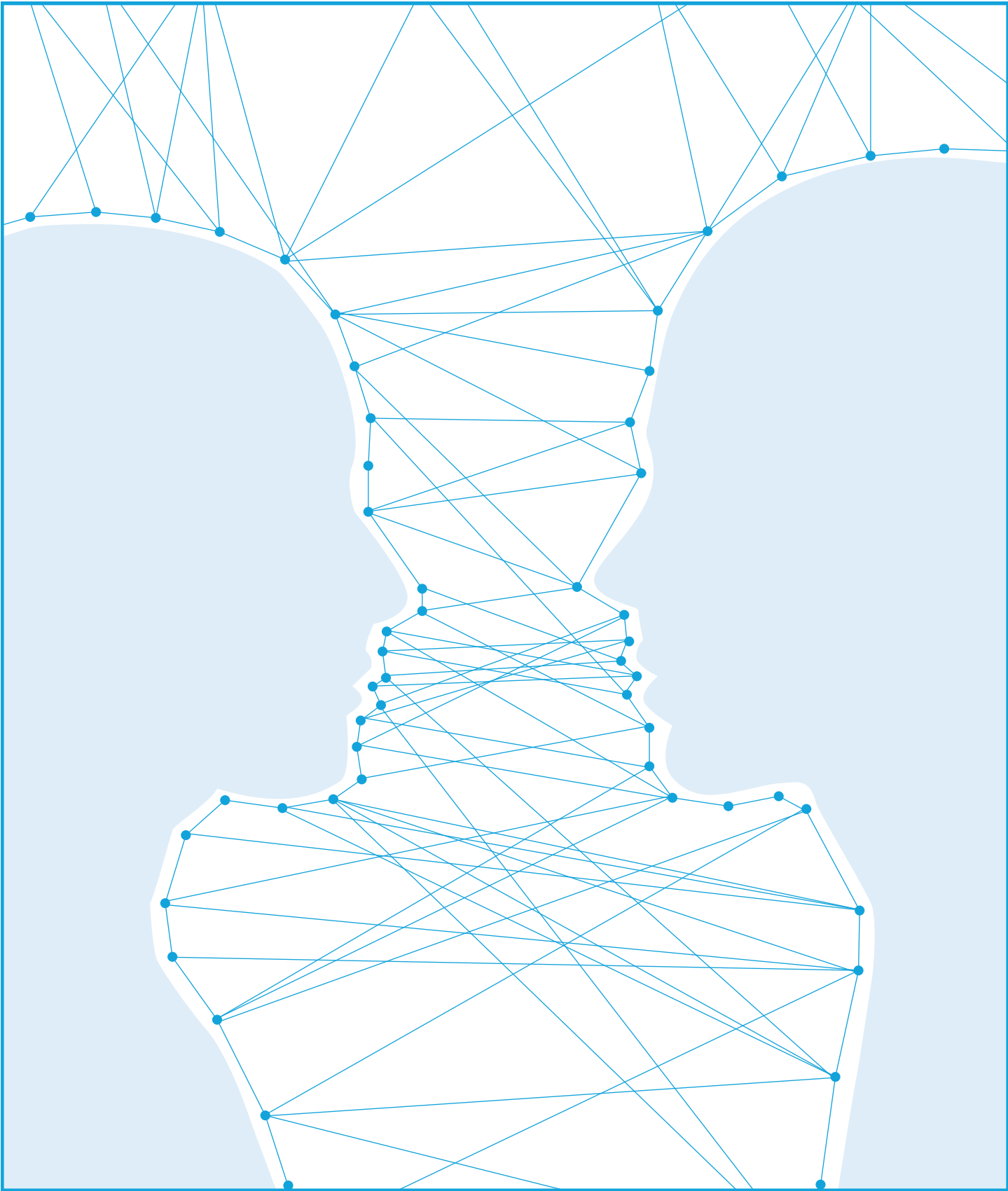


Instructional Training for the Public Health Professional





Instructional Training for the Public Health Professional was developed as a guide for public health professionals tasked with training adult learners on various topics of public health. This manual and the associated slides are intended to be suggestions on how to be effective trainers and by no means encompasses all available knowledge on adult learning or instructional training.

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Instructional Training for the Public Health Professional Administrative Module

Instructional Training for the Public Health Professional

ADMINISTRATIVE MODULE

Module 1

This module is designed to **provide the participant-instructor with the necessary background and resources to administer the course**. The module will guide the instructor from the pre-event planning phase up to the first instructional module.

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Module Objectives

Module Objectives

By the end of this module, the instructor will be able to conduct the necessary tasks to set up and administer this instructional training course.

