

Trainer's Guide: Can I Avoid Being Evicted?



This Guide is designed to support legal clinic workers who want to train community workers about tenant rights in Ontario. It is part of a series of Trainer's Guides that cover a range of legal topics.

Toronto: Community Legal Education Ontario, May 2023

Community Legal Education Ontario (CLEO) developed this Trainer’s Guide with the invaluable assistance and expertise of the Advocacy Centre for Tenants Ontario. We are also very grateful for the input and support of the project advisors, including: The Association of Community Legal Clinics of Ontario; Community Advocacy & Legal Centre; Community Legal Clinic for Brant, Haldimand, Norfolk; Connecting Ottawa; Don Valley Community Legal Services; Kinna-aweya Legal Clinic; and Ontario Justice Education Network.

We also gratefully acknowledge funding for this project from The Law Foundation of Ontario.

This is one in a series of Trainers’ Guides for community workers. Visit the [CLEO Connect website](#) for a list of legal topics.

Table of Contents

1. Introduction	1
About the Trainer’s Guide	1
Getting Ready and Learning Goals	2
2. Summary of Training & Instructions for Trainers	3
Welcome, Agenda, and Introductions	3
Activity 1: Myth Busting <i>OR</i> Reflections on Home.....	4
Learning Goals Who is covered by the RTA?.....	5
Reasons a Landlord Can Evict Cancelling an Eviction.....	5
Activity 2: Steps in an Eviction	6
Payment Agreements: What Tenants Should Know	7
Activity 3: 4-Up <i>OR</i> Pair & Share; Video.....	7
What Can Community Workers Do? Useful Resources	8
Wrap-up, Feedback, and Evaluation	9
3. Activity Handouts	10
Eviction Notice Checklist (N5 — Notice to End a Tenancy)	11
Eviction Sequence Handout	12
Eviction Sequence Cards	13
4. Supporting Documents	17
Flyer	18
Agenda.....	19
Evaluation Form	20



Companion to Trainer’s Guide: [PowerPoint slides](#) with notes and instructions for trainers

1. Introduction

About the Trainer's Guide

Who is the Trainer's Guide for?

This Trainer's Guide is for legal clinic staff who are training workers at local community organizations about the eviction process in Ontario.

Front-line workers at community organizations often help people who come to them with questions about their legal rights. Community workers can give good help and solid referrals if they have the knowledge and skills to do so. Training from legal clinic experts can help.

The Trainer's Guide Series

This Trainer's Guide is part of a series that provides training materials on several legal topics that community workers often ask for.

We developed our Trainer's Guides with flexibility in mind: each legal clinic can use them to adapt and customize a training workshop for their communities. We designed the training for a session that lasts approximately **2 hours**, but trainers will want to adapt it to suit their own style and to meet the needs of their audience.

We have included a companion piece for the Trainer's Guide: [PowerPoint slides](#) that include activities and resources, as well as notes and instructions for trainers.

- **The Trainer's Guide**

The Trainer's Guide includes the following sections:

1. **Introduction (p. 1):** This section provides a training snapshot, and outline of the training.
2. **Summary of Training and Instructions for Trainers (p. 3):** This section provides a summary of the PowerPoint slides and training activities. It includes some instructions for trainers. The slides and notes are adaptable and intended to be edited by the trainer.
3. **Activity Handouts (p. 9):** This section shows handouts that trainers can use during the training. It includes [a link to the handouts](#) so trainers can download and email them to participants before the session, share their screen during an online training, or print and provide them at a face-to-face training.
4. **Supporting Documents (p. 16):** This section shows sample documents to help trainers plan their training. It includes links to a [flyer](#), [agenda](#), and [evaluation form](#) that can be customized.

- **The PowerPoint Slide Deck**

The [PowerPoint slides](#) are intended to be customized by the trainer.

Getting Ready and Learning Goals

Before you deliver the *Can I Avoid Being Evicted?* training, spend some time on the following preparation activities and think about the learning goals. Expect to spend at least 2 hours. For an online training session, ask a colleague to assist you, to monitor the chat, etc.

