



RESOURCE GUIDE:

TRAINING WITH INTENTION: Using the CDC Quality Training Standards to Effectively Develop Trainings *Project ECHO*



National Coordinating
Center for Public
Health Training

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► OVERVIEW

The Institute for Public Health Innovation, in partnership with the National Network of Public Health Institutes, offered a training series on effective training development. Throughout five sessions, which took place from late May to June 2022, the training series enabled public health professionals to apply the [CDC Quality Training Standards](#) in developing, delivering, and revising trainings to ensure they meet fundamental standards for quality. These standards are broad enough to cover any training topic and format, including virtual or in-person. The series was designed for public health professionals, including instructional designers, workforce development specialists, training developers, and others who have previous trainings to develop or improve.

► SERIES SCHEDULE

The sessions covered the following topics:

Session 1: Identifying the Problem - An Introduction to the Standards

Session 2: To Train or Not to Train? - Training Needs Assessment

Session 3: Putting the End at the Beginning - Learning Objectives

Session 4: Meeting the People Where They Are - Accurate and Relevant Content Designed for Usability and Accessibility

Session 5: Staring into the Void - Learner Engagement and Assessment

Session 6: Training's Done! How Did We Do?! Training Evaluation, Assessment, and Follow-Up

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► RESOURCE GUIDE

Based on the *Training with Intention* topics, this resource guide contains a wealth of materials collected from the series' subject matter experts and panelists. The resources are grouped following the [CDC Quality Training Developer Checklist](#) to find most easily the information needed for reviewing or developing a training.

STANDARD ONE: TRAINING NEEDS ASSESSMENT INFORMS TRAINING DEVELOPMENT

[Public Health Learning Agenda for Systems Change: A Toolkit for Building an Adaptive Public Health Workforce](#), *Public Health Training Centers and Partners*

This Toolkit includes a conceptual Learning Framework, which illustrates the concepts behind the Learning Agenda. This toolkit is designed to help public health organizations and their partners envision how the public health workforce can address and achieve systems change.

[Health Equity Assessment Tip Sheet for Mental Health Providers](#), *American Psychological Association*

This resource provides quick tips to consider when conducting a health equity assessment. A health equity assessment of an organization or business will help to uncover policies, procedures, and decisions that contribute to behavioral and physical health inequities and identify pathways to incorporate more equitable practices.

[Introduction to Health Equity in Community Building](#), *Health Resources in Action*

This webinar introduces participants to health equity, culturally competent approaches, and ways to think collaboratively to engage diverse populations/communities in their efforts effectively.

[Guide to Improving and Measuring the Impact of Training](#), *The Public Health Foundation*

This guide provides an overview of assessing training needs and the resources available to meet those needs. Explore assessment strategies and methods in five areas: General, Factors Related to Learners, Organizational Factors, Factors Related to Trainers/Facilitators, and Environmental Factors.

[Community Assessment Tools and Resources](#), *Racial Equity Tools*

Racial Equity Tools has compiled several tools to help groups assess community needs. Using these tools and resources for community assessment can help training developers create trainings that are socially and contextually relevant to their learners.

[Conducting Key Informant Interviews](#), *USAID Center for Development Information and Evaluation*

This tips sheet describes key informant interviews, when to use them, their advantage and limitations, and some advice on conducting them.

[Seven Steps for Conducting a Successful Needs Assessment](#), *National Institute for Children's Health Quality*

This resource outlines seven necessary and insightful steps to conduct a needs assessment at the onset of a project so that programs are appropriately tailored to individuals and communities.

[Checklist for Planning a Training](#), *PeaceTraining.eu*

This checklist is a helpful resource that tries to ensure a program is thoughtful and timely from beginning to end.

[7 Planning Questions \(Page 21\)](#), *IntraHealth International*

These 7 Planning Questions make planning more manageable, more efficient use of planning time, and produce essential information needed to develop a training intervention.

[ACHE Healthcare Executive 2020 Competencies Assessment Tool](#), *American College of Healthcare Executives*

This self-assessment tool can be used to identify areas of strength, address areas that may need professional skill development, and formulate a development plan.

[Core Competencies for Public Health Professionals](#), *Council on Linkages Between Academia and Public Health Practice*

These competencies reflect foundational knowledge and skills for professionals engaging in the practice, education, and research of public health.

[Health Equity Competencies for Healthcare Providers](#), *Office of the Medical Director, AIDS Institute*

Though geared to those working in a clinical setting, these health equity competencies will be helpful to anyone who seeks to promote health equity. Definitions of key terms used in this document are provided.

