engage participants in the learning process; expect participants to want more than one medium for learning and to want control over the learning pace and start/stop times
Adults often have a problem-centered approach to learning	Show immediately how new knowledge or skills can be applied to current problems or situations; use participatory techniques such as case studies and problem-solving groups
Adults have increased variation in learning styles (individual differences among people increase with age)	Use a variety of teaching materials and methods to take into account differences in style, time, types, and pace of learning

Instruction designed for adults tends to be more effective if it is learner-centered than if it is instructor-centered. The instructor must maintain a careful balance between the presentation of new material and its applications, discussion and participation among participants, and the time available.



## Teaching Styles

No one model of instruction will be the best for all situations. Two contrasting models are shown below; one or both or a combination could be used in this course.

<b>Instructor Centered</b>	<b>Learner Centered</b>
The learning objective is usually the transfer of knowledge, information, or skills from the instructor to the participants. The instructor more or less controls the material to be learned and the pace of learning while presenting the course content to the participants. The purpose of learning is to acquire and memorize new knowledge or learn new skills.	The underlying philosophy is that participants learn best not only by receiving knowledge but also by interpreting it, learning through discovery while also setting the pace of their own learning. Instructors coach and mentor participants to facilitate their learning, designing experiences through which participants acquire new knowledge and develop new skills

In general, participant controlled learning (learner-centered) works best when the learners are relatively mature and possess significant related knowledge or where there is no particular sequencing of the material to be learned. Instructor control of the presentation of course materials (instructor-centered) is more appropriate when learners are less mature and lack necessary prior knowledge. Learners who are immature or lack necessary prior knowledge frequently make poor instructional choices if left on their own (e.g., they are unlikely to estimate correctly whether practice is needed, when sufficient mastery has been attained, etc.).





## Thinking Styles

Here is a brief comparison of some different thinking styles of learners. Again, these are generalizations - some people use more than one style, but generally each person has a preferred style. Your online course will be most successful if you vary your style to meet the variety of thinking styles among your participants.

Thinking Styles	Characteristics
Reflective Thinkers	<ul style="list-style-type: none"><li>• View new information subjectively</li><li>• Relate new information to past experiences</li><li>• Often ask "why?"</li><li>• Examine their feelings about what they are learning</li></ul>
Creative Thinkers	<ul style="list-style-type: none"><li>• Like to play with new information</li><li>• Always ask "why?"</li><li>• Make excellent troubleshooters</li><li>• Create their own solutions and shortcuts</li></ul>
Practical Thinkers	<ul style="list-style-type: none"><li>• Want factual information without any "nice-to-know" additions</li><li>• Seek the simplest, most efficient way to do their work</li><li>• Not satisfied until they know how to apply their new skills to their job or other interest</li></ul>
Conceptual Thinkers	<ul style="list-style-type: none"><li>• Accept new information only after seeing the big picture</li><li>• Want to know how things work, not just the final outcome</li><li>• Learn the concepts that are presented but also want to know the related concepts that may not have been included</li></ul>



## Learning Styles

Here are some of the main learning styles. Most people are predominantly one type of learner, but usually they can adapt to another style. Learners do tend to look for their preferred style in each learning situation because they associate that style with learning success.

<b>Learning Styles</b>	<b>Characteristics</b>	<b>Teaching Strategies</b>
Visual Learners	Process new information best when it is visually illustrated or demonstrated	<ul style="list-style-type: none"><li>• Graphics, illustrations</li><li>• Images</li><li>• Demonstrations</li></ul>
Auditory Learners	Process new information best when it is spoken	<ul style="list-style-type: none"><li>• Lectures</li><li>• Discussions</li></ul>
Kinesthetic Learners	Process new information best when it can be touched or manipulated	<ul style="list-style-type: none"><li>• Written assignments, taking notes</li><li>• Examination of objects</li><li>• Participation in activities</li></ul>
Environmental Learners	Process new information best when it is presented in surroundings that match learner preferences (room temperature, lighting, seating, etc.)	<ul style="list-style-type: none"><li>• Online learners</li><li>• Controlled temperature, lighting, and seat comfort</li></ul>



## **Preparations for Training**

### **Learning the Material**

Prior to training any course, you must thoroughly study and understand all training materials. You should be prepared to deliver all training materials, as developed. We also encourage you to enhance the courses you teach by adding your own personal experience and examples. However, the first priority is to complete all material as developed.

