

**Building Consultation Skills:
Health Education
Trainer's Guide**
version 1
(Last updated 2/15/2013)

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NOTE TO TRAINER

There are six separate Toolkits associated with the *Building Consultation Skills* Training Module. Each Toolkit includes a Trainer's Guide and a Slide Presentation. There is one Toolkit for each of the following sub-topics:

- Child Care Health Consultation
- Cultural Competence and Communication Skills
- Policy Development
- Advocacy
- Health Education
- Resource & Referral and The Medical Home

The Toolkits are designed to assist NTI Trainers in delivering training sessions on each of the above subtopics. Trainers have the flexibility to design a training using any combination of subtopics. For example, a day-long training may be designed to cover all six subtopics, or a shorter training may cover fewer subtopics as needed. The toolkits have been developed to accommodate this flexibility.

For more information about using the NTI materials, please read "Guidelines for Using the NTI Curriculum Materials," available in the "Curriculum" section of the NTI Resources Website (accessed by entering your NTI username and password at <http://sakai.unc.edu>).

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PREPARATION CHECKLIST

Curriculum Materials:

Download the following from the "Curriculum" section of the NTI Resources Website:

- Building Consultation Skills* Training Module
- Building Consultation Skills: Health Education* Trainer's Guide
- Building Consultation Skills: Health Education* Slide Presentation
- Training Checklists*

Preparation:

- Read the "Introduction", "Caring for Our Children National Standards", and "Health Education" sections of the *Building Consultation Skills* Training Module.
- Read the *Building Consultation Skills: Health Education* Trainer's Guide.
- Review the *Building Consultation Skills: Health Education* Slide Presentation:
 - Customize slide/overhead #2 to include your name, agency, and the date of your training.
 - Print the slides as overheads or load the slide presentation onto your laptop, USB drive, or a CD. Save or print a back-up copy of the presentation as well.
- Create a participant's packet (one per participant) per copyright guidelines:
 - Copy activities, worksheets, and the evaluation form provided in this Trainer's Guide under "Materials for Participant's Packet".
 - Copy the Slide Presentation as a handout.
- On a flip chart sheet, write out the questions associated with the Introductions/Icebreaker.
- On a flip chart sheet, write out the Overview of Training Session to display in the training room (you may prefer to leave off the estimated time and training technique).
- On a flip chart sheet, write out the Training Objectives to display in the training room.
- On three flip chart sheets, write out "Children", "Parents/Guardians", "Caregivers/Teachers" (one on each sheet) for the Opening.
- See "Training Implementation and Logistics Checklist" (located in the document titled *Training Checklists*) for set-up tasks to do the day of the training.
- Other: _____

Equipment and Supplies:

- See "Equipment and Supplies Checklist" (located in the document titled *Training Checklists*) for general supplies
- Laptop, slide presentation, and LCD projector or overhead projector
- Preprinted flip chart sheet and health education visual/prop for Introductions/Icebreaker
- Flip chart sheet for posting Overview of Training Session
- Flip chart sheet for posting Training Objectives
- Preprinted flip charts and markers for the Opening
- Small musical instruments and oral health-related props for the "Oral Health for Toddlers" activity
- Model Child Care Health Policies* (Aronson, 2002)
- Other: _____

OVERVIEW OF TRAINING SESSION

Below is an overview of the topics covered in this session.

Estimated Time	Topic	Training Technique
10-15 minutes prior to session ¹	Registration	-----
Optional ²	Introductions/Icebreaker	individual/large group
2 minutes	Overview of Training Session and Objectives	slides/overheads
10 minutes	Opening: Health Education Needs	large group
10 minutes	Presentation: Health Education Audiences, Topics, and Guidelines	slides/overheads
20 minutes	Activity: Oral Health for Toddlers	case scenario
5 minutes	Presentation: Health Education Audiences, Topics, and Guidelines	slides/overheads
5 minutes	Closing: Action Items for the CCHC	slides/overheads
3 minutes	Learning Assessment	individual /large group
5 minutes	Evaluation of Trainer	individual
Estimated Total Time: Approx. 1 hour ³		

¹ Not included in total time.