STANDARD TWO: TRAINING INCLUDES LEARNING OBJECTIVES

[Here's an Easy Way to Create Learning Objectives](#), *The Rapid E-Learning Blog*

This blog post explores a simple way to create objectives for a course. The steps outline ways the course objectives and the overarching goals will be aligned, an essential step needed before building a course.

[Bloom's Taxonomy of Action Verbs](#), *Fresno State*

This chart provides a list of sample action verbs based on each level of understanding, which are defined. Also included are sample behaviors based on the verbs.



STANDARD THREE: TRAINING CONTENT IS ACCURATE AND RELEVANT

[Using a Health Equity Lens](#), *Centers for Disease Control and Prevention*

This guide emphasizes the importance of addressing all people inclusively and respectfully. The principles reviewed are intended to help public health professionals ensure that their communication products and strategies adapt to the specific cultural, linguistic, environmental, and historical situation of each population or audience of focus.

[10 Essential Public Health Services](#), *Centers for Disease Control and Prevention*

This framework provides ways for public health to protect and promote the health of all people in all communities.

STANDARD FOUR: TRAINING INCLUDES OPPORTUNITIES FOR LEARNER ENGAGEMENT

[Virtual Meeting Facilitation](#), *Rocky Mountain Public Health Training Center*

This course contains tips, videos, and resources to help public health professionals stay productive and connected in an online environment.

[Effective Strategies for Teaching Adult Learners](#), *Learning Revolution*

This site describes strategies to teach adults effectively, including ways to help them parse and retain new knowledge. The techniques include keeping lessons relevant, avoiding cognitive overload, and many more.

[Problem-Based Learning](#), *Center for Innovation in Teaching & Learning*

This site discusses how to use complex real-world problems to promote student learning. Formats for problem-based learning typically include case studies, role-plays, and simulations.

[Four Ways to Use Case Studies in Your Training Sessions](#), *TrainingCourseMaterial.com*

This page goes over several ways to use case studies in a training.

[Five Tips to Creating a More Engaging Online Course for Adult Learners](#), *Faculty Focus*

These strategies help teach adults effectively, including ways to help them parse and retain new knowledge.





Icebreaker Resources

[36 Ridiculously Fun Icebreaker Ideas, Games, & Activities in 2022 for Your Next Meeting.](#) *SnackNation Office*

This article provides various icebreaker games to improve meetings by loosening everybody up and getting them into “meeting mode.”

[53 Ice Breaker Games \[That Your Team Won't Find Cheesy\].](#) *SessionLab*

This series of icebreaker games seek to avoid creating a frustrating, patronizing icebreaker game that will not make participants feel like they are wasting their time.

Online Game and Polling Platforms

Use these tools to easily create a great user experience and increase participation.

- » [Wheel of Names](#)
- » [Kahoot!](#)
- » [Jackbox Games](#)
- » [Crowdpurr](#)
- » [Quizizz](#)
- » [Poll Everywhere](#)
- » [Quizlet](#)
- » [Mentimeter](#)

Online Collaboration Tools

Use these online collaboration tools to work together virtually as a team.

- » [Padlet](#)
- » [Mural](#)
- » [Miro](#)

STANDARD FIVE: TRAINING IS DESIGNED FOR USABILITY AND ACCESSIBILITY

[Discover Windows Accessibility Features](#), *Microsoft*

This page offers training on Windows accessibility features and tools. These features and tools make Windows more accessible and easier to use for everyone.

[Self-Paced Training Courses](#), *Bureau of Internet Accessibility*

This website includes an overview of accessibility and the best mobile and PDF accessibility practices. Browse this site for other accessibility guides, such as [The Ultimate Guide to Web Accessibility](#) and checklists.

[Trainings](#), *Mid-Atlantic ADA Center*

This repository of training related to the Americans with Disabilities Act (ADA) is tailored to meet the needs of businesses, government entities, organizations, and individuals. Also, check out their ["Learn About the ADA"](#) to learn more about this important federal law that prohibits discrimination on the basis of disability.

[Web Content Accessibility Guidelines](#), *Accessibility Guidelines Working Group*

These guidelines address the accessibility of web content on desktops, laptops, tablets, and mobile devices. Following these guidelines will also often make Web content more usable to users in general.

[Create Accessible Digital Products](#), *General Services Administration*

This is a great site to help create accessible videos, websites, multimedia, electronic documents, and spreadsheets. Additionally, check out the webpage "Universal Design" to learn more about creating solutions that meet the needs of all users.