You should be prepared to answer participant questions by thoroughly understanding the course and how each piece of material is used and related to the topic.

### **Day before the Workshop**

To make your training day as worry free as possible, make sure you gather all your materials together the day before the workshop. Your confidence and security during the training will depend upon how many last-minute details come up on the training day. Use the "Preparations for Training—Day before Workshop Checklist" to remember all the things you need to do before a training workshop. Use the checklist on the next page as a review prior to training.



## Preparations for Training—Day before Workshop Checklist

- Gather specific incidents to use as examples or points of discussion—these "stories" don't even need to be true, they just need to be yours
- Review any videos and note any items that should be emphasized, brought up for discussion, or addressed with the participants
- Find out from an advance registration list how many people will be in the session so you can plan how to break the group into teams for exercises
- Find out from an advance registration list how many people you will have in the session and what kinds of people they are—you can then make any adjustments to the material to fit your participants' needs and experience
- Be as prepared as possible to answer all questions asked in the training if participants are unable to answer the questions themselves (you aren't expected to know the answers to all questions)
- Assemble all visual aids, materials, and in-workshop examples you plan to use before the workshop starts
- Find out if there will be a guest speaker—if so, find out the person's name, how to pronounce the name, the professional title, and why he/she was invited to speak—talk to the guest speaker before the training, if possible

## Day of the Workshop

Plan to arrive at least 30 minutes before the scheduled training time. In fact, if you arrive *one hour* before training, you'll easily have time to complete the "Preparations for Training—Day of Workshop Checklist" below. Always try to be ready to train before the participants arrive—you and your room are completely set up—so you aren't working when participants arrive.



## Preparations for Training—Day of Workshop Checklist

- Put your name up somewhere or wear a name tag to let everyone know who you are
- Put a sign outside the room with: “Welcome,” the name of the workshop, time that you're starting, and your name—this also tells people you've started in case someone comes late)
- Write a welcoming remark on the white board/flip chart in the training room with your name
- Make sure there are enough copies of materials—know where to get extra copies, if needed
- Make sure audiovisual equipment is working and focused:

- VCR
- TV
- LCD/laptop

- Create an Issues Board with the name of the course and the date—use a flip chart for your "board" so you can write down:

- Things you can't answer that you'll research and report on later
- Comments made by your participants (for example, if a participant thinks something in the training is totally wrong...you probably can't do much about the training materials, but you can notify the training development team what's wrong)
- Any notes you want to keep to include in future training or pass on to others for follow-up



## Room Setup

As the instructor, you may adjust the seating and table arrangement of the training room—within limits, of course. If possible, go to the room you'll be using the day before the workshop so you can plan any necessary changes. Be prepared to deliver in different rooms. Consider these factors when planning or changing the room setup:

- Expected number of participants
- Types of instructional activities in the session
- For small-group discussion, use smaller tables that seat 4-5 people to reinforce content
- For the video segments of a session, make sure participants can see the screen

Use the "Workshop Setup Checklist" to review items to consider.

## Workshop Setup Checklist

- Is there a natural focus point or “front” for the trainer to focus attention?
- Can all participants see the audiovisual screen and/or video monitor easily?
- Are there remote controls for the audiovisual equipment so you can move around the room?
- Is there a table to hold handouts and other materials?
- Is there room for small-group discussions?
- Can the tables and chairs be moved?
- What shapes and sizes are the tables?
- Can all participants see the flip charts easily?
- Are there blank walls or corners to place the flip charts/easels around the room?
- Is there a thermostat for the room, and can it be adjusted if necessary?

## Materials Setup

You should expect that all the materials you need are available in your room—however, you should always double check the day before. When you enter the training room, you should find the items listed on the "Materials Setup" Checklist (see the next page).



## Materials Setup Checklist

Name tags and/or paper for tent cards

Printed materials—enough copies for all registered participants:

Other print materials:

Blank sign-in sheet

Audiovisual supplies:

Videotapes/videos for the course, if applicable

Overheads/PowerPoint CD (preloaded on the laptop)

Audiovisual equipment:

Overhead/LCD projector

Screen

Videotapes/CDs

Monitor

VCR

Laptop

Refreshments

Water

Cups

Presentation materials:

White board markers and erasers

Flip chart markers

Extra flip chart paper

Prepared flip charts

Participants' supplies:

Pads of note paper

Pencils



## Starting the Training Session

Starting the training session is important to set the tone for the rest of the activities. Always be ready, make sure the room is ready, and be available to greet each person.

