ICOPE

INTEGRATED CARE FOR OLDER PEOPLE

TRAINING OF TRAINERS

Facilitator Guide: Module 19

World Health Organization

Contents

Introduction to the Guide

Welcome to the Facilitator Guide for the WHO Integrated Care for Older People (ICOPE). This guide serves as a roadmap for the facilitators, helping them navigate through the session while ensuring that key topics are covered and participants are engaged. It may also include tips, potential challenges and suggested ways to handle different situations that may arise during the session.

Iconography

The following icons are used in the Facilitator Guide to indicate the type of content being presented.

Icon	Action	Description
	Session Title	Indicates the name of the session being conducted.
	Session Objectives	Lists the learning objectives to be achieved.
	Timing	Indicates the duration of the session or activity.
	Show	Indicates the slide to be presented.
	Say	What to say or explain while facilitating. It will contain the recommended script/ answers to be discussed.
	Ask	Ask the participants a question and encourage them to respond.
	Do	What to do to facilitate an activity or provide guidance to learners.
	Play	Indicates a video clip to be presented.

Session Structure

This facilitator guide is organised according to the way you will present the material on each slide:

- **Show** – The slides
- **Say** – This is a scripted narrative outline for you.
- **Ask** – Questions to prompt dialogue with and among the participants
    - ○ The dialogue associated with the questions should take between 5 to 10 minutes. However, you will need to use your best judgement about the time to dedicate to the question-and-answer sessions. Some sessions may last longer.
- **Do** – Prompts you to do an action

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. 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 it to suit your natural training style. Add

your own 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 own good judgment 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.

Module 19: Training of Trainers

	Session Title:	**Training of Trainers**
	Timing:	40 min
	Session Objectives:	• 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.

Training of Trainers

⧖ **Time: 40 min**

🖱 **Do:**

- *Formal welcome*
- *Introduction of facilitator*

▷ **Show:** Slide 1
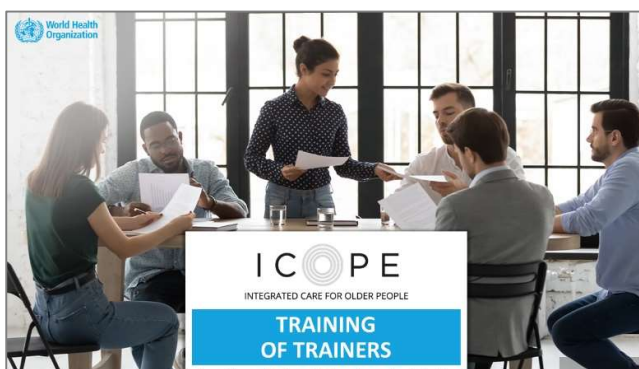
👤 **Say:**

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. In this session, we will cover the following.

- Assessment of Training Needs
- SMART goals and instructional styles
- Key components of setting the stage in the training session
- Effective techniques of delivering information and summarising key points

We'll 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'll 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'll understand the importance of setting SMART goals—goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. These goals will help you organise your training programme efficiently and ensure clear, actionable outcomes.
- You'll 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'll 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 summarising key points and the importance of gathering feedback. Summarisation reinforces learning, while feedback helps you understand participant progress and areas needing improvement.
- Finally, you'll 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.

Programme Preparation and Planning Checklists

Show: Slide 3

Say:

Let's 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. Make photocopies of the programme agenda, local data, and any support materials you will need.

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.

Training Needs Assessment

Show: Slide 4
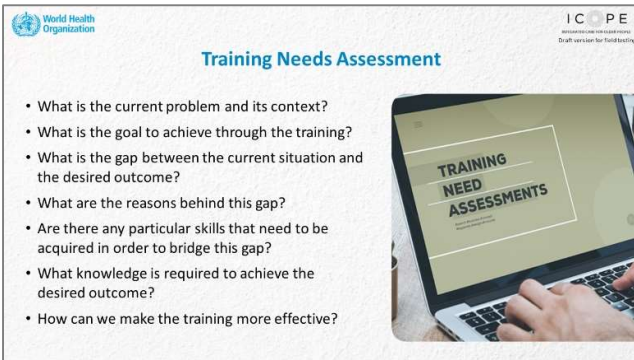
Say:

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

First, identify the current problem and its context. Understand the specific issues your team or organisation is facing and the circumstances surrounding these issues. This will help in pinpointing the exact areas that need attention.

Next, define the goal you aim to achieve through the training. Clearly articulate what you want to accomplish. This goal will guide the entire training process and ensure everyone is aligned towards the same objective.

Identify the gap between the current situation and the desired outcome. This gap analysis is crucial for understanding the extent of the training needed.

Investigate the reasons behind this gap. Explore why this gap exists. Is it due to a lack of skills, knowledge, resources, or other factors? Understanding the root causes will help in designing effective training interventions.

Determine if there are particular skills that need to be acquired to bridge this gap. Identify the specific skills that are lacking and that are necessary for achieving the desired outcome. This will help in creating focused and relevant training content.

Assess the knowledge required to achieve the desired outcome. Beyond skills, identify the essential knowledge that participants need to acquire. This includes both theoretical understanding and practical know-how.

