

Online training guide

This online training guide was compiled for the Feb 8 and 9, 2021 RT webinars, to support trainers who may consider leading a hybrid NADA training, that uses online teaching for the didactic portion of the training, and in-person teaching for learning how to needle the NADA zones.

Acknowledgments:

This document would not have been possible without the generous feedback of both trainers and trainees who participated in the 7-month pilot of leading online NADA trainings from May-December 2020. We would also like to thank all the members of the TNT online training workgroup for their volunteered time and expertise in developing this pilot program and seeing it through to its completion.

This guide is a:

- Living document
- Resource for how to prepare and lead an online NADA training
- Compilation of feedback from trainees who participated in the online trainings
- Compilation of feedback from 8 trainers on their experience with leading their own online NADA training
- Resource for activities, homework assignments, videos and articles to integrate in your teaching

If you lead an online training and would like to contribute your own feedback and suggestions to this document, please contact Ardyth Gilbertson (ardythg@gmail.com) and Rhonda Sapp (rhonda@better-baltimore.com).

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Feedback from trainees

We compiled this from three online trainings led during the pilot based on the open-ended questions on page 2 of the evaluation.

1. What were the trainer's strengths in teaching the course?

- Putting us at ease
- Giving us different scenarios that may help us in practice
- Adaptive, supportive, knowledgeable, entertaining
- Information provided with compassion, professionalism, humor and empathy
- This was the most engaging and fun virtual training class I've ever taken
- Knowledgeable, well prepared, used multiple learning styles
- Content of the class seemed well-organized and thorough
- The course was presented by 6 trainers who supported each other and exhibited a full cadre of strengths including varied experience, historical knowledge and engaging training techniques
- The camaraderie displayed by the trainers provided an atmosphere of calm and was welcoming to the trainees

- All trainers demonstrated high levels of personal experience which facilitated healthy discussions/awareness of what to expect
- Having several trainers provided varying viewpoints and larger pool of knowledge/experience

2. What areas would you want the trainer to work on?

- Ensuring trainers have stable and strong internet connections
- Maybe additional time to practice hands-on skills with classmates before practice clients
- More practice with needle placement (hybrid in-person & online training)
- The integration of more practice of 5NP in online trainings. Since we were not in-person we had less practice
- Certain trainers in training need tips
 - their manner of dealing with students, technical difficulties, time constraints, etc. isn't as patient

- Some of the trainers in training, and other trainers, really made me embarrassed and not want to speak or or ask questions

3. What parts of the training did you appreciate the most?

- The encouragement
- Accommodations for COVID & distant learning
- Most was virtual and the content kept me interested and not bored, like most do
- The hands-on experience was the most informative and rewarding
- I really appreciated the hands-on clinic. I learn best by doing (hybrid online and in-person training)
- Excellent experience of community clinic in a covid-safe, outdoor setting
- I really enjoyed the small group breakouts
- Interactive (guest speakers, interactive participation), training practice
- Loved our clinical day and outdoor setting
- Hands-on practice (hybrid online and in-person training)
- The ability to ask questions. Presenters stayed put during the breaks in the event of additional questions.
- The history of NADA and depth in which specific policies and procedures for a practice were covered
- I regularly found myself sharing elements of the training with my family and co-workers. I appreciated the yin/yang and Qi overview, the rat park video, the hand brain review, the video of NADA being performed in response to disasters.

- Ease of online participation, practice kits, plenty of opportunity to ask questions, resource availability, online document sharing in Google
- The virtual format
- Smooth use of tech; breakout rooms; balanced distribution of content among instructors; welcoming, inclusive atmosphere; centering activity in the beginning to bring us into focus; respect for our time, promoted self-care; good number of breaks
- Online allowed for the comfort of a familiar environment for better focus; videos, presentations were helpful
- Sharing of personal experience with the practice
- History of eastern/Chinese medicine
- Collaboration of answers from all trainers, to answer any questions the class had
- The training itself reflected the Spirit of NADA

