ICOPE

INTEGRATED CARE FOR OLDER PEOPLE

Training of trainers

Contents

Introduction to the Guide

This Facilitator Guide is part of the material developed to support training programmes on the WHO Integrated Care for Older People (ICOPE) approach. This guide serves as a roadmap for trainers and facilitators, helping them navigate through the session while ensuring that key topics are covered and participants are engaged. It includes tips, potential challenges and suggested ways to handle different situations that may arise during the session.

Session structure

This Facilitator Guide is organized around four core facilitation actions that you will use throughout the session. These actions are represented by icons and indicate how you should guide participants through the content.

You will see these actions repeated across all slides and modules, providing a consistent structure for facilitation.

Show: The slides

This indicates the slide you should present from the slide deck. When you see the Show, display the corresponding slide to participants.

Say: What you explain

This provides a suggested narrative outline for you to explain the slide content. The text is intended as guidance rather than a fixed script. You may adapt the wording to suit your facilitation style, experience and the needs of your participants, while keeping the key messages intact.

Ask: Questions to prompt dialogue

This prompts you to ask questions and encourage dialogue with and among participants.

The discussion associated with these questions should generally take 2 to 5 minutes. However, you should use your best judgment to decide how much time to dedicate to such interactions, considering factors such as participant engagement, availability of time, and/or relevance of the topic.

Do: Actions to facilitate learning

This prompts you to conduct an action, such as guiding an activity, managing group interaction or providing instructions to participants.

Keep in mind that this Facilitator Guide is only a roadmap. You are expected to apply your voice and experience to make this tool work for you. As explained, the 'Say' sections are simply indications; you can use them as a script when you feel the need to, but you can and should adapt them to suit your natural training style. Add your personal touch and personality to every training, while being careful to stick to the session objectives.

A key component of successful face-to-face training is establishing trust and rapport with your learners. Use your good judgement to assess the attitude and cultural sensitivities of the people in your workshop. Adapt your training techniques and approach accordingly.

You are going to be great at conducting this training.

Training of Trainers

Do:

- *Formal welcome*
- *Introduction of the facilitator*

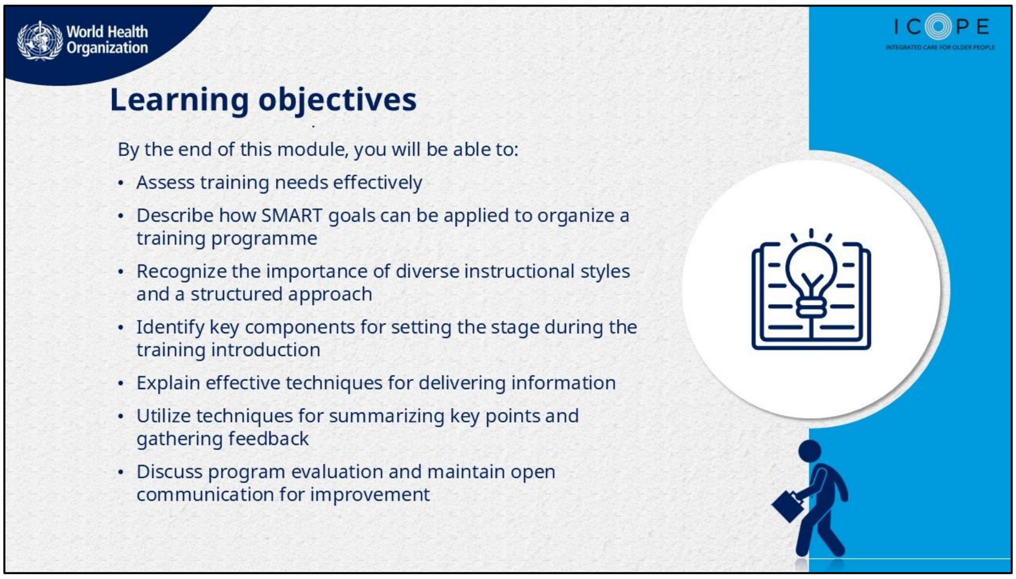
Show: Slide 1

Say:

Welcome to the module on Training of Trainers. This is a critical module for those of you who will serve as trainers for the ICOPE approach in the future. The training of health and care workers is critical for supporting the dissemination and implementation of the ICOPE approach, and this goes through efficient activities of capacity building. We will delve into each of these topics to gain a comprehensive understanding of facilitation and fluid training sessions.

Learning objectives

Show: Slide 2



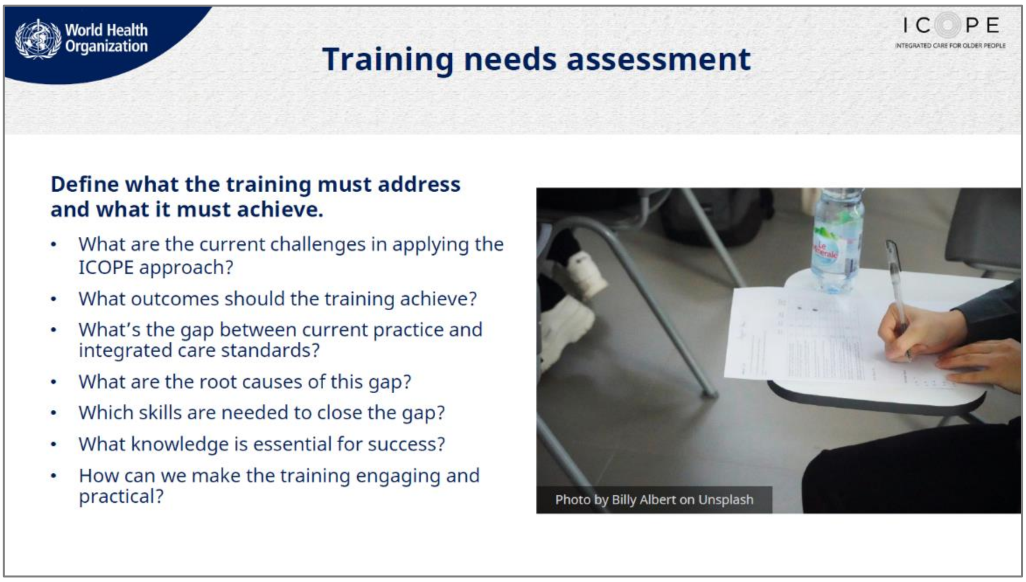
Say:

By the end of this session, you will achieve several key objectives essential for effective training programme management.

- First, you will learn how to assess training needs accurately. This involves identifying gaps in skills and knowledge within your team and determining the necessary training to fill those gaps.
- Next, you will understand the importance of setting SMART goals, that is goals that are specific, measurable, achievable, relevant, and time bound. These goals will help you organize your training programme efficiently and ensure clear, actionable outcomes.
- You will recall the necessity of using diverse instructional styles and maintaining a structured approach. Different learners benefit from varied teaching methods, so incorporating a mix ensures better engagement and comprehension.
- Setting the stage at the beginning of your training is crucial. You will remember the key components for an effective training introduction, such as outlining objectives, establishing relevance, and preparing the participants for what lies ahead.
- As we proceed, you will explore effective techniques for delivering information. These techniques help in conveying the content clearly and keeping your audience engaged.
- We will also cover techniques for summarizing key points and the importance of gathering feedback. Summarization reinforces learning, while feedback helps you understand participant progress and areas needing improvement.
- Finally, you will learn strategies for programme evaluation and the importance of maintaining open communication. Continuous evaluation and feedback loops are essential for the ongoing improvement of your training programmes.

Training needs assessment

Show: Slide 3



Say:

Now, let us walk through the critical steps to effectively assess your training needs.

When assessing training needs, begin by examining the current challenges in applying ICOPE. Explore what is not working well in practice and the context in which these challenges occur. This helps clarify the specific issues that require support.

Next, identify the outcomes the training should achieve. Clearly define what a successful application of ICOPE should look like so that the training has a clear direction and purpose.

Compare current practice with ICOPE standards to determine the gap. This gap provides a concrete understanding of how far current performance is from the expected level.

