PREVENTION RESEARCH CENTER in St. Louis
Promoting Healthy Communities

Evidence-Based Public Health (EBPH): A Course in Chronic Disease Prevention

State-Based Train-the-Trainer Course Planning Guide

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I. Course Planning

Pre-Planning for Core EBPH Training in the State (by key chronic disease leaders and staff, ideally including those who have previously participated in EBPH training)

- Articulate your goals for holding EBPH – what do you hope to achieve?
- Do preliminary identification of EBPH audience(s) in your state, their learning needs, barriers, competency gaps, etc. (Survey tools are available from the Prevention Research Center in St. Louis.)
- Assess existing training opportunities, accreditation requirements, and workforce development efforts in your state to determine areas of synergy/ complementarity
- Determine resources and budgetary needs for offering (replicating) the course, e.g.,
  - Staff time for planning/ coordination
  - Remuneration for faculty trainers
  - Participant materials (copying, books)
  - Space and computers/ IT support
  - Meals, refreshments
  - Travel related costs for faculty (and participants, if provided)
- List potential partners/ stakeholders
- Identify potential 4-8 faculty trainers to teach EBPH modules or components of modules
  - Strive for a mix of trainers who can work together and share responsibility for delivering the course modules
  - You will need people who have expertise in epidemiology, behavioral science, public health statistics, and economics
  - Identify faculty trainers who have academic background/ expertise as well as those who have experience in public health practice. Some people may have both academic and practice backgrounds. They may come from:
    - Universities and colleges
    - Public health agencies
    - Community based organizations
    - Professional/voluntary organizations
    - Private sector organizations
  - Trainers should have prior teaching/ training experience and be able to relate to the experiences of the audience (e.g., have had similar experiences). They should be familiar with and be able to employ adult learning principles (see III on Page 6).
  - Trainers should have proficient English language skills
  - Those identified as potential trainers should plan on attending the course when it is offered by the St. Louis PRC team in your state.
- As opportunity and resources allow, work with NACDD or the St. Louis PRC to conduct core training in your state.

Planning for Replication of the EBPH Course in Your State (after core training)

- Engage stakeholders/ planning group (including potential trainers) who are invested in building the capacity of the public health workforce in your area

- Agree on scope of state-based training (e.g., chronic disease only or broader?) Note: this decision may be dictated in part by funders/ leaders
- Review modules; decide which modules you plan to modify for your state training
- Identify sources of data for your state/local area that will allow each module to be tailored
- Refine learning objectives/competencies for the entire course accordingly. Revise standard evaluation forms as needed to reflect changes.
- Identify and incorporate state/local program and policy examples as appropriate
- Identify and prioritize appropriate participant populations in your state/region, e.g.,
  - Chronic disease director and key staff (program managers, epidemiologists, biostatisticians, analysts, planners and evaluators)
  - State public health personnel in related fields or whose buy-in is key
  - Partner groups, e.g., Prevention Research Center or other university partners, state and local health foundations, public health associations/ institutes, etc.
  - Personnel from other state and community based organizations
  - District/ local public health personnel
  - Representatives of special or disenfranchised populations

- Finalize training team and determine process for working with them, individually and as a group, to finalize the course. Designate a faculty lead. Clarify roles and responsibilities associated with leading and participating as faculty trainers. Trainers should be expected to provide information about their availability and willingness to participate in training programs and be willing to work with organizers and fellow trainers to plan trainings. Trainers chosen should be asked to provide assurances (formally or informally) that they are committed to offering [a specified number of] trainings over [a specified timeframe]. *Note*: Course organizers may “mix and match” trainers for different trainings based on availability, expertise, audience needs, location and other factors.

- Agree on total time for training and training format; e.g., number of days, hours each day, consecutive or modular, in person or virtual, etc. The course can be offered on formats from 2.5 days to 4.5 days. Be sensitive to:
  - annual or seasonal cycles in funding and activity
  - location, travel time, appropriateness of sites, feasible start and end times
  - religious holidays

  Note: Plan/schedule more time than you think you will need for modules (allows time for discussion and/or getting finished earlier rather than later than scheduled)

- Confirm who will be making opening remarks, doing the welcome, introducing speakers

II. Course Coordination and Logistical Support

Scheduling the Course

- Plan the logistics for the course, including site selection (see “Space and Amenities”), travel arrangements, program material, food*, evaluation forms, CEUs, etc.
- Establish a registration process. Allow plenty of lead time for registration; advertise the course **at least four months in advance**. Clarify any expectations regarding participation, attendance, follow up activities.

