Tips for Trainers

1. Prepare for the training session
2. Review curriculum before implementing; read ahead
3. Review group/individual activities and the case study
4. Anticipate questions
5. Think of relevant examples
6. Be realistic about your time; consider homework assignments
7. Share your findings

Tip 1: Preparing for the training session

In order to implement the training, you will need the training guide, *Using What Works: Adapting Evidence-Based Programs to Fit Your Needs*, as well as the accompanying CD-ROM. The CD-ROM includes the entire training manual and a file containing all of the handouts. You will need to print these handouts for each of the participants to use during the training. It may also be helpful for participants to have a CD-ROM of the tutorial, not only for the training session but also so they can take the tutorial back their agency to conduct a similar training.

Tip 2: Review curriculum before implementing the training. Read ahead to see what is included in subsequent modules.

This curriculum has been designed to be straightforward and easy to follow. However, in order to ensure a successful and seamless session, it is beneficial to familiarize yourself with the slides, talking points, and handouts in the modules. During this review, you will be able to identify information that may need to be highlighted with your group. Also, you will know when (and at what points) to direct participants to the supplementary handouts. You will need equipment to access and display PowerPoint slides. This means a computer or laptop as well as an LCD projector. Participants will also need access to a computer. Be sure to review the "Materials Required" section in the beginning of each module.

By reading ahead to following modules, you will know what is to come. You will be able to reference the future modules during discussions. Also, participants may have a tendency to jump ahead. In turn, reading ahead will help you to keep the session on track by reassuring participants that their concerns/questions will soon be addressed.

Tip 3: Review the group and individual activities in each of the modules and the case study.

Make sure that you understand the instructions for each activity. These activities have been pilot tested and found to be effective in facilitating the learning of and reinforcing module content. However, if you have alternative activities that more closely relate to your participants' work, you may want to include them in the modules (or replace them with some of the existing activities).

The tutorial includes a case study, which takes participants through the process of planning, finding, adapting, and evaluating an evidence-based program. The case study helps participants apply what they have just learned in the module and includes questions and specific activities to help guide the process. These skills are generic; they are the same regardless of health topic.

The population used in the case study was randomly selected. The evidence-based program used in the case study was chosen by module developers based on what they thought would be a good fit for the population and would serve as a illustrative example for instructional purposes. Module developers do not necessarily endorse the original evidence-based program. They also do not endorse the adapted program and its adapted content has not been tested.

If you decide to develop your own case study for the training with a health topic that more closely relates to your participants' work, you may want to use the existing case study as a guide for your new example. For instance, you can modify the case study questions to reflect your new case study example.

Tip 4: Anticipate questions and be prepared with answers.

This curriculum has been pilot tested and revised to be as clear and comprehensive as can be expected for a 45–90 minute per module curriculum. If you find something a little more difficult to follow, anticipate that others will, too. Think of ways to explain the concept in terms of your experience and work.

Also, it may be helpful to think of some potential questions to pose to your participants (in addition to those that have been included in the training). Therefore, if your participants do not immediately ask questions or are more passive, you can catalyze discussion or other questions, if desired.

Tip 5: Think of relevant examples.

Many of the concepts/information in the training lends itself to examples. Examples can help to illustrate and clarify. While examples have been provided in the training, offering additional or alternative examples that more closely relate to your and the participants' work may occasionally be more beneficial. *See Tip 3 regarding the case study*.

Tip 6: Be realistic about your time; consider homework assignments.

Module developers have included an approximation for how long each module will take to complete. If you cannot plan for this time, you may need to modify activities to shorten the time. For example, rather than having the participants break into smaller groups for an activity and then reconvene to report back, just have a large group discussion. Remove activities that seem more expendable or replace them with alternative, shorter activities. Do not try to make it all fit by talking faster!

The modules do not need to be implemented at the same time; however it is best to go in order. The case study is progressive; therefore the case study activities build upon what was done in the previous module. You may decide to skip a module due to time limitations or if your participants already demonstrate that they know that information. If you skip a module, you may want to highlight what is covered and the case study activity for that module. You should encourage participants to review the module individually before adapting an evidence-based program.

If you know that you will not be covering a particular module, you may want to assign the group an activity to complete prior to the training to test their competency in the area. For example, if you decide to skip *Module 2: Conducting a Needs Assessment*, you may want to assign participants to conduct their own needs assessment prior to the training. You can then develop questions for a related in-training discussion based on their homework assignment.

Also, this tutorial uses resources and information posted on the Web portal Cancer Control PLANET (http://cancercontrolplanet.cancer.gov/). If your group is not familiar with this Web portal, it may be helpful to review the site with participants before the training.

Tip 7: Share your findings.

We appreciate hearing from you! Please feel free to contact us with any feedback about the training, questions you could not answer about the information provided, an alternative case study that you would like to share, and/or additional resources that you think would be beneficial to include in the training.

Please email: Laura Boyle or Megan Homer at NCIPOETInfo@mail.nih.gov.