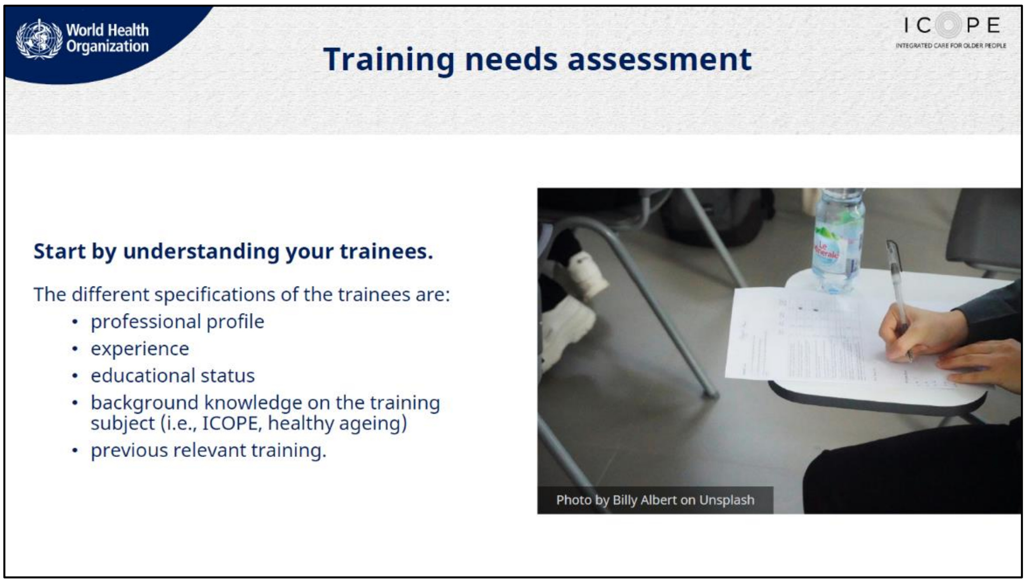
Investigate the root causes behind this gap. Determine whether the challenges arise from limited skills, inadequate knowledge, unclear processes, resource constraints, or other systemic factors. Understanding the "why" is essential for designing effective interventions.

Identify the skills needed to close the gap. Specify the competencies participants must develop to apply ICOPE correctly in their settings.

Also, assess the knowledge essential for success. Both conceptual understanding and practical knowledge are required to implement ICOPE effectively.

Finally, consider how to make the training engaging and practical. Think about approaches that enhance learning, such as interactive activities, case scenarios, demonstrations, discussions, and opportunities for real-world application and feedback.

Show: Slide 4



Say:

Start by understanding the main characteristics of your trainees. Knowing who they will be is essential for tailoring the training to their needs. It is thus important to know the trainees' professional profile, experience, educational status, background knowledge on the training subject, and eventual previous relevant training.

In this context, identify whether the trainees are full-time, part-time, or temporary employees. This may help in designing the training schedule and understanding their work commitments. Their job roles or positions will also help in customizing the training content to be relevant to their specific responsibilities and tasks.

Keep in mind that experienced individuals may need advanced training, while beginners might require more foundational knowledge.

Consider the educational background of your trainees to set the level of complexity of the training and the methods of delivery.

Evaluate the trainees' prior knowledge related to the training subject (e.g., ICOPE or healthy ageing) will help in identifying knowledge gaps and areas that need more focus, besides serving to monitor and evaluate the effectiveness of the training at its conclusion.

Understanding eventual prior learning experiences of trainees may also be useful as allowing to build on existing knowledge and avoid redundancy.

Training programme preparation and planning

Show: Slide 5

Say:

Let us start with a step-by-step checklist to ensure your training programme is properly planned.

4-6 weeks before the programme:

Start by developing a structured training programme and agenda. This will serve as the blueprint for your entire training session.

Select participants according to predetermined criteria to ensure that the right individuals are included for maximum impact.

Secure facilities and arrange logistics early to avoid last-minute issues. This includes booking the venue, arranging accommodation, and ensuring catering services are in place.

Communicate the objectives of the training to all participants and initiate data collection on older person's health and development. This information will be crucial for tailoring your programme to the needs of the participants.

Two weeks before the programme:

Prepare all necessary documents and materials. Compile programme agenda, local data, and any support materials you will need either in digital or printed format.

Verify the availability of necessary equipment, such as projectors and computers for PowerPoint presentations. Ensure all technical aspects are in working order to avoid disruptions.

One week before the programme:

Confirm the attendance of those invited to the opening ceremony to ensure a smooth start to your event.

Also, confirm participants' attendance to ensure everyone expected will be there.

Double-check all venue, accommodation, and catering arrangements to make sure everything is as planned.

Finally, inspect the meeting room or facility to ensure it meets your requirements and is ready for use.

Setting goal and objectives

Show: Slide 6

Say:

Now, let us understand how to define and structure your training goals and objectives effectively.

First, define the overarching goal of the training and clearly describe the desired state or outcome you aim to achieve with this training. For example, "To improve knowledge of health and care workers on how to identify needs and priorities of older persons and provide personalized integrated care."

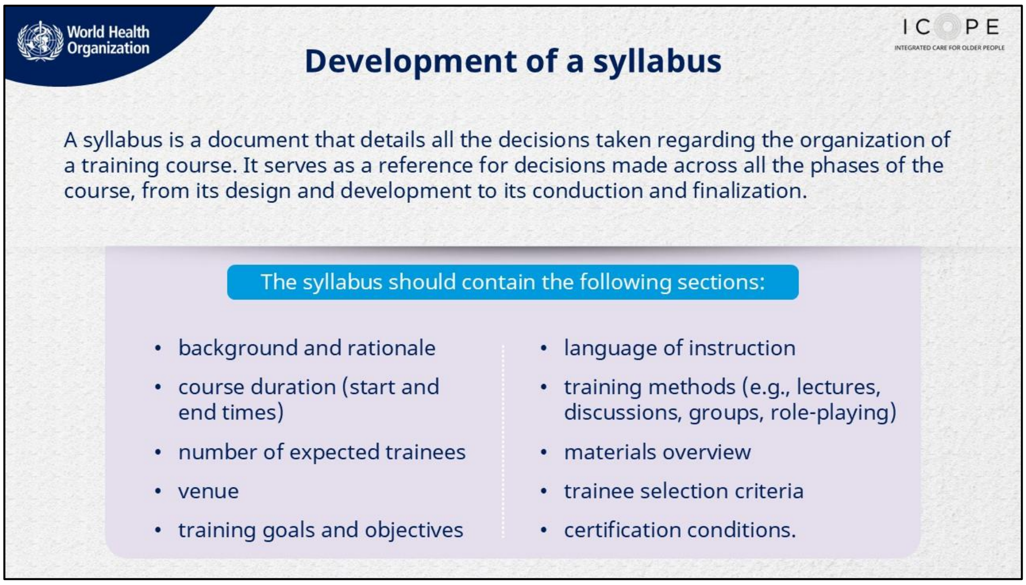
Next, specify the outcomes expected from the participants. These outcomes should be concrete and achievable, providing a clear target for the training.

Outline the measurable results or outcomes that participants should attain by the end of the training period. Ensure these objectives are SMART: Specific, Measurable, Achievable, Realistic and Time-bound.

- **Specific:** Define clear and precise objectives.
- **Measurable:** Ensure that the objectives can be measured to track progress.
- **Achievable:** Set realistic objectives that can be attained within the training period.
- **Realistic:** Ensure the objectives are aligned with the overall goal and relevant to the participants’ roles.
- **Time-bound:** Set a clear timeframe for achieving the objectives.

Development of a syllabus

Show: Slide 7



Say:

Consider the development of a syllabus for your training course. The syllabus is a crucial document that outlines all decisions regarding the organization of the training. It serves as a comprehensive reference throughout the course, from design and development to its conduction and finalization.

Here are the key sections that should be included:

Background and rationale: Start by explaining the context and the need for the training. This section provides the foundational understanding of why the course is being conducted.

Course duration: Specify the course duration, with start and end times. Clearly outline the schedule to help participants plan their time effectively.

Number of expected trainees: Indicate how many trainees are expected to attend. This helps in planning logistics, materials, and group activities.

Venue: Detail the location where the training will take place. Include all necessary information, such as address, room details, and any relevant instructions for reaching the venue.

Training goals and objectives: Clearly state the overall goal of the training and the specific objectives you aim to achieve. Ensure these objectives are 'SMART'.

Language: Specify the language in which the training will be conducted. This ensures participants are aware and can adhere/prepare accordingly.

Training methods: Describe the methods that will be used during the training, such as lectures, discussions, group activities, and role-playing. This helps participants understand what to expect and how they will engage with the content.

Materials overview: Provide an overview of the materials that will be used or provided during the training. This can include handouts, textbooks, software, or any other resources.

Trainee selection criteria: Outline the criteria for selecting trainees. This ensures that the right participants are chosen, who will benefit the most from the training.

Certification conditions: Specify the conditions under which participants will receive certification. This could include attendance requirements, participation in activities, and successful completion of assessments.