4. What parts of the training would you change or omit and why?

- I think for an online adaptation for covid times, this was a great training. Certainly if more in-person practice could be shared it would be beneficial.
- I would have preferred an in-person training but greatly appreciate to receive training in this format
- Video on neurobiology of addiction. The topic is VERY important and relevant but I believe there are more contemporaneous lectures on the topic
- Perhaps links to videos of online demos. For example the ear bead placement was difficult to see due to poor video quality

- Less videos
- Too many trainers. It was distracting and unhelpful with too many opinions and ways of teachings.
- Research day needed to be shorter

5. Did this training meet your expectations?

- Yes! I feel well supported. Feeling competent in knowledge, ethics, comfortable w/ technique of application of beads and needles (note: hybrid online and in-person training)
- This training exceeded my expectations in content and presentation

- Virtual format is incredible and made this very accessible to me
- Team was great to adapt to new format. I can tell A LOT of preparation went into this
- Yes, I feel like I could easily implement a clinic when we were done with training
- Not satisfied yet. Hoping clinical experience will boost my opinion of this course. I thought this would be a much more organized experience than it has been
- Can't wait for in-person!
- Only suggestion would be to provide a single set of needles to allow practice on the fake ear

6. Do you have any additional comments?

- Can't wait to go practice in the model of NADA out in the world
- Thank you again for the opportunity to take the class
- Wonderful work during a challenging time for us all. The training time was actually very centering and peaceful in the midst of all the stress from COVID
- Thank you for the time and effort put into this program
- List student assignments and due dates on the syllabus
- I would love to have had more "hands-on" experience which would have happened if trainings had been in person
- The training exceeded all expectations. Each trainer gave input on different areas - history, NADA protocol, setting up clinics. It was a great experience overall

Recommendations for teaching online

These have been compiled based on feedback provided from 8 trainers who led online-only or hybrid online & in-person trainings as part of the pilot program.

GENERAL RECOMMENDATIONS

- Include your creativity and teaching skills as a trainer.
- Teaching live online is encouraged as much as possible, with recorded modules as a back-up. Teaching using recorded modules *only* is not recommended, but instead combine with live sessions.
- Reinforce online learning by an in-person meeting when you teach trainees how to provide the acudetox treatment with needles. Having an in-person teaching experience of needling is required to complete an online acudetox specialist training.
- Find a way to bridge between the didactic online lessons and hands-on learning and practice of needling.
- Someone from the NADA office will connect with you when you submit an online training on the website's calendar. The intention is to learn whether your online training will accept out-of-state trainees.
- Attendance from other states engages the responsibility to communicate with RTs in other states in the event that they will be invited to help with teaching the hands-on practicum.

SCHEDULE AND LENGTH OF TRAINING

Schedules

There are many models available for online training sessions

- Series of 4-hr sessions with a break every hour (~10 min)
- 2-hr sessions with one break
- Combination of the above
- Consecutive training days
- One training session a week, for a series of weeks

Length of training

The expectation is to cover approximately 24 classroom hours, which can be combined with outside homework.

A helpful ratio to consider is for every 4 hrs of instruction, 1 hour of homework. In other words, that would be 20 hours of online teaching and 4 hours of homework. The remaining 6 hours (out of a more typical in-person 30-hr training model) are dedicated to learning how to needle, in person.

PREPARATION

- **Test your internet connectivity**
For yourself as a facilitator
- **Choose a platform**
Common options include Zoom, Teachable, Blackboard
Familiarize yourself with it, to the point of comfort in using it. All of these platforms let you record in order to make teaching videos to send out to trainees.
- **Prepare a syllabus**
Ready to distribute at the beginning of training.