1. Review the goals of the training

The goals of the training are to help community workers:

- Understand who is covered by the *Residential Tenancies Act*
- Learn the steps that must be taken before an eviction can happen
- Understand the consequences of signing a rental payment agreement
- Know what can be done if a tenant is threatened with eviction
- Learn helpful information they can share

2. Familiarize yourself with the resources

Get familiar with the resources for tenants listed in **slides 37–41** of the slide deck. **Read the Trainer's Guide and PowerPoint presentation.**

Add local resources and information about your legal clinic — location, hours, and intake procedures. Do what you need to feel comfortable sharing the content, including editing and printing notes. See [tips](#) to print PowerPoint content in black and white to reduce ink, and [how to](#) remove slide notes before you share them with participants.

Think about ways to engage your audience. Anticipate possible questions from participants and think through how you will respond. Consider the timing suggestions and think about how you will keep the training moving to finish on time. Make note of any questions you are not comfortable answering and say that you will get back to the person if necessary.

3. Customize the slides and learn about the activities

Consider the participants and the manner in which you will deliver your training (webinar or face-to-face training).

Consider how long each activity may take. Choose the activities you want to use from the options provided. Revise the slides to reflect your choices. Build in time for discussion and questions.

Depending on the level of engagement and discussion during each session, you may not be able to cover all of the activities. This is expected. They are there for you to choose from.

If you'd like to create a Word Version of your PowerPoint slides, follow the tips in this short [video](#).

If you have any questions about using these training materials, please contact Kristin Marshall at CLEO, at kristin.marshall@cleo.on.ca.

2. Summary of Training & Instructions for Trainers

This section gives an overview of the training. It is meant to be read as you go through the PowerPoint presentation. It will help you get a general sense of the training and understand the approximate time that you want to allocate for each part. It also provides some instructions and suggestions for how to offer the training activities.

The time allocations are estimates, assuming a total training length of 2 hours.

Training Snapshot (for trainer)

	Slides	Suggested Time
1. Welcome, Agenda, and Introductions	1–4	5 mins
2. Activity 1: <i>CHOOSE</i> Myth Busting <i>OR</i> Reflections on Home	5–12	15 mins
3. Learning Goals Who is Covered by the RTA?	13–14	5 mins
4. Reasons a Landlord Can Evict Cancelling an Eviction	15–22	10 mins
5. Activity 2: Eviction Sequence and Discussion	23–25	20 mins
BREAK	26	10 mins
6. Payment Agreements: What Tenants Should Know	27–29	20 mins
7. Debrief and Activity 3: <i>CHOOSE</i> between 4-Up, Pair & Share, and Video	30–36	15 mins
8. What Can Community Workers Do? Useful Resources	37–41	15 mins
9. Wrap-up, Feedback, and Evaluation	42–44	5 mins

Training Summary and Instructions

Read this section as you review and adapt the PowerPoint slides. We highlight specific slides to provide training tips for activities that engage participants.

1. Welcome, Agenda, and Introductions	Slides 1–4	5 mins
--	------------	--------

- Welcome participants and introduce yourself and your clinic
- Share the agenda and participant expectations
- Discuss logistics of the training or workshop
- Discuss role of community workers
- Provide a land acknowledgment

Set Ground Rules and Expectations

Share the outline so participants know what to expect. Emphasize that the goal is to create an anti-oppressive environment. Briefly discuss: the right to pass (participants don't have to answer a question or make a contribution if they don't want to); confidentiality (what is learned, leaves, and what is shared, stays); and respect for each other.

Tell them if you will take questions as you go or at specific times. If the training is held in person, point out where the bathrooms are, water, and other logistics. State up front that there will be a break. Reflect this in the agenda and confirm with the audience at the outset, adjusting timing if necessary. Tell participants to make themselves comfortable. For online, say whether you prefer them to use their video, if this is possible. Let participants know that they will get a copy of the slides after the presentation.

2. ACTIVITY 1: Myth Busting OR Reflections on Home	Slides 5–12	15 mins
---	-------------	---------

Trainers choose one of the activities below. Edit the PowerPoint presentation to reflect your choice.

Option 1 — Myth Busting: This activity presents six statements below. Participants decide if they are true or false, followed by a discussion of the correct answers.