² Not included in total time. Develop activity based on participants' training needs.

³ Add additional time if group guidelines and/or group facilitation methods need to be addressed at the beginning of the session, or if you decide to include any additional activities. For more information, see NTI's *Building Curriculum Development and Training Skills* Training Module.

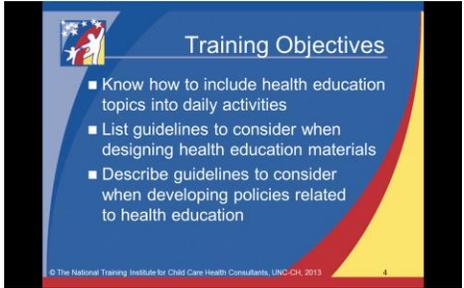
TRAINER'S OUTLINE

Introductions/Icebreaker

Time	Optional
Training Technique	Individual/large group activity
Supplies	Preprinted flip chart sheet with questions
Instructions	<ul style="list-style-type: none"> • Prior to the training session, instruct the participants to bring a visual, prop, etc. they have used during a health education session (i.e., a toothbrush for an oral health session). • Show slide 3 (Slides 1-2, the title slide and customizable slide, are not printed below). • Invite the participants to introduce themselves by giving their names and introducing their health education visual/prop by answering the following questions: <ol style="list-style-type: none"> 1. What is your visual? 2. How have you used it to provide health education? 3. Who have you trained with it (i.e., children, staff, parents/guardians)? 4. How has it been helpful in your health education session? • You may consider bringing your own health education visual/prop and going first. • If you create your own activity, remember to base it on the participants' training needs and relate it to the training session's topic.
Talking Points	<ul style="list-style-type: none"> • When providing health education to children, families, and/or child care caregivers/teachers, it is important to use a variety of health education materials to health educate your audience about a particular health education topic. • Visual aids are one example of an effective health education material, especially when working with young children. • Several factors should be considered when choosing health education materials, for example, the age of the audience. • Other factors will be presented during this training session.
For More Information	See NTI's <i>Building Curriculum Development and Training Skills Training</i> Module for ideas about introductions and icebreaker activities.
Notes	



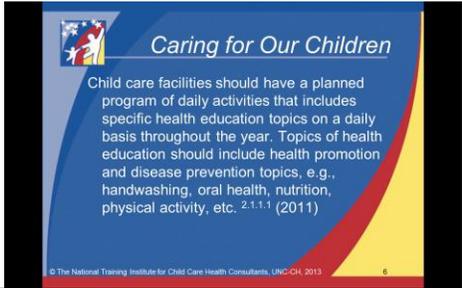
Overview of Training Session and Objectives

Time	2 minutes
Training Technique	Slides/overheads
Supplies	<ul style="list-style-type: none"> • Flip chart sheet with Overview of Training Session written on it • Flip chart sheet with Training Objectives written on it
Instructions	<ul style="list-style-type: none"> • Direct participants' attention to the posted Overview of Training Session. • Show slide 4.
Talking Points	<p>Let's look at the overview of today's training session, so we will all know how we will spend our time together.</p> <p>Training Objectives By the end of our time together today, I'd like you to be able to:</p> <ul style="list-style-type: none"> • Know how to include health education topics into daily activities • List guidelines to consider when designing health education materials • Describe guidelines to consider when developing policies related to health education 
For More Information	See NTI's <i>Building Curriculum Development and Training Skills Training</i> Module to learn more about training objectives.
Notes	

