

VI. Training Suggestions

This section of the *Workbook & Training Manual* identifies the "attitudes" necessary to successfully accomplish each step of the process of developing community-based nutrition services. It includes two attitudes that nutrition service planners should have even before they open the book: 1) nutritionists must believe that nutrition is important and cost-effective, and 2) they must believe the planning process is valuable and important.

Under each attitude, categorized by chapter, you will find a short list of suggested group training activities. The activities listed are designed to help trainees develop respective attitudes. You can also design training activities that help develop the knowledge and skills to successfully implement community-based nutrition services using the worksheets in Chapters I-IV. The attitudes and suggested training activities begin on page 142.

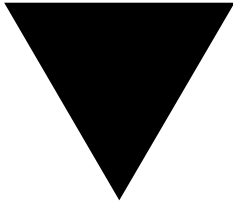
Adult learning theory tells us that adults need knowledge, skills, and attitudes to learn and make change. The current health care environment is encouraging providers to change from providing one-on-one patient care to working with the community and improving the community's health. To help health practitioners make this transition, ASTPHND published the handbook, *Moving to the Future: Developing Community-Based Nutrition Services*, which provides the knowledge to design and implement nutrition services based on the needs and desires of communities. This companion publication, *Moving to the Future: Developing Community-Based Nutrition Services (Workbook and Training Manual)*, is designed to help practitioners develop the skills and attitudes necessary to implement successful community-based nutrition services.

Tailor Training to Audiences Needs

Like the process outlined for developing community-based nutrition services (conducting assessments, developing goals and objectives, planning, implementing, monitoring and evaluating), the success of training efforts will be dependent upon the training design process, which should incorporate the same process. In addition, the success of any training program is enhanced when potential trainees are involved in each step of the process.

The first step in designing a training program is to develop a pre-training survey. This survey should include questions that assess the knowledge of the trainee audience. Also include questions asking potential trainees about specific issues related to developing community-based nutrition services that they would like to address. Having potential trainees assist in the design of the pre-training survey may help ensure that questions are appropriate and relevant to potential trainees.

Develop goals and objectives based on results of the pre-training survey. As emphasized in the "Priorities, Goals, and Objectives" chapter of this publication, be realistic about what can be achieved in a training session or series. For example, if an audience has minimal experience working in a community and you are planning a one-day training session, a realistic objective might be: "Participants will begin to think about community members and organizations with which to partner in efforts to develop nutrition interventions." The expectation here is to stimulate creative thinking.

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Next, design an agenda that includes training activities that will meet the identified goals and objectives. Tailor the activities to the audience's experience and include as many experiential learning opportunities as possible. The more people are involved and engaged in the activities, the more they will learn. It is also a good idea to design multiple activities that achieve the same objective. This gives everyone a "chance to learn" as adults have different learning styles.

Monitoring and evaluating the training effort is essential to its success. Trainers should constantly be monitoring the interest, learning, and involvement of trainees. And, more importantly, the training session or series should be modified immediately if any of these elements are not living up to expectations. Be sure to develop an evaluation that will directly measure the program objectives. More on evaluation is found under "ASTPHND Training Tips" below.

If the above steps are followed during the development of a training session or series, it is likely that every training program will be different. For this reason, this section of the *Workbook & Training Manual* provides suggested group training activities that should be tailored to your audience's needs.

ASTPHND Training Tips

The following recommendations are based on previous *Moving to the Future* training sessions conducted by the Association of State and Territorial Public Health Nutrition Directors (ASTPHND).

Group size

The ideal group size for *Moving to the Future* training programs is around 30. This size allows the group to get to know each other, but it is still large enough to encourage a diversity of ideas and opinions. It also allows the trainer to break participants into groups of 5 or 6.

Room Setup

How the room is set up will depend on the content of the training. However, a good setup for most training environments includes: 1) round tables for trainees with adequate working and writing space for each person, 2) newsprint at every table with plenty of markers and tape, 3) wall space to hang newsprint on, and 4) space between the tables so trainers can easily circulate among the tables.

Instruction Sheets

For each activity, an instruction sheet should be developed — even for the simplest of activities. Review the instructions orally at the beginning of the activity, referring trainees to the instruction sheet. This prevents trainees from relying on oral instructions and prevents lengthy discussions to clarify instructions among participants. It also helps to ensure that the activity is conducted as intended.

Colored Paper

A full day of training or more will require many training handouts. Printing the activities and their instruction sheets on color-coordinated paper helps trainers and trainees stay organized.

Creativity and the Honesty

Encouraging creativity increases the success of any training. It is also important to create an environment that allows trainees to be honest in discussing barriers or fears where relevant.

Review Goals and Objectives and Agenda

Provide trainees with a hard copy of the goals and objectives for the training. Review them orally with the group at the beginning of the training session and make sure the group agrees with their intentions. Do the same with the agenda. It is common to include the agenda in a training packet, but it is more important to allow the trainees time (5 minutes) to review the agenda. If there is a gap between trainees' expectations and planned activities, modifications may need to be made to the agenda. Also, this information may be useful in planning future training programs.

Evaluation

Allow adequate time (approximately 45 minutes) to review activities with trainees. Include time in the agenda for trainees to complete a written evaluation. An "interactive evaluation," which allows trainees to share what they learned with others is also an effective way to stimulate learning. One example of an interactive evaluation might be to place three pages of newsprint with the following headings on the walls of the meeting room: 1) "My thinking has changed in the following way:" 2) "One thing I will do different in the next 6 months is:", and 3) "One thing I will do different over the next 2 years is:". Ask trainees to write their responses on colored index cards and tape them to the respective newsprint sheet. Also, encourage trainees to discuss their responses with each other.

Hint: Be creative about how you label the evaluation activity on the agenda. Terms like "evaluation" or "debriefing" might give participants the impression that they can leave before an activity is finished. Instead, try "Where we've been," "where we're going," "What do you think?," "Assessing our progress," or "Let's assess our progress."

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