Space and Amenities

- The room matters--try to find a good training facility. The size of the group is determined in part by the training space. If possible, choose a course location off site from the participants' job locations. Consider ease of access, parking, etc.
- The ideal room would have:
  - Computers with internet access for all participants and one for the faculty (computers may be shared by two participants if necessary). Note: If participants can provide their own wireless enabled laptops, and the room has wireless capability, you may be able achieve some cost savings and also have more location choices. Make sure your facility has IT support in either case.
  - Adequate ventilation and ability to regulate temperature/ air flow
  - Good lighting, ability to control for AV presentation
  - Sufficient table/ desk space for participants, computers and class materials
  - Room layout that provides unobstructed view of presenters/ screen
  - White board or flip charts with appropriate markers/ erasers
  - Good acoustics such that people can hear trainers and each other without difficulty and/or noise interference. Microphone option if needed, or to accommodate speakers with soft voices
  - Accessible restrooms nearby
  - Space outside classroom for breaks/ lunch*
  - Easy access to places to walk during breaks/ lunch*

Course Materials

- 1” 3-ring **binders** with pockets and cover sleeve for insertion of title page, 10-tab **dividers** (one for each module, one for readings list), **CDs** (for readings and copies of PowerPoint presentations).
- EBPH **textbooks** – one for each participant (*Evidence-Based Public Health*, 2nd Edition, Brownson et al, 2010)
- Pre- and post course evaluation (provided to course organizers)
- Any CEU forms as appropriate (CHES, nursing, etc).
- Course agenda
- Faculty bios
- Sign up grid for individual faculty-participant consultations
- Certificates of participation (template provided; recommend using certificate paper)

- “Training box” to include name tents, markers, dry erase marker for white board, pointer, paper for room signs, tape, sheet with contact information for facility, IT, food vendor, local contact persons, faculty and others as appropriate

<u>Materials Preparation</u>

- Order all materials with sufficient lead time for assembly and distribution to training sites
- Ask for presenters’ PowerPoints, auxiliary material for class exercises and a short bio so that you have them about **three weeks prior** to the training
- Standardize the PowerPoint backgrounds, credits, logos, formatting; spell check; check any URL links embedded to ensure they still work
- Review presentations and clarify any questions with faculty
- View/ print one copy of slides (in black and white) and check each slide to make sure everything prints the same as it appears on the screen; make color/ formatting changes as necessary and save as “print copy” without changing the original for the screen. Number slides and print slides six to a page, except for data or screen shot slides, which should be printed two to a page for legibility. Three-hole punch for notebooks.
- Print class exercise sheets on colored paper for ease of finding them in the notebook
- Print cover and back sheet for binders (samples provided)
- Burn CDs and label (e.g., EBPH, site and date)
- Print ancillary materials: agenda, pre-course assessment, faculty bios, course evaluation, copies of CEU forms (as appropriate), certificates (sample provided)
- Binder contents will include:
    - Pre-course assessment (provided to course organizers)
    - Course agenda
    - Faculty bios
    - PowerPoint presentations
    - Class exercise materials
    - Reading list
    - CD
    - Front and back cover
- Assemble binders such that each module is in its own tab; other materials can be placed in pockets, e.g., agenda, faculty bios, precourse assessment in front; CD in back. Assemble enough for participants, faculty, and 5-10 extra for unexpected guests.
- NOTE: Post-course evaluations are generally not placed in binders, but handed out the end of the last day (as are certificates)
- If training is off-site, work with local contact people and send books and binders to training sites ahead of time

Support for Faculty

- Work with faculty trainers to prepare course materials (as above)
- Facilitate travel arrangement as needed (hotel, flights, cars, etc.). Provide any guidance about parameters of stipends (if offered) and covered expenses; be clear about whether expenses can be direct billed or if they must be reimbursed.
- Prepare a logistics sheet for faculty that provides:
  - Name and location of the training site
  - Name, location and confirmation numbers for lodging
  - Confirmation information for flights, car rentals, etc. as needed
  - Agenda for training, including provision (or not) of meals
  - Contact information for coordinator and fellow faculty
  - Forms, instructions for processing expenses or fees as appropriate
- A few days before the course: check the Internet links that are used in the course to determine if the websites have been modified since last used
- Day of course: load all PowerPoint presentations and exercises onto main computer and provide faculty with a full copy of the training binder.
- After the course: send faculty summaries of course evaluation

Training Days

Site Coordinator

- Pre-arrange access to facility, and arrive early to set up
- Connect with on-site staff and caterers. Know how to contact them throughout the day.
- Work with IT support staff to check out the AV and internet connections in the training room before the course begins. (Note: The speed of PowerPoint can be affected by the location of the file as well as its size. Presentation files should be placed on the desktop/ hard drive if possible. That said, presenters should always have a plan B for when the AV equipment doesn't work or Internet isn't available).
- Check the sound system if using a microphone
- Put up signs to direct participants to building/ room as needed
- Display binders and books for participants to pick up on the way in; have a sign-in sheet if desired or if needed for CEUs
- Provide name tents or hanging name tags with names written in large print with marker (or have participants make their own) so that faculty can read names
- Have breaks with light, healthy refreshments and provide lunch to facilitate networking and staying on time
- Be available throughout to "host," troubleshoot, address participant needs, contact support people as needed, assist faculty, etc.