Opening: Health Education Needs

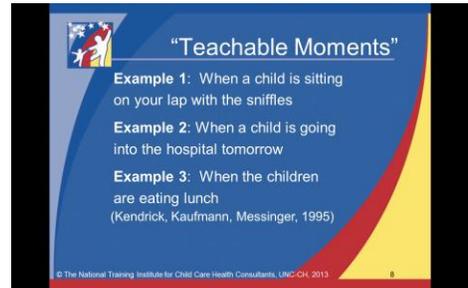
Time	10 minutes
Training Technique	Large group discussion
Supplies	<ul style="list-style-type: none"> • Three preprinted flip chart sheets • Markers
Instructions	<ul style="list-style-type: none"> • Show slide 5. • Invite a participant to be the recorder to document the group's responses. • Ask the participants to list the health education needs of each group (children, parents/guardians, caregivers/teachers) based on their experience working with families and child care staff. • Encourage participants to explain why they think these groups have these specific health education needs.
Talking Points	<p>Opening: Health Education Needs Let's take a minute to talk about the kinds of health education needs that different groups of people have. What health education needs do children have? Parents/guardians? Teachers/caregivers?</p> 
Notes	

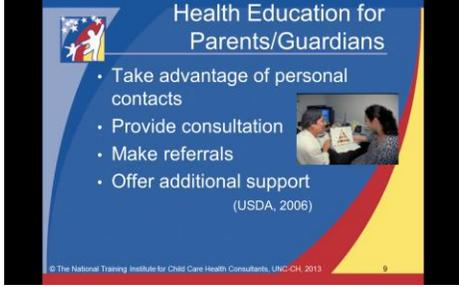
Presentation: Health Education Audiences, Topics, and Guidelines

Time	10 minutes
Training Technique	Slides/overheads
Supplies	“Tip Sheet: Suggested Health Education Topics” handout
Instructions	<ul style="list-style-type: none"> • Show slides 6-12. • Reference the “Tip Sheet: Suggested Health Education Topics” for slides 7 and 9. • See pg. 22 of the Trainer’s Guide for the “Tip Sheet: Suggested Health Education Topics” • Slide 8 is an animation slide. With each example, you might consider asking a participant to read each “teachable moment”, and then ask the group what they could do to make this a “teachable moment.” • Slide 12 is an animation slide.
Talking Points	<p><i>Caring for Our Children</i></p> <ul style="list-style-type: none"> • <i>Caring for Our Children: National Health and Safety Performance Standards</i> (3rd edition, 2011) provides standards related to health education. • The <i>CFOC</i> standard that is a foundation for the other related standards is 2.1.1.1, which states that child care centers and large family child care homes provide for the incorporation of specific health education topics on a daily basis throughout the year. “Topics of health education should include health promotion and disease prevention topics, e.g., handwashing, oral health, nutrition, physical activity, etc.” • This plan should be reviewed and approved by a licensed health professional, who could be the CCHC. 
For More Information	Refer to Module section, “What the CCHC Should Know: Health Education Audiences, Topics, and Guidelines.”
Notes	

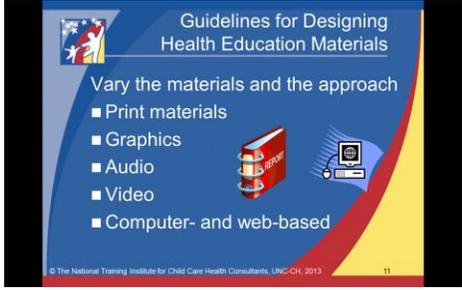
<p>Talking Points</p>	<p>Health Education for Children <i>(Trainer: Remember to reference the “Tip Sheet: Suggested Health Education Topics”, a participant’s packet handout.)</i></p> <ul style="list-style-type: none"> • Child care facilities should provide health education to children on a daily basis. • It should be integrated into other program activities included in the curriculum, such as hand washing, tooth brushing, nutrition, exercise, etc. • These are all daily activities and create an opportunity for child care staff to introduce and reinforce health information, attitudes, and behaviors. • Health education doesn’t have to be a formal activity! 
<p>For More Information</p>	<p>Refer to Module section, “What the CCHC Should Know: Health Education Audiences, Topics, and Guidelines.”</p>
<p>Notes</p>	

