



Trainer's Module

NOTE TO INSTRUCTORS: The Trainer's Module is intended for training individuals who will be training other trainers.

Module Goal/Aim

The goal of this module is to provide trainers an overview of shared decision-making training and to review the tools and resources available for onsite training.

Module Learning Objectives

At the conclusion of this activity, the participant will be able to explain or describe:

- The overall training goals and components for onsite training
- The training tools available to use in onsite training
- The required resources for implementing the training

Timing

This module will take 60 minutes to present. (**NOTE TO INSTRUCTOR:** Specific breakdown of times allotted for discussion/activity will appear within the module.)

Learning methodology checklist

- ☐ Large group discussion
- ☐ Small group discussion
- ☐ PowerPoint slide presentation

Materials checklist

- ☐ LCD projector and laptop
- ☐ Flip chart (with tape or sticky band) or a whiteboard
- ☐ Markers
- ☐ Trainer's Module Participant Guide (see details below)

Instructor Preparation

Two weeks before training


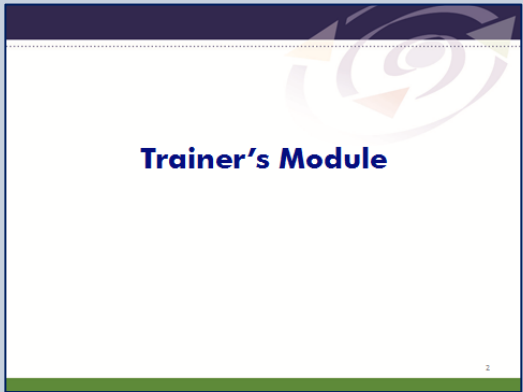
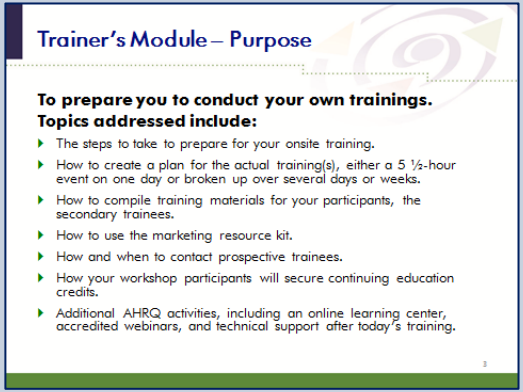
- ☐ Photocopy the Trainer's Module materials and assemble into the Trainer's Module Participant Guide workbooks for each participant.

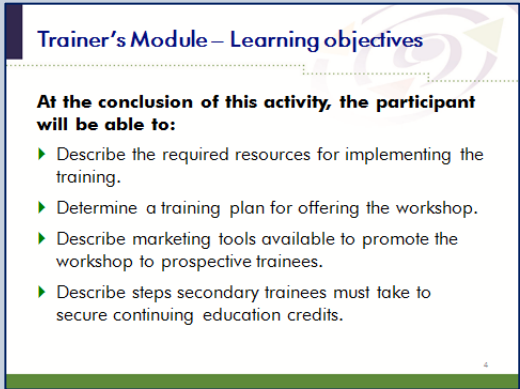
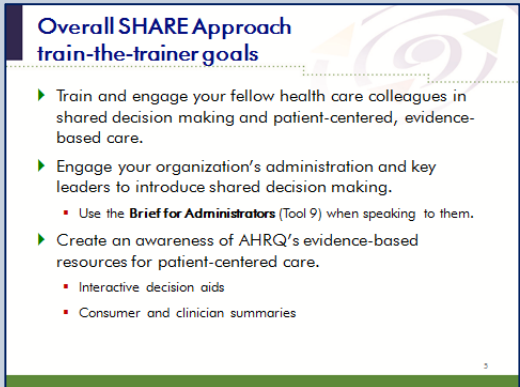
Include:

- ☐ The Trainer's Module PowerPoint slide set (3 slides per page)
 - ☐ Trainer's Marketing kit
 - ☐ **Training Plan Worksheet** (located at the back of the Trainer's Module in your Trainer's Guide.)
 - ☐ Instructions on how to receive continuing medical education or continuing education credits
-
- ☐ Photocopy to hand out at the conclusion of the training
 - ☐ Certificate of Attendance with each participant's name filled out
 - ☐ Evaluation forms
 - ☐ Participant post-test

On the day of training

- ☐ Have the SHARE Approach screen saver showing on your computer to share with participants as they come into the classroom.
- ☐ Have the **Trainer' Module** PowerPoint file open and minimized on the computer.
- ☐ Arrange tables to facilitate small group work, or be prepared for participants to move to smaller groups.
- ☐ Sign Certificate of Attendance for each participant.

