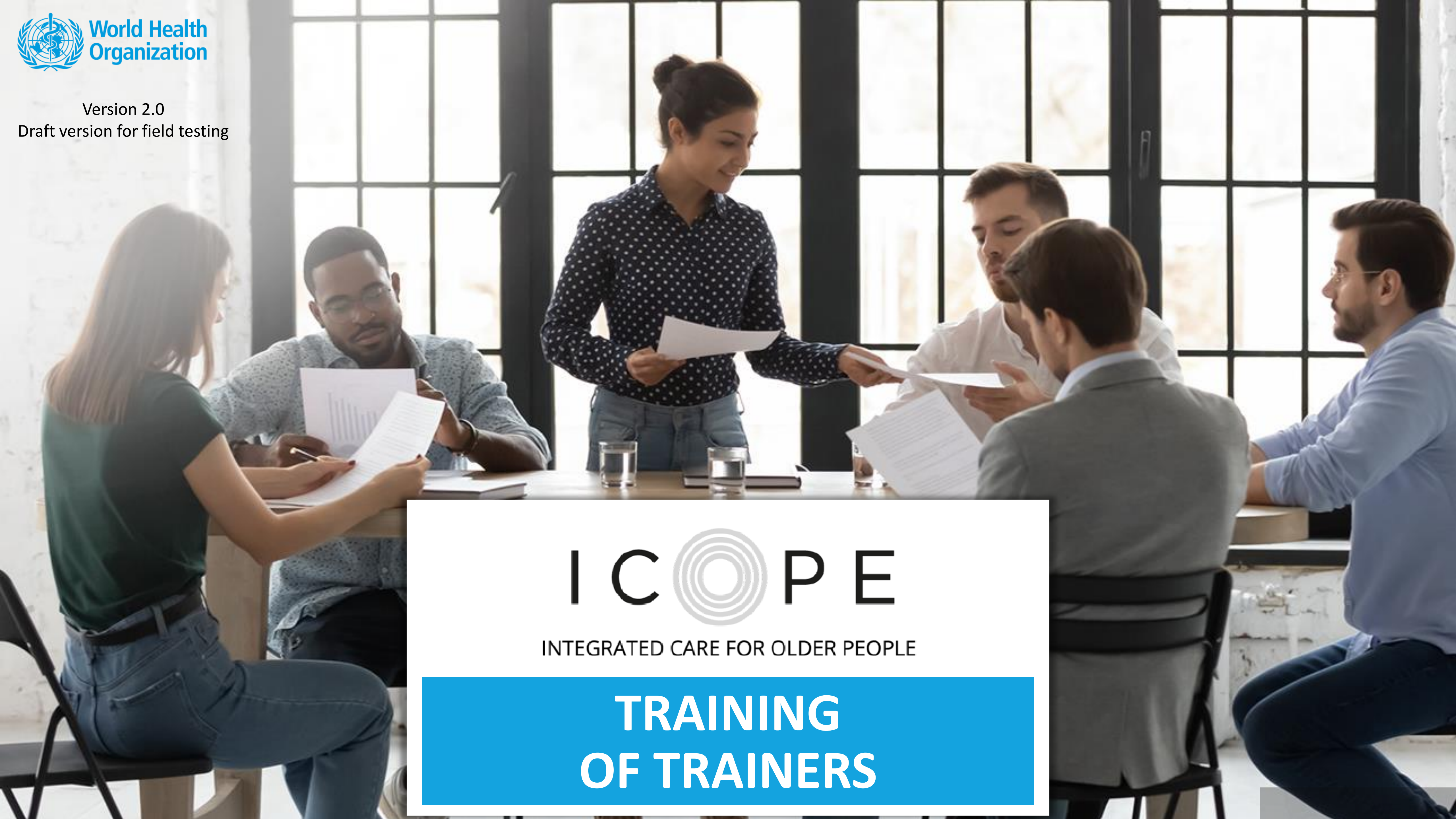

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ICOPE

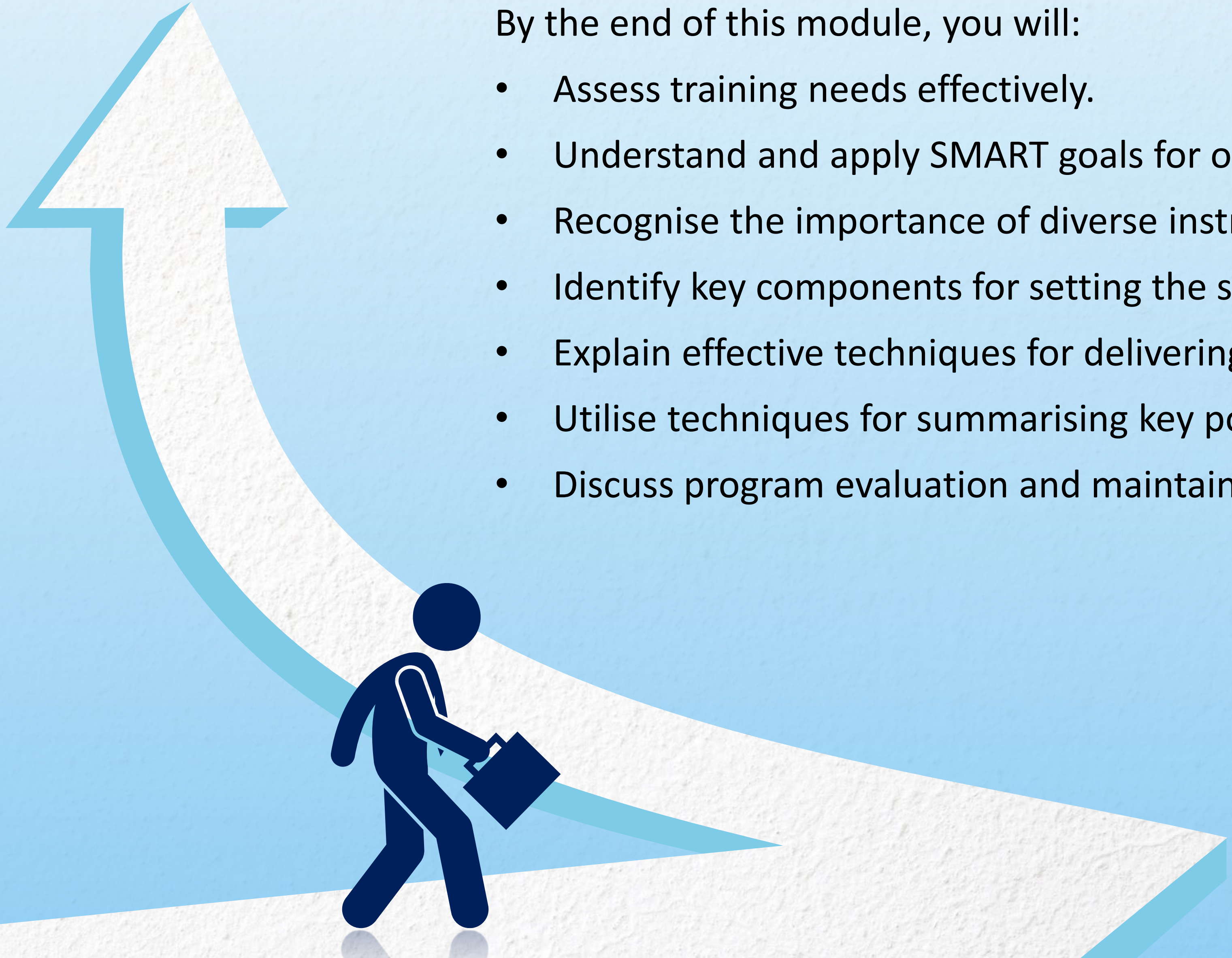
INTEGRATED CARE FOR OLDER PEOPLE

TRAINING OF TRAINERS

Learning Objectives

By the end of this module, you will:

- Assess training needs effectively.
- Understand and apply SMART goals for organising a training programme.
- Recognise the importance of diverse instructional styles and a structured approach.
- Identify key components for setting the stage during the training introduction.
- Explain effective techniques for delivering information.
- Utilise techniques for summarising key points and gathering feedback.
- Discuss program evaluation and maintain open communication for improvement.



Programme Preparation and Planning Checklists

4-6 weeks before the programme	2 weeks before the programme	1 week before the programme
• Develop a structured training program and agenda. • Select participants according to predetermined criteria. • Secure facilities and arrange logistics. • Communicate objectives and initiate data collection on older persons' health.	• Make photocopies of the programme agenda, local data and support materials. • Prepare logistic note for participants. • Verify the availability of necessary equipment, including projector, microphone, PowerPoint presentations.	• Confirm attendance of those invited to the opening session. • Confirm participants' attendance. • Verify venue, accommodation and catering arrangements. • Check the meeting room/facility.