- Greet each participant as he/she arrives, whenever possible
- Ask all participants to write down their first names/nicknames on the tent cards and/or name tags
- Introduce the guest speaker (if applicable):
- Introduce the guest speaker by name and why the speaker is important to the class
- Sit while the speaker delivers the remarks
- Thank the speaker when done and begin applause

## Housekeeping

"Housekeeping" is information you provide in every training workshop. They're things like:

- Smoking policy
- Emergency procedures
- Add and subtract items you'll need to tell your participants.
- Use the "Housekeeping Checklist" below to review what participants need to know.





## Housekeeping Checklist

- Provide workshop and break times—breaks are usually 15 minutes long (approximately 10:00 a.m. and 3:00 p.m.)
- Provide locations of the rest rooms
- Ask participants to turn off cell phones/pagers, if applicable
- Provide the local smoking restrictions
- Emphasize that you welcome questions, comments, and personal experience
- Provide information about emergencies:

- In case of fire, use the emergency exit nearest the training room
- In case of earthquake (for earthquake-prone locations), move under the tables and stay there until the shaking has stopped, then move outside
- Do not use elevators, if applicable



## Introductions

Introductions are important for all members of a course to become acquainted and become comfortable. Be sure to include guests and observers in the introductions so participants know who they are. Relate the introductions to the subject matter of the course. For example:

- What personal piece of information would you like other people to know about you?
- Where do you work or go to school?

Use the “Introductions Checklist” for more information about introductions that people will remember.

### Introductions Checklist

- Plan your introduction strategy/activity before you go to the workshop
- Consider who your participants are:
  - Use an introduction game with physical activity for younger participants
  - Use a simple verbal presentation with more experienced/mature participants
- Introduce yourself and announce the name of the course
- Explain why you're the trainer—your expertise
- Ask everyone to write down their names on a tent card or name tag
- Lead the introductions—ask your participants to offer a piece of information relevant to the subject matter of the course
- Allow enough time for all participants to contribute—thank each participant after each presentation



## Training Delivery

### Presenting Information to the Whole Group

Whether you're simply presenting material or asking questions, public speaking and training skills can be enhanced by a few guidelines:

- Stand still
- Use notes, if needed
- Use appropriate language
- Take your time
- Adjust voice levels
- Work the room
- Maintain eye contact
- Use gestures sparingly

There are times when it's appropriate for you to sit down during the day. However, avoid sitting down while presenting new information. Some participants may have trouble seeing you if you're seated.

It's a good idea to sit down while someone else is presenting. If you're seated, you show respect for the presenter and you assume the role of participant.

Debriefing an exercise or video is often effective if you're seated because your participants will feel less insecure if they have any difficulty answering your questions.

As trainers, remember that your actions will most likely inspire the same actions in your participants. It's a fine line between having fun and being distracting...set the right example as much as you possibly can! Your professionalism will emphasize the importance of the material you present!



Take advantage of the whole room by:

- Walking around—participants will watch you as you move and pay closer attention to what you're saying
- Moving to participants who might be disruptive—when you stand near disruptive participants they will quickly stop talking!
- Turning the back of the room into the front of the room, if only for a short time...or use the sides of the room as the front—this helps get participants' attention if they're tired after lunch

See the "Presenting Information Checklist" on the next page for more detail.



## Presenting Information Checklist

Maintain eye contact:

- Watch your audience—a puzzled look probably means lack of understanding which means you need to rephrase your statement
- Avoid focusing on individuals when asking questions—they might feel pressured to respond when they're not prepared to respond
- Look at anyone who's answering your question—that person deserves your full attention

Use notes, if needed:

- Avoid scripts of the material—be familiar with the presentation (it's ok to use your notes/book during the first few sessions)
- Stay focused—questions by participants or any spontaneous occurrences can make it difficult to gracefully return to scripted lines
- Consider “talking points,” similar to mini-headings, to stay on track, cover all necessary material, make the presentation as natural as possible, make sure talking points are presented in the correct order, but how the points are explained is up to the trainer

Take your time:

- Everything moves faster for the trainer than it does for the participant
- Repeat important information because participants understand facts and ideas over time—however, try not to repeat phrases/sentences that aren't relevant
- Adjust your speaking speed to allow participants' thinking to keep up with what you're saying
- Pause between sentences so participants can process what's been said and internalize the thoughts

Work the room:

- Move the "front" of the room to get and keep everyone's attention and put different participants in the front of the class
- Put flip charts and white boards in the back of the room so you can change the focus and break up any noisy participants
- Stand near any disruptive participants—they will stop talking if you're close



## **Presentations by Participants**

Discuss the rules of courtesy while people are presenting. No talking!