- **Mail out stamped envelopes** so trainees can send you their evaluation, application & ethics pledge. If using a PDF of the training manual, mail out the application and evaluations to each trainee.
You may also email trainees fillable applications. We do not yet have fillable evaluation forms but will be developing that.
- **Mail out training supplies** ahead of time [manual, rubber ears (left & right recommended), seeds/beads, sleepmix tea...]
- **Have a clear goal/outcome** for each online training session.
- **Competencies**
Identify which are being covered by each online session.
- **Team-led training strongly recommended** allows for breakouts and small group work. Consider including a trainer in training.
- **ADSEs in your community**
Reach out to local NADA providers and invite them to serve in the role of clinical practicum supervisors (after you or another RT have taught them how to needle, and the trainee is ready to start their practicum). Including ADSEs from the community can help to identify numerous opportunities to achieve the required supervised treatments your trainees will need.
- **Share a Google folder of materials** to the students for each day of the training.

Be flexible!

Weather, area construction, new software updates or a myriad of other issues can lead a presenter to be disrupted. Prepare some activities to fill these times or have other standby options ready.

COMMUNICATION WITH TRAINEES

Send out the link to your teaching platform the day of the training.

Participation agreements:

- Video on strongly recommended when possible - to have a visual idea of how everyone is doing in the training.
- How/when questions are asked
Example: Someone in training to monitor chat for questions and then bring them up at an agreed upon time to the trainer.
- Obtain permission from trainees to have their emails shared (bcc, cc) - verbally during a training, so that they can have each other's contacts. Without agreement, permission cannot be implied, and communication with people should be bcc'd.

CONTENT

- **“Presenced energy”** process at the beginning of each session.
- **Invite guest speakers**
This helps have varied voices (the guest can deliver a whole topic).
Examples of topics include: anti-racism and how health disparities exist and affect BIPOC communities; history; NADA for disaster-response, etc.
- **Breakout rooms for small-group dialogue**
Small groups help build connections between students. Co-trainers create the possibility of students having more engagement with teachers. Break out rooms should be limited to the number of co-trainers.
- **Reinforce learning** at the end of a class, such as quizlets. Learning and comprehension takes time and people absorb at different rates.

- **Keep a variety in teaching**
Lessons, practice, videos, interactive and fun learning exercises.
- **Competencies**
Identify which ones you are covering for each online session.
- **Laws and regulations**
Teach these for your state/province and show students where to find this information on the NADA website:
<https://acudetox.com/resources/regulations>.
- **Cultural competence and Spirit of NADA**
Consciously integrate these themes throughout the training.
- **Homework**
Helps to create a more cohesive learning experience.
- **Assigned reading from the training resource manual**
Send out a list of pages needed to be read from the manual ahead of time. Remind people at the end of a training session to read the selected pages for the next training session.
- **Questions and interaction**
Create time and atmosphere for dialogue and interaction. Having additional people manage presentation materials and questions/comments/tech issues for participants will provide a better flow.
- **Covid-19 policies and procedures for practice**
If teaching while the pandemic is still active, review the best practice recommendations that have been outlined on the [NADA website](#).

ATTENDANCE

Attendance is expected for all trainees, but an either planned or unforeseen absence can be made up by watching a recording of the live session, or a pre-recorded module of the content. In either case, follow-up from the trainer is recommended.

Internet connectivity

Bring this up as a group topic at the beginning of training.

Track attendance

For each online training session keep track of who shows up by whatever means works best for you - paper, electronic.

REGISTRATION

If you accept out-of-state trainees, be aware of the state's law for each of your participants.

Team-led allows for bigger trainings (this also goes for in-person trainings).

Anticipate attrition - keep a waiting list.

Make sure to have a stated payment agreement (pre-pay if training individuals who are diversely affiliated, payment by the org if training staff from one program, grant-funded).

AT THE END OF THE ONLINE PORTION OF TRAINING

Training evaluation

Have trainees complete an evaluation at the end of the online part of the training, rather than waiting until the end of the in-person portion. The latter is likely to look different from one online training to another, and can bring inconsistency in completing required paperwork.

Bridging the gap

The one restriction NADA places on the online teaching model is teaching how to needle. For a training that is online-only to start, find ways to foster connection, and bridge the gap between online learning and hands-on learning. A suggestion is to have a monthly meeting for one hour with a guest speaker. Consider incorporating this into your training schedule ahead of time.

