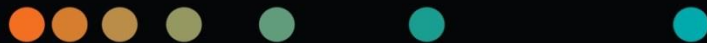
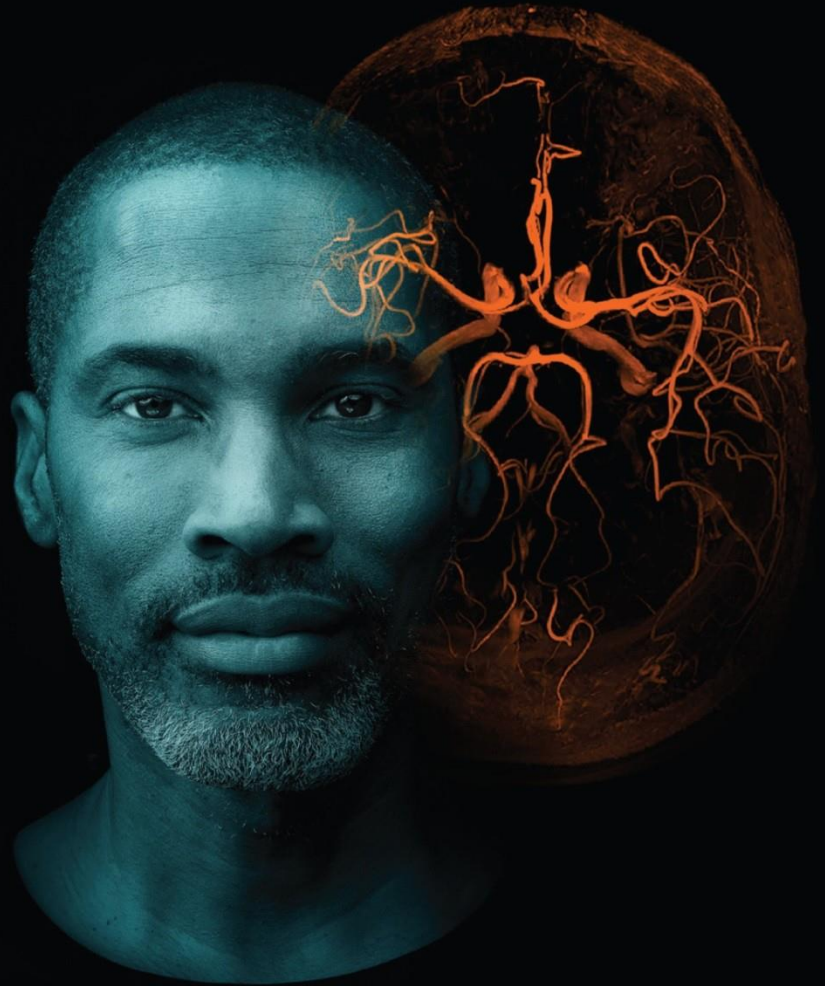


ADVIA Centaur XPT System

# Train the Trainer

Onsite Training Workbook



**SIEMENS**  
**Healthineers**



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# Siemens Healthineers

## ADVIA Centaur® XPT Immunoassay System Train the Trainer Onsite Training Workbook



FOR TRAINING PURPOSES ONLY

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- 1: Welcome
- 2: Preparation Checklist
- 3: The Principles of Adult Learning
- 4: The Systematic Learning Process
- 5: Perform a 3-step Method to Test Learners' Understanding
- 6: Siemens Designed Training Modules for ADVIA Centaur XPT



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# 1 Welcome

Siemens Healthineers Training would like to welcome you to the ADVIA Centaur® XPT Immunoassay System Train the Trainer Onsite Training.

This course is designed to enhance your facilitation skills needed to train new operators on the ADVIA Centaur® XPT Immunoassay System.

Our staff welcomes the opportunity to present this training program to you.

This training workbook includes an agenda, learning goals, and practical exercises.





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## Course Objectives

After participating in this training, you will be able to:

- Prepare to deliver an effective training session around the ADVIA Centaur® XPT Immunoassay System
  - Review technical content pertaining to any ADVIA Centaur® XPT training module
  - Discuss all materials needed to facilitate an effective training session on any ADVIA Centaur® XPT training module
- Facilitate an effective training session around the ADVIA Centaur® XPT Immunoassay System
  - Apply Adult Learning Principles when conducting a training
  - Apply the Systematic Learning Process to deliver a training session
  - Perform a 3-step method to test learners' understanding
  - Give and receive constructive feedback to improve training delivery

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# Agenda

Day 1	Duration
Introductions and objectives	8:00 – 9:00
Preparation checklist & the Principle of Adult Learning	9:00 – 9:30
The Systematic Learning Process & 3-Step Method to Test for Understanding	9:30 – 10:00
Break	10:00 – 10:15
Review the Siemens Healthineers designed training modules for the ADVIA Centaur XPT	10:15 – 11:45
Practice Delivery & Feedback	12:45 – 4:00
Debrief	4:00 – 4:30
Day 2	Duration
Review	8:30 – 9:00
Finish Practice Delivery & Feedback	9:00 – 11:00
Prep Time	11:00 – 11:30
Deliver to Trainees	12:30 – 3:30
Debrief and Key Takeaways	3:30 – 4:00

# ADVIA Centaur® XPT System

## Train the Trainer Onsite Training

### Course Validation Checklist

The participant places a checkmark beside the competency when it is completed. When all competencies are checked, the instructor and participant sign and date below as record of completion.