- My landlord can't evict me in winter. **FALSE**
- If I rent by the month, I can give 1 month's notice to move out. **FALSE**
- I am allowed to have children or pets in my unit. **TRUE**
- My landlord can charge me extra if I have guests, roommates, or pets. **FALSE**
- I am protected by the law, even if I don't have a written lease. **TRUE**
- If my landlord gives me a note that tells me to leave, I must leave. **FALSE**

Show **slide 11** so participants can see the correct answers at the end.

Discussion: Ask participants to share any questions they have about illegal evictions that they hope will be addressed in the training. Tell them they will get a chance to ask more questions later.

Option 2 — Reflections on Home: A picture of a house is used as a visual clue to get participants thinking about what they are learning.

- Ask participants: What is your immediate reaction to this picture? **Ask for a few responses.**
- Tell participants that you'll talk about eviction today. Ask them why they think you chose this picture, and what it could tell us about eviction. **Ask for a few responses.**

Discussion: Ask participants to share any questions they have about illegal evictions that they hope will be addressed in the training. Tell them they will get a chance to ask more questions later.

3. Learning Goals Who is covered by the RTA?	Slides 13–14	5 mins
---	--------------	--------

This section lists the learning goals, and outlines what types of tenancies are and are not covered by the *Residential Tenancies Act* (RTA).

4. Reasons a Landlord Can Evict Cancelling an Eviction	Slides 15–22	10 mins
---	--------------	---------

This section outlines common reasons that a landlord can try to evict tenants. It also covers whether the eviction can be cancelled for those reasons.

Explain that many tenants leave just because the landlord tells them to; they assume they must. (Refer back to slide 10 of the Myth-Busting activity if you chose Option 1.)

Take home point: There is a legal process involved in evicting a tenant and the process must be followed.

Slide 22 — Question & Answer period

If participants ask very specific or hypothetical “what if” questions, you can let them know that every situation is unique, and that if their clients find themselves in one of these situations, the clients should get one-on-one legal advice. If they ask questions about the order of an eviction process (or parts of it), tell them that is the next activity!

5. ACTIVITY 2: Steps in an Eviction	Slides 23–25	20 mins
--	--------------	---------

This section outlines an activity intended to help community workers understand the eviction process and experience the many steps involved in an eviction. **We recommend that trainers use a version of this activity.** Other activities included in this Guide are optional.



Handout: Share the [Eviction Sequence cards](#)

In person

Option 1 (in person): Print and pass out the Eviction Sequence cards in random order to participants. Do **not** hand out the “Get Legal Advice” or “Problem Solved — No Eviction” cards.

- Ask participants to put them in the right order. (For a larger group, print two sets and have two groups put them in the right order.) **OR** ask them to post them on the wall in order.
- If there are any that are out of sequence, re-order them, but say that the important message is that *eviction only happens after a specific process that usually has many steps. It can **ONLY** happen when the Landlord and Tenant Board orders it, and **ONLY** the Sheriff can lock a tenant's door, not the landlord.*
- Share the final two cards: “Get Legal Advice” and “Problem Solved — No Eviction”. Ask where they go.
- Explain that was a trick question because these two cards can go almost anywhere. It is very important to remember to get legal advice, and to keep in mind that just because someone gets a termination notice, that doesn't always mean they will be evicted.

Option 2 (in person): You can email the Eviction Sequence handout to participants before the training and ask them to try the exercise to put the steps in order on their own beforehand. Then discuss the steps during the training.



Handout: Share the [Eviction Sequence handout](#)

Online

Option 1 (online): Show **slide 24** with random order of the eviction process to participants.

- Ask participants to choose which step they think is first. Tell them they can use the “annotate” button to mark the one they think comes first, or they can put their response in the chat box. Then ask what they think comes second, and to try to number the steps in the right order. Keep track of the answers that the majority answered for each step.
- Explain any errors and put the steps in the right order. Show **slide 25** with the correct order.

- Explain that the purpose of this exercise is not that they can memorize the steps in an eviction process, but that they understand that *eviction only happens after a specific process that usually has many steps. It can **ONLY** happen when the Landlord and Tenant Board orders it, and **ONLY** the Sheriff can lock the door, not the landlord.*
- Follow instructions for “Get Legal Advice” and “Problem Solved — No Eviction”, above.