Meet and greet with supervising ADS(es)

Introduce individuals that will supervise the hands-on practice after the initial learning of needling (make sure to follow state guidelines for who must serve in that role).

ADMIN SUPPORT GOING FORWARD

- Hybrid trainings using online teaching can be advertised on <https://acudetox.com/training/>
- Support is available for trainers interested in teaching online (TNT group, another trainer who has led online training).
- How-to videos on various topics to be available by the June RT business meeting (June 10 and 12, 2021).

Resources

Interactive games / activities

I have an account at Wordmint.com and I am happy to either share my log on info or submit information if you would like special word searches, word scramble and crossword puzzles automatically generated to support study habits. (Rhonda Sapp) rsapp@penn-north.org #NADAiscool123

[Click here](#) for Acudetox Jeopardy to help reinforce learning in a fun way!

[Click here](#) for Acudetox Points/Landmarks Quiz

Teaching antiracism/inclusivity

<https://www.youtube.com/watch?v=hD5f8GuNuGQ> easy to understand privilege video 5 minutes and these are the questions

<https://edge.psu.edu/workshops/mc/power/privilegewalk.shtml>

<https://www.blackacupuncturist.com/store> ear seeds for dark skin

<https://crackdownpod.com/> A podcast by active and recovering IV drug users as war correspondents in the overdose epidemic and drug war in Vancouver BC. Looking at IV users battle of self advocacy with the rallying call “nothing about us without us”

[Click here](#) for a pdf on how racism causes health disparities. The creator of this handout, [Samil Armstrong](#), offers workshops & presentations on antiracism and uses a ‘no shame, no blame’ approach. She incorporates meditation and mindfulness and is a charismatic and wise social justice advocate.

ACEs - www.developingchild.harvard.edu “Take the ACE Quiz & Learn what it does and does not mean”. Adverse Childhood Events.

Privilege/Class/Social Inequities Explained in a \$100 race (please watch to the end - thank you) - 5 min. - <https://youtu.be/4K5fbQ1-Zps>

Trauma informed care/ACE quiz- <https://acestoohigh.com/got-your-ace-score/>

NPR piece on ACE scores and what it means

<https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>

Videos about NADA/related to NADA

NADA in Puerto Rico - 2019 - 3 min. <https://youtu.be/CNFiqKXpX4o>

NADA Re membering - Indigenous Americans 2017 - Dolores Jimerson - 3 min.
<https://youtu.be/EL3LSMa4IOQ>

https://www.youtube.com/watch?v=ys6TCO_oIOc Gabor Mate's definition of how addiction develops - very *spirit of nada*

[Click here](#) for a low-budget but humorous and informative YouTube video on Clean Needle Technique. Feel free to use if you find it helpful.

<https://www.youtube.com/watch?v=DpR6ftNfe34> youtube channel with some videos showing examples of NADA being used in the

Help with leading training online

Submitted by Shimila Keenum, shimilakeenum@gmail.com

[People's Hub article](#) on how to create transformative spaces online

[Click here](#) for a sample training overview

[Click here](#) for an example of the home practice (aka homework) expectations

[Click here](#) for a sample 4 day hybrid training agenda

[Click here](#) for sample slide presentation (the last slide is an animated quiz I placed under interactive/games on previous slide).

Click here for ideas on using a teaching platform [Teaching Platform Uses](#)

Additional resources

submitted by Victoria Taylor, vjtyss@gmail.com

[CLICK HERE](#) for slide presentation using video from the NADA website

[CLICK HERE](#) for a slide show on program implementation

[CLICK HERE](#) for quotes from Michael Smith to discuss the Spirit of NADA

[CLICK HERE](#) for a handout to discuss client management

[CLICK HERE](#) for a personal inquiry on cultural competency/safety and consent

[CLICK HERE](#) for pre-class homework

“Points to Change” - DVD - 27 min. Info, interviews, history, & more. Purchase at NADA Bookstore.

“Unimagined Bridges” - DVD - 18 min. Ear Acupuncture Treatment for Disaster Trauma by Laura Cooley, LAc - www.malula.net