[Accessible HTML5 Media Players & Resources](#), *Digital A11Y*

This website has a list of accessible audio and video players and links to other information on guidelines for accessible media.

[Accessible Web Conferences and Webinar Best Practices](#), *Food and Drug Administration*

This website has good tips for ensuring conferences and webinars are accessible. Content includes various web-based services and software products available to enable presentations, live meetings, and training over the web.

[Accessibility Tutorials Playlist](#), *National Clearinghouse of Rehabilitation Training Materials*

This playlist contains accessibility guides and tutorials on e-documents, such as Word documents, PowerPoint presentations, and PDFs.



STANDARD SIX: TRAINING EVALUATION INFORMS IMPROVEMENT

[Kirkpatrick's Model](#), *Mind Tools*

This article quickly reviews Kirkpatrick's model (an internationally recognized tool for evaluating and analyzing the results of educational, training and learning programs) and how to apply it.

[Training Development: Evaluate](#), *Centers for Disease Control and Prevention*

This site helps you devise an evaluation plan, which is the final phase of the ADDIE model, a framework for training developers. On this page, there is guidance for: (1) Determining the evaluation purpose, (2) Developing evaluation questions, and (3) Choosing data collection methods, as well as tools and resources.

[Training Development: Training Effectiveness](#), *Centers for Disease Control and Prevention*

In the left menu under "Evaluate", there is a subpage titled "Training Effectiveness." On this page is information on the timing for sending out evaluation questions related to the effectiveness of the course, as well as question examples and effectiveness predictors.

[Collecting Evaluation Data: End-of-Session Questionnaires](#), *Ellen Taylor- Powel and Marcus Renner*

This manual provides a variety of sample questions and ways to develop original end-of-session questions. The manual is organized into five types of information from a post-event survey: 1. participant reactions, 2. teaching and facilitation, 3. outcomes, 4. future programming, and 5. participant background.

[Training Evaluation Framework and Tools \(TEFT\)](#), *International Training and Education Center for Health*

The framework is a set of resources designed to help evaluators, implementers, and program managers at all levels plan successful evaluations of in-service training program outcomes.

STANDARD SEVEN: TRAINING INCLUDES OPPORTUNITY FOR LEARNER ASSESSMENT

[The Secret of Successful Learning Objectives and Knowledge Checks](#), *Roundtable Learning*

This article reviews the aspects of making powerful learning objectives and the traits of effective knowledge checks.

[Training Development: Online Training](#), *Centers for Disease Control and Prevention*

This CDC-designed training outlines ways to engage participants and assess their understanding. The site also includes tools and resources for checking for learning, such as asking [challenging questions](#) and a quality [e-learning checklist](#).



[CDC's E-Learning Essentials: a guide for creating quality electronic learning.](#)

Centers for Disease Control and Prevention

This guide aids in the creation of quality e-learning by identifying and summarizing key instructional components and how to use them most effectively. A section on assessment can be found on page 20.

[Simulation-Like Questions: The Basics of How and Why to Write Them.](#) *Will Thalheimer*

This document shows how to write simulation-like questions, describes the research that supports their use, and outlines ways to utilize them to improve learning outcomes.

[How to Write Better Test Questions \(Tips with Examples\).](#) *Honorlock*

This webpage shows how to write better test questions and when to use them. Formats include Multiple choice/answer, True/false, Fill-in-the-blank, Written, Matching, and Rank-and-order. Additionally, a section on authentic assessment is available.

STANDARD EIGHT: TRAINING INCLUDES FOLLOW-UP SUPPORT FOR THE LEARNER

[A Guidebook for Developing Public Health Communities of Practice.](#) *Institute for Public Health Innovation*

This guidebook details the basic framework for establishing a CoP and provides practical tools and templates to get a CoP launched and maintain membership.

[Communities of Practice \(CoPs\).](#) *Centers for Disease Control and Prevention*

This site provides an overview of CoPs, which provide a collaborative framework for public health professionals to work together to identify and leverage best practices and standards.

[Supporting the Performance Improvement Workforce.](#) *Centers for Disease Control and Prevention*

This site provides details on the comprehensive portfolio of workforce development activities offered by CDC's Center for State, Tribal, Local, and Territorial Support (CSTLTS), in collaboration with several national nonprofit partners. These activities include the annual Public Health Improvement Training (PHIT), The Public Health Performance Improvement Network (phPIN), The Strategic Scholars Program, and more.

[10 Ways to Support Learning after Training.](#) *Connie Malamed*

This webpage explores several ways to continue providing support to learners after completing a course.