Lead the applause after the presentation, then debrief. Consider yourself part of the audience, have a seat in one of the participant's seats.

When you're listening to someone speaking, give the speaker your full attention! It's easy to push buttons on a video, pick up your notes, etc. However, the message you're sending is "OK, hurry up and give me your answer so I can get back to my presentation."

If you think your participant presenters can't be heard...instead of interrupting and asking them to speak louder, move toward the back of the room because speakers will automatically follow you, therefore speaking TO the room instead of the front.

If you *think* the speaker can't be heard, rephrase what he/she said to make sure everyone gets the message.

## **Asking Questions**

Asking questions helps you include the participants in the workshop without you "lecturing."

Try to be sensitive to the insecurities of your participants until they get to know you and the other people in the workshop. Most participants will be reluctant to speak up until they're confident their answers will not result in embarrassment.

For questions that you're not confident the participants can answer, ask for participants' "feelings" about a question.

For example:

- "What do you feel is one way to handle this situation?"
- "Can you give me an example from your experience?"

Use the "Asking Questions Checklist" on the next page to help you get the responses you need.



## Asking Questions Checklist

Reinforce learning with questions to:

- Summarize points
- Provoke participant questions if ideas are unclear or confusing
- Include all participants instead of focusing on the individual

Ask related questions instead of simply answering a participant's question:

- To maintain control of the situation
- To involve other participants

Set ground rules to keep participants from taking over the discussion:

- No participant may answer two questions in a row
- Call on participants for answers in the order they appear in the room if there are no volunteers—be careful in case participants are insecure

Handle incomplete or incorrect answers:

- Acknowledge that a more complete answer is needed
- Restate the correct part of the answer
- Open the question to the whole group
- Insist on receiving the correct answer
- Check the whole group for understanding before moving to the next question

Reinforce correct answers:

- Acknowledge and affirm the correct answer
- Ask if anyone else has a different answer or point that can be considered
- Clarify and sort any additional responses with the whole group



## Leading Discussions

Leading effective and animated discussion takes skill and courage—some trainers feel it:

- Is difficult to control how a group will respond
- Puts participants on the spot to provide answers

A problem-solving discussion is a very effective learning technique when the group openly enters into the process. Use a discussion when:

- There's more than one correct answer
- There's no single, comprehensive answer
- There's confusion about the correct answer

Answers from several participants are needed to contribute to the group's answer of each question

Ask for disagreement! Disagreement is important to encourage everyone to engage in active dialog!

Use the "Leading Discussions Checklist" on the next page for more information.





## Leading Discussions Checklist

Allow for silence after asking a question to:

- Provide an opportunity for participants to think about the question
- Assemble the facts that are needed to answer the question
- Consider ways to explain answers to the group
- Decide whether or not someone else will take the risk of speaking out loud
- Determine whether the trainer will answer the question

Use a flip chart or whiteboard to write key words and phrases as participants volunteer their responses

Raise all pertinent points, then either:

- The trainer can summarize the answer
- A participant can be asked to do the summary

Use partial or partially correct answers as a foundation:

- Restate the question and responses received
- Ask participants to “piggyback” their answers onto the correct portion of an answer already received

Check for understanding of any/all answers:

- Created by a group
- Summarized by an individual

Listen carefully to participant responses:

- Pay attention to what people feel
- Pay attention to the content of the response



## Visual Aids

Visual aids help you present your information in a completely different way than lecturing.

Most learners absorb information in a variety of ways using their ears and eyes. The more opportunities you have of reinforcing information using different delivery methods, the more likely your participants will remember what you're telling them.

The most important thing for you is to know where to use your visual aids for the most effect. Also, when you have a visual projected, the participants are likely to focus on the visual—not what you're saying.

Use the "Visual Aids Checklist" for more information.