Training Needs Assessment

- What is the current problem and its context?
- What is the goal to achieve through the training?
- What is the gap between the current situation and the desired outcome?
- What are the reasons behind this gap?
- Are there any skills that need to be acquired to bridge this gap?
- What knowledge is required to achieve the desired outcome?
- How can we make the training more effective?

Training Needs Assessment

Start by understanding your trainees.

The different specifications of the trainees are:

- Employment status
- Cadre
- Experience
- Educational status
- Background knowledge on the training subject (i.e., integrated care for older people, healthy ageing)
- Previous relevant training

Setting Goal and Objectives

Define the overarching goal of the training and specify the outcomes expected from the participants.

Goal: Describe the desired state to be achieved after completing the training.

Objectives: Outline the measurable outcomes that participants should achieve by the end of the training.

Ensure that objectives are **SMART**:

- Specific
- Measurable
- Achievable
- Realistic
- Time-Limited

Development of a Syllabus

A syllabus is a document that details all the decisions taken regarding the organisation of a training course.

It serves as a reference for decisions made across all the phases of the course, from its design and development to its conduction and finalisation.

The syllabus should contain the following sections:

- Background and rationale
- Course duration (start and end times)
- Number of expected trainees
- Venue
- Training goals and objectives

- Language of instruction
- Training methods (e.g., lectures, discussions, groups, role-playing)
- Materials overview
- Trainee selection criteria
- Certification conditions


WHO

Developing Training Agenda

- Avoid scheduling training sessions on official holidays.
- Distribute practical and theoretical training hours.
- Establish a realistic and acceptable duration for both daily training and individual sessions.
- Organise the sessions to ensure that the sequence of the topics is logical and coherent.
- Indicate a title for each session.
- Put the name of the trainer for each session and activity.
- Schedule break times and categorise them (e.g., coffee break, lunch break, group photo).
- Determine practical training times and eventual field visits.

Premises, Equipment and Visual Aids

Optimise space: Ensure ample room(s) for group activities, refreshments and accessible toilets.

Room setup: Arrange the training space to suit the session. Use small tables, instead of rows, for seating, and position them to encourage interactions.

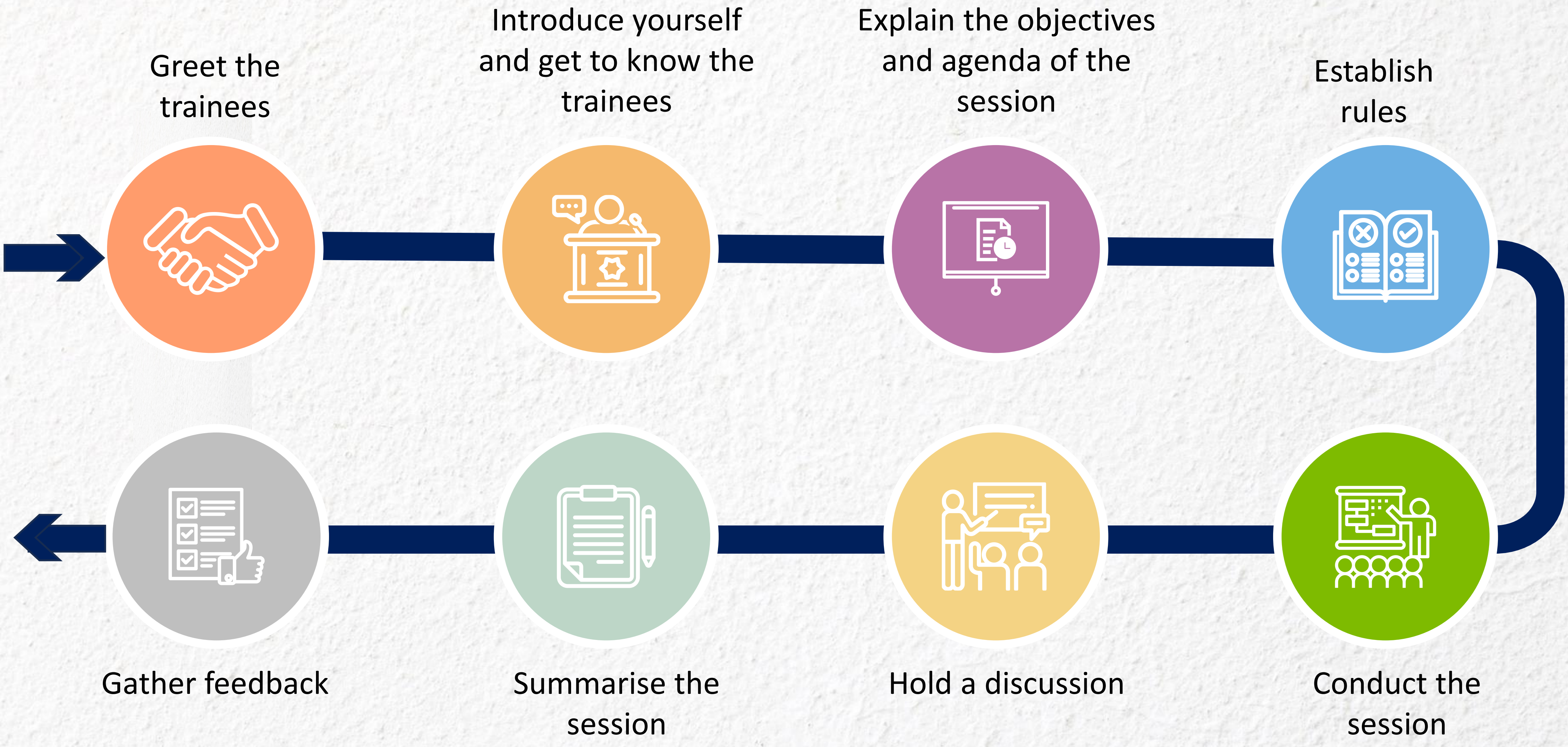
Equipment check: Check the availability of essential equipment, such as flipcharts for brainstorming, and ensure that all necessary supplies are provided.