Developing a training agenda

Show: Slide 8

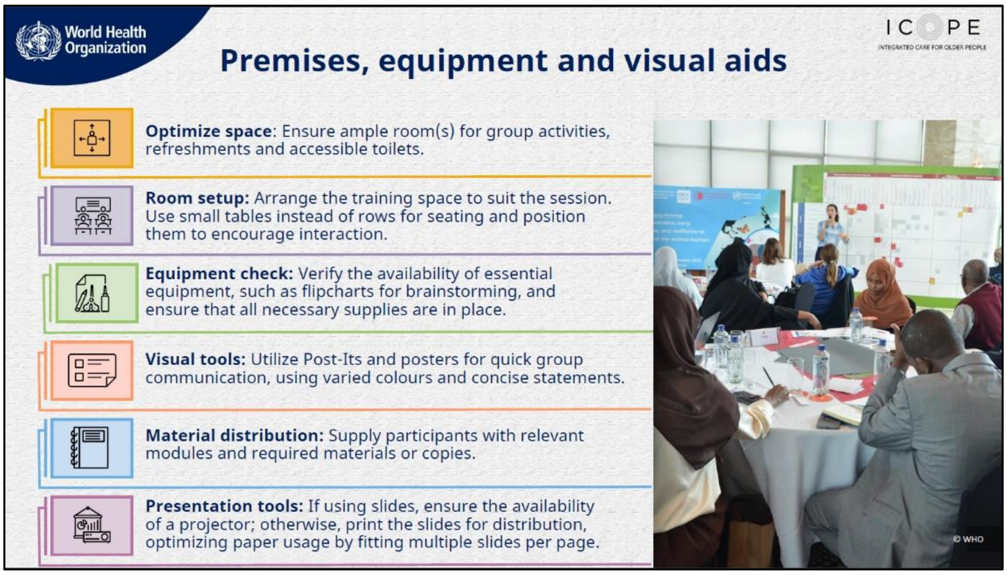
Say:

A well-structured agenda is essential for the smooth operation and success of your training programme. Here are the key aspects to consider:

- **Indicate a title for each session.** Clearly label each session to give participants an overview of what will be covered and help them follow the training schedule.
- **Put the name of the trainer for each session and activity.** Assign trainers to specific sessions and activities to clarify roles and provide participants with a clear point of contact.
- **Organize the sessions so that the sequence of the topics is coherent.** Plan the order of topics logically so that learning builds progressively and flows smoothly.
- **Distribute practical and theoretical training hours.** Balance hands-on activities with lectures and discussions to support different learning styles and keep participants engaged.
- **Set a feasible and acceptable duration for the daily training and each session.** Ensure that the training day and individual sessions are neither too long nor too short, maintaining concentration and energy.
- **Determine practical training times and eventual field visits.** Allocate specific time for hands-on training and any field visits to reinforce the practical application of theoretical knowledge.
- **Set break times and classify them.** Schedule regular breaks and specify their type, such as coffee breaks, lunch breaks, group photo opportunities, or prayer times, to support time management and participant comfort.
- **Avoid scheduling training sessions on official holidays.** This ensures maximum participation and avoids conflicts with trainees' personal commitments.

Premises, equipment and visual aids

Show: Slide 9



Say:

Now, let us understand Premises, Equipment, and Visual Aids. Here are the key points to ensure your training environment is optimized for effectiveness:

Optimize space: Ensure there's sufficient room for group activities, refreshments, and easy access to restrooms.

Room setup: Arrange the training area to suit the session format. Prefer small tables over rows for seating to encourage interaction.

Equipment checks: Confirm the availability of essential equipment like flipcharts for brainstorming and provide all necessary supplies.

Visual tools: Use Post-Its or posters for quick group communication, eventually employing varied colours and concise notes.

Material distribution: Provide participants with relevant modules and all necessary materials or copies.

Presentation tools: If using slides, ensure a projector is available. Alternatively, print slides for distribution, optimizing paper usage by fitting multiple slides per page.

Flow of the training session

Show: Slide 10

Say:

This slide outlines the step-by-step flow of a training session.

Greet the trainees. Start by welcoming everyone warmly to create a positive atmosphere.

Introduce yourself and get to know the trainees. Share a bit about yourself and invite participants to introduce themselves, fostering a sense of community.

Explain the objectives and agenda of the session. Clearly outline what will be covered and the goals of the session to set expectations.

Establish rules. Set ground rules for the session to ensure a respectful and productive environment.

Conduct the session. Deliver the training content using the planned methods and materials.

Hold a discussion. Encourage participants to share their thoughts and ask questions to deepen understanding.

Summarise the session. Recap the key points covered to reinforce learning.

Gather feedback. Collect feedback from participants to understand their experience and identify areas for improvement.

Dos and don’ts for facilitators

Show: Slide 11

Say:

Now, let us delve into more specific Dos and Don'ts for effective facilitation.

Dos:

- Be familiar with the session plan and materials to ensure smooth delivery.
- Pay attention to non-verbal communication (e.g., hand and body movements). It can convey a lot of information and feelings.
- Ensure the training site is ready on time for the session to start promptly.
- Maintain a friendly and supportive environment to encourage participation.
- Address participants by their names whenever possible to personalize interactions.
- Speak clearly and loudly to ensure all participants can hear and understand.
- Allocate sufficient time to address all participant queries and concerns.
- Give simple and clear instructions to facilitate understanding.
- Ensure clear visualization of presentations or demonstrations for better comprehension.
- Encourage interaction and involvement from participants to foster engagement.
- Strictly adhere to the session plan and contents to maintain structure and focus.

Don'ts:

- Avoid making negative comments about any participant to maintain a positive atmosphere.
- Do not show shyness, nervousness, or worry during sessions to inspire confidence.
- Avoid one-way teaching without any interaction; encourage dialogue and engagement.

- Do not ignore participants' queries; address them promptly to foster learning.
- Avoid making presentations without facing participants or maintaining eye contact to establish rapport.
- Refrain from using teaching aids and materials other than those planned to avoid confusion.
- Avoid rushing through any sessions; maintain a pace conducive to learning and understanding.
- Avoid standing in one place throughout the session; move naturally to maintain engagement.

By keeping in mind these dos and don'ts, you will create a conducive learning environment and facilitate effective knowledge transfer.

Mixed methods of training

Show: Slide 12

Say:

Research suggests that a combination of lecture-based and interactive training is often the most effective teaching approach. By blending these methods, we can cater to different learning styles and maximize engagement among participants.

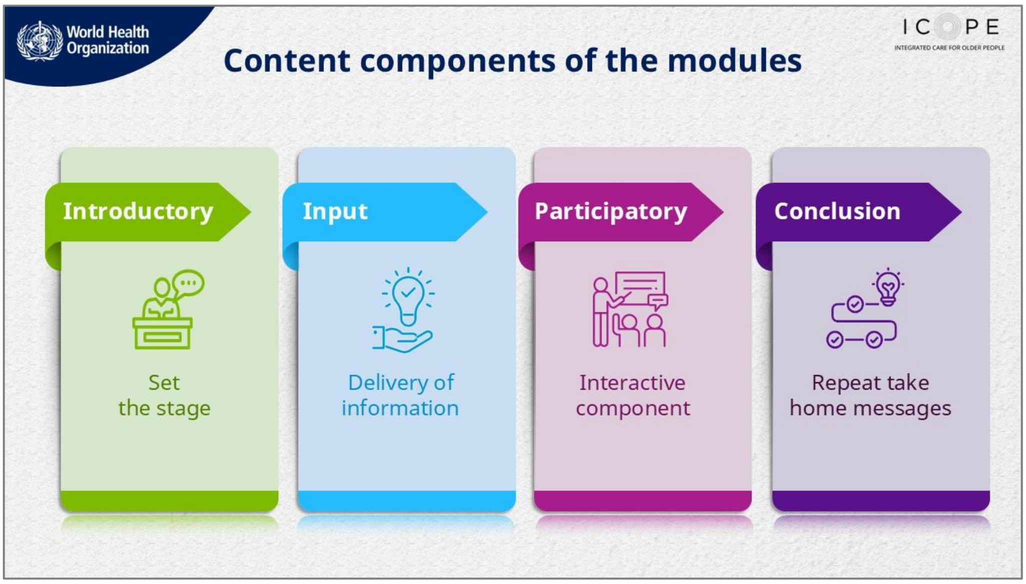
The incorporation of various training materials alongside the programme can significantly enhance its effectiveness. Whether it is visual aids, handouts, or multimedia resources, these materials provide additional support and reinforcement for the training content, making it more accessible and memorable for participants.

It is essential to recognize that there's no one-size-fits-all approach to effectively training health and social care workers. Each training programme should be tailored to the specific needs, preferences, and learning objectives of the participants. By adopting a flexible, adaptable approach, we can ensure our training initiatives are relevant, engaging, and impactful.