- Create a positive learning environment
- Provide a conceptual framework of the course for participants
- Accomplish the task list required prior to any course delivery

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 1-2

Instructional Note

Explain to the participants that the module objectives slide contains the performance objective (the sentence beginning with “By the end) and the enabling or supporting objectives in bulleted format.

Performance Objective

By the end of this module, the instructor will be able to conduct the tasks needed to set up and administer this instructional training course.

Enabling Learning Objective

By the end of this module, the instructor shall accomplish the following learning objectives in support of the performance objective:

- Create a positive learning environment
- Provide a conceptual framework of the course for participants
- Accomplish the task list required prior to any course delivery

Pre-course Planning

Proper Prior Planning
Prevents Poor Performance

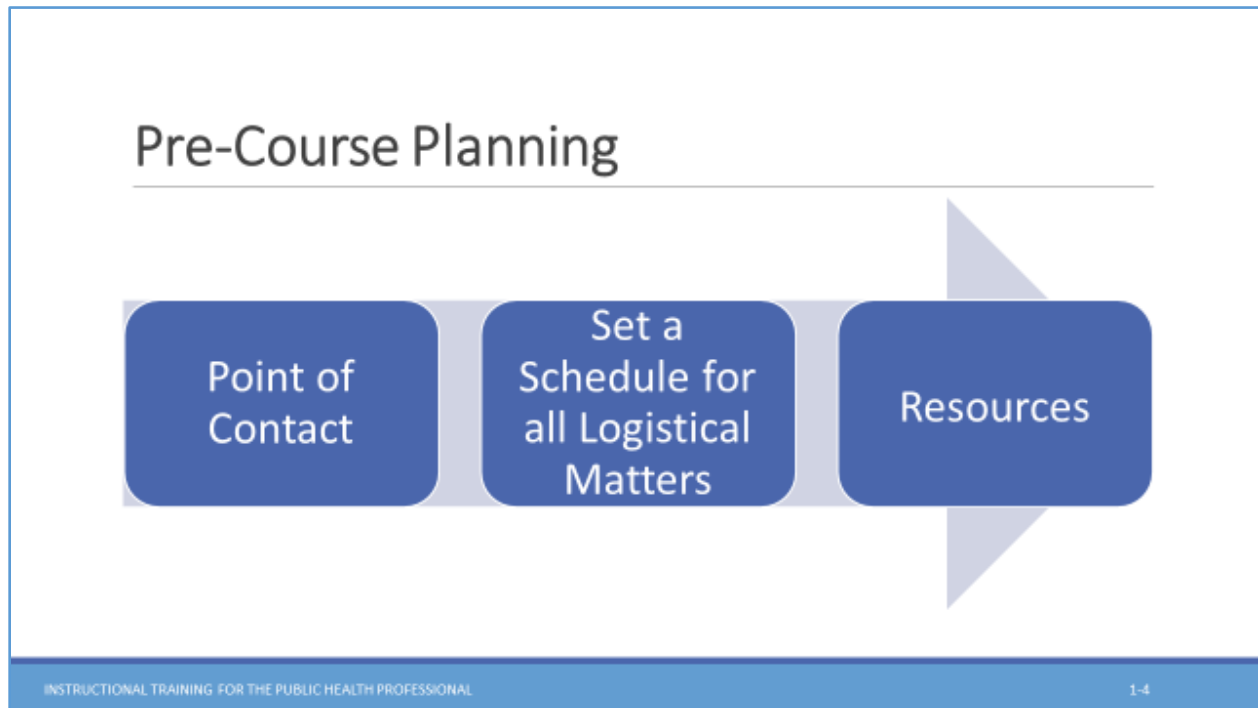
INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 1-3

Instructional Note

Don't spend any time with this slide other than to ask if the participant have ever heard the saying before and this concept is very important to a successful delivery. Move directly to the next slide.

“Proper Prior Planning Prevents Poor Performance”

Successful instruction requires planning well in advance of the course delivery. Every instructional team must designate a lead instructor. This person will be in charge of all course logistics. The leader will not conduct every activity, however they will be responsible for delegating tasks to the training team and will serve as the main point of contact (POC) for the delivery site.



Four weeks in advance of the course delivery, the lead instructor must make contact with the point of contact (POC) at the delivery site. The POC will be the contact for the lead instructor on all logistical matters relating to the delivery. During the initial meeting, the lead instructor will provide information on the course, the desired number of participants and the disciplines that should be represented at the course delivery. A flyer describing the course should be available in electronic form. A roster sheet is to be maintained for credentialing purposes. The POC may have a preferred roster sheet, but if not, the lead instructor will provide one electronically. The lead will consult with the POC on desired room set up and audio-visual requirements for the delivery.

