



CAPACITY BUILDING PROGRAM 2018-2020

for Nurses and other health workers



COMMUNICATION *and* "TRAIN THE TRAINER" APPROACH

Paola De Castro, Istituto Superiore di Sanità (Italy)



TRAINING MATERIAL ● ● ● **WORKSHOP 1**

Introduction to the Course modules and aims

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Premise

This book includes the training material of the First Workshop of the CASA Project Capacity Building program on Communication and train the trainer approach. The training material is addressed to Nurses and other health workers who participated in the previous CASA training activities (2015-2016) and it will have a three-year duration (2018-2020).

The CASA Capacity Building program for Nurses also includes a separate training on Clinical aspects of HIV/AIDS. The two training courses have different objectives but they are complementary. A separate training activity on communication is also planned for adherence supporters, within the same Capacity Building Program.

Training on communication and train the trainer approach covers different topics and also envisages implementation activity, that is participants will be asked to apply the new knowledge at work and possibly become trainers themselves.

The training method includes face-to-face sessions and distance learning (readings, assignments and peer evaluation). There will be at least three face-to-face sessions in a year, starting from March 2018 (First Workshop), and distance learning in the period between the face-to-face meetings.

Teacher support is guaranteed during the entire training period. Feedback from course attendants is highly appreciated and additional topics may be added to the course program, if necessary.

The CASA Capacity Building Program, approved by the Tigray Health Bureau in December 2017, and the training agreement that all participants signed before starting the activities are included as Annex at the end of this book.

I do hope you will enjoy the course.

Paola De Castro

CASA Project, Responsible for Communication and Training

Scientific Knowledge and Communication Service

Istituto Superiore di Sanità, Rome, Italy

March, 2018



CASA CAPACITY BUILDING PROGRAM
Nurses & other health workers

COMMUNICATION AND "TRAIN THE TRAINER" APPROACH

Workshop 1

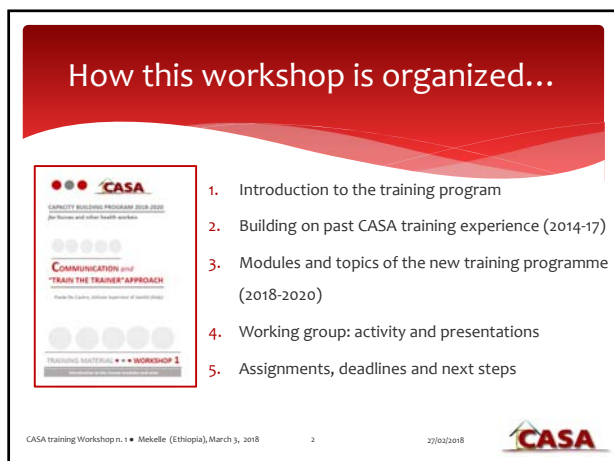
Paola De Castro
Istituto Superiore di Sanità, Italy

INTRODUCTION TO THE COURSE
MODULES AND AIMS

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TIGRAY HEALTH BUREAU

27/02/2018





How this workshop is organized...

1. Introduction to the training program
2. Building on past CASA training experience (2014-17)
3. Modules and topics of the new training programme (2018-2020)
4. Working group: activity and presentations
5. Assignments, deadlines and next steps

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Introduction to the training programme

Objective
Developing communication and "train the trainer" skills

To improve retention in care of HIV patients
→ increase awareness of these issues among different stakeholders
→ create a network of collaboration

*It's not enough to test for HIV and treat it, **social factors** matter too*

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Training in brief

Target groups

- 1. Nurses and other health workers**
already involved in the CASA project and selected from the previous CASA training courses + others interested from Addishum dum Research Centers.
- 2. Adherence Supporters (AS)**
already involved in the CASA project selected from the previous CASA training courses.

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COMMON TRAINING STRATEGY *for both groups*

What we have done

- * analysis of **information needs** (2014)
- * **feedback** from previous courses (2014-2016)
- * **different programs** for the 2 groups (2017)

What we are going to do

- * Implementation of new training (2018-2020)
- * Continuous evaluation of results achieved
- * Final evaluation

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BASIC POINTS (for both groups)

Training is developed by ISS in accordance with THB and MU

- * **Ad hoc training programs** for the target groups
 - * Training material selected according to the needs of target groups
- * **Face to face workshops** planned **3 times a year**
- * **Distance learning**
 - * Assignments → peer evaluation and teacher evaluation
- * **Facilitator** to implement the strategy at local level
 - * Distribute training and evaluation material
 - * Monitor the training program implementation
- * **Final Certification**

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In common for both groups

Teaching method

- face to face lessons
- discussions and group work
- distance learning
- on site implementation of new knowledge

Training agreement
signed before starting the course

Training duration - 3 years

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CASA PROJECT
A THREE-YEAR "TRAIN THE TRAINER" PROGRAM
FOR NURSES AND OTHER HEALTH WORKERS

TRAINING PARTICIPATION AGREEMENT

TRAINING PARTICIPATION AGREEMENT

The purpose of the present document is to jointly define rules and responsibilities of teaching staff (SS) and course participants (trainees). Courses will have a total duration of 3 years. The annual program includes face-to-face training sessions, three times a year (every 4 months), alternated to 4 months of self-study.

