



## **E-HOSPITAL4FUTURE**

Building future through an innovated and digital skilled hospital

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### **WP5-T5.6**

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## WP5-T5.6

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Authors	Berit Irene Helgheim, Zanda Zeberga, Ilze Abolina
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Abstract	
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## 1. INTRODUCTION

### 1.1. Train the Trainers Guideline

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The objective of the train-the-trainers (TTT) guideline is to prepare prospective instructors, who have not previously developed a module, to effectively deliver the course at a local level. This framework involves experienced trainers or subject matter experts who have created content for specific modules. The primary aim of this document is to ensure that the trained instructor possesses sufficient knowledge to competently conduct the module.

Participants in the TTT program are expected to demonstrate the ability to deliver training in the selected module. This includes the acquisition of requisite knowledge in the relevant field, the application of reflective and critical thinking, and the mastery of essential training strategies pertinent to the module.

Numerous concepts developed by other researchers exhibit considerable extensiveness concerning their temporal frameworks. Some of these concepts is derived from multiple workshops and extensive follow ups (Lefkowich et al., 2018). Also, some of these TTT programs lasts for several months and up to a year (Pien et al., 2011).

The fundamental objective of this Train-the-Trainer (TTT) program is to equip trainers with the necessary skills and knowledge to effectively deliver lectures to healthcare professionals.

This document points out how TTT should be carried out in this project.

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### 1.2. Structure of the document

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This document is organized into 3 main sections:

- Section 1: Introduction
- Section 2: Teaching Adults
- Section 3: Framework
- Section 4: Implementation

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## 2. TEACHING ADULTS

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Adult learning principles—provide insight into how adults learn. These principles are important to take into consideration in order to have successful learning. Many researchers has investigated what on principles should be taken into account when you are teaching adults (Collins, 2004; Mormina & Pinder, 2018)

The principle is listed above and is basically a guideline for the TT which needs to be addressed in the discussion in the module:

1. Self-Directed Learning: Adults prefer to take responsibility for their own learning. They like to have a say in what and how they learn, and they appreciate opportunities to set their own learning goals.
2. Experience-Based Learning: Adults bring a wealth of experience to the learning process, which can be

a valuable resource. Effective adult education leverages these experiences through discussions, case studies, and problem-solving activities.

3. **Relevance and Practicality:** Adults need to see the relevance of what they are learning. They are motivated to learn when they understand how the knowledge or skills will apply to their personal or professional lives.
4. **Goal-Oriented:** Adults are often goal-oriented and appreciate learning that helps them achieve specific outcomes, whether it's career advancement, personal development, or solving a particular problem.
5. **Problem-Centred Approach:** Adults prefer learning that is problem-centred rather than content-oriented. They benefit from learning that addresses real-life challenges and can be applied immediately.
6. **Intrinsic Motivation:** While external rewards can be motivating, adults are often driven by internal factors such as personal growth, satisfaction, and the desire to improve their competence.
7. **Respect and Collaboration:** Adults appreciate being treated with respect and as equals in the learning process. Collaborative learning environments where they can share their insights and learn from peers are often more effective.
8. **Flexibility:** Adults often have multiple responsibilities and commitments. Flexible learning options, such as online courses, evening classes, or self-paced modules, can help accommodate their busy schedules.
9. **Immediate Application:** Adults are more motivated to learn when they can immediately apply what they have learned to their work or personal life. Practical exercises, simulations, and real-world applications enhance learning retention.
10. **Feedback and Reflection:** Adults benefit from timely and constructive feedback. Opportunities for reflection help them internalize what they have learned and understand how it applies to their experiences.

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### 3. TRAIN –THE –TRAINER (TTT) FRAMEWORK

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To develop the practical steps in the TTT, we have used several other concepts from previous researchers whom have developed frameworks for TTT in the health care sector (Sator et al., 2021), but modified in order to fit for the purpose of this project.

1. **Requirements for the trainee:**
  - at least 4 years of experience within the subject they are trained in.
  - openness to learn new knowledge and hybrid teaching.
  - willingness to actively participate in e-hospital4Future program.
2. **Introduction to hybrid teaching:**
  - describe relevant standards and strategies of teaching in eh4f and the expected quality of teaching.
  - explain the concept of hybrid teaching.
  - discuss the possibilities of digital teaching versus physical teaching.
  - name typical problems in hybrid teaching.
3. **Curriculum examination:**
  - go through a curriculum for the specific module.
  - discuss and examine the content together with the trainee.

- adjust the content accordingly to the discussions.
  - discuss adequate teaching methods for the curriculum.
4. Readings and training materials
    - Investigate the training materials.
    - Discuss improvement and how .

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## 4. IMPLEMENTATION

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This section will explain the outline of the TTT in a step-by-step approach. TTT program will be a hybrid program where some meetings will be physical and most of them online.

### **Pre-phase, self-study for the trainee**

The trainee will have all materials in the learning platform. Before the first physical meeting trainee have to go through the PowerPoint presentation. It is expected that the trainee should prepare 5-10 questions which she/he wants to discuss on the first meeting.

1. First group meeting with all trainees and trainers

#### **Subjects outline.**

- A general discussion on the subject so the trainee get a deeper understanding of the topic.
  - The trainer and the trainee will discuss the presentations based on the prepared question in the pre-phase.
  - Discuss adjustments according to national requirements.
2. Presentation preparation and discussion
    - Adjusted presentation by the trainee.
    - First presentation for the trainer.
    - Discussion of presentation and feedback.
  3. Readings and materials
    - Discussion of the readings and other relevant course materials.
    - Adjustment according to the national needs or requirements.
  4. Exams and assessments
    - Discussion of the examination.
    - Adjustments according to national needs or requirements.
  5. Teaching adults in health care
    - Teaching adult's principles.
    - Discussion on specific requirements teaching health care professionals.
    - Teaching health care professionals at diverse levels.
      - Physicians
      - Nurses
      - Assistant nurses
      - Other



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