<p>Talking Points</p>	<p>“Teachable Moments” <i>(Trainer: Remember that this slide is an animation slide. With each example, you might consider asking a participant to read each “teachable moment”, and then ask the group what they could do to make this a “teachable moment.”)</i></p> <ul style="list-style-type: none"> • “Teachable moments” are when children are most likely to learn. • Let’s look at some examples of “teachable moments.” • Example 1: When a child is sitting on your lap with the sniffles. What might you do to make this a “teachable moment?” • This might be an opportune time to talk to the child about personal hygiene and/or handwashing. • Example 2: When a child is going into the hospital tomorrow. What could be taught in this instance? • This might be a good time to talk about medications and/or awareness of special needs. • Example 3: When the children are eating lunch. What about this example? • During lunchtime or any other mealtime might be a good time to talk to the children about how to make healthy eating choices and the importance of eating healthy foods. • Overall, remember to take into account that any health education material should be age and developmental- and age-appropriate. • Also, consider the children’s personality and age with each “teachable moment.”
<p>For More Information</p>	<p>Refer to Module section, “What the CCHC Should Know: Health Education Audiences, Topics, and Guidelines.”</p>
<p>Notes</p>	



<p>Talking Points</p>	<p>Health Education for Parents/Guardians <i>(Trainer: Remember to reference the “Tip Sheet: Suggested Health Education Topics”, a participant’s packet handout.)</i></p> <ul style="list-style-type: none"> • Parent/guardian health education will occur primarily through personal contact between the parents/guardians and the child care staff and/or the CCHC. • This may include consultation sessions, making referrals, greeting and departing, additional support services, etc. • Parents/guardians should also be offered regular health education programs. • The topics of the sessions should be determined by assessing the families’ specific needs. • The families’ attitudes, beliefs, fears, and educational and socioeconomic levels should be taken into consideration when designing health education materials and programs. 
<p>For More Information</p>	<ul style="list-style-type: none"> • Refer to Module section, “What the CCHC Should Know: Health Education Audiences, Topics, and Guidelines.” • For additional information about cultural competency, refer to Module section “Cultural and Linguistic Competence.”
<p>Notes</p>	

<p>Talking Points:</p>	<p>Health Education for Staff</p> <ul style="list-style-type: none"> • Child care staff should be provided with health education on physical, oral, mental, social health, and occupational hazards associated with working in child care facilities. • Staff members are in a position where they can act as role models for the children and parents/guardians concerning healthy behaviors and attitudes. • Staff education can be offered in a variety of ways. 
<p>For More Information</p>	<ul style="list-style-type: none"> • Refer to Module section, “What the CCHC Should Know: Health Education Audiences, Topics, and Guidelines.” • Refer to NTI’s <i>Promoting the Health and Safety of Child Care Staff</i> Module.
<p>Notes</p>	

<p>Talking Points</p>	<p>Guidelines for Designing Health Education Materials</p> <ul style="list-style-type: none"> • The CCHC has the responsibility of designing health education programs, selecting and developing appropriate health education materials, and making references to appropriate community health education resources. • The CCHC should use a variety of health education materials that involve different types of media, for example, print materials, graphics, audio, video, and computer-based and web-based training. • Using a variety of methods [lecture, demonstration, discussion, group project, independent study, and simulation (e.g., case scenario, skills demonstration or role play, in-basket, and games)] will help ensure that everyone in the audience is able to learn. • Health education materials that are designed only for lecture do not allow the audience to become fully involved and invested in the learning process. 
<p>For More Information</p>	<ul style="list-style-type: none"> • Refer to Module section, “What the CCHC Should Know: Health Education Audiences, Topics, and Guidelines.” • Refer to NTI’s <i>Building Curriculum Development and Training Skills</i> Module and the following Appendixes from the Module: <ol style="list-style-type: none"> A. Developing a Training Session B. Training Checklists C. Training Techniques-Methods D. Training Techniques-Media and Materials
<p>Notes</p>	

