



CAPACITY BUILDING PROGRAM
Nurses & other health workers

COMMUNICATION AND “TRAIN THE TRAINER” APPROACH

Workshop 4

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**How to design
and implement
a train the trainer
program (advanced)**

Training material and assignments

CASA training Workshop n. 4 • Wukro
(Ethiopia), March 2, 2019



Program of Workshop 4

Two days. March 2 and 3, 2019

Day one

1. Revision of the topics of Workshop 1, 2, 3

Discussion and feedback on assignments

2. How to design and implement a train the trainer program (advanced)

Group work: plan a training activity addressed to Adherence supporters

Discussion of group work

3. New topic for discussion

Differentiated care for HIV

4. Assignments for next session

Day two

Support training activities of adherence supporters



Revision of the previous workshops



The blue ball indicates, it is a a revision of the previous workshop

CASA Training

General objective of this course

To improve oral and written communication and training skills.

Why is it important for you?

to contribute to improve retention in care of HIV patients

How?

You will be able to communicate more effectively
and the best of you will become trainers for adherence supporters

Training organization

Three-year program

- 3 workshops per year → face to face
- assignments → self study
- implementation activities

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TRAINING TOPICS

How to improve communication skills
How to improve teaching skills

Some topics are repeated in the three years
From easy to more complex issues (advanced)

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CASA Training

Program of the First year

1. Introduction to the course topics and aims
2. Problem based learning
3. How to design and implement a train the trainer program

Test at the end of the first year

Completed!

CONSIDERATIONS AFTER ONE YEAR TRAINING

What worked well
What did not work

NEWS → Training Facilitator

MICHELA

To support you training

- Regular visits
- Check of activity progress
- Answers questions

... ..



Program of the Second year

1. **How to design and implement a train the trainer program (advanced)**
Topic for discussion: differentiated care for HIV
2. **How to present your work**
3. **How to organize a meeting, lead a discussion and report results**

Some topics are repeated in the years at different levels of complexity



Revision of Workshop 1

Objectives of Workshop 1

- present the 3 year capacity building program
- develop motivation
- create awareness on levels of responsibility

Main topics:

- 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

MAIN BENEFITS

Assignments

- New activity you can organize in your hospital/health facility to increase retention



Assignments on CASA Training Module 1 – Communication for Nurses

Fill in this module with clear handwriting or ask for a digital file. CASA facilitator will collect your answers and distribute them to other nurses for revision. You will receive revisions provided by other nurses to improve your work and presentation at next meeting. This activity lasts 3 months.

Month 1

Describe a **NEW ACTIVITY** you suggest to organize in your hospital/health facility **TO INCREASE RETENTION OF HIV PATIENTS**. *If you wish to suggest more than one activity, duplicate this module.*

- 1) Provide a short **title** for the new activity
- 2) **Describe** the new activity in very specific and clear way
- 3) Indicate **who** can be involved in the new activity
- 4) Indicate how **can you measure the progress** of the new activity
- 5) Which is, in your opinion, the level of **difficulty** to perform this new activity (very easy, easy, difficult, very difficult)?
- 6) Are additional **resources** required to implement the new activity? (for example, personnel, computers, Internet etc.)?
Yes or No



New activity in your HF to increase retention of HIV patients

- Describe a new activity
- Who is involved
- How you measure progress
- Level of difficulty
- Additional resources?



Revision of Workshop 2: Problem based learning (PBL)

1. What is Problem Based Learning (PBL)?
2. How does it work?
3. Learning outcomes and scenarios
4. PBL Tutorial process
5. Assignments

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What is Problem Based Learning? (PBL)

**PBL is a method of teaching and learning
in which students discuss a problem and search the solution**

The teacher does not provide the solution as in traditional teaching, but students are asked to find it.

PBL is now used in many medical schools and has an important impact on medical education.

Characteristics of PBL

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PBL is a teaching method for adults based on group work

The learning process is clearly defined (specific roles are assigned)

It allows to acquire

- * **new knowledge** and understanding of a **specific problem** and
- * **generic skills** and attitudes such as:

Communication skills (listening, recording, presenting)

Teamwork (chairing a group)

Problem solving

Responsibility for learning

Sharing information

Respect for views of others

Learning outcomes and scenarios

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Teachers define **learning outcomes beforehand** and **prepare scenarios** to facilitate discussion of problems in the group of students (triggers)

Learning outcomes represent what students are expected to learn

Scenario is the description of a situation able to generate discussion in the group of students and stimulate the search for appropriate solution through already acquired knowledge and the search of new knowledge

In PBL All participants have a role

Scribe (to record points made by group)

Tutor (to encourage participation)

Chair (to lead the group)

Member (to participate in discussions)

The role of adherence supporter for HIV patient care

A group of nurses meets at a health facility and starts a discussion on the **role of adherence supporters**. A nurse says: “Adherence supporters are useful for patients and their families”

Another nurse suggests that adherence supporters can have a more active role. A nurse says that she heard about decentralization system of care where adherence supporters play a very important role but is not so sure how it works.