Topics	Competencies	Completed
Module Training/ Preparation	Review technical content pertaining to any ADVIA Centaur XPT training module	
	Discuss all materials needed to facilitate an effective training session on any ADVIA Centaur XPT training module	
Facilitation Techniques	Apply Adult Learning Principles when conducting a training	
	Apply the Systematic Learning Process to deliver a training session	
	Perform a 3-step method to test learners' understanding	
	Support learners understanding by giving constructive feedback	

Instructor: \_\_\_\_\_

Participant: \_\_\_\_\_

Date: \_\_\_\_\_

What was most helpful to you during this program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How can we improve this program to make it more meaningful to you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Course Evaluation

Name of Course: ADVIA Centaur XPT Train the Trainer Onsite Training

Date of Course

Name of Participant

Location (City, State) (Optional)

		Rate the importance of the following areas					Rate Siemens performance in the following areas				
		Extremely Important	Very Important	Important	Somewhat Important	Not Important at All	Excellent	Very Good	Good	Fair	Poor
<b>EDUCATION SPECIALIST</b>											
A01	Create a participative learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Available for questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Product knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Time management of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Presentation skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>EDUCATIONAL CONTENT</b>											
B01	Classroom objectives for this education program were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Education materials, program content, and support documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Hands on activities as an active way to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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## 2 Preparation Checklist

## Preparation Checklist

- Print out a copy of PEP to GO\* for each participant to keep
- Print out a copy of the Competency Checklist\* to track Learner's progression

The screenshot shows a section titled "Education Resources" with a dark blue header. Below the header are two white cards. The left card is titled "Competency Checklist" and features a photo of three people in a lab setting. It shows 1218 views and 1 like, with an "Add To Plan" button. The right card is titled "PEP to Go" and features a photo of a person at a computer workstation. It shows 5950 views and 27 likes, with an "Add To Plan" button.

- Print out Practical Exercises\* as needed

The screenshot shows a section titled "Sample Processing" with a light gray background. On the left is a video thumbnail showing a person in a lab coat and gloves handling test tubes. To the right of the video is text: "Process patient samples. Monitor sample status and results. Print results reports. Transmit results to the LIS. Export results." Below this text is "1 CEU" and buttons for "Like" and "Share". An "Add All to Plan" button is on the right. Below the video and text is a list of items:

ADVIA Centaur® XPT System	0.5 CEU	Add To Plan	Launch
Sample Processing Online Training			
ADVIA Centaur® XPT System	0.5 CEU		Launch
Sample Processing Practical			
Exercise			

An orange arrow points from the "Launch" button of the "Sample Processing Practical" item to the right.

- Confirm an ADVIA Centaur XPT system is available for use for the date and time of the training session
- Supplies (flip charts, markers, sticky notes, etc.)





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## 3 The Principles of Adult Learning

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# The Principles of Adult Learning

Cited from Instructional Techniques. © Friesen, Kaye and Associates

1. Adults must have a reason to learn.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Adults must be involved in the learning.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Adults learn by building on experience.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Adults learn by doing.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. Adults learn in different ways and at different rates. Adults need a variety of methods.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

---

6. Adults need a meaningful program.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7. Adults need a safe environment.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