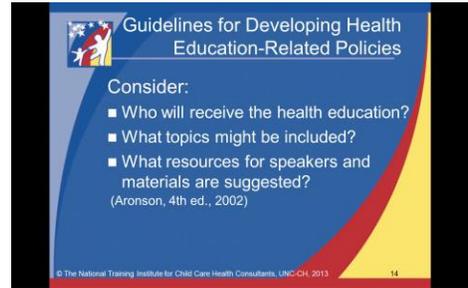
<p>Talking Points</p>	<p>Guidelines for Designing Health Education Materials (Trainer: Remember that this slide/overhead is an animation slide/overhead. You may want to reveal each guideline as you introduce it.)</p> <ul style="list-style-type: none"> ● Include specific information concerning the developmental age of the children. ● Incorporate information technology. ● Include up-to-date resources and information. ● In order to ensure that health education materials are culturally and linguistically competent: <ul style="list-style-type: none"> - Use culturally competent language - Make sure the materials translated into the dominant language - Make sure the materials are written at the appropriate informational levels - Make sure the materials are written on appropriate literacy levels 
<p>For More Information</p>	<ul style="list-style-type: none"> ● Refer to Module section, “What the CCHC Should Know: Health Education Audiences, Topics, and Guidelines.” ● Refer to Module section, “Appendix E: Readability Scales.”
<p>Notes</p>	

Activity: Oral Health for Toddlers

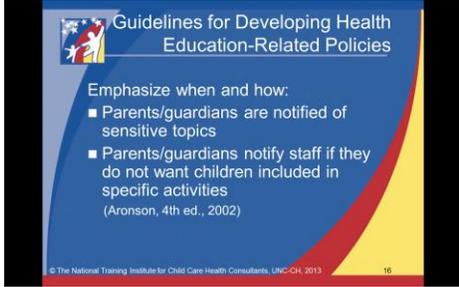
Time	20 minutes	
Training Technique	Case scenario	
Supplies	<ul style="list-style-type: none"> • “Oral Health for Toddlers” handout • Small musical instruments • Oral health-related props 	
Instructions	<ul style="list-style-type: none"> • Show slide 13. • Distribute the “Oral Health for Toddlers” activity. • See pg. 21 of the Trainer’s Guide for this activity. • Invite a participant to read the background aloud. • Divide the large group into small groups of 2-3 participants. • Note that they have 8-10 minutes to come up with a health education presentation for the toddler classroom. • When the groups are ready to reconvene, invite small groups to share their presentation. 	
Talking Points	<p>Activity: Oral Health for Toddlers</p> <ul style="list-style-type: none"> • Let’s break up into small groups to develop a short health education program for toddlers. There are musical instruments and other props that your group can choose to incorporate into your oral health presentation. • Be creative! You can do a short song, a quick play, etc. Remember that the program you develop should be appropriate for toddlers. 	 <p>The image is a slide titled "Activity: Oral Health for Toddlers". It features a blue background with a red and yellow curved shape on the right side. In the center, there are three cartoon characters: a red toothbrush with a smiling face, a yellow tooth with a smiling face, and a green toothpaste tube with a smiling face. In the top left corner, there is a small American flag icon. At the bottom left, there is a small copyright notice: "© The National Training Institute for Child Care Health Consultants, UNC-CH, 2013".</p>
Notes		

Presentation: Health Education Audiences, Topics, and Guidelines

Time	5 minutes
Training Technique	Slides/overheads
Instructions	Show slides 14-16.
Talking Points	<p>Guidelines for Developing Health Education-Related Policies</p> <ul style="list-style-type: none"> • <i>Model Child Care Health Policies</i> (Aronson, 2002) is a good resource for developing policies. • This resource advises CCHCs to think about these questions before writing a health education policy. <ul style="list-style-type: none"> - Who will receive the health education? - What topics might be included? - What resources for speakers and materials are suggested?
For More Information	<ul style="list-style-type: none"> • Refer to Module section, “What the CCHC Should Know: Health Education Audiences, Topics, and Guidelines.” • For additional information about policy development, refer to Module section “Policy Development.”
Notes	