Visual tools: Utilise Post-Its for quick group communication, using varied colours and concise statements.

Material distribution: Supply participants with relevant modules and required materials or copies.

Presentation tools: If using slides, ensure there is access to a projector; otherwise, print the slides for distribution, optimising paper usage by fitting with multiple slides per page.

Flow of the Training Session



Dos and Don’ts for Facilitators

Dos

- Pay attention to non-verbal communication.
- Be familiar with the session plan and the materials.
- Ensure that the site is timely ready for the training.
- Maintain a friendly and supportive environment.
- Call participants by their name as much as possible.
- Speak clearly and loudly.
- Spend enough time to answer all queries.
- Give simple and clear Instructions to participants.
- Ensure clear visualisation of the presentations or demonstrations.
- Encourage participants' interaction and involvement.
- Strictly adhere to the session plan and contents.

Don'ts

- Avoid making negative comments about any participant.
- Do not be shy, nervous, or worried during the sessions.
- Avoid one-way teaching without any interaction.
- Do not ignore participants' queries.
- Avoid making presentations without facing trainees or maintaining eye contact.
- Avoid using teaching aids and materials other than those planned/prescribed.
- Avoid rushing through any of the sessions.
- Do not stand in one place.

Mixed Methods of Training

- A combination of didactic and interactive training is the most effective teaching method.
- The use of training materials alongside the programme can improve its effectiveness.
- There is no one-size-fits-all approach to effectively training health and social care workers.


WHO / Lindsay Mackenzie

Content Components of the Modules

Introductory

Set
the stage

Input

Delivery of
information

Participatory

Interactive
component

Conclusion

Repeat take home
messages

Introductory Component

The opening session sets the stage for the module, sharing its overall aim and characteristics.

1. **Clarify the purpose ("Why are we here?")**

   Trainees should understand the relevance of the topic to their roles and responsibilities.

2. **Check background knowledge**

   Engage participants by finding out what they already know to better tailor the session content.

3. **Outline the session content**

   Provide a broad overview of what the session will cover.

4. **Generate interest**

   Capture learners' attention by emphasising the value of the session.

Input Component: Mini-lectures and Handouts

Mini-Lectures:

- Brief, focused presentations offering essential information.
- Efficiently deliver basic information to participants.
- Distributed across sessions for varied thematic insights.

An effective mini-lecture is based on the following.

- **Clarity:** Keep it simple.
- **Visual aids**: Use relevant materials (slides and handouts).
- **Interaction**: Encourage questions and discussions.

Mini-lectures and PowerPoint Presentations

PowerPoint (PPT) presentations can hinder effective communication and learning if not utilised thoughtfully.

PPT presentation utilisation:

- Slides support the information.
- Grab attention during the training session.
- Aid the trainer's memory.

Preparation tips for trainers:

- Be familiar with slide contents and sequence.
- Understand the subject matter.
- Emphasise important issues.
- Rehearse to present within the allotted time.