8. Adults appreciate constructive feedback (specific, immediate, constructive).

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

9. Adults appreciate an informal environment.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

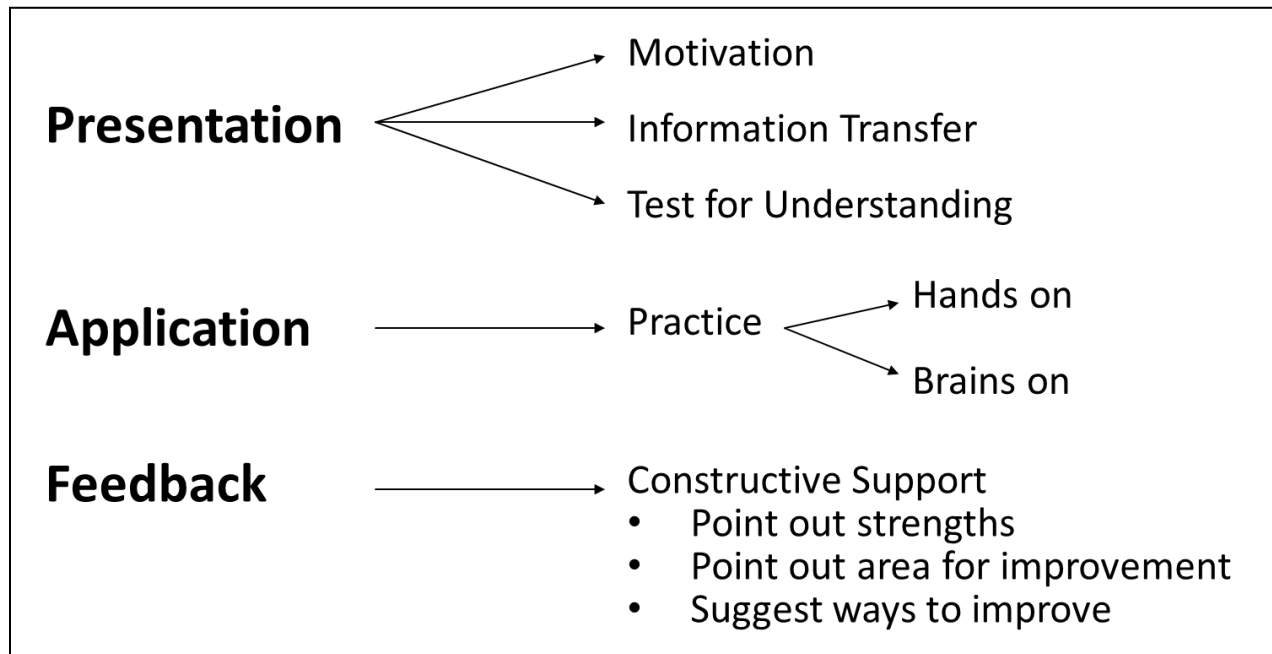
10. Adults appreciate being treated with dignity and respect.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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## 4 The Systematic Learning Process



Cited from Instructional Techniques. © Friesen, Kaye and Associates

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## 5 Perform a 3-step Method to Test Learners Understanding

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## The 3-step Method

A 3 step method known as Show, Tell, Do is performed as follows:

1. Show - Instructor demonstrates and verbally describes the activity to the Learners.
2. Tell – The Learners verbally guide the Instructor in performing the activity
3. Do – Either one or all Learners perform the activity in front of the Instructor.



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## 6 Siemens Designed Modules for the ADVIA Centaur XPT

- 1: System Overview
- 2: Daily Setup
- 3: Sample Processing
- 4: Calibration
- 5: Quality Control
- 6: Maintenance
- 7: Basic Troubleshooting
- 8: Accessing PEPconnect and Siemens Document Library



---

## Practice Delivering a Training Session (Prep)

Use the template below to plan how you will motivate your audience, transfer the information, and test for comprehension.

Module \_\_\_\_\_

Est. Time \_\_\_\_\_

Presentation

Motivation

---

---

Information Transfer

---

---

---

Test for Understanding

---

---

---

Application

Hands on

---

---

---

Brains On

---

---

---

Feedback

Specific, Immediate, Constructive



---

## Practice Delivering a Training Session (Prep)

Use the template below to plan how you will motivate your audience, transfer the information, and test for comprehension.

Module

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Est. Time

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Presentation

Motivation

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Information Transfer

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---

---

Test for Understanding

---

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---

Application

Hands on

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Brains On

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Feedback

Specific, Immediate, Constructive



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Use the template below to plan how you will motivate your audience, transfer the information, and test for comprehension.

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Information Transfer

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Test for Understanding

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Application

Hands on

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Brains On

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---

---

Feedback

Specific, Immediate, Constructive





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Use the template below to plan how you will motivate your audience, transfer the information, and test for comprehension.

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---

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Presentation

Motivation

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Information Transfer

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Test for Understanding

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Application

Hands on

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Feedback

Specific, Immediate, Constructive



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Use the template below to plan how you will motivate your audience, transfer the information, and test for comprehension.

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Information Transfer

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Test for Understanding

---

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---

Application

Hands on

---

---

---

Brains On

---

---

---

Feedback

Specific, Immediate, Constructive



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## Feedback form

Module:

Time:

Overall feedback:

Comments:

- Class prep:
  
  
- Timing:
  
  
- Presentation:
  - o Motivation:
  
  
  - o Information transfer:
  
  
  - o Test for Understanding:
  
- Application:
  
  
- Giving Feedback to the Learner:



---

# Feedback form

Module:

Time:

Overall feedback:

Comments:

- Class prep:
  
  
  
  
  
  
  
  
  
  
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  - o Motivation:
  
  
  
  
  
  
  
  
  
  
  - o Information transfer:
  
  
  
  
  
  
  
  
  
  
  - o Test for Understanding:
  
  
  
  
  
  
  
  
  
  
  
  
- Application:
  
  
  
  
  
  
  
  
  
  
  
  
- Giving Feedback to the Learner:





---

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Module:

Time:

Overall feedback:

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- Class prep:
  
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- Presentation:
  - o Motivation:
  
  - o Information transfer:
  
  - o Test for Understanding:
  
- Application:
  
- Giving Feedback to the Learner:



---

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Module:

Time:

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- Class prep:
  
  
  
  
  
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  - o Motivation:
  
  
  
  
  
  
  - o Information transfer:
  
  
  
  
  
  
  - o Test for Understanding:
  
  
  
  
  
- Application:
  
  
  
  
  
  
  
  
  
- Giving Feedback to the Learner:



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NOTES:

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NOTES: