

Strengthening health systems

for treating tobacco
dependence in
primary care

Part IV: Training for future trainers



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Strengthening health systems for treating tobacco dependence in primary care

**Part IV: Training for future trainers:
Applying adult education skills to training**

CONTENTS

Part IV: Training for future trainers: Applying adult education skills to training	4
Introduction.....	4
Facilitators' guide	6
Participants' workbook	9
References and resources	15
Appendix 1: Teaching methods	16
Appendix 2: Sample evaluation form.....	18

APPLYING ADULT EDUCATION SKILLS TO TRAINING

INTRODUCTION

Part IV is designed to train future trainers who will be able to implement the WHO training package and provide further training to policy-makers, primary care service managers and primary care providers. The purpose of Part IV is to equip potential trainers with the basic knowledge, skills and tools in adult education, and to build their confidence to provide training on strengthening health systems for treating tobacco dependence in primary care.

LEARNING OBJECTIVES, SKILL DEVELOPMENT AND OUTCOMES

Learning objectives

Upon completion of this training participants will be able to:

- describe and apply principles of adult education;
- describe and apply common adult teaching methods;
- list the roles, characteristics and skills required to become an effective trainer;
- develop and present a four-step lesson plan on a specific topic of strengthening health systems for treating tobacco dependence.

Skills developed

1. Ability to apply principles of adult education in training.
2. Ability to apply common adult teaching methods in training.
3. Ability to develop four-step lesson plans to organize training activities.

Outcomes

A group of competent trainers are available to provide further training on strengthening health systems for treating tobacco dependence in primary care.

STRUCTURE AND CONTENT

The training for future trainers is designed as one module and consists of five topics on: the principles of adult education; learning style and adult teaching methods; skills and characteristics of effective trainers; preparation for training delivery; and effectively delivering training to adults. This training module is presented in a four-step format: preparation, presentation, practice and evaluation.

The training workshop duration is around four hours. A sample agenda for the training workshop in half a day is provided below.

Day 1	
8:00 – 8:30	Welcome and Workshop Overview Participant introductions
8:30 – 9:00	Principles of adult education
9:00 – 9:30	Learning style and adult teaching methods
9:30 – 9:45	Characteristics and skills of effective trainers
9:45 – 10:00	Coffee break
10:00 – 10:30	Preparation for training delivery: the four-step lesson plan
10:30 – 10:45	How to effectively deliver training to adults
10:45 – 11:30	Develop a four-step lesson plan on one selected topic in small groups
11:30 – 12:30	Small group presentations
12:30 – 13:00	Closing session Workshop evaluation

PREPARING FOR THE TRAINING

The train-the-trainer workshop should ideally be delivered by two facilitators with detailed expertise in adult education and tobacco control. This workshop can be organized separately or in conjunction with any training for policy-makers, primary care service managers or primary care providers.

The workshop should target those who have basic knowledge of adult education and medical education. They could be faculties of existing medical education institutions such as primary care providers' field centres and on-the-job training centres at national or subnational level. It is recommended that the workshop should be conducted with a maximum of 20 participants.

The workshop requires standard meeting/training tools and facilities, namely:

- one main meeting room, with participants seated around small tables in small groups;
- one or two additional break-out rooms if the large room cannot accommodate small group discussions;
- flipcharts and markers (one for each small group);
- projector and screen for presentations;
- laptop computer with speakers for presentations;
- presenter's microphone;
- portable microphones for discussions (optional).

All the workshop training and background materials are provided online by WHO. These include:

- the *Facilitators' guide*;
- presentations;
- the *Participants' workbook*;
- workshop evaluation forms (see Appendix 2 for sample evaluation form).

The References and Resources section contains hyperlinks to the relevant materials needed throughout the workshop. In addition to online materials, each participant should receive a binder or folder with key printed materials, particularly:

- handouts of presentations;
- key resource documents for each theme.

The facilitators should ensure that key materials are available in the language of the participants.