TRAINER'S MODULE (10 minutes)	
Slide 1 	DO: Open PowerPoint called, Trainer's Module .
Slide 2 	SAY: We are now at the point in the training that we need to talk about how you can offer Modules 1-4 at your home organization. This module is titled, "Trainer's Module."
Slide 3 	SAY: The purpose of the Trainer's Module is to prepare you to conduct your own trainings. In this module, we will address: <ul style="list-style-type: none"> • The steps to take to prepare for your onsite training. • How to create a plan for the actual training(s), either a 5 ½-hour event on one day or broken up over several days or weeks. • How to compile training materials for your participants, the secondary trainees. • How to use the marketing resource kit. • How and when to contact prospective

	<p>trainees.</p> <ul style="list-style-type: none"> • How your workshop participants will secure continuing education credits. • Additional AHRQ activities, including an online learning center, accredited webinars, and technical support after today's training.
<p>Slide 4</p> 	<p>SAY: The learning objectives for this module are listed on this slide. At the conclusion of this activity, the participant will be able to:</p> <ul style="list-style-type: none"> • Describe the required resources for implementing the training. • Determine a training plan for offering the workshop. • Describe marketing tools available to promote the workshop to prospective trainees. • Describe steps secondary trainees must take to secure continuing education credits.
<p>Slide 5</p> 	<p>SAY: To recap, the overall goals of the SHARE Approach train-the-trainer workshop are to:</p> <ul style="list-style-type: none"> • Be able to go back to your organization and use the tools to train and truly engage your fellow health care colleagues in shared decision making and patient-centered, evidence-based care. • Be able to engage your organization's administration and key leaders to introduce shared decision making. Remember, sharing the Brief for Administrators (Tool 9) can be very helpful when speaking to them. • Create an awareness of AHRQ's evidence-based resources (interactive decision aids and the consumer and clinician summaries) for patient-centered care.

Slide 6

Training preparation tips

- ▶ Seasoned and novice trainers alike, allow about 2 hours per module the first time you prep to train.
- ▶ Read and practice
 - Aloud a few weeks prior to the training date.
 - Again a few days before the training.
 - Doing all four in one day? Start prepping the month before training.

SAY: The first time you train, you will likely need to allow about two hours PER MODULE to read and practice the content you will be presenting. I practice a few weeks prior to the training date, and then pull the materials out again a few days before the training to just skim the module(s). If you are going to conduct all four modules in one day, start prepping a month before your training date.

Some trainers find it helpful to read the materials aloud as they prepare. Seasoned and novice trainers alike discover that after the first training, they will need less and less review and practice time.

Slide 7

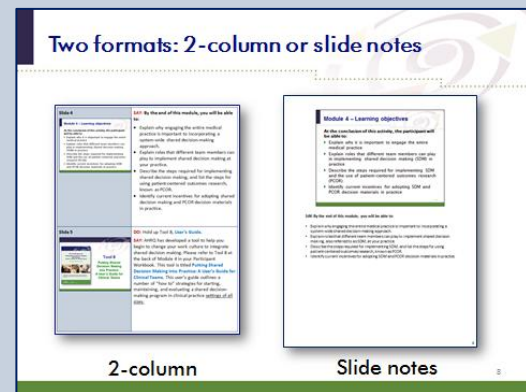
Training preparation tips

- ▶ You'll find many prompts on the slides that contain much of the dialogue in the right column of your manual or in your slide notes.
- ▶ It's OK to read from the notes at first, but try to glance up often. Soon it will become second nature.
- ▶ You don't have to be a subject-matter expert in shared decision making, PCOR, or health literacy.
- ▶ Your commitment to incorporating shared decision making at your organization will show through as you train.

SAY: The good news is that we've included many prompts on the slides that contain much of the dialogue found in the right column of your manual or in your slide notes. At first you may find yourself reading from the slide notes for some sections. Remember to glance up often. Soon, it will become second nature.

Also remember, you don't have to be a subject-matter expert in shared decision making or patient-centered outcomes research to offer these modules. Your commitment to incorporating shared decision making at your organization will show through as you train!