- Face-to-face training

1 st year: 1 st day: training on "Clinical aspects of HIV/AIDS"	}	3 times a year
2 nd day: training on "Communication/Dissemination"		
2 nd year: 1 st day: training on "Clinical aspects of HIV/AIDS"	}	3 times a year
2 nd day: training on "Communication/Dissemination"		
3 rd year: 1 st day: training on "Clinical aspects of HIV/AIDS"	}	3 times a year
2 nd day: training on "Communication/Dissemination"		
- Self-study (4-month self-study periods)
 Continuous self-organized learning (homework) divided into 3 annual cycles of four months
 - 1st year: "Communication/Dissemination"
 - 2nd year: "Communication/Dissemination" & "Clinical aspects of HIV/AIDS"
 - 3rd year: "Communication/Dissemination" & "Clinical aspects of HIV/AIDS"

CASA


DUTIES AND RESPONSIBILITIES FOR TRAINEE

The trainee declares to accept the following rules:

1. Regular participation and punctuality to face-to-face lessons. Participation to a lesson will not be possible if the delay exceeds 10 minutes.
2. It is mandatory to participate in all the face-to-face lessons.
3. Missing a lesson (even just one) cannot be acceptable, except for particular reasons (eg, health problems) to be properly reported and certified at least 3 days before the meeting to CASA local coordinator.
4. During the 4 months of self-study, trainees will carefully follow a study program, by using the educational material provided by the ISS.
5. During the 4 months of self-study, trainees will have to complete the "homeworks" assigned to them by teachers. This activity is needed to access the final exam.
6. After the first year of the course, trainees will have the task of teaching the adherence supporters about HIV clinical aspects.

1

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DUTIES AND RESPONSIBILITIES FOR ISS

1. ISS will provide course materials and other educational support.
2. ISS will organize and conduct the face-to-face training sessions, according to the course program.
3. ISS will be available to provide further information or clarification or additional didactic material (at the face-to-face meetings as well as during the self-study periods) and will provide support on the most appropriate method of study, on the basis of attitudes and time available.
4. ISS will communicate the dates of face-to-face lessons with a proper advance.
5. ISS will cover per-diem and travel expenses for participants.
6. Trainees completing the course will receive a Certificate of Attendance. Trainees passing the final exam, in addition to completing the course, will receive a Certificate of Accomplishment.

Date _____

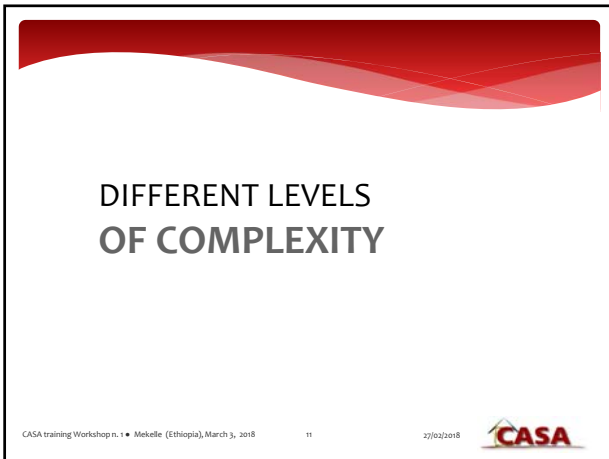
The Participant _____

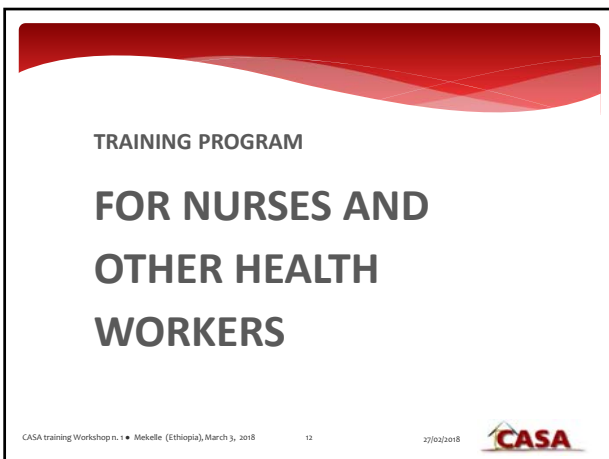
Full name (in block letters)

Health Facility

The teachers:
dr. Paola Tatarelli
dr. Paola De Castro







Communication and train the trainer approach

Objective of the capacity building program

To improve

- oral and written communication
- training skills (train the trainer method)

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Communication and train the trainer approach

Expected results

Ability to

- organize and implement a training program,
- manage group activity,
- communicate more effectively,
- report research data and other activities (oral and written).

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6 MODULES

1. Introduction to the course topics and aims

2. Problem Based Learning (PBL): finding your own way to solve problems


3. How to design and implement a train the trainer program

4. How to present/report your work

5. How to present/report your work (advanced)


6. Revision of all previous modules

The same modules can be repeated in the 3 years at different levels of complexity

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Module 1

1. present the value and opportunity of this capacity building program
2. develop motivation among participants
3. create awareness on levels of responsibility
4. develop communication skills

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Teaching method

- 1 TRADITIONAL LEARNING**
 - Face to face training sessions
 - Group discussions
 - Workshops
- 2 DISTANCE LEARNING**
 - reading of selected material
 - homework
 - peer evaluation
- 3 APPLICATION OF NEW KNOWLEDGE ON THE FIELD**
 - train adherence supporters and other nurses.

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Evaluation tools

In the period between workshops

- Assignments (do something) on specific topics
- Peer evaluation (it means that...)
- Teacher evaluation (it means that...)

You will also have


- Evaluation of learning outcomes of adherence supporters receiving training from nurses and other health workers.
- Final examinations (written and oral)


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Building on what we have already done


a brief revision will be useful...