Increasing effectiveness:

- Distribute the handout before the session.
- Use a brief PPT to address key issues.
- Contextualise information.
- Ensure a clear presentation and structure.
- Use good visual aids.
- Employ clear and comprehensive language.
- Include relevant and interesting content.
- Provide relevant examples.
- Allocate adequate time for Q&A.
- Allow comments from participants.

Delivering the Presentation

Introduction:

- Introduce yourself
- Present the topic
- Provide an overview of the presentation

Preparation and communication:

- Ensure slides are visible to all trainees.
- Speak clearly and ensure participants can hear you.
- Face the participants, not the slides.
- Use a pointer to indicate specific slide content.
- Explain each slide slowly.
- Highlight key points without reading.

Engagement and interaction:

- Inform whether:
    - Participants can ask questions anytime (e.g., raise their hand), or
    - There will be time for questions at the end (to prevent interruptions).
- Keep interactions focused on the topic.
- Ensure interactivity and ask questions to check understanding.

Delivering the Presentation

Content organisation:

- Maintain a logical order of ideas.
- Ensure all slide notes are covered.
- Minimise extra information, except for updates or local contextualisation.

Conclusion and Q&A:

- Summarise key points.
- Strictly adhere to allocated time.
- Allow time for questions and provide complete answers.
- Thank participants at the end of the session.

Participatory Component


WHO / Antoine Tardy

A training programme that incorporates a balanced mix of methods maximises participant interaction and benefits.

- As you write participants’ contributions on a flip chart, filter and organise their points for clarity.
- Small group work allows every participant the opportunity to contribute to the discussion.
- Each facilitator should be equipped to troubleshoot problems, refocus the discussion, and respond to questions effectively.

Brainstorming Session

- Generate ideas quickly for discussion.
- Typically, start sessions with brainstorming and jotting ideas on flip charts or cards.
- Organise ideas to identify emerging themes.
- Analyse and discuss the organised ideas.
- Define the purpose and post-brainstorming plan beforehand.
- Pose clear, unambiguous initial questions.
- Allocate 15-20 minutes, ensuring equal participation.

Role Playing

Role playing fosters essential skills for effective care delivery.

Benefits of role playing:

- Better understanding of the older person’s perspectives.
- Enhancement of empathy and communication.
- Building of confidence.
- Improve communication skills
- Enhance critical thinking.
- Understand diverse backgrounds.

Implementation of role-playing:

- Role playing is used to portray bad or good practices.
- For skills practice, better to conduct in small groups, with each person taking turns to practice health-worker skills.
- Real-life situations, which can be provided by the participants themselves.

Role Playing

Interactive scenario exploration:

- Prompt participants to consider challenges in interacting with older individuals.
- Focus on real interactions, not abstract issues.

Role-play feedback guidelines:

- Comments should focus on role-play, not general issues.
- Start by asking role players about their feelings.
- Ask the group for reactions, when they have finished.
- Encourage helpful positive and negative feedback.
- Facilitator should show tact, empathy and keen observation.
- Allow role players the "last word" after group comments.


WHO / Eric Leroux

Conducting a Case Study

Effective case study:

- To analyse situations and gain insights.
- To better understand attitudes.

Preparation for case study:

- Familiarise yourself with the case study and the issue.
- Prepare slides or distribute printouts to trainees.
- Include questions for discussion.
- Identify discussion groups and appoint group rapporteurs.
- Allow 20-30 minutes for group work.
- Rapporteur presents group's view and proposed course of action.
- Encourage questions and feedback from all participants.

Concluding Component

1. Summarise the key points that emerged during the group work and plenary discussion.
2. Revisit the objectives of the module and ask the participants if they feel that these objectives have been met.
3. Receive feedback to enhance the content, organisation and delivery of the training.
4. Evaluation of both participants and programme after training.