Slide 8

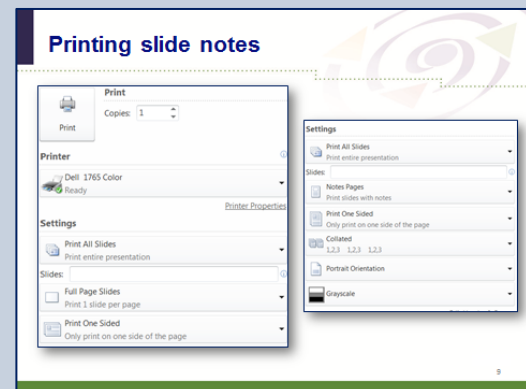


DO: Show both formats of the Trainer's Guide.

SAY: There are two formats of the Trainer's Guide to choose from. Decide which format you prefer: Working directly from your workbook in front of you in the two-column format, or printing the slides off with one slide per page with the slide notes underneath.

The method you choose is a matter of personal preference.

Slide 9



SAY: If you opt for the larger slide format, just print your materials this way from the PowerPoint slides, three-hole punch them, and place them in a notebook.

To print individual slides with notes:

1. Go to your print function in PowerPoint.
2. Click print full page.
3. Click the drop down arrow on right side.
4. Click on note pages.
5. Click print.

Slide 10

Refer to the first two "overview" pages of your Trainer's Guide

- ▶ Module goal/aim
- ▶ Learning objectives
- ▶ Timing
- ▶ Learning methodology – small group, role play
- ▶ Materials checklist – helpful to check off items
- ▶ Instructor preparation – (i.e., email consumer and clinical summaries for Module 1; sign the certificates of attendance.)



DO: Show participants each section as you discuss them below.

SAY: The first two pages of the Trainer's Guide for each module follow the same format and give you an overview of the module. Here, you will find the module goal and aim followed by learning objectives. The next area, timing, suggests how much time should be allotted to present that module.

The learning methodology section offers information about the learning activities included in the module, such as small group discussion, role playing, or showing a short video.

The next section is the materials checklist. I always find it helpful to review this section so I know what I need to bring to training. It can be helpful to check off the items you'll need as you gather your equipment.

The last section, instructor preparation, details the steps you'll want to take for a successful presentation. For example, I would want to make sure I had signed the certificates of attendance so that they were ready to hand out at the end of training.

Slide 11

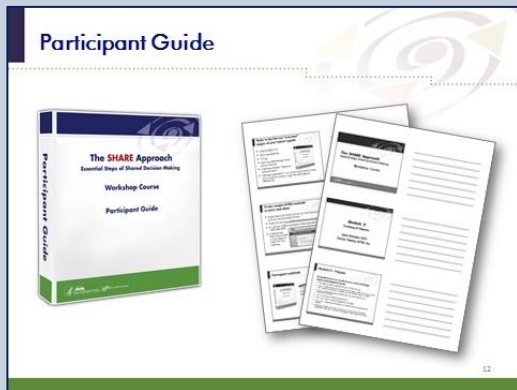
Order sample AHRQ materials to show and share

- ▶ Order about one month prior to your training so you'll be sure you have samples to share.
- ▶ Order online at www.effectivehealthcare.ahrq.gov
- ▶ Or, call the AHRQ Publications Clearinghouse at 1-800-358-9295.
- ▶ Materials are free and available in bulk. Refer to code E-8 when ordering



SAY: Order AHRQ resources, such as the consumer and clinician summaries, to share and show at your training. You can order online or on the phone. I've ordered quite a few times, and have found that the materials are sent out promptly. Still, order these free materials about a month or so before your training date to ensure you have them in time. Use order code E-8 when ordering.

Slide 12



DO: Hold up the **Participant Guide**. Pass out copies of it.

SAY: This is a sample **Participant Guide**.

Slide 13

Assemble the Participant Guide for each of your trainees

- ▶ Download the materials from your thumb drive.
- ▶ Print three slides to a page for participants to take notes.
- ▶ Use a three-ring hole punch and place in a three-ring binder (two-pocket folders may work).
- ▶ Try “grayscale” print function when color is not an option.

SAY: You will assemble Participant Guide workbooks from the downloadable materials found on your thumb drive [or CD-ROM].

Print three slides to a page so your trainees can take notes.