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TRAINING ACTIVITIES 2014-2016



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Basic steps of training strategy

2014-2015

1 study of the **local scenario**

- informal meetings, focus groups, workshops to
- **analyse information needs of target groups**
- gather information

2016

- define ad hoc training programs

2 training program **implementation**
continuous **adjustments** according to feedback

3 **evaluation** of results achieved
consideration of **sustainability** issues **MORE → → →**

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Details of the training strategy

All decisions taken in accordance with ISS, THB and MU

ad hoc training programs for each target group
ad hoc training material (including local pictures)
translation whenever necessary

→ tested before implementation and then adjusted according to the feedback received

a facilitator was appointed for training implementation at local level in collaboration with the local coordinator and data managers

→ distribute booklets in hospitals and HFs, monitor program, collect feedback

written and oral examinations

→ Overwhole evaluation and certificates

workshops and informal meetings

→ Clinical issues and topics of general interest

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Train-the-trainer approach as final goal

AKA: Cascade training – peer education

In a few words

You first learn (participate in **T1** courses) **then you teach** (organize **T2** courses)
 The model is explained in Toolkit 1 on communication, page 52-53

Main advantages

- Create awareness
- Increase motivation to learn
- Maximise return on investment

Challenges

- Selection of participants (**T1**)
- Selection of future trainers (**T2**)
- Support for replication activities

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Teaching material: CASA toolkits

Community health workers

1

2

Nurses

1

2

3

4

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CASA Toolkit 1

COMMUNICATION



Basic training course
for health workers and patients' associations
Paola De Castro

CASA
TOOLKIT 1


- Lesson 1.** Why communication is important
- Lesson 2.** Basic knowledge on communication
- Lesson 3.** Sharing, networking and training
- Lesson 4.** Activity planning and SMART goals
- Lesson 5.** Communication and evaluation

Targets
Patients' associations, case managers & nurses

Easy to read and memorize

- Take home messages
- Questions


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CASA Toolkit 2

HIV/AIDS BASICS



Training course for patients' associations
to improve communication with patients
Paola De Castro, Federica Magni, Paola Tatarilli

CASA
TOOLKIT 2

- Lesson 1.** What is HIV, how it is transmitted and how it can be prevented
- Lesson 2.** Why starting antiretroviral therapy (ART) Lesson 3. Adherence to ART
- Lesson 4.** Information on ART drugs
- Lesson 5.** Why taking cotrimossazole
- Lesson 6.** Living with HIV/AIDS
- Lesson 7.** Main concerns for men and women

Targets
Patients' associations, case managers & nurses

Easy to read and memorize

- Take home messages
- Questions

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Translations in Tigrinya

CASA Toolkit 1

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TOOLKIT 1

CASA Toolkit 2

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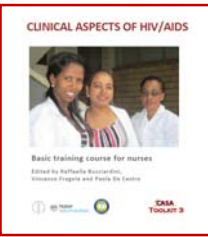
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TOOLKIT 2

Two booklets were translated in Tigrinya
 Translation will help to fully understand and use the contents of the booklets

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CASA Toolkit 3



CLINICAL ASPECTS OF HIV/AIDS

Basic training course for nurses
Edited by Raffaella Bazzardini,
Innocent Ngiro and Paola De Castro

CASA TOOLKIT 3

Lesson 1.
The natural history of untreated HIV infection: from acute phase to opportunistic infections..... 1

Lesson 2.
What should your patients know about HIV and antiretroviral therapy?9

Lesson 3.
How to visit patients: collecting clinical history and performing physical examination.....19

Lesson 4.
HIV testing 31

Lesson 5.
Antiretroviral therapy of HIV infection, and the WHO guidelines (2013).....41

Lesson 6.
Clinical management of antiretroviral drugs side effects55

Lesson 7.
Clinical management of opportunistic infections68

Lesson 8.
Viral hepatitis.....81

Lesson 9.
Comorbidities in HIV patients.....92

Lesson 10.
A closer look at tuberculosis102

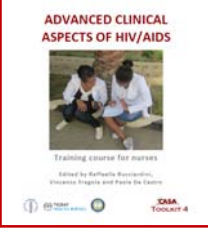
Target → nurses

Clinical aspects of HIV / AIDS

Questions

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CASA Toolkit 4



ADVANCED CLINICAL ASPECTS OF HIV/AIDS

Training course for nurses
Edited by Raffaella Bazzardini,
Innocent Ngiro and Paola De Castro

CASA TOOLKIT 4

Lesson-1.-¶
HIV-post-exposure-prophylaxis-¶

Lesson-2.-¶
Isoniazid-preventive-therapy-in-people-with-HIV¶

Lesson-3.¶
Prevention-of-mother-to-child-HIV-transmission¶

Lesson-4.-¶
Drug-resistant-Tuberculosis¶

Target → nurses

Advanced information on on clinical aspects of HIV / AIDS

Questions

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USER- FRIENDLY MATERIAL

From Toolkit 1

All lessons included

- Take home messages
- Suggested tasks for discussion
- Pictures from local settings

TAKE HOME MESSAGES FROM LESSON 2

Basic knowledge on communication

- Communication involves different activities, not only speaking
- Effective communication involves listening to the other person
- Non-verbal communication provides useful feedback to evaluate the effectiveness of communication

Task: A case manager will have to input all data collected by nurses in the appropriate files and regularly provide data to data managers.

Now, considering what you learnt in this lesson, reflect on the following questions to see how the task of case managers could be carried out more efficiently.



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USER- FRIENDLY MATERIAL: Examples From Toolkit 2

Basic information

Real life situations

Multiple choice questions

- Why is it so important for HIV patients to adhere to therapy?
 - To control the infection and have a longer and healthier life
 - Adherence is not important and patients can take pills only when they are sick
 - To make nurses happy
- How often should ART be taken?
 - Once a week
 - Every day, at the same time
 - Once a month

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Additional training material

FOR NURSES ONLY

- Selected articles on HIV
- Videos of the lessons of **Toolkit 3 & 4** lessons

available on USB to complete training

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Training duration 2016

6 months officially for both Nurses and CHWs

CHW → Toolkit 1 and 2 + workshops, informal meetings

Nurses → Toolkit 1, 2, 3, 4
 + additional reading of scientific articles
 + workshops and informal meetings

Training started in April 2016 (workshop)
 Terminated in October 2016 (workshop)
 Exams

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Support for training

Participants in training activities received continuous support from ISS and local staff



- * **A facilitator** (contact person between ISS and course participants) collected questions and suggestions arising during the course implementation.
- * **ISS provided answers** to course participants through the facilitator
- * **Continuous contacts** between ISS staff and facilitator contributed to the success of the training program

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Two types of certificates

Certificate of Attendance
 (This is to certify that
 you attended the CASA Training Course in
COMMUNICATION)