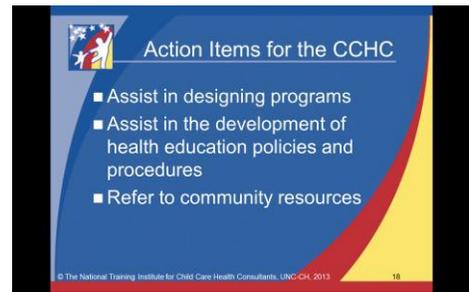
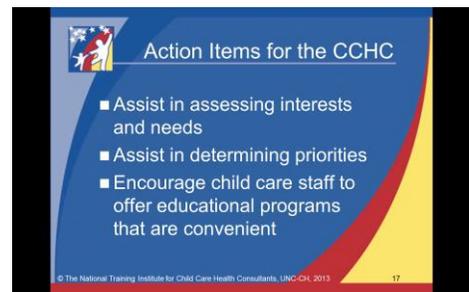


<p>Talking Points</p>	<p>Guidelines for Developing Health Education-Related Policies</p> <ul style="list-style-type: none"> • <i>Model Child Care Health Policies</i> also advises CCHCs to emphasize the following when developing health education policies: <ul style="list-style-type: none"> • Activities and materials should be developmentally and culturally appropriate. • Health practices should be integrated into daily activities as we discussed earlier. • Topics areas can relate to specific weeks and/or months. For example, Child Passenger Safety Week or Fire Safety Month. 
<p>For More Information</p>	<ul style="list-style-type: none"> • Refer to Module section, “What the CCHC Should Know: Health Education Audiences, Topics, and Guidelines.” • For additional information about cultural competency and policy development, refer to Module sections “Cultural and Linguistic Competence” and “Policy Development”.
<p>Notes</p>	

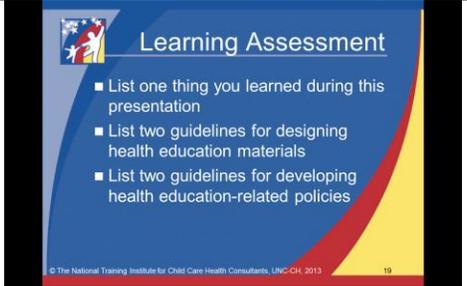
<p>Talking Points</p>	<p>Guidelines for Developing Health Education-Related Policies</p> <ul style="list-style-type: none"> • When developing policies for health education, emphasis should also be placed on when and how parents/guardians are notified about sensitive health education topics (i.e., child maltreatment, families and cultural heritage, etc.). • Included in the policy should be information about when and how parents/guardians notify staff if they do not want their child included in a specific health education session. 
<p>For More Information</p>	<ul style="list-style-type: none"> • Refer to Module section, “What the CCHC Should Know: Health Education Audiences, Topics, and Guidelines.” • For additional information about cultural competency and policy development, refer to Module sections “Cultural and Linguistic Competence” and “Policy Development”.
<p>Notes</p>	