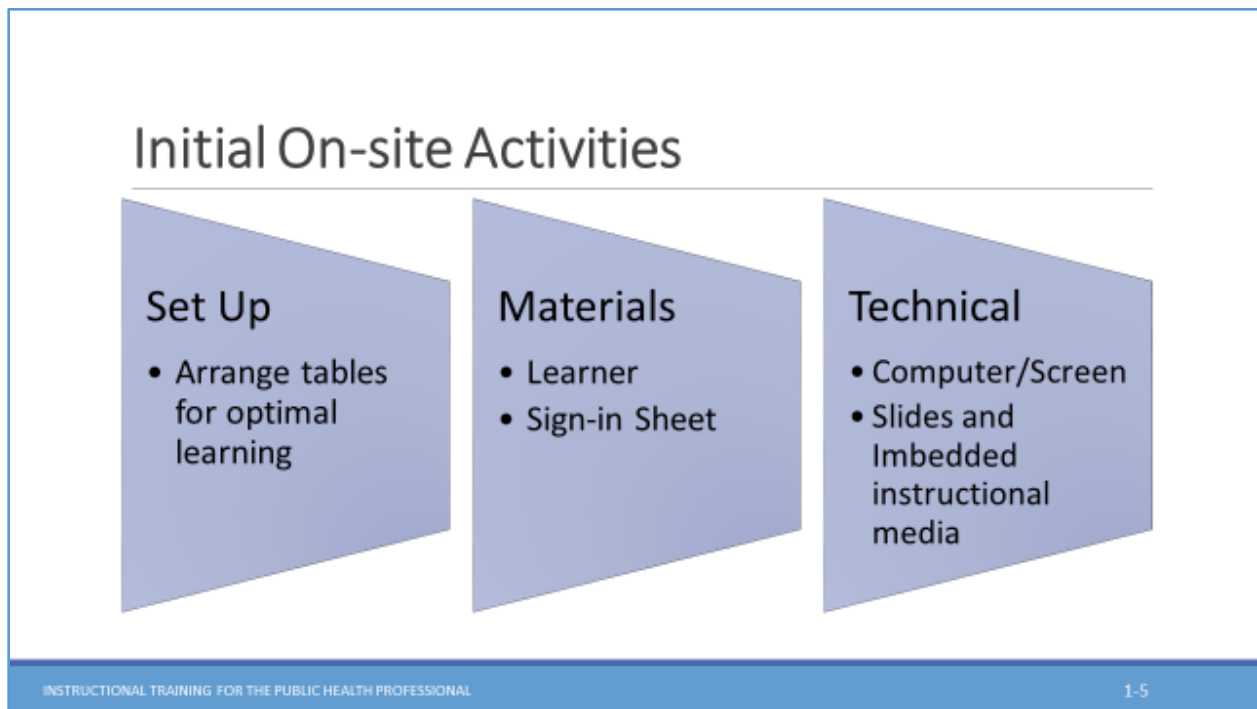
Three weeks in advance of the course delivery, the lead instructor will contact the POC for updates on course participant numbers and decide if the course will be delivered. If materials are to be mailed, the shipping address will need to be obtained from the POC at this time. The lead instructor will also provide a letter regarding the course to the POC for distribution to participants. This introductory letter will provide the date(s) of the course, the location and any special instructions regarding the site, the names of the POC as well as the Instructors. A short narrative regarding the course content should also be provided. A sample letter is provided in the Appendix. At this point, the lead shall make course assignments to the instructors. A sample of a course assignment is provided in the appendix.

Course material is to be mailed at least one week prior to the delivery. The POC will verify all materials have arrived against a check list provided by the lead instructor.

Resources Required for this Module:

- Instructor Guide for Instructors and Participants
- Laptop Computer with Presentation Slides Uploaded
- External Speakers
- External Storage Device (Jump Drive) with Presentation Slides
- Computer Projection Equipment with all Possible Connection Cabling
- Projection Screen
- Markers of Various Colors
- Easel Pad
- Sign-in Sheets
- Table Name Tents
- Pencil and Highlighter

Initial On-site Activity



It is ideal to set up for the course the day prior to the start of the delivery. Module 6 discusses the various ways to arrange seating and tables. Arrangement of the table and seating should match the learning setting. If possible, stay away from theater and traditional classroom settings. These settings are generally not considered optimal for adult learners in a training setting where team building will be encouraged. All participant materials shall be set at each table appropriate to the seating at the table or pod. A table with the sign-in sheet shall be placed near the main entrance to the room. This is the appropriate time to set up the laptop and make sure it is functioning properly. Do not wait until a few minutes before the course to conduct your equipment check!