← **Certificate of Attendance**
 for all those who took part in training

Certificate of Accomplishment
 (This is to certify that
 you successfully completed the CASA Training Course in
COMMUNICATION AND CLINICAL ASPECTS OF HIV/AIDS)




→ **Certificate of Accomplishment**
 for those who passed the exam
 answered correctly
 70% of questions

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Training Figures


Community Health Workers

April-October 2016

ALL PARTICIPANTS	49	
Completing the course	42	
Passing written examination	29	
Admitted to oral examination	14*	
FINAL SELECTION	14	

* Only participants with highest scores were admitted

Exams at Mekelle, October 2016


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Training Figures

Nurses

April-October 2016


ALL PARTICIPANTS	73
Completing the course	50
Passing written examination	48
Admitted to oral examination	45*
FINAL SELECTION	21



Exams at Mekelle, October 2016

* Only participants with highest scores were admitted

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CASA training 2015-16

Participants	CHW	%	Nurses	%	TOTAL	%
Registered for training	49		73		122	
Completing the training	42	85.7	50	68.5	92	75.4
Passing the written exam	29	59.2	48	65.8	77	63.1
Admitted to oral exam	14	28.6	45	61.6	59	48.4
Passing the final exam	14	28.6	20	27.4	34	27.9


A very selective process to focus on future trainers

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From training to intervention

CHW WERE ASSIGNED SPECIFIC TASKS
 closely associated with what they learned about communication & clinical aspects of HIV

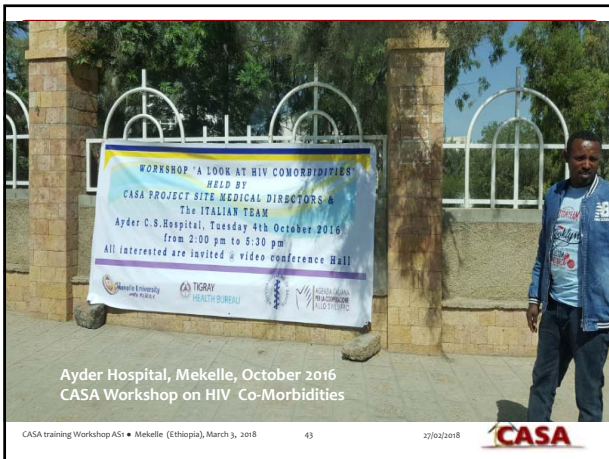


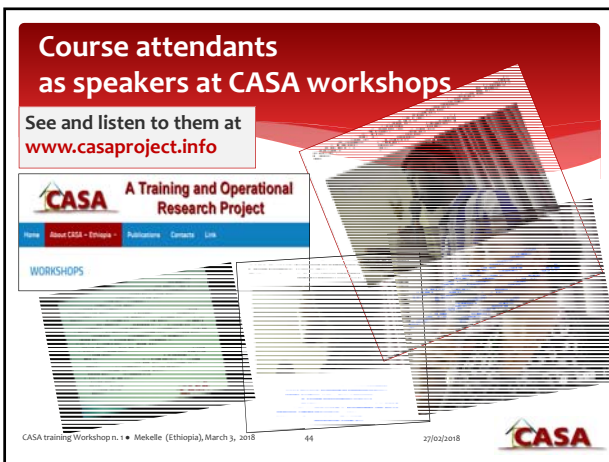
EXAMPLES

- 1) Go and Search patients missing to follow up**
 (based on a list (paper format) received by case managers on Monday, each week)
- 2) Report on the same paper form why patients did not show**
 (Return the same, the duly filled, format, to case managers, on Friday, each week)

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EAHIL 2018
 Caerdydd • Cardiff

Training in communication and health information literacy to improve the quality of care of HIV patients in Ethiopia: CASA project results (2014-16) and future plans (2017-19)

Paola DE CASTRO¹, Raffaella BUCCIARDINI¹, Vincenzo FRAGOLA¹, Teshome ABEGAZ², Atakilt HALFOM³, Eskedar TADESSE², Michael BERHE², Katherina PUGLIESE¹, Stefano LUCATTINI¹, , Roberta TERLIZZI¹, Luca FUCILI¹, Massimiliano DI GREGORIO¹, Marco MIRRA¹, Michela Campagnoli¹, Paola Tatarelli⁴, Teame ZEGEYE³, Stefano VELLA¹, Loko ABRAHAM², Hagos GODEFAY²

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Who will become future trainer? (train-the-trainer approach)

Initial requisites

- * Participate in training activity (Booklets)
- * Take part in discussions
- * Pass the written /oral examination (questionnaire)
- * Receive certificate of accomplishment (by THB)

- * Be able to explain other nurses what they learned
- * Demonstrate organizational ability
- * Be able to organize training for CHW

To receive a certificate of CASA trainer (by THB)

- * Additional 3-year training (CHW and Nurses) on both communication and clinical aspects of HIV

Cost efficacy sustainability

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Lessons learnt from CASA training experience 2014-2016

- * Be flexible, be SMART
- * Think globally, act locally
- * Teach & learn
- * Sustainability
- * System thinking

S →	stands for	Specific
M →	stands for	Measurable
A →	stands for	Achievable
R →	stands for	Realistic
T →	stands for	Time-bound

Picture from Toolkit 1 - Communication

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TRAINING ACTIVITIES
2018-2020

Training modules and timing

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Two different areas

Training will regard

- * communication and train the trainer approach
- * clinical aspects of HIV

THE 2 PAOLAS' CASA TRAINING

This workshop and presentation **only** refers to **Communication** and train the trainer approach!