A three-ring binder holds the materials well, but two-pocket folders may work, too. Each participant in your training will receive a Participant Guide. Printing in the “grayscale” mode can yield very clear printouts if color printing is not feasible.

Slide 14

The Participant Guide includes:

- ▶ Training agenda. You will create your own agenda once you determine your training dates.
- ▶ Slides (three slides per page) with notes for Modules 1-4
- ▶ Tools 1-9
- ▶ SHARE Approach Poster (in the 8-inch-by-11-inch format)
- ▶ Know Your Options Poster (in the 8-inch-by-11-inch format)

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- SHARE Approach Poster (in the 8-inch-by-11-inch format)
- Know Your Options Poster (in the 8-inch-by-11-inch format)

Slide 15

The Participant Guide includes:

- ▶ Module 1, role-playing instructions
- ▶ Module 2, Accessing and Navigating AHRQ's Effective Health Care Program Web Site handout
- ▶ Module 4, Action Planning Template
- ▶ Instructions for the online learning network
- ▶ Instructions on obtaining continuing education credits

SAY: The Participant Guide also includes:

- Module 1, role-playing templates and sample conversation starters
- Module 2, Accessing and Navigating AHRQ's Effective Health Care Program Web Site handout
- Module 4, Action Planning Template
- Instructions for the online learning network
- Instructions on obtaining continuing education credits

Slide 16

Sample training agenda

- ▶ Four shared decision-making training sessions planned at the end of the clinic day
 - July 9, 5-6:00 pm Brief Introduction and Module 1
 - July 16, 5-6:30 pm Module 2
 - July 23, 5-6:30 pm Module 3
 - July 30, 5-6:30 pm Module 4

SAY: We mentioned earlier that the training agenda is flexible. You can offer all four modules in one day, or you can offer a training series, conducting one module at a time.

As an example, a one-module training agenda could be arranged at the end of the clinic day for four consecutive Wednesdays.

- Four shared decision-making training sessions planned at the end of the clinic day:
 - July 9, 5-6:00 pm Brief Introduction and Module 1
 - July 16, 5-6:30 pm Module 2
 - July 23, 5-6:30 pm Module 3
 - July 30, 5-6:30 pm Module 4

Slide 17

When to offer the training

- ▶ Extended lunch-and-learns
- ▶ All in one day – during the week or weekend?
- ▶ Other ideas?

Leadership buy-in is important.

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SAY: Another example would be to extend the lunch hour by 30 minutes, and use one of the lunch hours every week for 3-4 weeks.

Your administrator will probably have to approve the timeframes for training.

In addition, you may want to consider offering full-day training on a staff training day or a weekend day. We offered our pilot train-the-trainer on a Saturday, and that worked well.

Offering the 6 hour workshop on a weekend may be a good choice for offices that allow employees to work a flexible work week, or those that allow employees to accrue compensatory time (comp time). Again, this illustrates why seeking administrative buy-in can be critical.

Slide 18

Communicate with trainees before the workshop to ensure optimal participation

- ▶ Ask participants to sign up via email.
 - In subsequent emails, you can then request other contact information.
- ▶ Stay connected with trainees.
 - Send reminders two weeks before the workshop; ask people to update status.
 - Send reminder three days before the first workshop and a day before subsequent ones.

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SAY: We suggest communicating with your trainees before the workshop to ensure optimal participation. A good way to stay in touch with your trainees is through email. Ask prospective attendees to register via email. This way you will have their addresses at your fingertips.

Slide 19

Email and in-person contact as reminders

- ▶ Email the consumer and clinician summaries for Module 1 about two weeks before your training.
 - Just like we emailed them to you.
- ▶ If your organization is small, or limited to one department, consider in-person contact.



SAY: Consider sending out reminder emails several times before your training date. If you are conducting the training module by module, you should send reminders out **one week before each session** and again **the day before the session**. Ask registered participants to reply by email if they need to cancel and will not be attending.

Also, remember that we emailed you the AHRQ consumer and clinician summaries for the role-playing activity in Module 1 before the workshop. You should send those summaries out about two weeks before your workshop.

These email connections are effective ways to stay connected with your trainees. They also serve as reminders about the workshop dates.

If you work in a smaller size organization, consider going in person to remind people about the workshop.

