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Planning

Determining the type of training (awareness – operations – train-the-trainer), length of time, and method for delivering the training.

- Awareness (knowledge-based) can be done in-person or distance-based
- Operations (skills-based) should be done in-person
- Train-the-Trainer should be done in-person but components can be done distance-based (i.e. blended course)
- Will participants be required to complete any prerequisites before attending the in-person course?
- Other participant requirements to consider: How should participants dress, should they wear closed toe shoes, or bring hair ties?

Understanding the target audience.

- Ask about who is expected to attend the training. Will the host organization designate people to attend (i.e. charge nurses, assistant managers, shift supervisors, infection control or training/education staff)? Or will they have an open registration for anyone to participate?
- Discuss if the content needs to be relevant to specific audiences. In the training, EMS, emergency department staff may need different types of practice than environmental services or those working in a laboratory.
- Determine participant’s prior level of knowledge on the subject. Have similar types of training occurred in the past? What types of infection control or PPE training does the organization require? How often do they receive training? Is it hands-on or online modules?

Determine class size (when deciding on a maximum and minimum number of participants for the training (consider venue size and space).

- Awareness (knowledge-based)
  - Classroom set up is preferred.
  - A/V requirements includes computer, projector, and internet/wireless
- Operations and train-the-trainer (skills based)
  - Large, open space for participants to break out into groups of 2-3 to practice donning and doffing.
  - The larger the class size, the more space that will be needed.
  - A/V requirements include computer, projector, and internet/wireless. If the group will be completing the pathogen safety data sheet exercise, additional computers, tablets, etc. will be needed for students to look up pathogen information.

Determine if additional facilitators are needed for observing donning/doffing (operations and train-the-trainer only).

- The larger the class size, the more facilitators that will be needed.
- One facilitator is recommended for every 6 participants. These facilitators should have experience donning and doffing.

Decide on who and how to market training and collect registration information.

- What other department, organizations, agencies will/should be invited? Think about local hospitals, health care coalitions, health systems, EMS.
Promotion and Preparation

Marketing and Registration

- Flyer should include
  - Training date and time
  - Online or in-person (address)
  - Pre-requisites
  - Resources (technology requirements)
  - Registration Information
  - Contact person for additional information/questions
  - Fees, if applicable or no cost to participants
  - Meals/refreshments provided
- Once a registration is received, send a confirmation email detailing important details and how to access prerequisites material. Send a reminder email to participants before the training (ex. 1 week out, day prior).

Material to Bring Day of Training

- All Courses
  - Sign-In-Sheet
  - Registration Forms
  - Folders
  - A/V (Computer, projector, wi-fi hotspot) if not available at site
  - Presentation and material. The instructor should have multiple methods to access presentation (i.e. email, saved on a cloud system like DropBox, and USB).
  - Index Cards (for feedback or questions)
  - Certificates of completion
- In addition, if hosting an operations course, you will need:
  - GlowGerm and flashlights (if applicable)
  - PPE Kits
  - Additional computers/tablets for Pathogen Safety Data Sheet exercise
  - Examples of other types of PPE (if reviewing)
- If hosting a Train-the-Trainer course, you will need:
  - Additional PPE Kits
  - Trainer/instructor Rubric

Folders

- Agenda
- PowerPoint Slides
- Pathogen Safety Data Sheet (if completing in-person)
- Donning/Doffing Checklist and Step-by-Step Guide
- Evaluation
- Train-the-Trainer Rubric (if applicable)
Implementation

Key considerations

- Think about how the audience will participate in the activities and how to get and maintain their attention.
- Identify what references/supplemental materials will be available to support content.
- Remember to introduce and explain what will be seen in any multimedia you use before showing. This helps remind participants of what they need to look for and what to remember.
- Determine how you will verify that participants completed the pre-requisites.

Course Introduction

- Introduce yourself (presenter expertise and short bio)
- Review Exits/Emergency Procedures
- Restrooms
- Questions (should participants ask questions during the presentation or wait till the end?)
- Consider starting off the training with icebreaker questions. This can be done as one large group or as a small group activity if the overall class size is large. Use this time to reflect on the target audience’s existing expertise and the experiences they might have to enhance the training.
  - What worksites/occupations are represented in this group?
  - What do the participants hope to gain from this training?
  - What are some of the key infectious diseases you see at your workplace? (ex. MERS, c.diff, meningitis).
  - What prior experience have you had in addressing infectious disease hazards at work? Describe what happened, successes and obstacles.
  - Who was around during the Ebola outbreak? What was your experience? What changed after? (ex. PPE donning/doffing became more important and changes to the admissions statement).
- Describe purpose of the training and benefits of participating (consider including positive comments from a previous participant).
- Review course objectives and agenda

Engage the audience

- Enable interaction with the presenter and each other (e.g. discussion, small group activities). Ask easy questions to get everyone involved, ask participants to share their experiences. Make sure to include discussion time in the agenda.
- Include as much hands-on training as possible. Include stories, case studies and handouts throughout the presentation. Do not read directly from slides
- Call for questions often.
  - Repeat questions before answering them. This ensures all participants know what the question is so they can make sense of the answer.
  - When asking if there are any questions, make sure to pause and give students time to process and think about any potential (don’t just ask if there are questions and then turn back immediately to slides).
  - Consider adding short quizzes or check-ins during the training. Participants will pay closer attention to the material if they know they will be quizzed.
- If possible, have a second facilitator help keep up with the timing of the presentation. This individual can scan the room and alert the instructor if a student has a question, if students are getting distracted. This person can also pause
the instructor if they think students are getting lost or more time should be spent on a topic, signal if there needs to be a bathroom break, and take notes of common questions and areas that might need more clarification. Make sure the instructor and this individual agree on hand signals or a method of communicating during the training.

- **Include frequent breaks in the agenda** (especially for half-day or all-day sessions) to encourage participants movement.

- **Start on time and finish on time. Don’t wait for late arrivers.** While it’s good to open up the training to discussion, don’t get too far off course and don’t spend too much time on a side-issue. You can always put that item in a “parking lot” to come back to if there is time at the end of the training.
Evaluation

Feedback

- Multiple forms of feedback should be used (ex. evaluations, group discussion, and/or index cards)
  - Remember, different people go through the material at different rates and as a result people may ask questions at different times. Ask for questions or feedback multiple times during the training.
  - Use index cards. Some students may also be shy and not want to ask questions in front of a large group of people. Try using index cards so students can anonymously ask questions.

Debriefing

- Ask participants to describe the experience in one word.
- During the donning process...
  - What went well?
  - What challenges?
- During the doffing process...
  - What went well?
  - What challenges?
- Anything additional...
- What will you take away from this training?
- Move any items of controversy/discussion to a “parking lot” to ensure you get through the debriefing on time.