By embracing mixed methods of training and utilizing a diverse range of materials, we can create dynamic and comprehensive training programmes that empower participants to acquire new skills and knowledge effectively.

Content components of the modules

Show: Slide 13



Say:

We saw how a training session is structured. Let's now see the content organization of a training module. We can identify four main parts:

Introductory:

At the beginning of a training modules, we want to set the stage for the content. It is about creating context and anticipation for what is to come.

Input:

Here, we focus on the delivery of information. This is where the core content is presented to participants, whether through lectures, presentations, or other instructional methods.

Participatory:

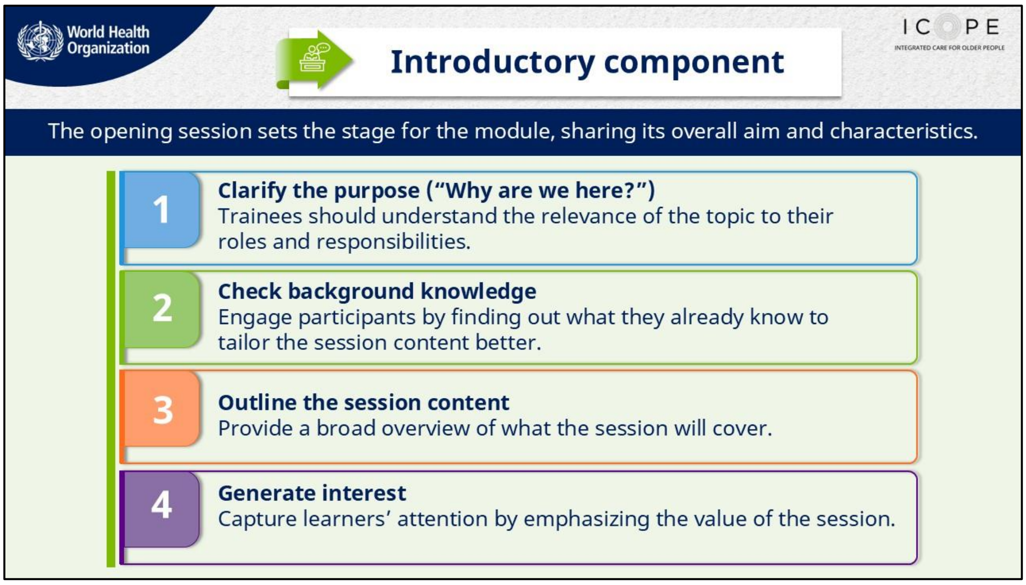
The participatory component is the interactive segment of the module where participants actively engage with the content through discussions, group activities, and hands-on exercises.

Conclusion:

As we conclude the module, we take the opportunity to reinforce key messages. This is where we summarize the main points and ensure that participants leave with a clear understanding of the take-home messages.

Introductory component

Show: Slide 14



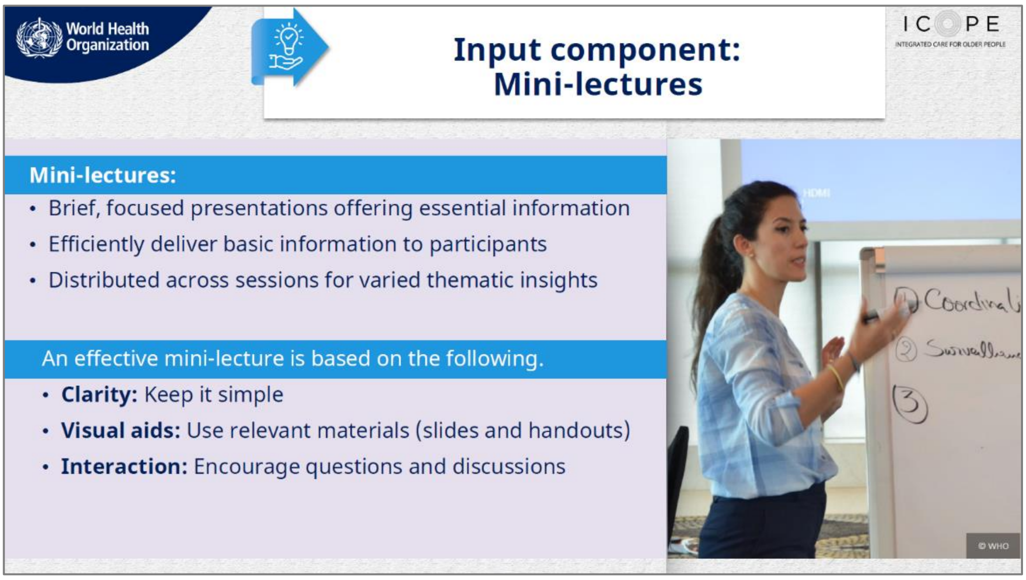
Say:

As mentioned, it is crucial to begin with a strong introductory session that sets the stage for what is to come. This opening segment should:

- **Clarify the purpose:** Our first task is to answer the question, "Why are we here?" Trainees must understand the relevance of the topic to their roles and responsibilities. By clearly articulating the purpose of the session, we ensure participants are motivated and engaged from the outset.
- **Check background knowledge:** Engaging participants involves understanding what they already know about the topic. By checking their background knowledge, we can tailor the session content to their existing understanding, making it more relevant and impactful.
- **Outline the session content:** Providing a broad overview of what the session will cover helps participants mentally prepare for the learning ahead. By outlining the content, we give learners a roadmap of what to expect, enhancing their comprehension and retention.
- **Generate interest:** Capturing the learner’s attention is essential for maintaining engagement throughout the session. Emphasizing the value of the session and highlighting how it relates to participants’ professional growth or organizational goals helps generate interest and enthusiasm.

Input component: Mini-lectures

Show: Slide 15



Say:

Now, let us explore the input component of our training module, that can be based on mini-lectures and handouts.

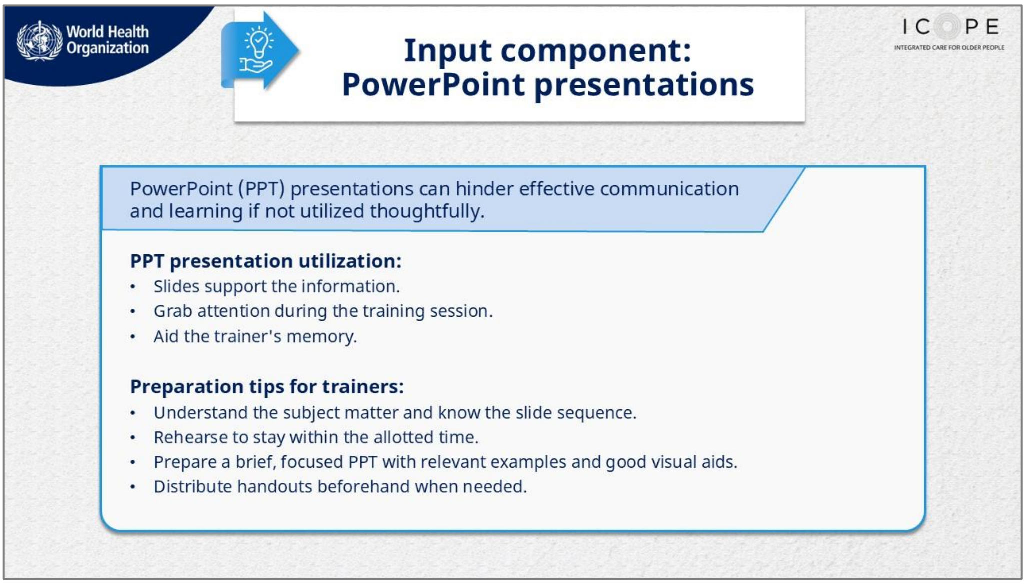
Mini-lectures are brief and focused presentations designed to offer essential information efficiently. They serve to deliver basic knowledge to participants and are distributed across sessions to provide varied thematic insights. Effective mini-lectures are characterized by the following:

- **Clarity:** Keeping it simple is key to ensuring that participants grasp the information effectively.
- **Visual aids:** Utilize relevant materials such as slides and handouts to support and enhance understanding.
- **Interaction:** Encourage questions and discussions to foster engagement and deepen comprehension among participants.

Handouts complement mini lectures by providing additional resources and references for participants to review. They serve as tangible tools for reinforcing learning and can include key points, diagrams, and further reading materials.

Input component: PowerPoint presentations

Show: Slide 16



Say:

Let us see now how PowerPoint (PPT) presentations can be effectively used in the mini-lectures of our training sessions.