GROUP EXERCISE

Slide 20


Fill out your training plan

Workshop Considerations	My Plan
Who will be invited? Invite my clinic colleagues Invite all hospital employees	
How will I structure the training? Example 1: 1-day training Example 2: Four 90-minute trainings	
When will I schedule the training? Weekday, weekend day, extended lunch hour, after work, or during usual staff meetings	
Where will the training be held? Conference room Local hospital	

SAY: Let's do a group exercise using the Workshop Training Plan handout. Since this is a draft plan, it may change when you begin the actual planning at your health care organization. Take a couple of minutes to write down your answers in the "My Plan" section of the handout.


DO: Hand out the **Training Plan Worksheets** or ask participants to pull them out of their booklets. Give participants several minutes to write their answers.

SAY: Who will you invite? Are you planning to do training for all staff, just your clinic colleagues, or for providers in your community?

	<p>Maybe you will start small to work out how to implement shared decision making in your own clinic, and then branch out to other parts of your health care organization.</p> <p>ASK: Would someone like to share who they will be inviting to their training?</p> <p>DO: Have 2-3 participants share information about who they will invite.</p> <p>SAY: Let's look at the structure of your trainings next. Will you offer a one-day training of all four modules? Would it be easier to do four separate trainings of 60-90 minutes each?</p> <p>ASK: What do you think would work in your organization?</p>
<p>Slide 21</p> 	<p>DO: Pass out a copy of the marketing kit to each participant or direct participants to get the kit from their workbook. Hold up each piece of the kit as you are talking about it.</p> <p>SAY: Now that you have thought through your training plan, let's move on to the marketing kit to help you advertise the trainings you will do back in your home area or health care organization. This marketing kit provides turnkey solutions to enable you to plan and promote your own workshop.</p> <p>You may not need all of the tools in this kit. You can pick and choose what works for your setting. You may also want to share the kit with your marketing department or others in your organization.</p>

Slide 22

Marketing kit overview




Resources to assist you with your marketing and recruitment efforts.

SAY: Let's look at the AHRQ SHARE Approach **marketing kit overview** first. You can follow along on your handout as I briefly go over what is included in the kit.

Slide 23

Twitter

- ▶ Sample tweets to promote training
 - Promotion - Several weeks before the event and one week before the event
 - Follow-up after the training
- ▶ Handout called "Using Twitter to Promote Your Community Training"
 - Tips to help maximize the effects of your Twitter use


 So, who here tweets?

SAY: You will find a handout with **sample tweets** to share at various times before and after your training. Notice that there are tweets to share starting several weeks before your training, one week before your training, and in the weeks following your training. There is a concise handout called, **Using Twitter to Promote Your Community Training**. Use the tips to help maximize the effects of your Twitter use.

ASK: Let's have a show of hands. How many people use Twitter or get tweets from their organization?

Slide 24

Sample Tweets - before and after training



SAY: Here is what the **Sample Tweets Handout** looks like.

Slide 25

Using Twitter to Promote Your Training handout



SAY: Here is what the **Using Twitter to Promote Your Community Training** looks like. This resource provides tips for using Twitter.

Slide 26

Two flyers to customize



SAY: We've also included **two flyers** to email or post to announce your training. Both versions contain the same information, but have a different layout.

Slide 27

Two customizable flyers to promote your program

- ▶ Both versions contain the same information (different layout) to post and email.
- ▶ Fill in date, place, time, and include your logo.

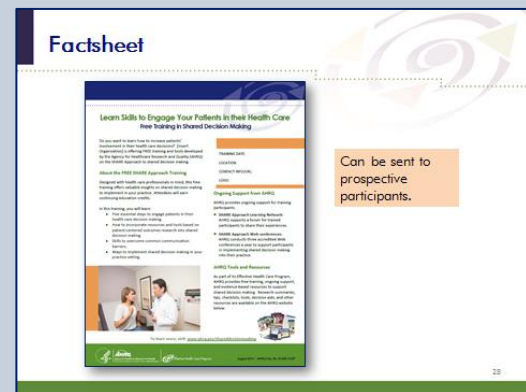


Where would you post the flyers?
Would you also email them?

SAY: You can fill out specific information (date, place, time) and also put your logo on the right side to customize. You can post these flyers in employee break rooms, areas where you photocopy materials, and in conference rooms.

ASK: Where will you post the flyers? Will you also email them?

