Remote Training
Planning and Best Practices

Master Training Calendar – Health Home Training Program Manager (HHTPM) to update
- Replace "Eastern" or "Western" Washington with "All of Washington"
- Replace training location with "online"

Number of Participants –
- Recommend limiting to eight (8) – twelve (12) per one (1) trainer

Planning and Preparation prior to Training
- Planning meeting (with or without HHTPM)
- Pre-training communication with participants. Include screenshots and instructions on how to use remote platform (Zoom, Webex, etc.). Best practices: Set tone prior to training with communicating expectations – using webcam, avoiding distraction, committing to participate, etc. (examples below)
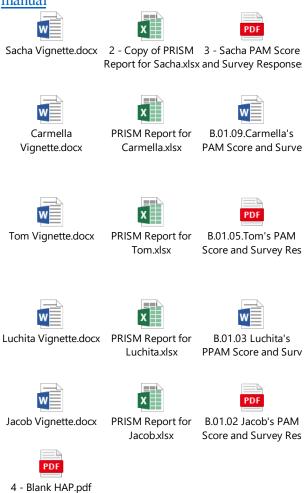

  virtual basic training memo.docx   Example - Hello Health Home Training Attendee Memo.docx

- Provide participants training materials and information prior to training
  - 2-day manual - PDF version of 2-day manual on the DSHS Health Home website https://www.dshs.wa.gov/sites/default/files/ALTSA/stakeholders/documents/duals/Trainers%20Manual/2%20Day%20training%20Manual.pdf
    Trainers should follow-up and provide a hard copy as requested. Trainers typically mail after training
  - If able, mail binder to participants in advance
  - PowerPoint handout – provide link for participants https://www.dshs.wa.gov/sites/default/files/ALTSA/stakeholders/documents/duals/Trainers%20Manual/Basic%20Training%20PowerPoint%20Handout.pdf
  - Handouts for vignettes (see activities)
- Ensure PRISM video will play
- **Activities** – Vignettes, Righting Reflex, Activity Period
  Review options for all activities. Consider options to present activities depending upon the number of participants, number of trainers, and the platform used. Trainer(s) should check-in-with all groups during activity (similar to in-person training)
  - Vignettes (1-Outreach & Engagement, 2-PRISM, 3-PAM, 4-HAP)
    - If using breakout rooms or separate webex meeting – Email participants what group they are in, instructions for joining group, and vignette materials. Best practice – have electronic file for each vignette (below) and direct participant to open according to activity. Please note HAP is in pdf only.
    - If not using breakout room and dividing group – have participants do breaks/lunch at different times so while one group is working, the other is taking a break

- **Activity with all participants** - Decide how many vignettes you will use and how you will ensure all participants provide input and have their voice heard. At a minimum, use at least two vignettes for all activities. Best practice: check to see if any will work with children and use an adult and Luchita for the vignettes. The same vignette(s) should be used for each breakout session, just as in-person class. PRISM and PAM documents are on Trainer's website https://www.dshs.wa.gov/altsa/health-home-trainers-manual

  Sacha Vignette.docx   2 - Copy of PRISM   3 - Sacha PAM Score
                          Report for Sacha.xlsx and Survey Responses

  Carmella   PRISM Report for   B.01.09.Carmella's
  Vignette.docx   Carmella.xlsx   PAM Score and Surve

  Tom Vignette.docx   PRISM Report for   B.01.05.Tom's PAM
                       Tom.xlsx   Score and Survey Res

  Luchita Vignette.docx   PRISM Report for   B.01.03 Luchita's
                           Luchita.xlsx   PPAM Score and Surv

  Jacob Vignette.docx   PRISM Report for   B.01.02 Jacob's PAM
                         Jacob.xlsx   Score and Survey Res

  4 - Blank HAP.pdf

  Option: Utilize templates (below). Attendees complete and send back to trainer or use as notes in their report out

  Template - Breakout   Template - Breakout   Template - Breakout   Template - Breakout
  1 Outreach and Engac 2 PRISM.docx   3 The Patient Activatic4 Health Action Plann

- Righting Reflex if not doing breakout rooms this can be challenging depending upon how many participants and platform used
  - For large group with no breakout rooms and more than one trainer: Trainers demonstrate then ask for volunteers. Not recommended as not everyone able to participate

- - Use break-out rooms. Pair participants ahead of time
  - o Activity Period –
    - - Work on their own – provide timeframe to return to group
    - Group activity
    - Email activity period worksheet

Activity Periods
Worksheet 2021.docx

Platform
- What format will be used - Zoom, Skype, GoToMeeting, Team, etc. –
- How will trainer use it – mute/unmute, use of polling, chat, hand-raising, etc.
- Access – ensure participants have access to platform/technology being used, Webcam, etc.
- Communicate prior to training a general understanding of how platform works. Best practice - provide screenshot to participants showing main functions (webcam, chat feature, messaging all versus specific person, etc.) Examples below:

Zoom meeting
handout.docx   Zoom Basics.docx

During Training
- Setting the tone –
  - o Logistics in the morning of Day One - include what participants need to know about the platform, expectations for participation, breaks, etc.
  - o Spend time on introductions (increases participant engagement)
- Pace and breaks – Best practice include more frequent check-ins and/or breaks
- Plan for and expect technology problems (trainer and participants). Have IT or another staff available to help problem-solve and resolve issues
- Have documents that will be discussed during training available and ready to share
- Engaging participants – Use webcam, chat feature, raise hand feature, unmute, etc. If no participation, call on names
- Monitor chat. Best practice – have a 2nd trainer available so while one trainer is presenting, the other is monitoring chat and communicating with participants
- Evaluation – (on Trainer's website). Options: use survey monkey with questions. May include additional questions related to remote training. Email evaluation to participants

Training Evaluation
January 2018.doc

After Training
- Certificate of completion – Sign, scan copy to attendee and follow-up with mailing hard copy (if hard copy requested)

Certificate of
Completion for Leads