

## STEP 3. SELECT OR DEVELOP A COURSE WITH A FORMAT AND CONTENT THAT WILL MEET THE IDENTIFIED TRAINING NEEDS

Once you have identified your jurisdiction's priority training needs, a critical task is to find or develop a curriculum that will address them. The key decisions are:

**Target audience.** *Who needs the information or skills in order to improve TB control efforts?* One of the primary functions of needs assessment activities is to determine the appropriate audience for your training based on gaps in the program. Training can be more sharply focused when the participants have similar roles, interests, or backgrounds. Therefore tailoring your training event to a particular professional category is likely to provide the best results. Some trainings may be strictly clinical (MDs, nurses) while other may be programmatic (outreach workers, program managers) or some combination of the two. Try to limit training sessions to participants of same professional level, and avoid mixing supervisors with subordinates. These strategies will create a more open, non-hierarchical training environment.

**Objectives.** *What skills or knowledge do you want participants to achieve?* Clearly defined objectives serve three purposes: (1) they guide the course planners in developing the course agenda and are given to faculty to aid them in creating their presentations, (2) they give participants reasonable and consistent expectations about the benefits they will gain from attending, and (3) they provide concrete measures for course evaluation. This aspect of training should be very well thought-out, based on needs assessment findings. All course objectives

should be stated, measurable, and made available to participants prior to training.

**Content.** *What subject matter should the training program cover?* Different audiences have different informational needs. Your training event could focus on basic information about TB (“TB 101”), innovative clinical practices and procedures, case management and contact investigation strategies, epidemiological tracking systems, TB-related policy issues and societal concerns, or some combination of these topics. Dealing with narrower topics in some depth often yields better results than trying to cover a broad range of subjects at one time.

**Format.** *How should the course be presented?* Common options include, but are not limited to, half-day or full-day workshops, a seminar presented over two or more consecutive days, or a course presented once a week for several weeks. Many trainings involve a series of presentations on various aspects of the main topic, bringing participants together with experts in the field for lectures, discussions, information exchanges and interactive activities. In planning your format, keep in mind the schedules and workloads of the course participants.

Resources are available to assist you in developing a training event, including course curricula that you can adapt, use as is, or use as a model for designing your own program. See [Resources for Further Information](#) in this Toolbox for details on materials available and their source organizations.

## ***PRE-COURSE TASKS***

### **ACTIVITY 3-A**

Determine the target audience (who should receive the training) and the subject matter to be covered (by utilizing findings from needs assessment activities).

### ACTIVITY 3-B

Develop a list of objectives that the training program should enable participants to achieve. In other words, what knowledge or skills do you want them to gain as a result of this training? Be clear and specific.

#### **Associated Tool #17 Course Objectives**

*(Source: Francis J. Curry National TB Center, San Francisco)*

### ACTIVITY 3-C

Investigate whether there are existing course curricula and materials that could meet your objectives. Identify sources and obtain information and samples for assessment. (See Resources for Further Information). Often, state or federal clinical or programmatic guidelines can function as the basis of your curricula.

### ACTIVITY 3-D

Select an existing curriculum to use or adapt or develop your own curriculum.

### ACTIVITY 3-E

Determine the course format that will present the information most effectively to your audience.

### ACTIVITY 3-F

Make a preliminary course agenda, listing the anticipated presentation topics, the order in which they will occur, the length of time to be allotted to them, and the names of prospective faculty members or presenters. (See Step 6: Faculty).

#### **Associated Tool #16 Course Agenda**

*(Source: Francis J. Curry National TB Center, San Francisco)*