Duration	4 hours
Topic	Applying adult education skills to training
Objectives	<p>Upon completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> – describe and apply principles of adult education; – describe and apply common adult teaching methods; – list the roles, characteristics and skills required to become an effective trainer; – develop and present a lesson plan on one topic of strengthening health systems for treating tobacco dependence.

Time	Facilitator activity	Participant activity	Audiovisual
Preparation			
30 minutes	<p>Ask participants to brainstorm: Compared to children and teens, what are the special characteristics of adult learners?</p> <p>Write the responses on flipchart or whiteboard.</p> <p>Reinforce the responses and add to the list.</p> <p>Summarize the characteristics of adult learners:</p> <ul style="list-style-type: none"> • Adults are <i>autonomous</i> and <i>self-directed</i>. • Adults are <i>goal-oriented</i>. • Adults are <i>relevancy-oriented</i>. • Adults are <i>practical</i>. • Adults have rich <i>life experience</i> and <i>knowledge</i>. • Adults need to be shown <i>respect</i>. <p>State that, for each characteristic, there are implications for trainers.</p> <p>Use slides to present these implications/strategies that can be incorporated into effective training.</p> <p>Emphasize that, according to the special characteristics of adult learners, it is always best to actively involve adult learners in the educational process when they conduct training.</p> <p>Use slides to demonstrate the rates of retention for different teaching methods and conclude that the more actively engaged the learner is, the more learning takes place.</p>	<p>Volunteers share ideas about special characteristics of adult learners.</p>	<p>Workbook, flipchart or whiteboard, PowerPoint presentation <i>Part VI- A</i></p>
Presentation			
30 minutes	<p>Explain that different people have different learning styles. We shall need to use a variety of teaching methods and a variety of teaching materials to accommodate different learners and learning styles.</p> <p>Ask participants to think about teaching methods that were used during this course and brainstorm a list of different instructional methods.</p> <p>Write responses on a flipchart or whiteboard. Reinforce the responses, elaborate on them, and add to the list if needed.</p> <p>Ask: what are the advantages and limitations of each method?</p> <p>Use slides to show the advantages and limitations of each adult teaching method.</p>	<p>Participate in the discussion.</p> <p>Anticipated list:</p> <ul style="list-style-type: none"> – lecture; – independent work; – brainstorming; – demonstration; – small group discussion or working in pairs; – role plays; – story-telling; – case study; – simulations. <p>Participate in the discussion.</p> <p>Refer to the workbook.</p>	<p>Workbook, flipchart or whiteboard, PowerPoint presentation <i>Part VI- B</i></p>

Time	Facilitator activity	Participant activity	Audiovisual
Practice			
60 minutes	Assign participants to small groups to: <ul style="list-style-type: none"> • Develop a lesson plan on one selected topic using the above mentioned lesson plan structure of: <ul style="list-style-type: none"> – preparation; – presentation; – practice; – evaluation. • Prepare a 10–15 minute presentation to present the group's lesson plan. Check in with groups during this planning stage to support and answer questions.	Work in a small group to develop a lesson plan and prepare a presentation on their lesson plan.	Workbook, PowerPoint presentation <i>Part VI- F</i>
Evaluation			
60 minutes	Ask participants to share presentations. Everyone gives feedback.	Participants deliver presentations and give feedback.	

Objectives

Upon completion of this module participants will be able to:

- describe and apply principles of adult education;
- describe and apply common adult teaching methods;
- list the roles, characteristics, skills required to become an effective trainer;
- develop and present a four-step lesson plan on a specific topic of strengthening health systems for treating tobacco dependence.

Agenda

1. Principles of adult education (30 minutes).
2. Learning styles and adult teaching methods (30 minutes).
3. Skills and characteristics of effective trainers (20 minutes).
4. Preparation for training delivery (20 minutes).
5. Effectively deliver trainings to adults (20 minutes).
6. Developing a four-step lesson plan (60 minutes).
7. Presenting the lesson plan (60 minutes).

Preparation

1. Principles of adult education (30 minutes)

Brainstorming

Compared to children and teens, what are special characteristics of adult learners?