### Visual Aids Checklist

- Practice using visual aids so you're comfortable
- Make sure you don't block the material you're trying to show
- Try to keep talking as you work with the equipment
- If using an overhead projector, turn off the light if you're not directly showing an overhead...participants will watch the screen instead of listening to you
- If using an LCD, make the screen blank when not talking about a specific slide
- Introduce any handouts **AFTER** you're done speaking unless participants need to follow along on the handout
- Face participants as you speak
- Speak slightly louder to ensure the what you're saying is clearer than what you're showing
- Try to display the visual that corresponds to what you're saying
- Try paraphrasing the content on the visual



## Flip Charts

Sometimes there are times when flip charts can be used to demonstrate an example and/or provide reference during a workshop. Creating your own flip charts can use a lot of workshop time, so make them during breaks or while participants are working on activities.

Use the “Flip Charts Checklist” for more information.

### Flip Charts Checklist

- Abbreviate words to save writing time
- Have plenty of fresh markers available
- Talk to the participants, not the flip chart
- Stand to the left of the flip chart (most people read from left to right)
- Write and then talk—don’t do both together
- Be concise
- Make sure letters and numbers are one inch high
- Balance the words and the white space
- Include headings
- Make sure handwriting is legible and spelling is correct



## **White Boards/Black Boards**

The same kinds of rules apply for writing on white and black boards as you use for producing flip charts. Remember, in most cases, whatever you write on the board isn't a permanent record. Using white boards/black boards, however, is a less-expensive method of documenting participant's comments.

See the "Using a White Board/Black Board Checklist" for training tips.

### **Using a White Board/Black Board Checklist**

- Be neat
- Make sure your words/pictures can be seen from anywhere in the room
- Stand to the left of the board
- Allow participants an opportunity to absorb the material you write
- Make sure you have an eraser handy and plenty of markers/chalk of different colors
- Make sure you use erasable markers on white boards
- Use an electronic white board if you need, or want to keep a record of what you've presented
- At the end of your training session, clean the board for the next user



## **Computer Presentation—PowerPoint**

Computer presentations using PowerPoint can be exciting, beautiful, and easily changed for each workshop. Always view a PowerPoint presentation before training to make sure the colors project clearly. Become familiar with using an LCD projector so you don't fumble with the equipment during the workshop.

Remember, also, your participants will tend to watch whatever is on the screen and pay less attention to what you're saying. PowerPoint is not easily turned off between slides, so you might find participants become easily distracted.

Anything that you make into a PowerPoint presentation can be easily reproduced as a transparency in case you don't have access to a projector. Many trainers have a set of transparencies available for every PowerPoint presentation in case of equipment failure.

## **Video**

Videos are an effective way to provide supporting material...and a break in the delivery style.

However, sometimes you'll use prepared videos that don't always fit the local situation. It's very important for participants to understand the differences in the video and the local environment. You can tell what to look for before you show the video or ask what's different when you debrief the video.

Use the "Video Checklist" on the next page for a list of things to help you use videos effectively.



## Video Checklist

Introduce the video:

- Tell everyone the title of the video and how long the video is
- Provide a little background about why you're showing the video
- Summarize the content of the video
- Tell participants what you want them to watch for—a short list of “things to think about as you watch the video” will help keep everyone's attention
- Use a flip chart to list things that will be seen in the upcoming video

Define unfamiliar terms/expressions that are used in the video

It's all right to stop and start the video to discuss what's coming next or what's just been seen—be careful, however, that the stops/starts don't become disorienting

If you need to turn the room lights on and off:

- Ask for someone near the switch to do it (which keeps one person awake)
- Walk over to the switch and debrief the video at the same time...that helps keep you moving

After the video, debrief the content:

- Ask participants what they felt the video said instead of “telling” everyone in the room what the message of the video was
- Debrief the video as a large group to get people working together
- Don't call on individuals during a video debrief—many people have difficulty processing/understanding what they saw

During the debrief:

- Ask “What was done right?”
- After you get your answers, ask, “What can be improved?”
- Make sure there's at least one positive comment



## **Concluding the Training Session**

### **Participant Evaluation**

Tell participants to complete the participant evaluation form at the end of their Participant Guides. Emphasize that it's not necessary to provide their names if they prefer to remain anonymous. Ask for honest comments so you know what you're doing right and what can be improved. Trainers should look at the participant evaluations so they know how the participants felt about the session and the trainer's performance.

Use the "Concluding the Training Session" to review the steps to complete after your workshop.

### **Concluding the Training Session Checklist**

- Collect and review the participant evaluation form
- Thank all participants for attending