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The Training program

- 3 years duration
- 6 modules (some modules are repeated along the years)
- 3 Face to face training sessions per year
- + continuous distance learning and assistance

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Structure of the training modules

Each module includes

- Objective (why)
- Topics (what)
- Group work
- Assignments
- Evaluation

Some modules also include

- Implementation activity
(apply what you learnt, example: train other groups)

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1 TRAINING MODULES		Year 1	Year 2	Year 3
Introduction to the course topics and aims				
<p><i>This module aims to present the value of this capacity building program, develop motivation and create awareness on levels of responsibility</i></p> <p>Main topics:</p> <ul style="list-style-type: none"> Why communication is important Rules, guidelines and best practices The CASA Training agreement Rules and guidelines in your daily work Organizing activities according to SMART goals. Introduction to the "train the trainer" approach <p>Group work: discuss rules followed in your daily activity and explain why they are important. SWOT analysis on challenges to become a trainer.</p>		1 day Face to face training		
<p>Assignments: Write the activities you perform (or will perform) according to SMART goals and provide justification according to the meaning of each letter included in the word SMART Peer evaluation Teacher evaluation</p>		Distance learning 2 months		
		2 months		


The program can be slightly modified according to specific requirements

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TRAINING MODULES		Year 1	Year 2	Year 3
2 Problem Based Learning (PBL): finding your own way to solve problems				
<p><i>Introduction to PBL and implementation of PBL to solve real problems. New problems on specific topics will be included in the second year of the module.</i></p> <ul style="list-style-type: none"> What is PBL and how it can be applied Exercises on specific problems Discussion on possible problems to be used to apply PBL in future training 		1 day Face to face training	1 day Face to face training	
<p>Assignments Read articles on PBL Write a problem to be used in PBL next course Peer evaluation Teacher evaluation</p>		Distance learning 2 months 2 months	Distance learning 2 months 2 months	

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TRAINING MODULES		Year 1	Year 2	Year 3
3	How to design and implement a train the trainer program			
	<p><i>Discussion on the train the trainer approach and possible training topics; the second year the training approach will be implemented to train Adherence supporters (AS), the third year both AS and nurses. Results achieved will be evaluated</i></p> <ul style="list-style-type: none"> • Meaning and value of the train the trainer method • Construction of a training program • Group work on the topic 	1 day Face to face training	1 day Face to face training	1 day Face to face training
	Assignments	Distance learning	Distance learning	Distance learning
	Write a training program on a specific topic Peer evaluation Teacher evaluation	2 months 2 months	2 months 2 months	2 months 2 months

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TRAINING MODULES		Year 1	Year 2	Year 3
4	How to present/report your work			
	<p><i>The topics will be covered in two years at different levels of complexity.</i></p> <ul style="list-style-type: none"> • Oral and written communication • Speaking and presenting skills and tools • Types of documents (reports, journal articles, presentations, posters, proceedings, etc.) • Editorial process (actors, responsibilities, and work flow) • Editorial guidelines • Editorial review and peer review • Structure of a journal article 	1 day Face to face training	1 day Face to face training	
	Assignments		Distance learning	Distance learning
	Write a brief note on your current activity (research, training or other) Peer evaluation Teacher evaluation		2 months 2 months	2 months 2 months

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TRAINING MODULES		Year 1	Year 2	Year 3
<p>Modules 5 or 6 can be selected according to specific interest of participants</p> <p style="text-align: center;">Module 5 or 6 can be selected</p>				
5	How to present/report your work (advanced)			
	<p><i>Advanced module to improve writing skills and critical reading of a journal article</i></p> <ul style="list-style-type: none"> • Structure of a journal article (IMRAD) • Title • Abstracts • Tables and Figures • References • Copyright issues • Critical reading of a journal article • How to submit a paper 			1 day Face to face training
	Assignments			Distance learning
	Revision of a journal article (act as a reviewer) Peer evaluation Teacher evaluation			2 months 2 months
6	Revision of all previous modules			
	<p><i>The main topics addressed in the three year training modules will be revised to reinforce learning and confidence in acquired skills</i></p>			1 day Face to face training
	Assignments			Distance learning
	Write a training program including topics, evaluation tools and schedules Peer evaluation Teacher evaluation			2 months 2 months


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MODULE 1

TOPICS

1. Why communication is important (revise previous training)
2. Rules, guidelines and best practices (provide examples)
3. The CASA Training agreement
4. Rules and guidelines in your daily work
5. Organizing activities according to SMART goals.
6. Introduction to the "train the trainer" approach

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WORKING GROUPS

why they are important
how they are organized
what results are expected


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WORKING GROUPS

They are important because...

- All participants are encouraged to express their opinions in a small group (also the shy ones)
- Group discussion is part of the learning process
- Reaching agreement in a group helps to understand different points of view
- They help develop communication skills

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What shall participants in a group do?

Participants will be asked to **discuss a topic** (that is to analyse together the different aspects of a problem to suggest possible solutions)

They may nor may not reach a consensus

A **rappporteur** (selected in the group) will then **report** the discussion to all participants in plenary session.

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HOW TO ORGANIZE WORKING GROUPS (1)

The organization of a working group activity requires the assistance of a **facilitator** to help to

- * Create the working groups (select about 5 persons among participants)
- * Clarify instructions (what people are expected to do (provide explanations if necessary))
- * Take notes of the main points arising in the discussion (pros and cons)
- * Assist the **rappporteur** in his/her task to report discussions

The facilitator also acts as translator and cultural mediator

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HOW TO ORGANIZE WORKING GROUPS (2)


The facilitator will help select a **rappporteur** (speaker) among the participants in the group

The **rappporteur** will report discussions and opinions arising in the group to all participants in plenary session

The **rappporteur** will have to


- Sum up the main points of the discussion
- Report agreement or disagreement among the group members
- Be sure not to forget any important issue

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What results are expected from working groups?