Special characteristics of adult learners:

- Adults are *autonomous* and *self-directed*.
- Adults have accumulated a foundation of *life experience and knowledge*.
- Adults are goal-oriented.
- Adults are relevancy-oriented.
- Adults are practical.
- Adults need to be shown respect.

For each characteristic, there are implications for you, the trainer (Table 1).

Table 1. How the characteristics of learners influence teaching strategies

Characteristics of adult learners	Teaching strategies
1. Adult learners are autonomous and self-directed	<ul style="list-style-type: none"> • Involve participants. • Serve as facilitator. • Determine the interests of learners.
2. Adult learners have a foundation of life experience and knowledge	<ul style="list-style-type: none"> • Recognize expertise of participants. • Encourage participants to share their experience and knowledge.
3. Adult learners are goal-oriented	<ul style="list-style-type: none"> • Have clear objectives. • Explain how training objectives relate to training activities.
4. Adult learners are relevancy-oriented	<ul style="list-style-type: none"> • Let participants choose topics that reflect their own interests. • Show the relevance of training to their jobs.
5. Adult learners are practical	<ul style="list-style-type: none"> • Give them opportunity to practise the new skills. • Focus on teaching practical skills/tools, methods.
6. Adult learners need to be respected	<ul style="list-style-type: none"> • Acknowledge the wealth of knowledge and experience the participants bring to the training. • Treat the participants as equals rather than subordinates. • Allow participants to voice their opinions freely in class.

The special characteristics of adult learners suggest that we should actively engage learners in the learning process using various participatory teaching methods. The average learning retention rates of the different teaching methods shown below (Table 2) imply that the more actively engaged the learner is, the more learning takes place.

Table 2. Learning retention rates of teaching methods

Teaching methods		Average learning retention rates
Passive teaching methods	Lecture	5%
	Reading	10%
	Audiovisual	20%
	Demonstration	30%
Participatory teaching methods	Discussion group	50%
	Practice by doing	75%
	Teaching others	90%

Presentation

2. Learning styles and adult teaching methods (30 minutes)

While different people think and learn differently, there are four basic learning styles (Table 3). Most people are predominantly one type of learner, but usually they can adapt to another style.

Table 3. Teaching strategies for learning styles

Learning styles	Characteristics	Teaching strategies
Visual learners	Process new information best when it is visually illustrated or demonstrated	<ul style="list-style-type: none"> – graphics, illustrations – images – demonstrations
Auditory learners	Process new information best when it is spoken	<ul style="list-style-type: none"> – lectures – discussions
Kinesthetic learners	Process new information best when it can be touched or manipulated	<ul style="list-style-type: none"> – written assignments, taking notes – examination of objects – participation in activities
Verbal learners	Remember best when they DISCUSS with others the new and complex information they are learning	<ul style="list-style-type: none"> – participation in activities – discussions

A training course that uses a variety of teaching methods to accommodate different learning styles will increase the likelihood of learner success in the course.

Brainstorming

What are common adult teaching methods?

What are the advantages and limitations of each method?

Method	Advantages	Limitations
Lecture		
Socratic questioning		
Independent work		
Brainstorming		
Demonstration		
Small group discussion or working in pairs		
Role plays		
Story-telling		
Case study		
Simulations		

(See details in Appendix 1)

3. Skills and characteristics of effective trainers (20 minutes)

Brainstorming

What skills, qualities and characteristics an effective trainer should have?

The characteristics and skills of an effective trainer can be summarized as five Es (expertise, eloquence, empathy, energy and environmental engineering).

Exercise:

Please review the checklist for the five Es and place a check mark next to the items you feel you have mastered.