Slide 28



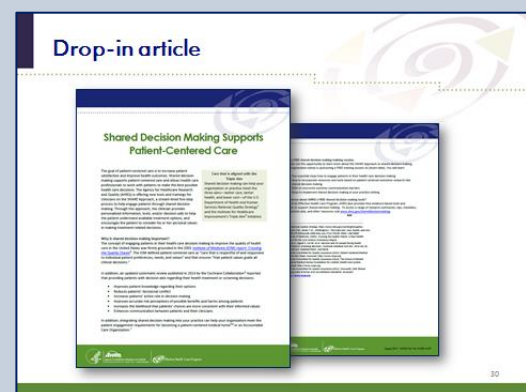
SAY: You will find a **fact sheet** that provides more details than the flyers, including an overview of the training and information about resources. This is also customizable. I suggest sending this flyer out via email to prospective attendees.

Slide 29



SAY: Use some of the content in the **Listserv/Email handout** for email blasts and listserv announcements. This document gives an overview of shared decision making, provides information about the training, and includes a link to the AHRQ shared decision-making landing page.

Slide 30



SAY: The final document in the marketing resource kit is a **drop-in article** called, **Shared Decision Making Supports Patient-Centered Care**.

Slide 31

Ways to use the drop-in article

- ▶ Place this content in your organization's newsletter or other publication.
- ▶ Place it in a local or statewide publication targeted to health care providers.
- ▶ Send it to your professional association.

The drop-in article includes a link to the trainings and is intended to provide a broader overview of shared decision making.

SAY: You can place this content in your organization's newsletter or other publication.

You could also place it in a local or statewide publication targeted to health care providers.

You could also send it to your professional association. It will include a link to the trainings, and it is intended to provide a broader overview of shared decision making.

Slide 32

Additional training support

- ▶ **Online learning network**
 - A learning community for you to obtain information and support about patient-centered outcomes research and shared decision-making topics.
 - Will meet virtually by webinar and conference call at least twice a year.
 - The network will also offer a forum and Web platform to share experiences, solutions, and lessons learned with others.

SAY: To provide additional training support to you, an **online learning center and webinars** for shared decision making will be available. AHRQ will be in touch with you by email to let you know about the online learning center and webinars.

The **learning network** is designed to create a learning community for you to obtain information and support about patient-centered outcomes research and shared decision-making topics.

The network will meet virtually by webinar and conference call at least twice a year. The network will also offer other resources, such as a forum and Web platform to share experiences, solutions, and lessons learned with others who are implementing shared decision making.

Slide 33

Additional training support

- ▶ Three yearly accredited Web conferences each year
 - Topics will be related to patient-centered outcomes research and new tools. Topics will vary.
 - You will even be able to provide suggestions for topics that you think would be helpful for additional learning.

SAY: AHRQ will also offer accredited **Web conferences for ongoing training**. Three Web conferences will be offered each year to you on topics related to patient-centered outcomes research and new tools. Topics will vary, and you will even be able to provide suggestions for topics that you think would be helpful for additional learning.

Slide 34

Additional training support

- ▶ Technical assistance
 - May include instruction and assistance in setting up shared decision-making training programs in your own practice community, promoting your workshops, recruiting participants, and gathering data to evaluate the outcomes of your workshops.
 - Please email AHRQ at the following address to obtain technical assistance: SHARE@ahrq.hhs.gov.

SAY: AHRQ will also offer **technical support** to you. Technical assistance may include instruction and assistance in setting up shared decision-making training programs in your own practice community, promoting your workshops, recruiting participants, and gathering data to evaluate the outcomes of your workshops. Please email AHRQ at the following address to obtain technical assistance:

SHARE@ahrq.hhs.gov.

Slide 35

Materials, resources, ongoing efforts



SAY: And, of course, you will be able to find all of the materials and other resources to facilitate your ongoing efforts on the AHRQ Shared Decision Making Web site.

And helpful FAQs will be available and can be found on the AHRQ Shared Decision Making toolkit Web site.

Slide 36

Workshop accreditation

- ▶ Participants of this train-the-trainer workshop will receive 7.5 hours of continuing education (CE) credit.
- ▶ Participants of **YOUR** shared decision-making workshop will receive 6 hours of CE credit if they complete the enduring online curriculum.
- ▶ Enduring online activity can be found at <http://ahrq.cds.pesgce.com>.