- Better understanding of the topic
- Critical appraisal of suggestions provided
- Greater collaboration among participants
- Improved communication
- ... and much more

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Presentation of group activity
IN PLENARY SESSION

WHO & WHAT

- * **All participants in the group** take part in the discussion
- * **Facilitators** assist teacher, participants and rapporteurs whenever necessary
- * **Rapporteurs** report in plenary session the main points of discussion within their groups (5 minutes)
- * **All participants in the plenary session** can ask questions, say if they agree or disagree and why (5 minutes)

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Discussion

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GROUP WORK 1 PART ONE – DISCUSSION IN SMALL GROUP
 20 minutes

TOPIC: RULES, GUIDELINES AND BEST PRACTICES

Think of your daily activity at work
 Do you follow rules or guidelines in your daily activity?
 Do you think rules can help you better perform your work? Why?
 Do you think rules can help you solve problems?
 Do you think rules are not useful? Say why
 Did you ever experience communication problems?

Discuss the issues above in your group
 Explain why rules are important, or why they are not
 Explain why rules sometimes work, sometimes do not work
 Suggest possible changes to improve some aspects of your work
 Provide examples

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GROUP WORK 1 PART TWO – REPORTING IN PLENARY SESSION
 5 minutes

**Report the main points of the group discussion
 in front of all course participants (rapporteur)**

- Be as concise, clear and comprehensive as possible
- Be sure you are representing your group ideas and not your ideas
- Be ready to answer questions

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GROUP WORK 1
 Final consideration

The objective of this working group activity was to


- 1) recognize the importance of rules and guidelines
- 2) improve communication skills

Do you think we reached the objective?

RAISE HANDS to vote

YES, WHY?
NO, WHY?

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GROUP WORK 2 PART ONE - DISCUSSION
20 minutes

TOPIC: Organizing activity according to SMART goals

Select a goal that is important for you to reach at work
(example: increase retention in care, trace patients missing to follow up,
reduce gender gap in retention, other)

Define your goal in all details


Consider if it is SMART or not (Strategic, Measurable, Achievable, Realistic,
Time bound) and provide explanations

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GROUP WORK 2 PART TWO – REPORTING
5 minutes

**Report the main points of the group discussion
in front of all course participants** (rapporteur)

- Be as concise, clear and comprehensive as possible
- Be sure you are representing your group ideas and not your ideas
- Be ready to answer questions

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GROUP WORK 2
Final consideration


The objective of this working group activity was to

- 1) recognize the importance of setting SMART goals
- 2) improve communication skills

Do you think we reached the objective?

RAISE HANDS to vote

YES, WHY?
NO, WHY?

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GROUP WORK 3 PART ONE – DISCUSSION IN SMALL GROUP
20 minutes


TOPIC: Becoming a trainer

Discuss what it means for you to become a trainer and point out

- Strengths
- Weakness
- Opportunities
- Threats

(SWOT Analysis)

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GROUP WORK 3 PART TWO – REPORTING IN PLENARY SESSION
5 minutes

Report the main points of the group discussion in front of all course participants (rapporteur)

- Be as concise, clear and comprehensive as possible
- Be sure you are representing your group ideas and not your ideas
- Be ready to answer questions

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GROUP WORK 3

Final consideration

The objective of this working group activity was to


- 1) recognize the importance and responsibility of becoming a trainer
- 2) improve communication skills

Do you think we reached the objective?

RAISE HANDS to vote

YES, WHY?
NO, WHY?


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Assignments

Each participant shall:

- 1 write** a text (in word file) to answer the following points
 - 1) Define an important goal you would like to reach at work
 - 2) Provide explanations why it is important for your community
 - 3) Consider if your goal is SMART and provide explanations for each letter (Specific, Measurable, Achievable, Realistic, Time Bound)*Facilitator will distribute a format and then collect the file from each participant*
- 2 revise** the assignments of at least 3 other the participants (peer evaluation)
Facilitator will distribute the files to be revised and collect them back after one month
- 3 present** its own assignment, in 5 minutes, in plenary session, during the next workshop, taking advantage of peers' revision


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Deadlines

- 1 month** to write your answers → facilitator to collect them
- 1 month** to revise the answers of the others → facilitator to distribute and collect them
- 1 month** to prepare oral presentation taking advantage of suggested peer revisions


at next meeting (Workshop 2)

- oral presentation of your assignment (5 minutes)
- final teacher (it will take into account both written assignments and oral presentation)

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Next steps


- Revise the contents this presentation
- Do your assignments
- Evaluate the assignments of your colleagues
- Consider suggestions and corrections to your assignments
- Be prepared to present your homework in next CASA workshop

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Questions?

- Is everything clear?
- Do you think this training is interesting for?
- Do you think it will work?
- Are there any suggestions?
- Doubts?
- Other questions???

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Thank you

paola.decastro@iss.it



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Capacity Building Program

COMMUNICATION AND “TRAIN THE TRAINER” APPROACH

Updated 2.12.2017

General objective: Developing communication and “train the trainer” skills to contribute to improve retention in care of HIV patients and show the value of a multidisciplinary approach to research and training.

Target:

- 1. Nurses and other health workers** already involved in the CASA project and selected from the previous CASA training courses.
- 2. Adherence Supporters (AS)** already involved in the CASA project and selected from the previous CASA training courses.

Teaching method: Face to face lessons, discussions and group work; distance learning; on site implementation of new knowledge.

Training duration: Three years.

Training contents: For each target group (1 and 2) a specific training program is envisaged. A detailed description of training contents and schedule is provided.

An *ad hoc* training agreement should be signed by participants and teachers before starting the training course, as a commitment on both sides to take responsibility and respect rules.

1. TRAINING PROGRAM FOR NURSES AND OTHER HEALTH WORKERS

Course title: Communication and train the trainer approach

Objective: To improve (oral and written) communication and training skills.

Expected results: Ability to organize and implement a training program, manage group activity, Ability to communicate effectively and report research data and other activities (oral and written).

Teaching method: Face to face training sessions, group discussions, workshops, and distance learning through reading of selected material, homework, and peer evaluation exercises. Application of new knowledge to train adherence supporters and other nurses.

Evaluation tools: Assignments on specific topics and peer evaluation. Intermediate and final written and oral examinations. Evaluation of learning outcomes of adherence supporters receiving training from nurses and other health workers.

Training modules: Training modules on specific topics and schedule are reported in the Table 1.