Closing: Action Items for the CCHC

Time	5 minutes	
Training Technique	Slides/overheads	
Instructions	<ul style="list-style-type: none"> • Show slides 17-18. • Before discussing the action items for the CCHC, you may want to review the key points of the training session. Consider asking participants what they think are the key points of the training session. • You may want to have participants create their own list of action items or list a few steps to achieve each item on the slide. 	
Talking Points	<p>Action Items for the CCHC Let's look at some of the things a CCHC can do to promote health education.</p> <ul style="list-style-type: none"> • Help child care staff assess the children's, staff's and parents'/guardians' health education interests and needs • Assist in determining priorities among the health education topics so topics can be designated as immediate or long-term concerns. • Encourage child care staff to offer educational programs at convenient times and places for parents/guardians and staff. <p>• Help child care caregivers/teachers design health education programs for children, staff, and parents/guardians.</p> <ul style="list-style-type: none"> • Assist child care facilities with the development of health education policies and procedures. • Refer child care staff to appropriate community resources (for example local clinics, community-based nonprofits, medical home providers, etc.) that can provide health education programs and/or materials. 	
For More Information	Refer to Module section, "Action Items for the CCHC."	
Notes		



Learning Assessment

Time	3 minutes	
Training Technique	Individual/large group	
Instructions	<ul style="list-style-type: none"> • Show slide 19. • Ask participants to write down their responses to these three instructions. • State that their responses will be collected at the end of the session. • If there is enough time, participants could be asked to share their responses with the large group. • Use this as an opportunity to provide resources for further learning. 	
Talking Points	<p>Learning Assessment Please write down your response to these three instructions. We will collect your ideas at the end of the session.</p>	 <p>The slide is titled 'Learning Assessment' and features a blue background with a red and yellow curved graphic on the right side. It contains three bullet points: 'List one thing you learned during this presentation', 'List two guidelines for designing health education materials', and 'List two guidelines for developing health education-related policies'. At the bottom, there is a small copyright notice: '© The National Training Institute for Child Care Health Consultants, UNC-CH, 2013' and the number '19'.</p>
Notes		

Evaluation of Trainer

Time	5 minutes
Training Technique	Individual
Supplies	"Evaluation of Trainer Form" handout
Instructions	<ul style="list-style-type: none">• Show slide 20. (Placeholder slide not printed here.)• Ask participants to complete the "Evaluation of Trainer Form" at this time.• Inform participants that the evaluations are anonymous.• Explain that the evaluation results provide you with information about the effectiveness of the training and that information collected from the evaluation will be used to improve the training.• Allow participants 5 minutes to complete the evaluation.• Collect forms.
Notes	

MATERIALS FOR PARTICIPANT'S PACKET

Activities

The following activity is related to health education. The first activity, "Oral Health for Toddlers" is part of the hour-long presentation that has been designed for this topic. The following handout, "Tip Sheet: Suggested Health Education Topics" is referenced during the "Health Education Audiences, Topics, and Guidelines" presentation.

Any of the following may be printed and included in a participant's packet or as handouts to be distributed to the group. You may wish to white out the existing page numbers and write in your own, or you may print each activity on different colors of paper for easy reference by your participants.

Evaluation of Trainer

The "Evaluation of Trainer Form" at the end of this material should be printed and distributed to each participant for feedback on various aspects of your training.

Cover Page

The cover page may be printed and used as a cover page for the activities, slide handout, evaluation form and any additional materials you wish to provide as part of a participant's packet. If your participant's packet contains several activities and handouts, you may want to create a table of contents to guide participants through the materials.

ACTIVITY: ORAL HEALTH FOR TODDLERS

Instructions: Read the background below. Design a health education session on oral health based on the background information below. Be prepared to share your group's session with the large group.

Background: The Director of Sweet Peas Child Care Center, Ada Storch, M.Ed., has asked you to provide a 5-10 minute health education session on oral health practices to the young toddler room, called the "Chickpeas." In an effort to do a quick needs assessment and learn more, you ask the Director questions about the classroom. You learn that this room is for children 12 months through 23 months of age and has a 1:4 staff to child ratio. There are 8 toddlers in the room, one of whom has a hearing impairment. Two of the toddlers' families receive financial assistance. The toddlers' primary educational need at this time is knowing when and how to brush their teeth.