III. Teaching Evidence Based Public Health

Team Teaching

Your presentation is part of a course, versus a stand-alone lecture. Modules build on each other. Training faculty bring different expertise and experience to the course, and the configuration of the training team may be different from one course to the next. Thus, in order for trainers to complement each other, avoid duplication or gaps in coverage—and for the participants to perceive the course as “seamless”—communication and planning among the team is essential.

Framing the Course

- Use the overlapping circles from the EBPH book as the organizing construct for the course
- Make the course relevant to and practical for the state/locality where people work. Learn as much as you can about your audience prior to your training: their level of knowledge and experience with your topic, their information needs, and ways they might apply what they learn. Build the course around the skills people need.

Teaching Methods

- Use adult learning principles. See http://agelesslearner.com/intros/adultlearning.html, with special attention to the brief by Stephen Lieb at http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm
- Never assume that everyone already knows the information that you are presenting
- Go beyond lecture and PowerPoint to develop learning experiences that enhance participants’ critical thinking skills – integrate case studies, interactive methods, self-directed exercises
- Engage the class; they have a wealth of relevant experience on which to build
- Don’t be afraid to say "I don’t know.” You may then ask if others in the group can speak to the question or, if not, offer to try to find an answer.
- Focus more on application of the material to program and policy development than on the disciplines of epidemiology, behavioral science, or health economics. Do not engage in debate with participants over the finer points of theory, for example.
- Use real life stories and/or lessons learned in applying evidence based methods. If possible, include presentation of local projects (or portions of projects) that used evidence based methods.
- Find local/ state data sources available to this group--including quantitative and qualitative data--and incorporate those into your modules as appropriate

Cultural Competence

- Be a role model. Understand your own cultural lenses and biases, show respect and appreciation for others’ views, and convey information in a manner that is easily understood by diverse audiences.

- Build in data and program examples from diverse communities
- Teach awareness. Address issues of how to gather and use data in ways that do not pre-judge or label people or communities.
- Look for opportunities to involve credible members of affected communities as co-trainers or presenters

Class Exercises

- Be sure the class exercises link up well with module content
- Develop exercises in content areas familiar to presenter
- Use examples of completed projects or programs when possible, so you can demonstrate the process from start to finish
- Include uses of evidence in decision-making and policy examples when possible
- Use examples that are locally relevant
- Have participants work in teams
  - Allow plenty of time for teams to do the exercises
  - Mix teams as appropriate to engage and introduce all participants
  - Structure the time so that presenters interact with the teams while they work
  - Allow time for teams to report out on their process and results
  - Use technology for exercises when possible, e.g., use the internet to locate relevant data
- Use exercises to break up the day
  - Place exercises at the end of a presentation
  - Use them to integrate learning before lunch or at the end of the day
- Use of humor helps to engage participants in exercises and examples

Enhancing the Learning Environment

- Make sure people either turn off their cell phones and pagers or put them on silent
- Create an environment that encourages participants to meet new people and network
- To avoid distraction, inform participants that they may use the computers for personal use on breaks, and ask them to turn the monitors off or to the side during presentations.

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*** Food/ Lunch**

Plan lunches/ snacks that are consistent with recommendations for healthy eating and that provide some choice. If feasible, survey participants ahead of time to find out if anyone has specific dietary restrictions or preferences. Offer non-sweetened drinks and minimize or avoid serving sodas. (Some states have policies regarding serving sugary drinks/soft drinks; check to see if your training site/ sponsor does.) Consider serving water in pitchers or from large containers to minimize the use of plastic bottles. Encourage and/or arrange for recycling of any recyclable items.

Background Readings on the Course (all available as PDFs)

Baker EA, Brownson RC, Dreisinger M, McIntosh LD, Karamehic-Muratovic A. Examining the role of training in evidence-based public health: a qualitative study. *Health Promot Pract.* Jul 2009;10(3):342-348.

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O'Neall MA, Brownson RC. Teaching evidence-based public health to public health practitioners. *Ann Epidemiol.* Aug 2005;15(7):540-544.