The training agreement should be signed before starting the course.

Table 1. Training modules and schedule for nurses and other health workers

TRAINING MODULES	Year 1	Year 2	Year 3
<p>1. Introduction to the course topics and aims</p>			
<p><i>This module aims to present the value of this capacity building program, develop motivation and create awareness on levels of responsibility</i> Main topics:</p> <ul style="list-style-type: none"> • Why communication is important • Rules, guidelines and best practices • The CASA Training agreement • Rules and guidelines in your daily work • Organizing activities according to SMART goals. • Introduction to the “train the trainer” approach <p>Group work: discuss rules followed in your daily activity and explain why they are important. SWOT analysis on challenges to become a trainer.</p>	<p>1 day Face to face training</p>		
<p>Assignments: Write the activities you perform (or will perform) according to SMART goals and provide justification according to the meaning of each letter included in the word SMART Peer evaluation Teacher evaluation</p>	<p>Distance learning 2 months 2 months</p>		
<p>2. Problem Based Learning (PBL): finding your own way to solve problems</p>			
<p><i>Introduction to PBL and implementation of PBL to solve real problems. New problems on specific topics will be included in the second year of the module.</i></p> <ul style="list-style-type: none"> • What is PBL and how it can applied • Exercises on specific problems • Discussion on possible problems to be used to apply PBL in future training 	<p>1 day Face to face training</p>	<p>1 day Face to face training</p>	

<p>Assignments Read articles on PBL Write a problem to be used in PBL next course Peer evaluation Teacher evaluation</p>	Distance learning 2 months 2 months	Distance learning 2 months 2 months	
3. How to design and implement a train the trainer program			
<p><i>Discussion on the train the trainer approach and possible training topics; the second year the training approach will be implemented to train Adherence supporters (AS), the third year both AS and nurses. Results achieved will be evaluated</i></p> <ul style="list-style-type: none"> • Meaning and value of the train the trainer method • Construction of a training program Group work on the topic 	1 day Face to face training	1 day Face to face training	1 day Face to face training
<p>Assignments Write a training program on a specific topic Peer evaluation Teacher evaluation</p>	Distance learning 2 months 2 months	Distance learning 2 months 2 months	Distance learning 2 months 2 months
4. How to present/report your work			
<p><i>The topics will be covered in two years at different levels of complexity.</i></p> <ul style="list-style-type: none"> • Oral and written communication • Speaking and presenting skills and tools • Types of documents (reports, journal articles, presentations, posters, proceedings, etc.) • Editorial process (actors, responsibilities, and work flow) • Editorial guidelines • Editorial review and peer review • Structure of a journal article 		1 day Face to face training	1 day Face to face training

<p>Assignments Write a brief note on your current activity (research, training or other)</p> <p>Peer evaluation Teacher evaluation</p>		<p>Distance learning</p> <p>2 months 2 months</p>	<p>Distance learning</p> <p>2 months 2 months</p>
<p>Modules 5 or 6 can be selected according to specific interest of participants</p>			
<p>5. How to present/report your work (advanced)</p>			
<p><i>Advanced module to improve writing skills and critical reading of a journal article</i></p> <ul style="list-style-type: none"> • Structure of a journal article (IMRAD) • Title • Abstracts • Tables and Figures • References • Copyright issues • Critical reading of a journal article • How to submit a paper 			<p>1 day Face to face training</p>
<p>Assignments Revision of a journal article (act as a reviewers)</p> <p>Peer evaluation Teacher evaluation</p>			<p>Distance learning</p> <p>2 months 2 months</p>
<p>6. Revision of all previous modules</p>			
<p><i>The main topics addressed in the three year training modules will be revised to reinforce learning and confidence in acquired skills</i></p>			<p>1 day Face to face training</p>
<p>Assignments Write a training program including topics, evaluation tools and schedules</p> <p>Peer evaluation Teacher evaluation</p>			<p>Distance learning</p> <p>2 months 2 months</p>

2. TRAINING PROGRAM FOR ADHERENCE SUPPORTERS (AS)

The implementation of this training program requires the support of local staff (Senior Data managers) to overcome language and other social-cultural barriers.

Course title: Communication and train the trainer approach.

Objective: To improve communication skills, system thinking and organization ability of local activities. To improve the ability to carry on specific tasks to collaborate to tracing patients missing to follow up and support them to carry on therapy. To improve collaboration through the application of the train the trainer approach.

Expected results: Improved organization and implementation of tasks assigned; improved data reporting, reduced number of patients missing to follow up; increase awareness on communication and training skills.

Teaching method: Participation in face to face training sessions, including focus groups. Discussion on training supporting tools (cards, posters, others, if necessary) to facilitate communication (in English and/or local language). Application of new knowledge to support training of other AS.

Evaluation tools: Reports of discussions and focus groups; quality of information collected on patients missing to follow up; intermediate and final oral examination (report of activities performed), peer evaluation.

Training modules: Training modules and schedule are reported in the Table 2.

The training agreement should be signed before starting the course.

Table 2. Training modules and schedule for adherence supporters

TRAINING MODULES	Year 1	Year 2	Year 3
<p>1. Introduction to the course topics and aims</p>			
<p><i>This module aims to present the value of this capacity building program, develop motivation and create awareness on levels of responsibility</i></p> <ul style="list-style-type: none"> • Rules, guidelines and best practices. Why they are so important • The Training agreement • Rules and guidelines in your daily work • How to organize your activities being SMART • Introduction to train the trainer approach <p>Group work: discuss rules followed of your daily activity and explain why they are important.</p>	<p>1 day Face to face training</p>		
<p>Assignment Discuss the rules followed in your daily activity (assisted by senior data managers) and explain why they are important, or how you would change them Provide proposals of difficult cases to be discussed to next training session</p>	<p>4 months distance learning</p>		
<p>2. Discussion on difficult cases</p>			
<p><i>Presentation of difficult cases provided by adherence supporters (how to solve difficult cases, eg when patients do not collaborate)</i></p> <ul style="list-style-type: none"> • Introduction to problems • Discussion on best solutions 	<p>1 day Face to face training</p>	<p>1 day Face to face training</p>	
<p>Assignment Apply new approach to the solution of difficult cases and discuss results achieved.</p>	<p>4 months distance learning</p>	<p>4 months distance learning</p>	