While **PowerPoint presentations** can enhance learning experiences, they can also hinder effective communication if not used thoughtfully. Here is how to make the most of PPT presentations:

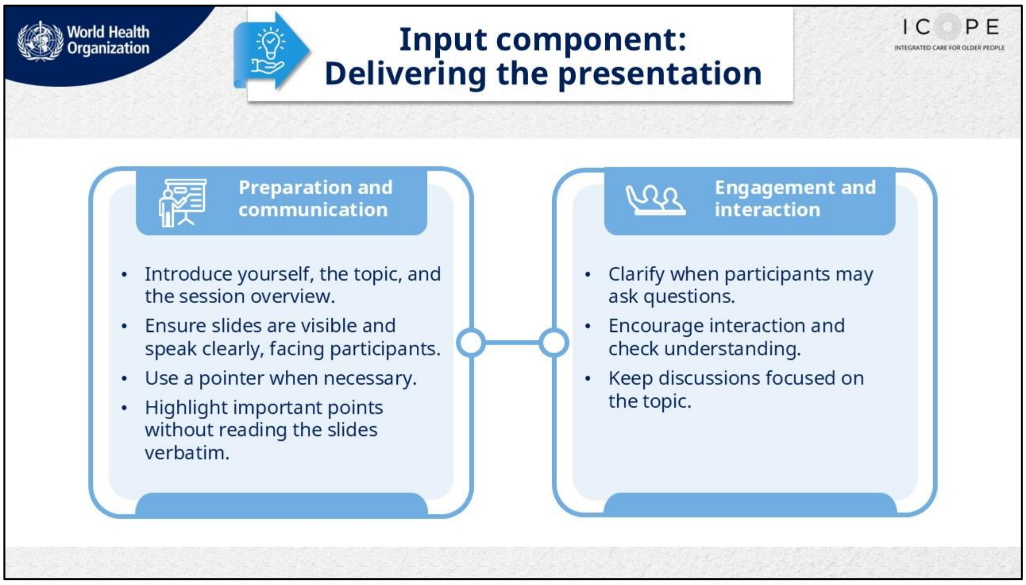
- **Slides support information:** Use slides to support and reinforce key points, rather than overwhelming participants with excessive text.
- **Grab attention:** Utilize visuals and graphics to grab participants' attention and maintain engagement throughout the training session.
- **Aid trainer's memory:** PowerPoint slides can serve as prompts to aid the trainer's memory and ensure all essential points are covered.

Effective **preparation** is key to delivering impactful PPT presentations. Trainers should:

- **Be familiar:** Familiarize themselves with the slide contents and sequence to deliver a seamless presentation.
- **Understand subject matter:** Have a thorough understanding of the subject matter to address questions and provide additional insights.
- **Rehearse:** Practice presenting within the allotted time to ensure smooth delivery and avoid rushing through slides.

Input Component: Delivering the presentation

Show: Slide 17



Say:

As we delve into the delivery of our presentation, consider these points to ensure effective communication and engagement.

Begin the session by introducing yourself, the topic, and a brief overview of the session. This helps establish rapport, sets expectations, and provides participants with a clear roadmap of what will be covered.

Ensure that slides are clearly visible to all participants. Position yourself so you can face the participants rather than the screen, maintaining eye contact and ensuring clear communication.
Speak clearly and at an appropriate volume so everyone can follow the presentation comfortably.

When referring to specific information on the slide, use a pointer when necessary to draw attention to key elements without turning your back to the group.

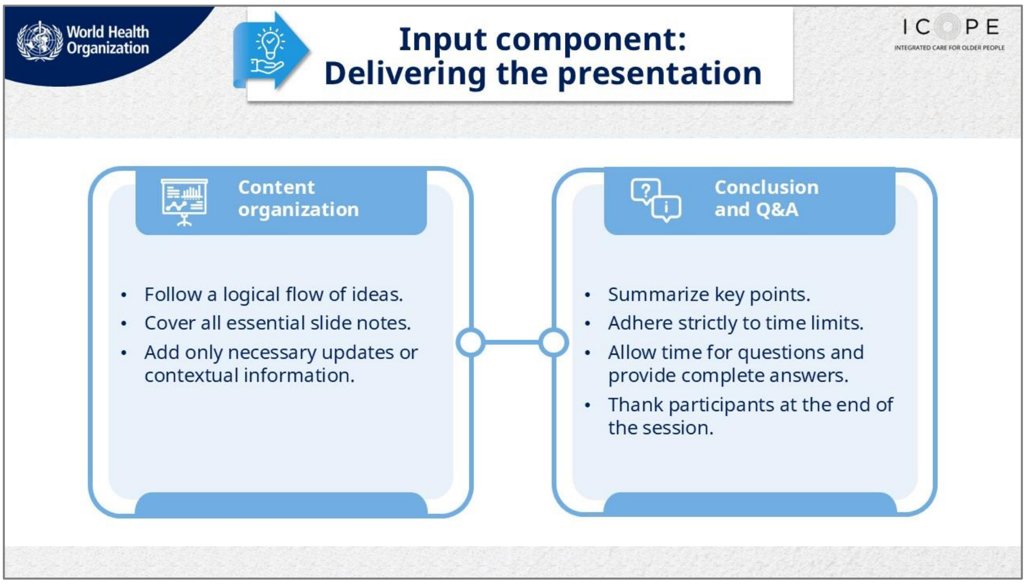
As you present, highlight important points without reading the slides verbatim. Summarize, explain, and elaborate in your own words to support understanding and keep participants engaged.
Present each slide at a steady pace, allowing enough time for participants to absorb the information.

At the beginning, clarify when participants may ask questions—whether during the session or at designated times. This helps manage flow and minimizes interruptions.

Throughout the presentation, encourage interaction by asking questions, inviting brief reflections, or checking understanding.
This supports active participation and helps you gauge whether key concepts are being grasped.

Ensure that discussions remain focused on the topic, so the session stays coherent and aligned with the learning objectives while still allowing meaningful engagement.

Show: Slide 18



Say:

Let us continue our exploration of delivering a presentation effectively, focusing on content organization, conclusion, and the Questions & Answers session.

Maintaining a logical order of ideas is crucial for clarity and comprehension. For this reason, please consider to:

- Ensure that your presentation follows a logical flow of ideas, guiding participants through the topic in a coherent manner.
- Cover all slide notes to provide comprehensive coverage of the material, addressing key points and supporting details.
- Minimize the inclusion of extra information, focusing only on essential content. At the same time, feel free to incorporate updates or local contextualization to enhance relevance.

As you conclude your presentation, it is essential to summarize key points and address any lingering questions. Consider the following:

- Summarize the key points discussed throughout the presentation, reinforcing the main takeaways for participants.
- Strictly adhere to the allocated time to ensure that the presentation concludes on schedule and respects participants' time.
- Allocate dedicated time for questions and provide complete answers to address any queries or concerns raised by participants.
- Finally, remember to thank participants for their attention and engagement at the end of the session, expressing appreciation for their participation.

Participatory component

Show: Slide 19

Say:

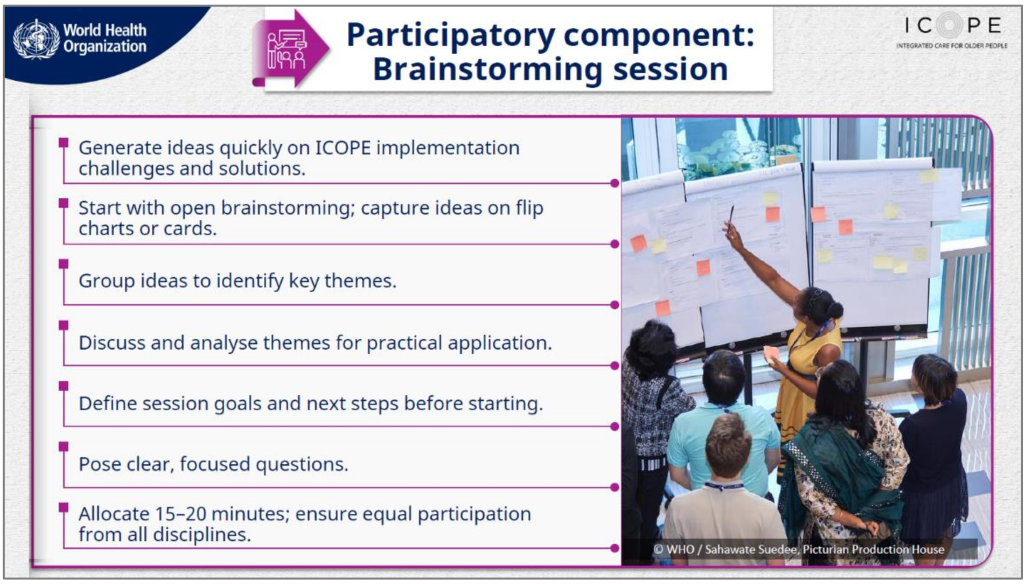
Now, let us explore the participatory component of training modules. This part is aimed at strengthening active engagement and interaction among participants, which can be achieved through:

- **Balanced mix of methods:** Incorporating a balanced mix of methods in our training programme maximizes participants' interaction and benefits. This ensures that various learning styles are accommodated and enhances overall engagement.
- **Filtering participant points:** During discussions, it is essential to filter the points participants make as you write them up on a flip chart. This helps distil key insights and keep the discussion focused and productive.
- **Small group work:** Small group work is an effective strategy to ensure that every participant has an opportunity to contribute to the discussion. It promotes collaboration, peer learning, and active participation.
- **Facilitator's role:** Each facilitator should be equipped to troubleshoot problems, refocus discussions, and respond to questions effectively. This ensures that the participatory component runs smoothly and achieves its objectives.

