

<b>Course Code:</b>	INDC-1822
<b>Short Title:</b>	Critical Skills for Trainers
<b>Long Title:</b>	Critical Skills for Trainers
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Leadership
<b>Previous Code &amp; Title:</b>	None
<b>Course First Offered:</b>	November, 2015

<b>Credits:</b>	1.0
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### Course Description

This course will provide learners with the essentials skills to design and deliver learner centered, experiential training sessions. Learners will explore principles of adult education, evidence based methodology, and strategies for managing challenging situations. By the end of this session, learners will recognize key principles of training session design and will have the opportunity to apply this knowledge to their specific context. Learners will increase their competence and confidence in developing and delivering effective training sessions.

### Course Goals

Learners will develop the essential skills to plan and deliver effective training sessions; through structured practice and peer feedback they will be prepared to apply these skills in their workplace.

### Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Identify common characteristics of adult learners
2. Discuss current brain-based learning theory
3. Explore a training design process model
4. Identify techniques to build a supportive and inclusive learning environment
5. Design and deliver a short training session

### Course Topics/Content

- Characteristics of the adult learner
- Evidence-based learning theory
- The phases of the instructional design process
- Selecting experiential instructional techniques and developing engaging learning activities
- Facilitating engaging instructional sessions

### Text & Resource Materials

INDC-1821 course manual

### Equivalent JIBC Courses

None

Instructional Method(s)* <i>(select all that apply)</i>	Total Hours	Instructional Factor	Total Factored Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14	1	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)		.5	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op		.33	
<b>Totals</b>	14		14

\*Refer to [http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure\\_Credit-Value.pdf](http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf)

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

### Course Grading Scheme\*

JIBC1 (A to F)     
 JIBC2 (MAS/NMA)     
 JIBC3(CM/IN)     
 JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

#### Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

#### Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

## JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.