Methods and Materials to Assist in Training

“What I hear, I forget; What I see, I remember; What I do, I understand.” Confucius 451 B.C.
Adult Learners Like To . . .

• Apply what they learn shortly after learning it. Are goal oriented and practical.
• Learn concepts and principles in addition to facts.
• Help set goals and objectives.
• Be valued for their knowledge and past experience.
• Make good use of their time.
Training Techniques for Optimal Adult Learning

• Create and atmosphere of equality
• Begin to form a class community
• Encourage participants to learn in a variety of ways
• Encourage participants to formulate for using the information
Remember

Participants are adults!
Using Audiovisuals

• People generally remember
  – 10% of what they READ
  – 20% of what they HEAR
  – 30% of what they SEE
  – 50% of what they HEAR and SEE
  – 70 % of what they SAY
  – 90% of what they SAY and DO
AV Tips

• Visual aids and props can increase
  – Interest for the audience
  – Understanding and retention
  – Efficiency of information transfer
• Flip Charts: Size of letters, avoid marker bleeding
• Overheads and Slides:
  – Consider: audience size, where to stand, avoid blank screen (cover projector)
• Video Tape: Prescreen and cue the video on site
Common Concerns of First-Time Trainers

• Unable to speak
• Forgetting subject matter
• Being laughed at
• Shaking or cracking voice
• Trembling hands or knees
• Boring presentation
• Mispronouncing words
Hints for Successful Training

Prepare for the training well in advance

- Schedule date and time
- Reserve room and AV equipment
- Check space
- Assemble materials
- Invite participants / “Advertise” training
- Arrange room seating
- Provide refreshments!
Hints for Successful Training

On the day of the training

• Allow plenty of time to travel
• Arrive early
• Greet participants individually as they arrive
• If your voice shakes, talk louder
• Avoid distracting mannerisms
• If your hands or knees shake, move around
• If you lose your train of thought, let participants know
• Remember, you’re only human!
Planning for Mini Presentations
Break into small teams.

Identify a portion of the core curriculum to practice teach tomorrow

Review slides and materials
What will your colleagues be looking for during your mini-presentation?

- To what extent have you achieved your objectives?
- Did you create a setting conducive to learning?
- Did you encourage participation?
- How was your presentation style?
- Did you appear knowledgeable?
The Risk of BBP Exposures

Mini-presentation objectives

1. Compare the risk of infection from contaminated needlestick exposures for HIV, HBC, and HCV.

2. Describe the most common procedures where needlesticks occur.

3. Identify device and injury characteristics that affect risk of infection.
Set the stage for your training about:

The Risk of Bloodborne Pathogen Exposures

Audience: ____________________________________________

Location: ___________________________________________
Mini-presentations scheduled for tomorrow

Have fun with it!
Training Plans

• Who is your audience?
• What will you teach? Where? When?
• What policy to evaluate?
• Who are your allies?
• What support will you need?
• Who can help you?

• GOALS: 3 months, 6 months, 1 year
  – Who will you report to on your progress, success and challenges??
Policy Goals

- National, regional and/or institutional?
- What is your goal?
- Who are your allies?
- How to neutralize opposition?
- What help is needed?
- When will you accomplish this goal?