The following slides are examples of increasing the interactivity of this module's component. These demonstrate various ways to increase participation and facilitate learning interactively. These methods are illustrative and not mandatory components of the module.

Participatory Component: Brainstorming session

Show: Slide 20



Say:

Brainstorming is a rapid technique that can be used, for example, to generate ideas on how to adapt and implement the ICOPE approach by identifying and addressing the existing challenges.

Begin by clearly defining the session goals and outlining the next steps so participants understand the purpose and direction of the activity.

Start with an open brainstorming round. Invite participants to share ideas freely, without judgment or evaluation. Capture their contributions on flip charts or cards to ensure visibility and inclusiveness.

Once ideas are collected, group them to identify key themes (e.g., issues related to intrinsic capacity, care pathways, or workflow). This helps reveal common patterns and areas that require deeper discussion.

Discuss and analyse the themes with the group to explore practical applications, clarify meaning, and explore potential solutions.

Pose clear, focused questions to guide participants, such as: “How can we improve the ICOPE basic assessment?”, or “What barriers are affecting implementation in our setting?” Focused prompts help direct thinking while still encouraging creativity.

Allocate 15–20 minutes for the activity and ensure equal participation from all disciplines. Encourage contributions from quieter participants and maintain an energetic pace to keep the session productive.

Participatory Component: Role playing

Show: Slide 21

Say:

Another method to be considered in the participatory component of a module is a role-playing activity.

Role-playing serves as a valuable tool for cultivating crucial skills necessary for effective care delivery.

The benefits of role-playing are manifold:

- Gain a better understanding of the perspectives of older persons.
- Enhance empathy and communication skills.
- Build confidence in handling various situations.
- Improve communication skills by practising interactions in simulated scenarios.
- Enhance critical thinking abilities through problem-solving in realistic contexts.
- Gain insights into diverse backgrounds and perspectives, fostering cultural competency.

Role-playing can be used in different ways and for different purposes. For example:

- Role-playing can be utilized to portray both good and bad practices, allowing participants to explore different approaches and their consequences.
- For skills practice, role playing can be conducted in small groups, with each participant taking turns to practice health-worker skills under different scenarios.
- Real-life situations can be simulated, drawing from experiences provided by participants themselves, making the role-playing exercises relevant and practical.

Show: Slide 22

Say:

Role playing allows an interactive exploration of a critical scenario under training.

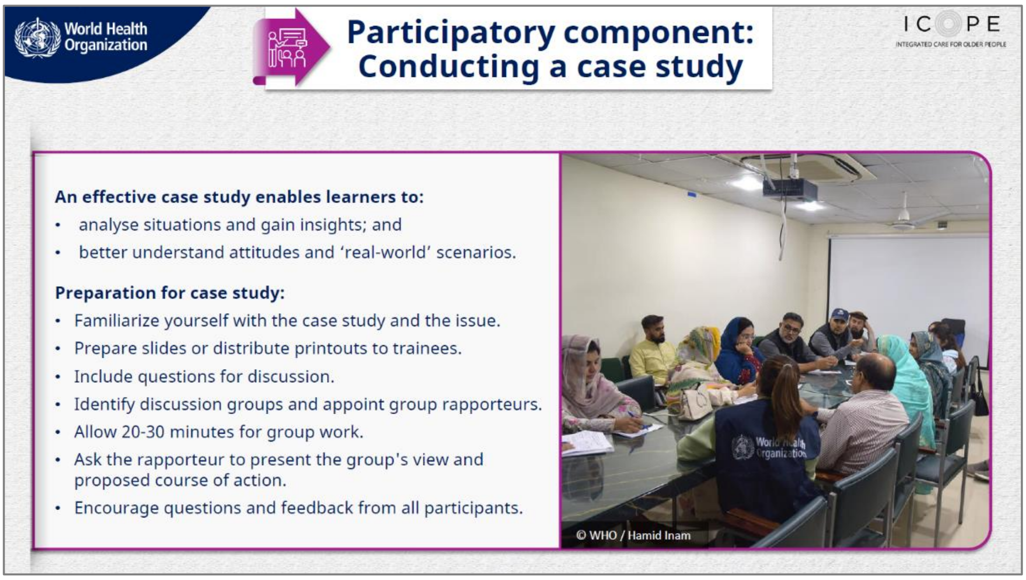
It is important to encourage participants to engage in the activity, asking them to focus on the challenges they may encounter when interacting with older individuals. The scenario should allow participants to immerse themselves in realistic situations, not abstract issues. Challenging scenarios may, for example, involve the assessment of older individuals with different impairments, addressing shame, fear of examinations, and/or dealing with restrictive family dynamics.

Clear guidelines should be provided on how to provide feedback on role-playing exercises. In particular:

- Comments should be focused on the role-play itself, addressing specific actions and behaviours rather than general issues.
- Start by asking role players about their feelings and experiences during the role-play.
- Encourage reactions from the group once the role-play is completed, fostering a collaborative learning environment.
- Facilitate constructive feedback by encouraging both positive aspects and areas for improvement.
- Facilitators should demonstrate tact, empathy, and keen observation, ensuring feedback is delivered sensitively and effectively.
- Allow role-players the opportunity to respond to feedback and share their thoughts, providing closure to the role-playing exercise.

Participatory component: Conducting a case study

Show: Slide 23



Say:

Another interactive technique of training is conducting a case study. This is a valuable method for analysing situations and gaining insights.

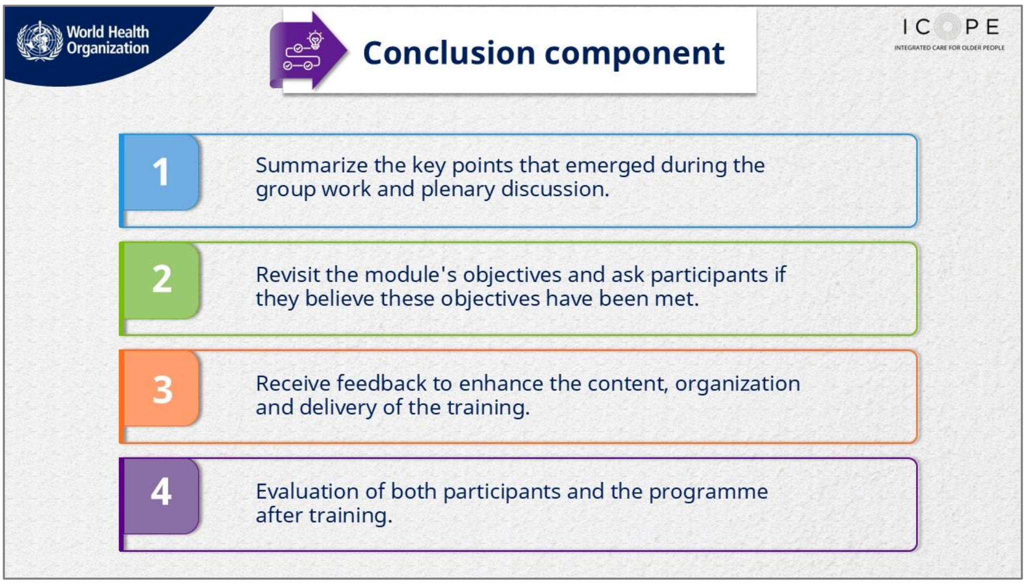
Case studies offer an effective means to analyse complex situations and gain deeper insights into various issues. They provide a platform for participants to explore attitudes, behaviours, and decision-making processes in real-world contexts.

Effective preparation is essential for a successful case study session. Here is what you need to consider:

- Familiarize yourself with the case study and the issues it presents to ensure you can facilitate discussions effectively.
- Prepare slides or distribute printouts of the case study to participants, along with accompanying questions for discussion.
- Identify discussion groups and appoint group notetakers and *rapporteurs* to capture group discussions and report back to the larger group.
- Allocate 20-30 minutes for group work to allow sufficient time for in-depth analysis and discussion.
- After group work, each *rapporteur* presents their group's views and proposed course of action to the larger group.
- Encourage questions and feedback from all participants to foster engagement and critical thinking.

Conclusion component

Show: Slide 24



Say:

As we approach the conclusion of a training module, it is essential to ensure a comprehensive wrap-up that reinforces key learnings and solicits valuable feedback. The conclusion component should the following aspects:

1. **Summarize key points**

This recap helps solidify participants' understanding of the material covered and reinforces important concepts.

2. **Revisit objectives**

Take a moment to revisit the objectives of the module and ask participants if they feel these objectives have been met. This provides an opportunity for participants to reflect on their learning experience and provides valuable insight into the effectiveness of the training.

3. **Receive feedback**

Allow participants to provide eventual feedback on various aspects of the training, including content, organization, and delivery. This feedback is invaluable for continuous improvement and ensures that future training sessions are tailored to participants' needs and preferences.

4. **Evaluation**

At the end of the training, it is critical to conduct evaluations of both participants and the programme itself. This evaluation process helps assess the effectiveness of the training in meeting its goals and objectives and identifies areas for improvement in future sessions.

Assessment of trainees

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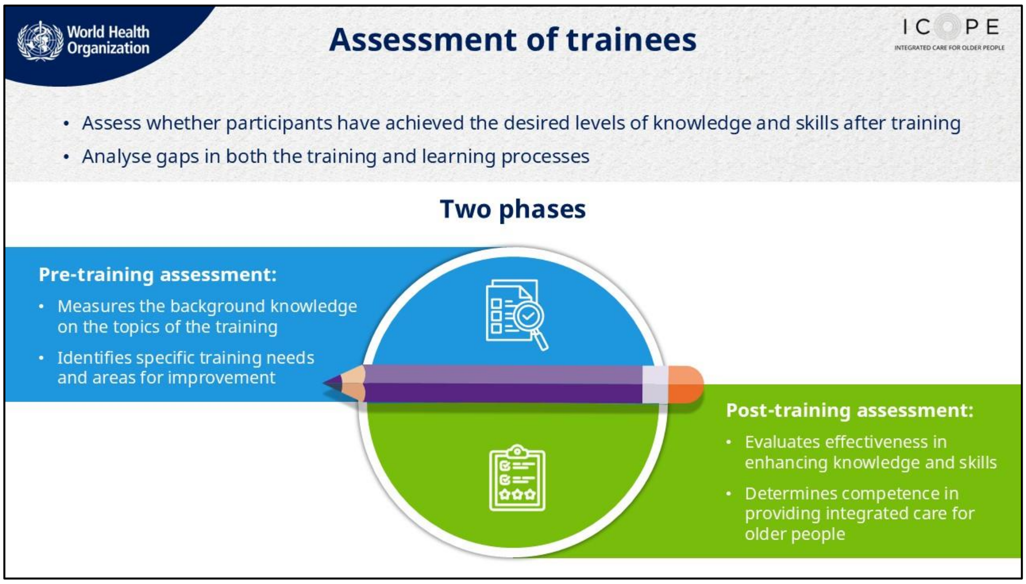

Say:

Assessing trainees' progress and competence is crucial to ensure the effectiveness of the training programme and to identify areas for improvement. The assessment process typically occurs in two phases:

The pre-training assessment serves to:

- Identify specific training needs and areas for improvement among participants.
- Monitor progress towards training objectives to tailor the training content and delivery to meet participants' needs effectively.

The post-training assessment evaluates several key aspects:

- Effectiveness in enhancing participants' knowledge and skills in the targeted areas.
- Determining the level of competence achieved (e.g., in providing integrated care for older people), according to the outlined training objectives.

Guidelines for conducting knowledge assessment

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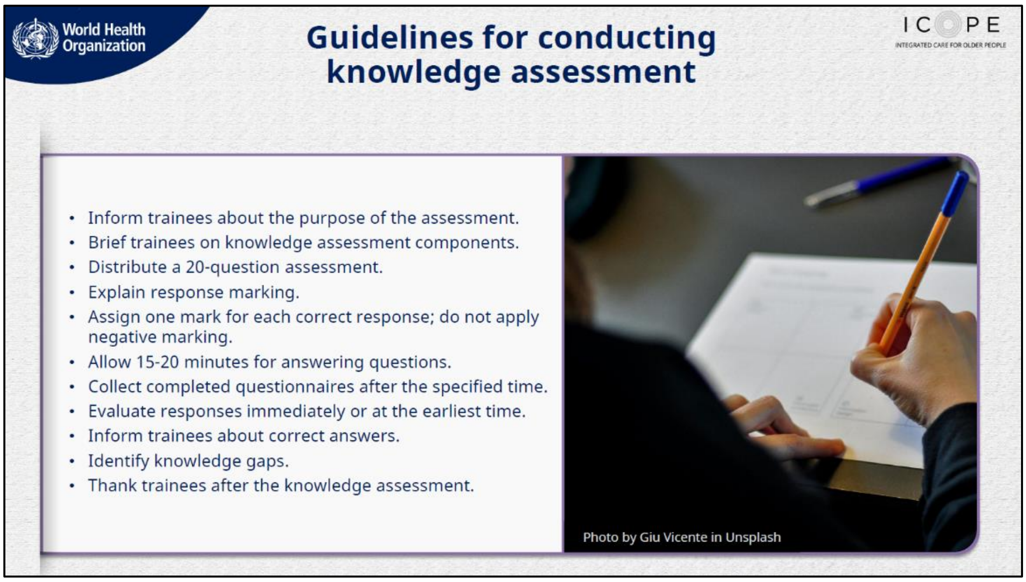

Say:

Conducting knowledge assessments, both pre-and post-training, is integral to gauging participants' understanding and progress. Here are some recommendations to effectively conduct these assessments:

- Begin by informing trainees about the purpose of the assessment, whether pre- or post-training. Clarify that the assessment aims to evaluate their current knowledge level and track their progress throughout the training programme.
- Provide a brief overview of the knowledge assessment components, ensuring participants understand the format and expectations of the assessment.
- A 20-question assessment can be administered to participants, allowing them sufficient time to complete it.
- Explain the response marking system, emphasizing that each correct response earns one mark, with no negative marking for incorrect answers.
- Allocate 20 minutes for participants to answer the questions, ensuring sufficient time for thoughtful responses.
- Collect completed questionnaires promptly after the specified time to facilitate timely evaluation.
- Evaluate responses immediately or at the earliest opportunity to provide timely feedback to participants.
- Inform trainees about the correct answers to the assessment questions, providing clarity and closure to the assessment process.
- Identify any knowledge gaps revealed by the assessment results, which can inform subsequent training content and delivery.

- Thank trainees for their participation and cooperation in the knowledge assessment, recognizing their efforts and contributions to the training process.

Please note that the questions included in the knowledge assessment should be on aspects that are discussed during the training. Moreover, the core knowledge expected to be delivered by the training must be comprehensively represented in the questionnaires.

Knowledge assessment matrix

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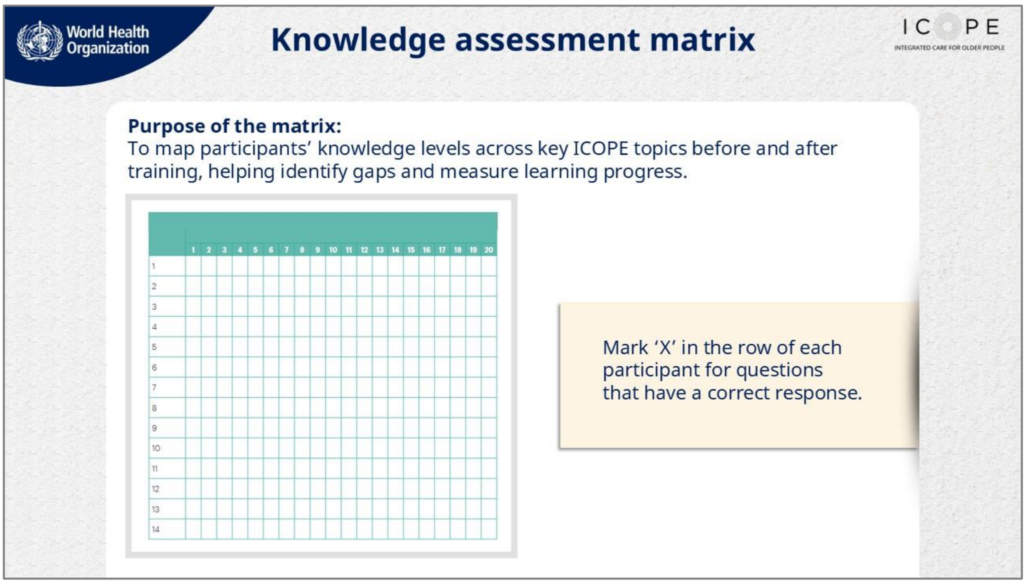

Say:

The purpose of the knowledge assessment matrix is to map participants' knowledge levels across key topics of the ICOPE approach before and after training, helping identify gaps and measure learning progress.