3. How to design and implement a train the trainer program			
<p><i>Discuss how to involve other adherence supporters and how to share experience. Discussion and design of a possible training strategy</i></p> <ul style="list-style-type: none"> • Introduction to problems • Design of a training program (group work) • Discussion on best solutions 	1 day Face to face training		
<p>Assignment Implementation of new strategies to improve AS performance and discussions of results achieved. Write a report assisted by senior data managers</p>	4 months distance learning		
4. Activity Planning and support tools			
<p><i>Discuss how adherence supporters can plan their activity and which tools may help (memo card, boards, posters, videos, books, others) to facilitate their work</i></p> <ul style="list-style-type: none"> • Introduction to problems • Discussion on best solutions • How to improve better tools 		1 day Face to face training	1 day Face to face training
<p>Assignments Discuss on activity planning and possible tools Peer evaluation Teacher evaluation Write a report assisted by senior data managers</p>		4 months distance learning	4 months distance learning

5. How to organize a meeting, lead a discussion and report results			
<p><i>Discuss how adherence supporters can plan a meeting to discuss important issues with other AS and which tools may help them (memo card, boards, posters, videos, books, others) to facilitate their work</i></p> <p>Organizing a meeting: Why, What, When, and How</p> <ul style="list-style-type: none"> • Introduction to the issue • Discussion on best solutions • Reporting results (oral and written) 		1 day Face to face training	1 day Face to face training
<p>Assignments</p> <p>Organize a group discussion</p> <p>Report the group discussion</p>		2 months 2 months distance learning	2 months 2 months distance learning
6. Revision of all previous modules			
<p>The main topics addressed in the three year training modules will be revised to reinforce learning and confidence in acquired skills to guarantee sustainability</p> <ul style="list-style-type: none"> • Summary of each module • Discussion on difficulties encountered • Plans for future activity 			1 day Face to face training
<p>Assignments</p> <p>Organize adherence supporters support initiatives and evaluate results achieved</p> <p>Report of activity and results achieved (supported by senior data managers)</p>			4 months distance learning

CASA PROJECT
A THREE-YEAR “TRAIN THE TRAINER” PROGRAM
FOR NURSES AND OTHER HEALTH WORKERS

TRAINING PARTICIPATION AGREEMENT

The purpose of the present document is to jointly define rules and responsibilities of teaching staff (ISS) and course participants (hereafter called Trainees). Courses will have a total duration of 3 years. The annual program includes face-to-face training sessions, three times a year (every 4 months), alternated to 4 months of self-study.

- Face-to-face training

1 st year: 1 st day: training on “Clinical aspects of HIV/AIDS”	}	3 times a year
2 nd day: training on “Communication/Dissemination”		
2 st year: 1 st day: training on “Clinical aspects of HIV/AIDS”	}	3 times a year
2 nd day: training on “Communication/Dissemination”		
3 st year: 1 st day: training on “Clinical aspects of HIV/AIDS”	}	3 times a year
2 nd day: training on “Communication/Dissemination”		
- Self-study (4-month self-study periods)
Continuous self-organized learning (homework) divided into 3 annual cycles of four months
 - 1st year: “Communication/Dissemination”
 - 2nd year: “Communication/Dissemination” & “Clinical aspects of HIV/AIDS”
 - 3rd year: “Communication/Dissemination” & “Clinical aspects of HIV/AIDS”

Duties and responsibilities

The trainee declares to accept the following rules:

1. Regular participation and punctuality to face-to-face lessons. Participation to a lesson will not be possible if the delay exceeds 10 minutes.
2. It is mandatory to participate in all the face-to-face lessons.
3. Missing a lesson (even just one) cannot be acceptable, except for particular reasons (eg, health problems) to be properly reported and certified at least 3 days before the meeting to CASA local coordinator.
4. During the 4 months of self-study, trainees will carefully follow a study program, by using the educational material provided by the ISS.
5. During the 4 months of self-study, trainees will have to complete the "homeworks" assigned to them by teachers. This activity is needed to access the final exam.
6. After the first year of the course, trainees will have the task of teaching the adherence supporters about HIV clinical aspects.

The ISS assumes the following commitments:

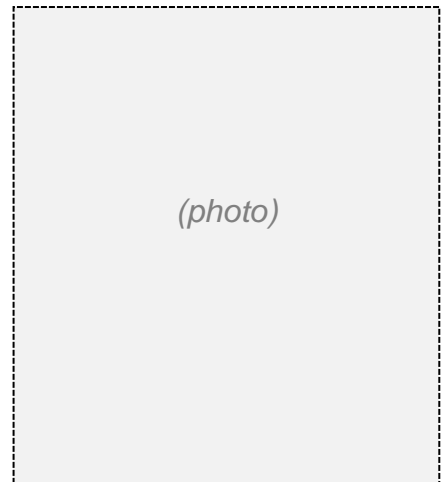
1. ISS will provide course materials and other educational support.
2. ISS will organize and conduct the face-to face training sessions, according to the course program.
3. ISS will be available to provide further information or clarification or additional didactic material (at the face-to-face meetings as well as during the self-study periods) and will provide support on the most appropriate method of study, on the basis of attitudes and time available.
4. ISS will communicate the dates of face-to-face lessons with a proper advance.
5. ISS will cover per-diem and travel expenses for participants.
6. Trainees completing the course will receive a Certificate of Attendance. Trainees passing the final exam, in addition to completing the course, will receive a Certificate of Accomplishment.

Date _____

The Participant _____

Full name (in block letters)

Health Facility



The teachers

dr. Paola Tatarelli

dr. Paola De Castro