Option 2 (online): You can email the Eviction Sequence handout to participants before the training and ask them to try the exercise on their own beforehand. Then discuss the steps during the webinar.



Handout: Share the [Eviction Sequence handout](#)

Slide 26 — Break: Tell participants to take a 10-minute break. Tell them when to return.

6. Payment Agreements: What Tenants Should Know

Slides 27–29

20 mins

This section addresses private payment agreements between a landlord and tenant, and dangers that tenants should be aware of when entering payment agreements.

Refer to CLEO's Steps to Justice question: "[I owe rent. Should I sign a payment agreement?](#)"

Show participants what the [Landlord and Tenant Board's payment agreement form](#) looks like and what to be aware of. The government has introduced a law that would require landlords and tenants to use this form for a rent payment agreement. The law has not passed yet.

7. ACTIVITY 3: 4-Up OR Pair & Share; Video

Slides 30–36

15 mins

Trainers can choose an activity: 4-Up OR Pair & Share. You can also show the three-minute video described below, as part of this activity. Adjust the PowerPoint to reflect your choices.

Option 1 — 4-Up: 4-Up is a four- to five-minute activity that can be used as a discussion tool to debrief new information. Here are four questions to consider:

1. What are some reasons a landlord CAN try to evict someone?
2. What are some reasons a landlord CANNOT evict someone?
3. Why is it important to get legal help if someone thinks they're at risk of eviction?
4. What is something you've learned?

Option 2 — Pair & Share: This is a short activity where participants discuss with each other the impact that eviction has on their clients and community. “Pair & Share” refers to having participants partner up and have one-on-one discussions. Here are two questions to consider:

1. How does eviction impact individuals?
2. How does eviction impact communities?

Option 3 — Video: This section outlines a bonus activity with U.S. content. It involves viewing and discussing a three-minute news item about a traffic stop. The driver in the video has two people in his car who don't have immigration status in the U.S. By knowing about their rights, the driver avoids serious consequences for himself and his passengers.

If you choose to use this activity, it can also be paired with 4-Up or Pair & Share, above. Design the training using these resources and activities as you see fit.

VIDEO: <https://www.youtube.com/watch?v=8z7HkHVP6oU>

8. What Can Community Workers Do? | Resources for Tenants

Slides 37–41

15 mins

This section introduces participants to key resources related to evictions and discusses how community workers can help tenants. Add local resources to these slides.

Emphasize how important it is to document all interactions with landlords (for example, emails, letters, phone calls, and notes of conversations). This can be useful later.

Show participants the checklist that they can use if their client receives an N5 — Notice to End a Tenancy (eviction notice)

You can share your screen to show the different checklists:

- Checklist: N5 notice for overcrowding: [here](#)
- Checklist: N5 notice for damage: [here](#)
- Checklist: N5 notice for interference: [here](#)

There are also checklists for when clients receive an N12, notice for eviction for landlord or purchaser's own use: [here](#)

Walk participants through the CLEO resources on the slides. If there is Wi-Fi (in an in-person workshop), go to the Steps to Justice website (<https://stepstojustice.ca>) to highlight the variety of legal questions there, particularly those regarding eviction. Explain that Steps to Justice has clear legal information on common questions tenants have. Tell them the links are embedded in the slide and remind them that you will share the PowerPoint slides after the presentation. CLEO also has many print resources for tenants that can be ordered for free to distribute to tenants or they can be viewed online and printed.

Finally, explain that CLEO has developed "[Guided Pathways](#)" to help tenants complete some application forms.

Explain the other resources where tenants can call or find help.

9. Wrap-up, Feedback, and Evaluation

Slides 42–44

5 mins

As you conclude your training, respond to any outstanding questions, offer to follow up with additional information, if applicable. Explain that this training was developed in collaboration with the Advocacy Centre for Tenants Ontario (ACTO), whose expertise and assistance was invaluable. Give participants the evaluation form, acknowledge the funders and thank participants.