Skills/characteristics	
Expertise	The power of knowledge and learning <input type="checkbox"/> Involve participants. <input type="checkbox"/> Understands and uses adult learning principles to facilitate learning <input type="checkbox"/> Creates a big picture “container” before getting involved in details <input type="checkbox"/> Integrates and summarizes key learning points <input type="checkbox"/> Debriefs to verify understanding and ensure embedding of learning <input type="checkbox"/> Responds to questions and comments appropriately.
Eloquence	The power of language and organization <input type="checkbox"/> Adapts speech to the needs of multilingual learners <input type="checkbox"/> Provide clear, easy-to-follow instructions <input type="checkbox"/> Presents information in clear, concrete and colourful language <input type="checkbox"/> Transitions skillfully from one topic to another <input type="checkbox"/> Encourages participation by using appropriate questions.
Empathy	The power of understanding and consideration <input type="checkbox"/> Understands and manages personal preferences and style <input type="checkbox"/> Understands learners' needs and expectations <input type="checkbox"/> Adapts instruction to the learner's level of experience and skill <input type="checkbox"/> Gives participants positive reinforcement and constructive feedback.
Energy	The power of commitment and animation <input type="checkbox"/> Shows passion and interest for the subject <input type="checkbox"/> Is animated and uses appropriate tempo and voice volume <input type="checkbox"/> Energizes the group and makes learning enjoyable.
Environmental engineering	The power of managing the learning environment <input type="checkbox"/> Creates a brain-affirming atmosphere <input type="checkbox"/> Ensures good space, light and working areas <input type="checkbox"/> Manages time and prioritizes content effectively <input type="checkbox"/> Uses all equipment and tools skillfully.

4. Preparation for training delivery (20 minutes)

A good trainer has to thoroughly prepare beforehand. Generally the professional advice given states that **for every hour that you are training you should have completed 10 hours of study and preparation.**

Before training delivery, many practical considerations need to be addressed. One of the key things is for trainers to develop a lesson plan to organize learning activities on each training module. The content, process and teaching methods will be specified in the lesson plan to guide the training delivery.

The most effective method for organizing learning activities is to use a **four-step lesson plan**, which is also the most effective format for ensuring that you provide sufficient opportunity for your participants to practise their newly learned skills. The four steps are:

- **Preparation** (help your learners be prepared to learn):
 - list the objectives to be learned;
 - reduce resistance;
 - ask challenging or engaging questions;
 - administer a pretest;
 - begin with an exercise or management game;
 - tell a story or set up a mystery;
 - ask participants for their objectives.

- **Presentation** (provide the content the learners need to understand: concepts and practice skills):
 - use a variety of teaching methods and teaching aids.

- **Practice** (complete understanding has taken place only when the learner is able to apply or transfer the learning to new problems or situations):
 - Socratic review;
 - written exams;
 - oral tests;
 - role-playing;
 - problem-solving exercises;
 - case studies;
 - simulations.

- **Evaluation** (the best way to predict whether the learners can perform the task that they have been taught):
 - Socratic dialogue;
 - written or oral responses to projects;
 - tests;
 - problem-solving projects;
 - practice in simulated circumstances;
 - role-playing and other performances.

Examples of a four-step lesson plan:

Please refer to any module contained in the *Facilitators' guides* for training policy-makers, primary care service managers, or primary care providers and review how a lesson is designed.

5. Effectively deliver training to adults (20 minutes)

In addition to using a variety of teaching methods and teaching aids, it is the trainer's responsibility to:

- define the purpose, objectives, and time frames;
- establish norms;
- listen, guide the discussion, manage time and keep the discussion on track;
- maintain interest and encourage participation (motivating participants).

Table 4 provides a model for promoting the motivation of participants.

Table 4. A model for promoting participants' motivation

Relevance	Make it relevant to their reality (work, career or life).
Enjoyment	Make it fun and enjoyable, but not games for games sake.
Volition	Give them choices about what, how, where and when for the learning.
Value	Make it valuable to them and match their values and mental maps.
Success	Help them be successful in the activities you design for them; don't set them up to fail. Create a high-challenge/low-threat environment.

Practice

6. Developing a four-step lesson plan (60 minutes)

Work in small groups to:

- Develop a lesson plan on one selected topic using the above-mentioned lesson plan structure of:
 - preparation;
 - presentation;
 - practice;
 - evaluation.
- Prepare a 10–15 minute presentation to present your lesson plan.

Your lesson should include a preparation activity, a brief presentation, a period of practice and evaluation. Be prepared to present your lesson plan to the large group in 10–15 minutes.

Evaluation

7. Presenting the lesson plan (60 minutes)

Each group shares its lesson plan.

Everyone adds to the discussion and gives feedback.

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APPENDIX 1: TEACHING METHODS

Method	Advantages	Limitations	Rules and tips
Lecture	<ul style="list-style-type: none"> • Can accommodate a large group of students. • Provides new or complex information that may be difficult for participants to find quickly on their own. • Can be fully prepared ahead of time. 	<ul style="list-style-type: none"> • Trainer-focused, not learner-focused. • Does not tap into learner's higher thinking or problem-solving. • Participants may not remember and/or understand the content. 	<ul style="list-style-type: none"> • Give a clear introduction and summary. • Include examples, analogies. • Use visuals when needed to enhance meaning. • Be prepared for questions and prepare responses in advance.
Socratic questioning	<ul style="list-style-type: none"> • Encourages active participation. • Provides an opportunity for learners to articulate facts, thoughts and feelings. • Provides an opportunity for problem-solving 	<ul style="list-style-type: none"> • Requires trainer to manage discussion to keep learners on task to meet objectives. • Requires learners to have enough knowledge to participate. • May be difficult for quiet/shy learners or learners who lack knowledge. • Learners who are not prepared may go unnoticed. 	<ul style="list-style-type: none"> • Prepare learners in advance so they can participate in the discussion. • Requires question outline and prompts to stimulate responses. • Trainer should prepare anticipated answers to questions. • Keep objectives in mind so that you can keep discussion productive. • Provide positive feedback during the discussion. • Paraphrase/repeat main points to reinforce learning. • Manage interactions during the discussion.
Independent work	<ul style="list-style-type: none"> • Active learner participation. • Encourages higher thinking and problem-solving. • Learners can work at their own pace and focus on specific learning needs. 	<ul style="list-style-type: none"> • Not all learners understand the assignment, actively participate and achieve learning objectives. • Limits collaboration and mixing of ideas. 	<ul style="list-style-type: none"> • Set goals and objectives for independent work. • Ensure that the problem is related to the learner's specific needs. • Ensure that learners are prepared with information and resources and get support. • Provide opportunity for learners to share their work to get feedback.
Brainstorming	<ul style="list-style-type: none"> • Creativity and generation of new ideas. • Friendly competition and mutual help. • Encourages all learners to participate because all ideas are equally accepted. 	<ul style="list-style-type: none"> • Not all learners may feel comfortable or safe. • Requires experienced facilitators, otherwise the activity can become messy, chaotic and may cause conflict. 	<ul style="list-style-type: none"> • Two facilitators work in pairs. One reads the question and invites participants to offer ideas. The other writes down the ideas. • All ideas are accepted and NO criticism, discussion or questions are allowed until after the brainstorm is over. • The wilder the better. Have fun. Be creative.
Demonstration	<ul style="list-style-type: none"> • Makes the explanation of the complex information or a skill more concrete. • Sets the standard of performance expected of the trainee. • Trainer can serve as a role model. • Learners can see practical application of concepts. 	<ul style="list-style-type: none"> • May require additional resources to perform. • Requires a high degree of trainer skill. • Restricted to small groups. 	<ul style="list-style-type: none"> • Clearly state the objectives of the demonstration. • Use the actual equipment whenever it is practical. • Always demonstrate the skill correctly and determine whether it will be a better learning experience to show the whole activity/skill at once or in parts. • Ensure that all learners can see and hear all the steps. • Provide the opportunity for learners to practise the skill.

Method	Advantages	Limitations	Rules and tips
Small group discussion or working in pairs.	<ul style="list-style-type: none"> • Promotes collaboration. • Trainees are often more comfortable in small groups, even quiet/shy learners can actively participate and share ideas. • Learners can share ideas in a more deep and profound way. 	<ul style="list-style-type: none"> • Some learners may dominate the discussion. • Some learners may be unprepared to participate actively, and may get off track without good facilitation. • Requires more classroom time than large group discussion. 	<ul style="list-style-type: none"> • Prepare a task that can benefit from teamwork in the classroom and the real setting. • Ask each group to select a moderator/leader (to guide discussion) and a recorder. • Provide a warm, supportive and non-threatening environment. • Circulate to support small groups. • Provide opportunity for small groups to share their work to get feedback and learn from each other.
Role plays	<ul style="list-style-type: none"> • Provides safe opportunity to practise. • Provides opportunity for learners to assume roles of others and thus appreciate another point of view. • Can clarify complex information. 	<ul style="list-style-type: none"> • May be uncomfortable for some learners. • Not appropriate for large groups. • Requires debriefing afterwards to ensure objectives were met. This can be time-consuming. 	<ul style="list-style-type: none"> • Provide detailed information for the learner to understand the scenario and to: <ul style="list-style-type: none"> – set the scene and conditions; – describe characters, or ask learners to build characters; – describe the challenge or the problem. • Ask 2–3 volunteers to do a role play of no more than 10 minutes. • Thank the role-players. • Invite feedback, summarize the experience and link with learning objectives.
Story-telling	<ul style="list-style-type: none"> • More engaging than lecture. • Illustrates practical application of concepts. • Effective for cognitive or affective objectives. • Effective for relaying new or complex information. • Can be combined with other teaching methods. 	<ul style="list-style-type: none"> • Not effective for communicating deep, skills-based knowledge. • Trainer must make a clear connection between story and objectives. 	<ul style="list-style-type: none"> • Build stories, either real case studies or fictional, that are relevant to the audience. • Build a story that fits one or more of the following situations: <ul style="list-style-type: none"> – describe what happens to create a change; – describe the consequences, and the resolution; – show how to perform action steps; – show how concepts can be operationalized.
Case study	<ul style="list-style-type: none"> • Provides a safe opportunity to practise skills and build confidence. • Learners see practical application of concepts. • Promotes problem solving. • Can clarify complex information. 	<ul style="list-style-type: none"> • Some learners may not see relevance to own situation. • Insufficient information can lead to inappropriate results. • Requires debriefing afterwards to ensure objectives were met. This can be time-consuming. 	<ul style="list-style-type: none"> • Define the case clearly for the learner. • Create case studies based on realistic situations. • Act as a mediator for the discussion, provide guidance on the process. • Show how the case study illustrates application of knowledge or skills.
Simulations	<ul style="list-style-type: none"> • Learners get a clear understanding about what is expected of them. • Allows learners to see the practical application of concepts. • Can clarify complex information. • Allows learners the opportunity to practise skills in a safe environment. 	<ul style="list-style-type: none"> • May be uncomfortable for some learners. • Requires trainer to take the time to ensure that learners understand the assignment and perform the skill correctly. • Requires debriefing afterwards to ensure objectives were met. This can be time-consuming. • May require additional resources to perform. 	<ul style="list-style-type: none"> • Ensure learners understand the purpose of the simulation. • Simulation exercises need to be easily recreated and be the same experience for each learner. • Provide learners with feedback about their performance.

APPENDIX 2: SAMPLE EVALUATION FORM

Please select the answer you most agree with.

Please also give your written feedback in the space provided.

1. Overall I found the training workshop useful for my work

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

2. Which part of the training workshop did you find the most useful?

3. Which part of the training workshop did you find the least useful?

4. The workshop facilitator had a good knowledge of the subject

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

5. The workshop facilitator's skills in conveying the subject matter were good

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

6. As a result of my participation in the training workshop, I feel more confident to provide training on strengthening health systems for treating tobacco dependence in primary care

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

7. How difficult did you find the training workshop?

- Too difficult
- Difficult
- Just right
- Easy
- Too easy

8. How could the workshop implementation be improved?

9. How could the training materials be improved?

10. Overall, how would you rate the workshop?

- Very good
- Good
- Average
- Poor
- Very poor

11. Any other comment, suggestion, criticism:

Thank you for your feedback!

For further information, kindly contact **PND** as follows:

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