All material should be placed at each participant seat and the computer should be on and functional 30 minutes prior to instruction. As participants enter, they should be welcomed by an instructor and

directed to the table with the sign-in sheet(s). After they sign in they are directed to find a seat and any special instructions can be provided by the instructor. Instructors may request participants to sit by organization or by discipline. It is easier to seat participants in a desired configuration than to have to move them later. Instructors should walk around the room and make sure table tent name cards are filled in with names and any other information required. It is also a good opportunity to make informal introductions and some initial assessments of the participants.

Start of the Course

Welcome

- Point of contact and invited guests
- Room/facility logistics
- Breaks and lunch
- Distractive activity

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 1-6

The lead instructor shall welcome the participants to the course and introduce the POC and any other non-participants. The lead will review site logistics such as exits, toilet rooms and break areas and vending machines. The lead will provide information regarding breaks and lunch. Lastly, the lead will ask participants to silence their cell phones and take calls in a designated area as so not to disrupt the class delivery or other activities at the delivery site.

Introductions

<p>Activity</p> <p>Take a few minutes to fill out the information requested. Space is provide in the manual.</p> <p><small>INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL</small></p>	<h3>Introductions</h3> <hr/> <ul style="list-style-type: none">▪ Name▪ Title/Discipline (years of service)▪ Organization▪ What did you do prior to this profession? <p><small>1-7</small></p>
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Instructional Note

The instructional team will make their introductions starting with the lead. Introduction should follow the slide and include years of experience.

Give participants a minute to fill in the requested material on the slide provided in the space below. When the participants have completed the task, the lead instructor shall prompt participants to stand and provide their responses. The icebreaker question may make some participants uneasy. Encourage a response but don't press participants if it is clear they do not want to answer.

The adult learner wants to develop a sense of community within the learning setting. Instructors lead by example by actively participating during the introductory session. Instructors must be standing and listening actively. Instructors that appear not to be engaged during introductions establish the wrong impression about introductions and the importance of community.

Responses to Introductory Exercise

Name: _____

Title/Discipline (years of service): _____

Organization: _____

Job Prior to this Position: _____

Overall Goal of the Course

Course Goal

The goal of this course is to provide you with the tools necessary to make you a better instructor



The goal of this course is to provide you with the tools that are necessary to make you a better instructor. Throughout the remainder of this course you will understand what is meant by tools but for now, tools will suffice. Most participants in this instructional setting will have been instructors at some point. Whether a novice or the seasoned instructor, this course is intended to identify and strengthen the tools to becoming a more effective instructor.

Course Agenda

Course Agenda	
Module	Time
Module 1 - Administrative	.5 Hours
Module 2 - The Adult Learner	1.0 Hours
Module 3 – Instructional Design and Strategies	1.25 Hours
Module 4 – Instruction and Delivery Skills	1.0 Hour
Module 5 – Challenges to Effective Instruction	.75 Hours
Module 6 – Instructor Competencies	.5 Hours
Module 7 – Teachback	3.0 Hours

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 1-9

Module 1: Administrative. This module provides instructors with the background and material to administer the course. The module will guide the instructor from the pre-event planning phase up to the first instructional module.

Module 2: The Adult Learner. This module discusses adult learning theory and the characteristics of the adult learner.

Module 3: Instructional Design and Strategies. This module defines instruction and explores methods and tactics to motivate and provide instruction to the adult learner.

Module 4: Instructor Competencies. This module provides context to instructor competencies as a set of performance standards for the instructor. The module also discusses instructor assessment and course evaluation as an important component in the competency process.

Module 5: Instruction and Delivery Skills. This module explores the characteristics of the credible instructor. The module explores some of the more common tools used with instruction.

Module 6: Challenges to Effective Instruction. This module identifies physical and social-emotional challenges to effective instruction and identifies way to overcome these challenges.

Summary

Summary

- Accomplish the task list required prior to any course delivery
- Create a positive learning environment
- Provide a conceptual framework of the course for participants

INSTRUCTIONAL TRAINING FOR THE PUBLIC HEALTH PROFESSIONAL 1-10

By the end of this module, the participant instructor will be able to conduct the necessary tasks to set up and administer this instructional training course. To support this performance objective, the following enabling learning objectives were created:

- Accomplish the task list required prior to any course delivery
- Create a positive learning environment
- Provide a conceptual framework of the course for participants

Coming Up Next

Coming Up Next



The Adult Learner