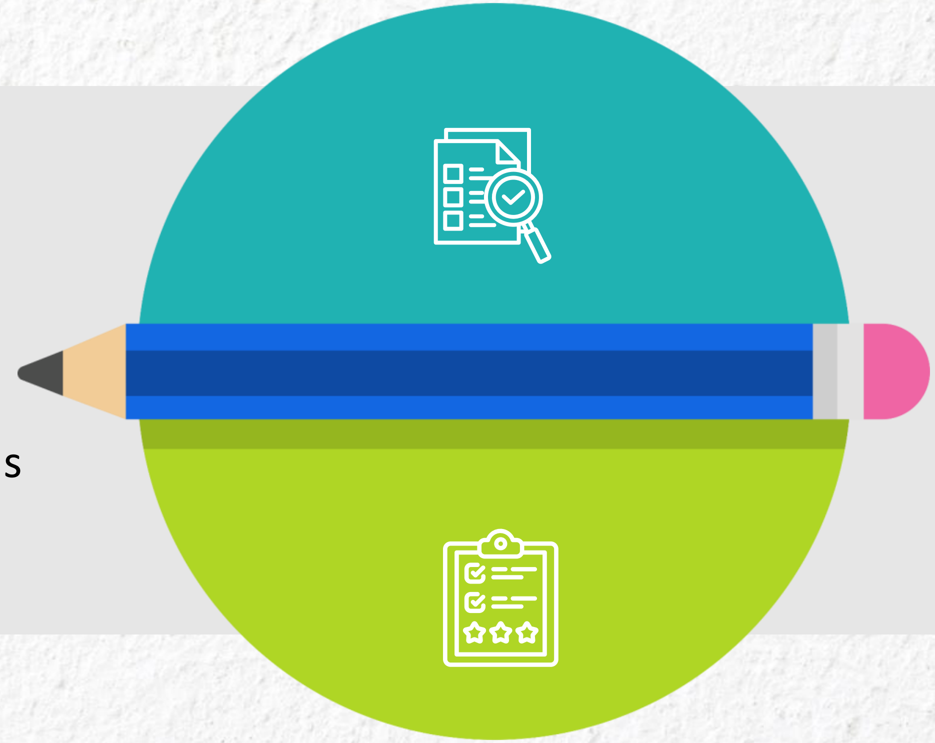
Assessment of Trainees

- Assess whether participants have achieved the desired levels of knowledge and skills after training.
- Analyse gaps in both the training and learning processes.

Two-phases:

Pre-Training Assessment:

- Measures the background knowledge on the topics of the training.
- Identifies specific training needs and areas for improvement.



Post-Training Assessment:

- Evaluates effectiveness in enhancing knowledge and skills.
- Determines competence in providing integrated care for older people.

Guidelines for Conducting Knowledge Assessment

- Inform trainees about the purpose of the assessment.
- Brief on the knowledge assessment components.
- Distribute a 20-question assessment.
- Explain response marking.
- One mark for each correct response, no negative marking.
- Allow 20 minutes for answering questions.
- Collect completed questionnaires after the specified time.
- Evaluate responses immediately or at the earliest time.
- Inform trainees about correct answers.
- Identify knowledge gaps.
- Thank trainees after the knowledge assessment.

Knowledge Assessment Matrix

Trainee	Correct response to question no.																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1																				
2																				
3																				
4																				
5																				
6																				
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Mark ‘X’ in the row of each participant for questions that have a correct response.

Evaluation of the Programme

1. Plan evaluation (e.g., post-training [anonymous] questionnaire, discussion group).
2. Stay connected with participant experiences daily for immediate adjustments.
3. Measure individual changes in behaviour, attitudes and knowledge using evaluation design.
4. Use course evaluation and *ad hoc* questionnaires to understand the impressions at the end of the training and assess needs for upcoming courses.
5. Maintain the opportunity for further interactions, clarifications and feedback in the future.

Evaluation of the Programme

The evaluation can be conducted at the end of the training by:

1. Administering a **survey** (e.g., online or hard-copy questionnaire), and/or
2. Organising a **discussion group** with a few participants.

Focus on a small number of questions. For example:

- *Which sessions worked best?*
- *Which sessions did not work well?*
- *What could we have done differently?*
- *What did you get out of the module?*
- *How do you feel about this module?*

The point is for you to hear the participants' opinions.

- *If conducting a discussion group:*
  - *- Try not to talk much yourself.*
  - *- Listen to criticism without becoming defensive.*
  - *- No need to respond directly to any criticism.*

Summary

- Thoroughly prepare and organise all training aspects.
- Conduct a comprehensive assessment of training needs.
- Define SMART goals and create detailed documents.
- Adapt training environments for participatory learning.
- Incorporate diverse styles and roles.

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Summary

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- Clarify purpose, check knowledge, outline content and generate interest.
- Deliver essential information through brief, clear and interactive mini-lectures.
- Include interactive sessions.
- Summarise key points at the end of each module.
- Measure the effectiveness of the training by assessing trainees and receiving their feedback.

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