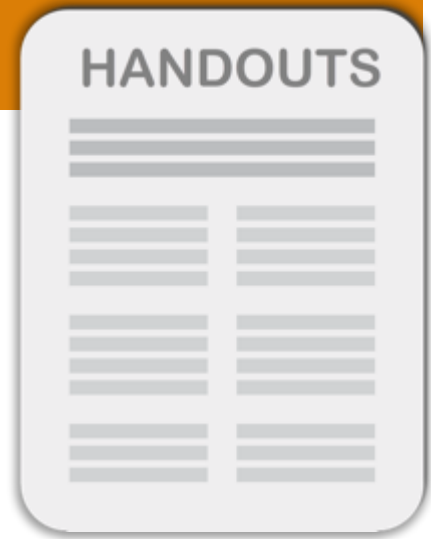
Handout: Share the [Evaluation Form](#)

Your Feedback

We also want your feedback as the trainer. Please answer the 5 questions in this [survey](#).

3. Activity Handouts

This section shows the handouts that trainers can give to participants during the session.



Eviction Notice Checklist	11
Eviction Sequence Handout	12
Eviction Sequence Cards	13

Eviction Notice Checklist (N5 — Notice to End a Tenancy)

If your client receives a Notice to End a Tenancy for Overcrowding (N5), refer to this checklist.



- If you answer **No** to any of the questions on this list, this might show a problem with the eviction notice. It will be important to raise this fact at any hearing or settlement meeting.
- If a question does not apply to you, leave it blank.
- This is not a complete list of every reason you could use to fight the eviction notice. It is best if you can get legal help before a hearing or settlement meeting.

YES **NO**
 ↓ ↓

Details in the N5 notice:

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Does the notice show your correct street address and unit number? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the notice signed by the landlord or the landlord's agent? |

If this is your first N5 in 6 months:

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Is the termination date on the notice at least 20 days after the notice is dated? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the notice give you at least 7 days to "void" or cancel the notice by reducing the number of people living in the unit? |
| <input type="checkbox"/> | <input type="checkbox"/> | If the landlord has filed an application to evict a tenant (L2) with the Landlord and Tenant Board (LTB), did they file after the 7 days? |

If this is your second N5 within 6 months:

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Is the termination date on the notice at least 14 days after the notice is dated? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does it say that the overcrowding happened within 6 months after the landlord gave you the previous N5? |

Landlord's application to the LTB:

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Was the L2 application filed within 30 days after the termination date in the notice? |
|--------------------------|--------------------------|---|

Check out similar checklists on CLEO's Steps to Justice for [N5 Notice of eviction for interference](#) and [N5 Notice of eviction for damage](#).

Eviction Sequence Handout

Instructions: The following eight steps of the eviction process are out of order. Put them in order by writing the step (1 through 8) you think is correct.

Step _____

Notice of Hearing

The tenant receives a notice from the Landlord and Tenant Board that a hearing is scheduled to consider the landlord's application to have the tenant evicted. The tenant is invited to attend this hearing.

Step _____

Sheriff's Notice to Vacate

If the tenant does not move out of the unit by the termination date, the landlord can file the Landlord and Tenant Board Order with the Court Enforcement Office (the Sheriff). The Sheriff will then send a Notice to Vacate that they will come to change the locks on the door on a specific date.

Step _____

Notice of Termination

The tenant receives a notice from their landlord that they must move out of their home unless they do not agree with the notice. The landlord must give the tenant notice on one of the Landlord and Tenant Board forms. The notice provides a specific date that tenant must move out by **if they agree with the notice**. This is **not** an eviction notice.

Step _____

Eviction

If the tenant does not move out of the unit before the date on the Sheriff's Notice, the Sheriff will go to the unit to lock the tenant out. They will not be allowed to stay in the unit.

Step _____

Landlord and Tenant Board Hearing

A hearing is held by the Landlord and Tenant Board. The tenant and landlord may both participate. This means the tenant can speak about their side of things and bring evidence and witnesses. Tenants can have someone represent them, but aren't required to.

Step _____

Application to the Landlord and Tenant Board (LTB)

The landlord files an application with the LTB to have the tenant evicted because they did not agree with their notice and did not move out of their home by the date the landlord requested.

Step _____

Mediation

On the day of the hearing, before the hearing starts, the tenant will have an opportunity to meet with their landlord to make a formal agreement to solve the issues. This is called mediation. If both parties can't come to an agreement, the hearing will probably take place that day.