Notes:

TIP SHEET: SUGGESTED HEALTH EDUCATION TOPICS

For Children ^{2.4.1.1}	For Child Care Staff ^{2.4.2.1}
<ul style="list-style-type: none"> ▪ Body awareness and use of appropriate terms for body parts; ▪ Families; ▪ Personal social skills such as sharing, being kind, helping others, and communicating appropriately; ▪ Expression and identification of feelings; ▪ Self-esteem; ▪ Nutrition, healthy eating; ▪ Outdoor learning/play; ▪ Fitness and age-appropriate physical activity; ▪ Personal and dental hygiene; ▪ Safety (such as home, vehicular car seats and safety belts, playground, bicycle, fire, and firearms, water safety, personal safety, what to do in an emergency; getting help and /or dialing 9-1-1 for emergencies); ▪ Conflict management, violence prevention, and bullying prevention; ▪ Age-appropriate first aid concepts; ▪ Healthy and safe behaviors; ▪ Poisoning prevention and poison safety; ▪ Awareness of routine preventive and special health care needs; ▪ Importance of rest and sleep; ▪ Health risks of secondhand smoke; ▪ Taking medications; ▪ Handling food safely; and ▪ Preventing choking and falls. 	<ul style="list-style-type: none"> ▪ Promoting healthy mind and brain development through child care; ▪ Healthy indoor and outdoor learning/play environments; ▪ Behavior/discipline; ▪ Managing emergency situations; ▪ Monitoring developmental abilities, including indicators of potential delays; ▪ Nutrition (i.e., healthy eating to prevent obesity); ▪ Food safety; ▪ Water safety; ▪ Safety/injury prevention; ▪ Safe use, storage, and clean-up of chemicals; ▪ Hearing, vision, and language problems; ▪ Physical activity and outdoor play and learning; ▪ Appropriate antibiotic use; ▪ Immunizations; ▪ Gaining access to community resources; ▪ Maternal or parental/guardian depression; ▪ Exclusion policies; ▪ Tobacco use/smoking; ▪ Safe sleep environments and SIDS prevention; ▪ Breastfeeding support; ▪ Environmental health and reducing exposures to environmental toxins; ▪ Children with special needs; ▪ Shaken baby syndrome and abusive head trauma; ▪ Safe use, storage of firearms; and ▪ Safe medication administration.

(CFOC, 3rd ed., 2011)

Trainer's Name: _____

Date: _____

**National Training Institute for Child Care Health Consultants
Evaluation of Trainer Form**

Using the rating scale below, please evaluate the Trainer's presentation skills.

1= unsatisfactory 2= below average 3=average 4=above average 5=outstanding NA=non-applicable

Training Content						
Please rate the Trainer on the quality of the following:	1	2	3	4	5	NA
• Introduction and opening						
• Accuracy of information						
• Usefulness of information						
• Clear presentation of training objectives						
• Fulfillment of training objectives						
• Organization of training content						
• Closing						

Training Techniques: Methods, Media, & Materials						
Please rate the effectiveness of the Trainer's use of the following:	1	2	3	4	5	NA
• Flip chart						
• Handouts						
• Overhead transparencies						
• PowerPoint slides						
• Video						
• Other (specify):						

Training Techniques: Activities						
Please rate the Trainer's use of training activities on the following characteristics:	1	2	3	4	5	NA
• Clear instructions						
• Usefulness						
• Opportunities for interaction among participants						

Delivery of Content						
Please rate the Trainer on the following training dynamics:	1	2	3	4	5	NA
• Enthusiasm						
• Voice projection						
• Clarity and professionalism of voice						
• Word choice						
• Pace of presentation						
• Eye contact						

Facilitation Skills						
Please rate the Trainer on the following skills:	1	2	3	4	5	NA
• Time management						
• Manner of answering questions						
• Manner of handling difficult behaviors of participants						
• Ability to engage all participants						

Please take a moment to answer the following questions:

What did you like most about this training?

What can the Trainer do to improve this training?

Was this the most effective way to present this material? Please explain.

Do you have any suggestions for other methods to present the material?

Thank you.



Health Education

Participant's Packet