SAY: Let's move on to continuing education. You will receive 7.5 hours of continuing education credit (CE) for participating in this train-the-trainer workshop.

Those who attend your workshop in your community will receive 6 hours of continuing education credit if they complete an enduring online curriculum after attending your workshop. This enduring online activity can be found at <http://ahrq.cds.pesgce.com>.

After completing the workshop, participants will need to complete a case study activity with questions to obtain CEs and CMEs. Due to accreditation rules, credits will not be given to the people you train just for attending the workshop.

DO: Distribute the handout explaining how to access the enduring online workshop and how to apply for CE credits.

Slide 37

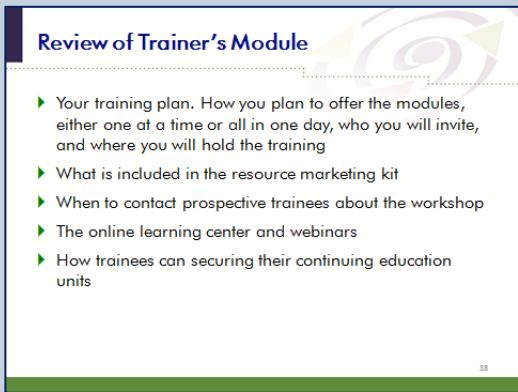
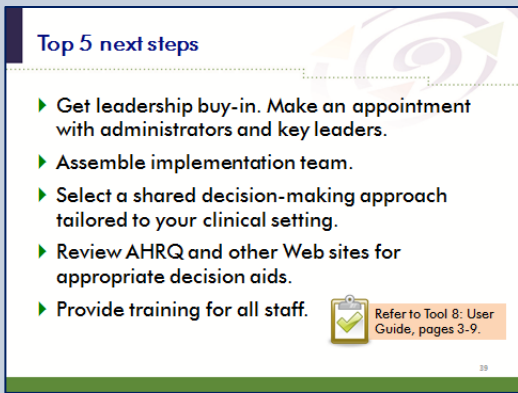
Review of Trainer's Module

- ▶ Ways to prepare before offering your first workshop (about 2 hours of prep time per module)
- ▶ Deciding your preferred format for the Facilitator's Guide: 2-column or large slides with notes
- ▶ The benefit of reviewing the first two pages of Modules 1-4 to get an overview of the goals, learning objectives, length of module, and learning methods (role play, small group, video presentation)
- ▶ How to compile the participant handbook

SAY: Let's review what we addressed in this module today.

We discussed:

- Ways to prepare before offering your first workshop (about 2 hours of prep time per module)
- Deciding your preferred format for the Facilitator's Guide: 2-column or large slides with notes
- The benefit of reviewing the first two pages of Modules 1-4 to get an overview of the goals, learning objectives, length of module, and learning methods (role play, small group, video presentation)

	<ul style="list-style-type: none"> • How to compile the participant handbook
<p>Slide 38</p> 	<p>SAY: We also addressed:</p> <ul style="list-style-type: none"> • Your training plan. How you plan to offer the modules, either one at a time or all in one day, who you will invite, and where you will hold the training • What is included in the resource marketing kit • When to contact prospective trainees about the workshop • The online learning center and webinars • How trainees can secure their continuing education units
<p>Slide 39</p> 	<p>SAY: Let's end this session with the top five next steps for you to take. These five steps can be found in Tool 8: User Guide, pages 3-9.</p> <p>The top five next steps are:</p> <ul style="list-style-type: none"> • If you don't already have support from your administration, get leadership buy-in. Make an appointment with administrators and key leaders. • Assemble an implementation team. • Select a shared decision-making approach tailored to your clinical setting. • Review AHRQ and other Web sites for appropriate decision aids. • Provide training for all staff.

Slide 40

Thank you for attending



SAY: We wish you much success in training and using patient-centered outcomes research decision aids and summaries when you implement shared decision making with your patients in your own practice.

Remember, AHRQ is here to help you along the way through the learning network, webinars, and technical support.

Thank you for attending.

Training Plan Worksheet

Workshop Considerations	My Plan
Who will be invited? Invite my clinic colleagues Invite all hospital employees	
How will I structure the training? <u>Example 1:</u> 1-day training <u>Example 2:</u> Four 90-minute trainings	
When will I schedule the training? Weekday, weekend day, extended lunch hour, after work, or during usual staff meetings	
Where will the training be held? Conference room Local hospital	