Here is an example of a knowledge assessment matrix. Each row represents the responses provided a trainee. Every correct answer provided to the questions (represented in the columns) will be markerd with an 'X'.

By completing this matrix with the answers provided by the trainees, it will then be possible to graphically represent the knowledge gaps that are more commonly present and require special attention.

Evaluation of the Programme

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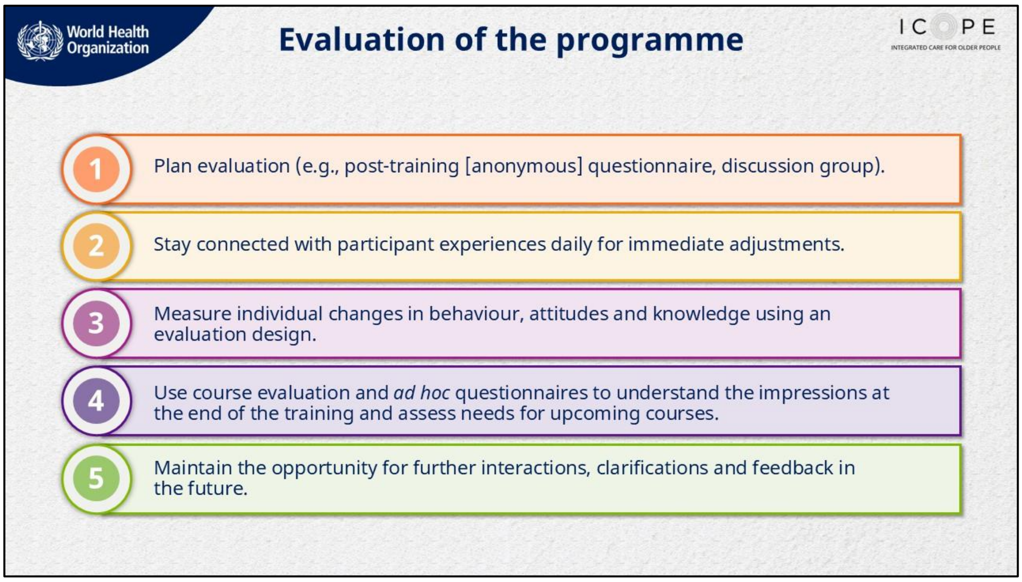

Say:

Evaluating the training programme is essential to gauge its effectiveness and identify areas for future improvement.

Before starting the training programme, think and develop a detailed plan for evaluation. This might be based on various methods such as post-training questionnaires, discussion groups, and daily check-ins to gather participant experiences and feedback. The evaluation of the programme is critical to measure its effectiveness as well as problems, paving the way for future improvements.

During the training, stay connected with participants daily to gather immediate feedback and make necessary adjustments to the training content and delivery. Do not wait until the end of the training to act on critical issues that are identified during the programme.

Continually monitor individual changes in behaviour, attitudes, and knowledge during the training using an evaluation design. This means systematically planning how you will assess the impact of the training on each participant's knowledge, skills, and application of the ICOPE approach. Decide in advance which tools you will use (e.g., pre- and post-tests), skill checklists, observation forms, or feedback surveys, and how the results will be interpreted. While observing participants' behaviour and body language during the session can offer additional insights, the primary focus should be on structured, measurable evaluation methods that track learning and changes over time.

As mentioned, knowledge delivery assessment is important to assess the needs and preferences of participants before and after the course. These evaluations are critical to improve the material and design future training initiatives that are tailored to meet the needs and gaps better. Also, conduct ad hoc questionnaires at the end of the training to gather participants' impressions and insights. This will allow us to capture immediate feedback and suggestions for improvement.

Be sure to maintain opportunities for further interactions, clarifications, and feedback in the future, fostering ongoing communication and collaboration with participants beyond the training programme.

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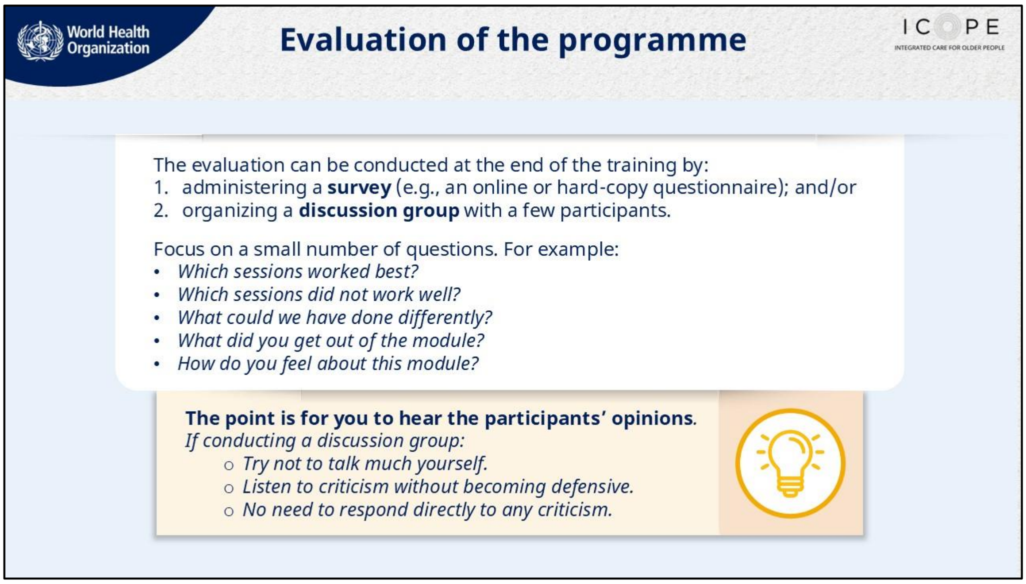

Say:

Discussion groups can also offer a valuable opportunity for facilitators to gather in-depth feedback from participants. In this case, small discussion groups can be organized with participants to delve into their experiences and opinions about the training programme.

It is recommended to pose a small number of focused questions to guide the discussion, such as:

- How do you feel about this module?
- Which sessions worked best for you?
- Which sessions did not meet your expectations?
- What could we have done differently to improve your learning experience?
- What specific insights or skills did you gain from the module?

As the facilitator, your role is to listen actively and encourage open dialogue among participants. Try to refrain from dominating the conversation and instead focus on facilitating productive discussion.

Listen attentively to participants' feedback, including any criticism, without becoming defensive. The goal is to gather honest and constructive feedback to inform future improvements to the training programme.

There is no need to respond directly to criticism during the discussion. Instead, focus on gathering insights and perspectives from participants to inform future training initiatives.

Summary

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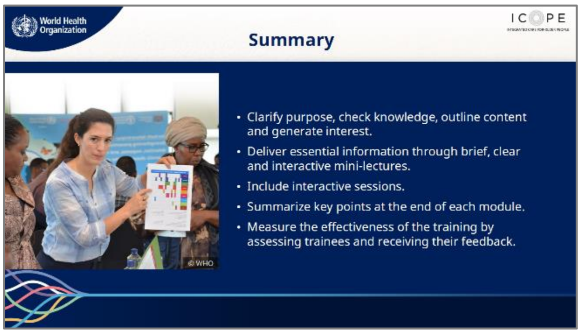

Do:

Go through the slides and recap the points discussed during the session.

Say:

To summarize this session, we have focused on the essential steps required to design, deliver and evaluate an effective training programme.

We began by emphasizing the importance of thorough preparation, including conducting a comprehensive training needs assessment, defining clear SMART goals, and developing structured documents such as the syllabus and agenda.

We highlighted how adapting the training environment and organizing logistics appropriately can foster participatory learning. The value of using mixed methods was emphasized to enhance engagement and practical learning. We also discussed the importance of setting the stage effectively by clarifying the purpose, checking participants' prior knowledge, outlining the content, and generating interest from the outset.

Finally, we underscored the need to summarize key messages at the end of each module, assess participants' knowledge before and after training, and evaluate the overall programme through feedback and reflection. Continuous assessment and open communication ensure that training remains relevant, effective and responsive to learners' needs.

References

Show: Slide 32

World Health Organization
ICOPE INTEGRATED CARE FOR OLDER PEOPLE

References

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Say:

Here are some useful links and citations for your reference. Thank you for your time and participation.