A nurse takes the example of **health posts to explain what is the meaning and opportunity of decentralization**. They start a discussion and evaluate the positive and negative aspects of major involvement of adherence supporters.

Other nurse says “Adherence supporters are not yet prepared to collaborate: they need training on clinical aspects”

Other nurse says “Adherence supporters can be very useful to contribute to increase retention in care and a decentralized system will help to provide a better service for HIV patients. Most nurses agree they should know more about decentralization and they will ask around.

SO 1: Recognise the importance of adherence supporters to increase retention in care

SO 2: Describe the meaning of decentralization of care

SO 3: Identify advantages and challenges of decentralization

SO 4: Recognize differences between a traditional system of care and a decentralized system

Trigger Questions

What is the role of adherence supporters? What aspects of your adherence supporters do you like at most? What aspects of adherence supporters you dislike at most?,

What do you know about decentralization of care?

Do you think a decentralized system will be useful? What are the challenges?

Can adherence supporters positively contribute to decentralization of care?

Can nurses train adherence supporters?

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Workshop 3

How to design and implement
a train the trainer program
addressed to Adherence
supporters
(Basic)

ASSIGNMENTS AFTER WORKSHOP 3

Month 1

Prepare a detailed training programme addressed to adherence supporters

Month 2

Discuss the feasibility of the training programme

Month 3

Test the training programme in a small group of adherence supporters

Workshop 4

Planning a training program (advanced)

- Target
- Learning outcomes
- Duration - Facilities
- **Training sessions**

A training program includes different training sessions.
Let's start planning a training session

Building up your training program for adherence supporters

Be aware of your role in the community

- Planning
- Implementing
- Evaluating

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Consider the following suggestions

1

Why it is important to teach adherence supporters?

2

Who are your trainees?

Think of their characteristics

age, sex, education

Where they leave, what they need to know, why...

What is their knowledge and experience?

What are their expenctancies?

3

What are you planning to teach?

What information do you think is useful for them?

Why?

At what level of specificity?

What training material would you need?

Books? Posters? Cards? Nothing?

Would you prepare notes for you? For them?

What are the expected results?

4

HOW would you teach?

Would you teach alone or with other teachers in support?

How many people would you gather?

How long to you think each lesson (meeting) should be?

How would you monitor progress?

How would you evaluate that they learned and used new knowledge? How often?

How would you involve them if they are not interested?

Consider the following suggestions

5

Where would you teach?

Which is the best place?

How do you arrange the place?

Do you need facilities?

Consider the following suggestions

6

When

would you feel confident to start?

→ Implementation

→ Monitoring & Evaluation

WORKSHOP 4 - Group work (1)

PLANNING A TRAINING SESSION FOR ADHERENCE SUPPORTERS

1. Topic (what you are going to teach)

2. Objective (why you selected this topic and what are the expected results)

3. Duration of the session _____
4. Location of the session _____
5. Number of participants _____
6. Facilities required _____
7. Teaching Method (formal explanations, informal discussion, case study, etc.)

8. Teaching material

9. How will you monitor results achieved?

10. Which difficulties you may encounter?

11. How would you solve such difficulties?

GROUP WORK 1

Planning a training session for adherence supporters

1. **Be sure you understand what you have to do**
2. **Discuss it with your colleagues to agree on best solutions**
3. **Fill in the format (short sentences, few words)**
4. **Be prepared to present it to the class**

- * Presentations of group work
- * Discussion

will the program work?

which difficulties may you encounter?

any suggestion to improve it?

WORKSHOP 4 - Group work (2)

PLANNING A TRAINING COURSE FOR ADHERENCE SUPPORTERS

1. Selected topics (each topic will be covered in a session)

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

2. Expected results (after the training course adherence supporters will....)

3. Duration of the course _____

4. How often? _____

5. Location of the course _____

6. Number of participants _____

7. Facilities required _____

8. Teaching Method (formal explanations, informal discussion, case study, etc.)

9. Teaching material

10. How can you monitor results achieved? And when?

11. Which difficult

12. How would you

13. Other suggestions

1. Be sure you understand what you have to do

2. Discuss it with your colleagues to agree on best solutions

3. Fill in the format (short sentences, few words)

4. Be prepared to present it to the class

How to involve adherence supporters to benefit from training?

- * Motivation to learn
- * Teaching material?
- * Sharing experiences?
- * Discussion?

Test your ideas with adherence supporters

- * Organize discussions
- * Think of the objectives you wish to reach
- * Prepare teaching tools
- * Ask feedback

Take part in CASA training for adherence supporters tomorrow!

Topic for discussion

Differentiated care for HIV

Differentiated care for HIV

What is differentiated care?