Step _____

After the Eviction

After the Sheriff locks the tenant out, the landlord must give them reasonable access to the unit so they can remove their belongings. The landlord is only required to give the tenant access in the 72 hours (3 calendar days) after the Sheriff has locked them out.

Eviction Sequence Cards

Notice of Termination

The tenant receives a notice from their landlord that they must move out of their home unless they do not agree with the notice.

The landlord must give the tenant notice on one of the Landlord and Tenant Board forms. The notice provides a specific date that tenant must move out by **if they agree with the notice**. This is **not** an eviction notice.



Application to the Landlord and Tenant Board

The landlord files an application with the Landlord and Tenant Board to have the tenant evicted because they did not agree with their notice and did not move out of their home by the date the landlord requested.

Notice of Hearing

The tenant receives a notice from the Landlord and Tenant Board that a hearing is scheduled to consider the landlord's application to have the tenant evicted.

The tenant is invited to attend this hearing.



Mediation

On the day of the hearing, before the hearing starts, the tenant will have an opportunity to meet with their landlord to make a formal agreement to solve the issues. This is called mediation.

If both parties can't come to an agreement, the hearing will probably take place that day.

Landlord and Tenant Board Hearing

A hearing is held by the Landlord and Tenant Board. The tenant and landlord may both participate. This means the tenant can speak about their side of things and bring evidence and witnesses.

Tenants can have someone represent them at this hearing, but aren't required to.



Sheriff's Notice

If the tenant does not move out of the unit by the termination date, the landlord can file the Landlord and Tenant Board Order with the Court Enforcement Office (the Sheriff).

The Sheriff will then send a notice that they will come to change the locks on the door on a specific date.

Eviction

If the tenant does not move out of their unit before the date on the Sheriff's Notice, the Sheriff will come to the unit to lock the tenant out.

The tenant will not be allowed to stay in the unit.



After the Eviction

After the Sheriff locks the tenant out, the landlord must give them reasonable access to the unit so they can remove their belongings.

The landlord is only required to give the tenant access in the 72 hours (3 calendar days) after the Sheriff has locked them out.

Get Legal Advice

Problem Solved — No Eviction

4. Supporting Documents

This section provides sample documents that trainers can adapt and use for the training.

Flyer	18
Agenda	19
Evaluation Form	20



Can I Avoid Being Evicted?

Legal Information for Community Workers



Do clients tell you they're afraid of being evicted?

Do you wonder what to say or how to help clients?

This free workshop is for you! It will help you understand the eviction process so you can help clients know about their rights and where to go for help.

You will:

- Understand who is covered by the *Residential Tenancies Act*
- Learn the steps that must be taken before an eviction can happen
- Understand the consequences of signing a rental payment agreement
- Know what can be done if a tenant is threatened with eviction
- Learn helpful information you can share

DATE and TIME: *add date and time*

PLACE: *add venue (online or physical)*

REGISTER: *add registration details*

Can I Avoid Being Evicted?

Legal Information for Community Workers



AGENDA (sample)

- | | |
|--|-------------|
| • Welcome and Introductory Activity (Myth Busting) | 9:00–9:20 |
| • Who is covered by the RTA? | 9:20–9:30 |
| • Questions and Answers | 9:30–9:40 |
| • Eviction Sequence and Discussion | 9:40–10:00 |
| <i>BREAK (10 minutes)</i> | |
| • Payment Agreements: What tenants should know | 10:10–10:30 |
| • Pair & Share Video | 10:30-10:45 |
| • What can community workers do? Discussion of resources | 10:45-10:55 |
| • Wrap-up, Feedback, Evaluation | 10:55-11:00 |

Evaluation Form

Legal Information for Community Workers Training: Can I Avoid Being Evicted?

	1 Strongly DISAGREE	2 ↓	3 ↓	4 Strongly AGREE
1. The objectives of the presentation were clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The facilitator communicated the ideas clearly and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Before the presentation, I felt confident about my knowledge of tenants' rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. After the presentation, I feel more confident about my knowledge of tenants' rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Before the presentation, I knew where to find legal help for clients about problems with their landlord.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What was the most useful part of the presentation and why?

7. Do you have any suggestions for how the presentation could be improved?

8. How will you use this information in your work?

9. Other comments and/or suggestions for future training topics: