

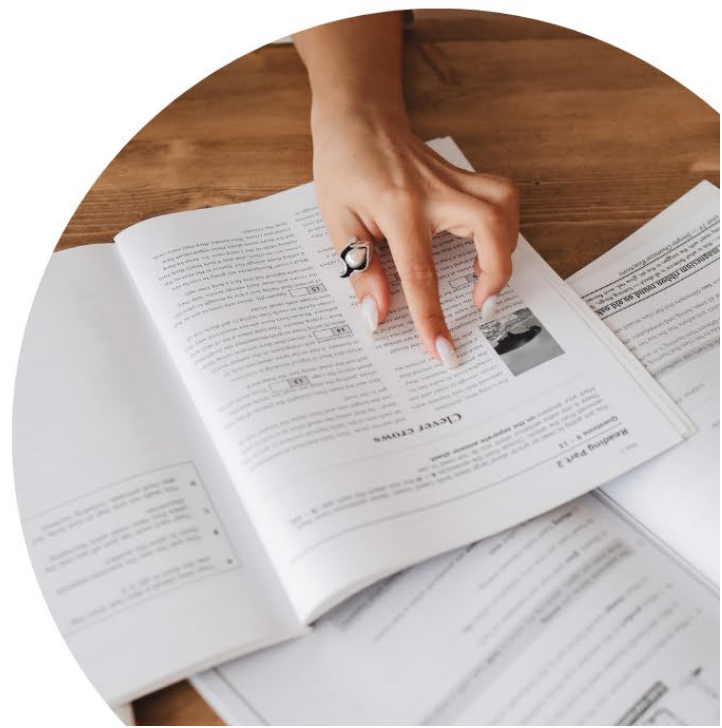


**LOCAL PUBLIC HEALTH**  
INSTITUTE OF MASSACHUSETTS

**On Your Time**

# Facilitator's Guide

**2022**



**Boston University** School of Public Health

## Table of Contents

<b>Facilitator’s Guide Overview</b> .....	1
<b>Before You Begin</b> .....	1
<b>Teaching Tips – Alternatives to “Are there any questions?”</b> .....	2
<b>Working with Small Groups</b> .....	2
<b>Course Description, Overview, and Introduction Pages</b> .....	3
<b>Page 2 - Penultimate</b> .....	3
<b>Last Page</b> .....	4

## Facilitator’s Guide Overview

**On Your Time** trainings are interactive, web-based learning tools that can be accessed at any time and are always a valuable resource. They are built with the web-authoring tool Softchalk®. They provide awareness level training covering many local board of health (LBOH) program areas as well as emergency preparedness and other cross-cutting competencies.

All trainings can be accessed from the Local Public Health Institute of Massachusetts (LPHI) **On Your Time** webpage: <http://sites.bu.edu/masslocalinstitute/training/on-your-time-trainings/>.

In order to meet the training needs of a variety of audiences across Massachusetts, this Facilitator’s Guide (Guide) has been designed to assist with classroom delivery in flexible time segments and with varying number of learners. The Guide provides suggestions and guidelines for how to conduct a classroom training. Each facilitator can adapt the guidelines and/or incorporate his or her own training methods to best meet the needs of any given group who will participate in a classroom setting.

### Before You Begin

- ✓ Visit the LPHI **On Your Time** webpage and note the number of contact hours offered for the training. The length of the training is also listed on the Course Description page. Plan to spend approximately 50 – 60 minutes in the classroom for each contact hour. For example, if one contact hour is offered, you should plan to spend one hour in the classroom. You might want to lengthen the training to incorporate networking opportunities or more extensive discussion.
- ✓ Read this Guide and consider printing or saving it before you start the online version of the training, so you can take notes as you complete it.
- ✓ Complete the online training on your own. Be sure you’re familiar with Softchalk® navigation (instructions are available on the course description page). Select the Enroll button and complete the course for a certificate. This will allow you to see the pre/post-test questions which can be a good review for the classroom setting.

<b>Enroll</b>	To receive a certificate of completion. This requires registration to establish a learner profile and completion of pre- and post-tests
<b>Course Table</b>	The Audit function is no longer available. However, all job aids are still available for viewing via the course table.





- ✓ As you complete the training and review the Guide, look for segments to include examples specific to your audience and your own experience.

- ✓ Decide if you want to print out any of the webpages, links, or resources for activities or discussion.
- ✓ Determine what, if any, equipment you want to incorporate into the classroom training.
- ✓ Think about other tools you might wish to supplement the training with, such as flipcharts, diagrams, icebreakers, or activities.

## Teaching Tips – Alternatives to “Are there any questions?”

Often asking “*Are there any questions?*” only elicits response from the same few people who are willing to speak up.

The alternatives suggested below are designed to involve learners more actively.

 <p><b>Identify expectations</b></p> <p>Participants can write down 1-2 questions they believe the training will answer.</p>	 <p><b>Make diagrams</b></p> <p>Ask individuals or small groups to draw a diagram that illustrates the material.</p>	 <p><b>Identify unanswered questions</b></p> <p>Ask individuals/ groups to write down 1-2 questions they still have.</p>	 <p><b>Create potential exam questions</b></p> <p>Ask participants to generate potential exam questions and answer them.</p>
---	---	--	---

## Working with Small Groups

Having learners work in small groups is a good way to increase involvement. When making small group assignments:

- Groups should be no larger than six or seven people.
- Assign a group leader or reporter.
- Give specific and simple directions.
- Ask for specific and concrete products - list, diagram, summary, illustration, etc.
- Set a time limit.
- Let the learners do the work. Facilitate discussions rather than lead them.

## Course Description, Overview, and Introduction Pages

---

**Introduce** yourself and provide some background information on your public health experience. Have learners introduce themselves and describe where they work, what they do, and what their backgrounds are. Learners should also state what they hope to do differently after the training.

**Explain** that this training is a valuable resource for LBOH because it has links to:

- Laws, regulations, and policies that outline roles, responsibilities, and authority
- Curated online resources that provide valuable information for dealing with public health issues

Some trainings list prerequisites, companion trainings, and supplemental resources on the Course Description page.

**Ask** if everyone has completed the prerequisites and if anyone has taken a companion training or used a supplemental resource.

**Lead** a discussion about these trainings/materials.

**Make note** of the subject matter experts and contributors who made this training possible.

**Summarize** the Table of Contents, which is how the training will proceed.

**Acknowledge** the funders and make note of the disclaimer.

**Discuss** the purpose of the training.

**Review** the Learning Objectives.

**Proceed** to page 2 of the training.

## Page 2 - Penultimate

---

**Move** through the training, page by page. As you do:

**Discuss** the content and images

**Complete** the activities

**Summarize** any table information

**Play** any audiovisuals

**Open** and review hyperlinked:

- Documents (or have copies available)

- Webpages

**Conduct** knowledge checks

**Ask** the reflection questions

**Solicit** learner examples

**Share** your experiences

## Last Page

---

The last page of the training includes a Job Aid, a restatement of the learning objectives, additional resources, and information about obtaining a certificate of completion.

**Encourage** participants to use the Job Aid that summarizes key points from the training for future reference.

**Review** the Learning Objectives.

**Ask:**

- If the Learning Objectives were met
- For any remaining questions

**Offer** additional resources for further information.

**Remind** learners that they can:

1. Return to the training at any time and use it as an online resource by selecting the Audit button.
2. Obtain a Certificate of Completion and contact hours but to do so, they must register and login on the LPHI website, select Enroll (not audit) from the Course Description page, complete the pre-test, and finally complete the post-test and evaluation.

**Prompt** learners to use other training resources:

1. The **On Your Time** series has other valuable training topics.
2. The New England Public Health Training Center also offers free, self-paced trainings on a variety of public health topics.

<https://www.nephtc.org/course/index.php?categoryid=2>

**Thank** learners for their participation

**Encourage** learners to share the training resources with other LBOH members and staff.