- * **A different way of delivering services.**
- * **A client-centred approach that simplifies and adapts HIV services to reflect the preferences and expectations of people living with HIV.**
- * **It is based on local contexts.**
- * **It reduces unnecessary burdens on the health system.**

To know more <http://www.differentiatedcare.org>

Differentiated care

applies to all populations

(not only to stable patients)

- Childen
- adolescents
- pregnant and breastfeeding women
- It includes psychological support, especially peer support



DIFFERENTIATED CARE FOR HIV:

**A DECISION FRAMEWORK FOR
DIFFERENTIATED ANTIRETROVIRAL
THERAPY DELIVERY**

For children, adolescents and pregnant and breastfeeding women

It's time to *deliver* differently.

I need to go to school and have to walk a long way to get to the clinic.

I have to go to different places for mine and my son's treatment.



Sofia, an adolescent

Differentiated care consider the preferences of people living with HIV



Miriam & Joe, mother and child

Consider different perspectives and find different solutions



CLIENT PERSPECTIVE

teenager



HEALTH CARE WORKER PERSPECTIVE

Why do I have to miss a day of school every month to go to the clinic when I feel healthy?

How will I manage to spend time with teenagers who have depression and are not taking their treatment?

Look at the book and find out additional examples



How will I manage to fit in visits to the clinic for my new baby and my visits to get my ARVs?

I start my clients on treatment while they are pregnant, but how will they stay on treatment if they're scared to go the HIV clinic after delivery?

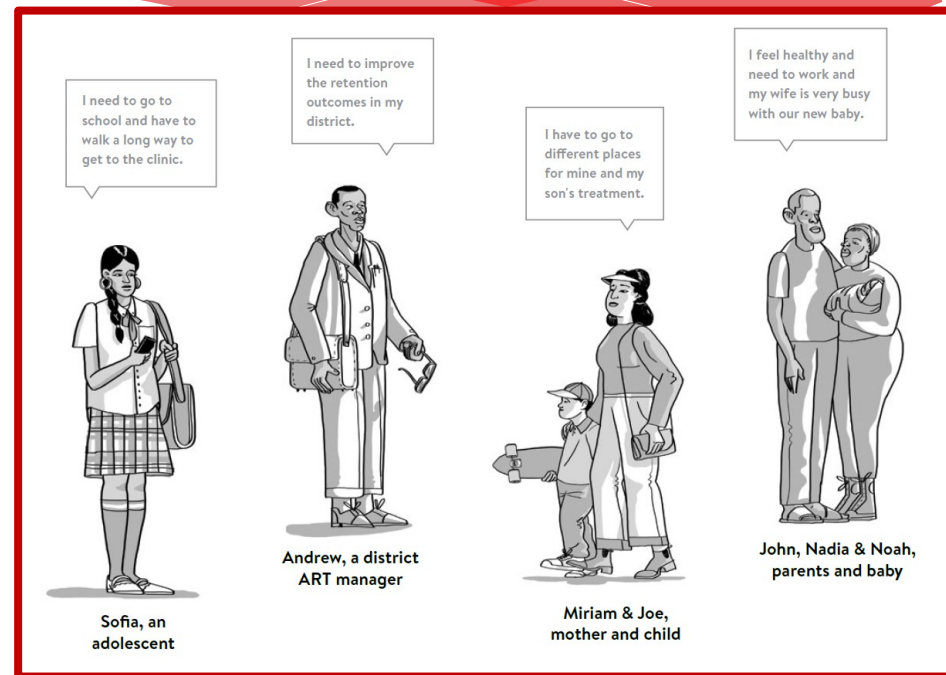
Why do I have to spend the whole day at the clinic every month to collect my ARVs now that I am pregnant when I used to get my treatment at a pick-up point in my community?

Why can't a good club member stay in the group now that she's pregnant?



Discussion

**Discuss different perspectives
in HIV care for
adolescent, pregnant
and breastfeeding women
and suggest different solutions**



Assignments

to be carried out after Workshop 4
and before Workshop 5

3 assignments: one per month

ASSIGNMENT 1 (month 1)

1. Write a training program addressed to adherence supporters

The training program should include:

- * **Title of the training programme**
- * **General objectives of the training program**
- * **All useful information to implement the training program**

- *Number, duration and location of training sessions*
- *Topics covered in each training session*
- *Expected results for each training session*
- *Teaching method*
- *Training tools and facilities required*

ASSIGNMENT 2 (Month 2)

2. Define how to evaluate training outcomes of adherence supporters

Examples

- Make a list of useful **questions** to be asked to adherence supporters
- Collect **impressions** among adherence supporters
- Observe and report **behavioural change** after training, if any

ASSIGNMENT 3 (Month 3)

3. Read the book on differentiated care and write your opinion about differentiated care

Consider different perspectives and challenges and suggest possible solutions of a differentiated care for HIV in your community



DIFFERENTIATED CARE FOR HIV:

**A DECISION FRAMEWORK FOR
DIFFERENTIATED ANTIRETROVIRAL
THERAPY DELIVERY**

For children, adolescents and pregnant and breastfeeding women

It's time to *deliver* differently.

Thank you

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