Finally, consider how to make the training more effective. Think about the best methods and techniques to deliver the training. This could involve using diverse instructional styles, interactive activities, real-world applications, and continuous feedback mechanisms.

Show: Slide 5

Say:

Start your assessment by understanding the main characteristics of your trainees. Knowing who they will be is essential for tailoring the training to their needs.

Employment status: Identify whether the trainees are full-time, part-time, or temporary employees. This helps in designing the training schedule and understanding their work commitments.

Cadre: Determine the job roles or positions of your trainees. This will help in customising the training content to be relevant to their specific responsibilities and tasks.

Experience: Experienced individuals may need advanced training, while beginners might require more foundational knowledge.

Educational status: Take into account the educational background of your trainees. This helps in deciding the complexity of the training content and the methods of delivery.

Background knowledge of the training subject: Evaluate the trainees' prior knowledge related to the training subject. This will help in identifying knowledge gaps and areas that need more focus.

Previous relevant training: Review any previous training that the trainees have undergone. Understanding their prior learning experiences can help in building on existing knowledge and avoiding redundancy.

Setting Goal and Objectives

Show: Slide 6

Say:

Now, let's 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 personalised 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, Relevant, 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.
- **Relevant:** 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:

Now, let's move on to the Development of a Syllabus for your training course. The syllabus is a crucial document that outlines all decisions regarding the organisation of the training. It serves as a comprehensive reference throughout the course, from design to finalisation.

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—Specific, Measurable, Achievable, Relevant, and Time-bound.

Language of Instruction: 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 Training Agenda

Show: Slide 8

Say:

Let's walk you through Developing a Training Agenda. A well-structured agenda is essential for the smooth operation and success of your training programme. Here are the key steps to consider:

- Avoid scheduling training sessions on official holidays. This ensures maximum participation and avoids conflicts with the trainee's personal commitments.
- Distribute practical and theoretical training hours. Balance hands-on activities with lectures and discussions to cater to 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 to maintain energy and attention levels.
- Arrange the sessions so that the sequence of the topics is coherent. Plan the order of topics logically to build on knowledge progressively and maintain a smooth flow throughout the training.
- Indicate a title for each session. Clearly label each session to provide participants with an overview of the content and help them follow the schedule.
- Put the name of the trainer for each session and activity. Assign trainers to specific sessions and activities to clarify responsibilities and provide participants with a point of contact.
- Set break times and classify them. Schedule regular breaks and specify their type, such as coffee breaks, lunch breaks, and group photo opportunities. This helps in managing time effectively and providing necessary rest periods.
- Determine practical training times and eventual field visits. Allocate specific times for hands-on training and any planned field visits to ensure the practical application of theoretical knowledge.

Premises, Equipment and Visual Aids

Show: Slide 9

Say:

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

Optimise 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 for quick group communication, 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, optimising paper usage by fitting multiple slides per page.

Following these steps will help you create a well-organised and equipped training environment.

Flow of the Training Session

Show: Slide 10

Say:

Now, let's move on to the Flow of the Training Session. Here's a step-by-step outline to ensure a smooth and effective training experience:

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's delve into more specific Dos and Don'ts for effective facilitation. Here are key guidelines to enhance your facilitation skills:

Dos:

- Pay attention to non-verbal communication (e.g., hand and body movements). It can convey a lot of information and feelings.
- Be familiar with the session plan and materials to ensure smooth delivery.
- 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 personalise 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 visualisation 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.
- Don't show shyness, nervousness, or worry during sessions to inspire confidence.
- Avoid one-way teaching without any interaction; encourage dialogue and engagement.
- Don't 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.

By following these dos and don'ts, you'll create a conducive learning environment and facilitate effective knowledge transfer.

Mixed Methods of Training

Show: Slide 12

Say:

Continuing our discussion on effective training methods, let's delve into the concept of mixed methods of training.

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

The incorporation of various training materials alongside the programme can significantly enhance its effectiveness. Whether it's 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's essential to recognise 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 and adaptable approach, we can ensure that our training initiatives are relevant, engaging, and impactful.

By embracing mixed methods of training and utilising 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

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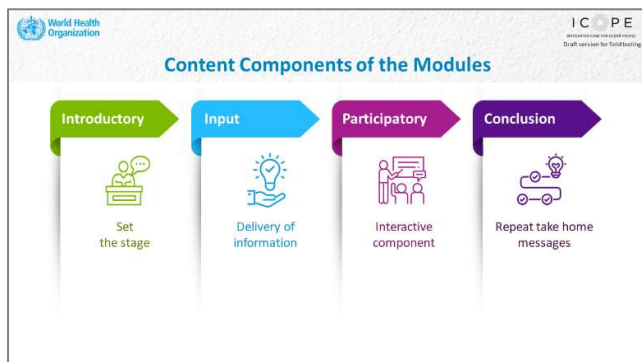
Say:

Continuing our exploration of the content components of our training modules, let's delve into each section in detail:

Introductory:

In this section, we aim to set the stage for the module. It's about creating context and anticipation for what's 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 where the magic happens. This is the interactive segment of the module where participants actively engage with the content through discussions, group activities, and hands-on exercises.
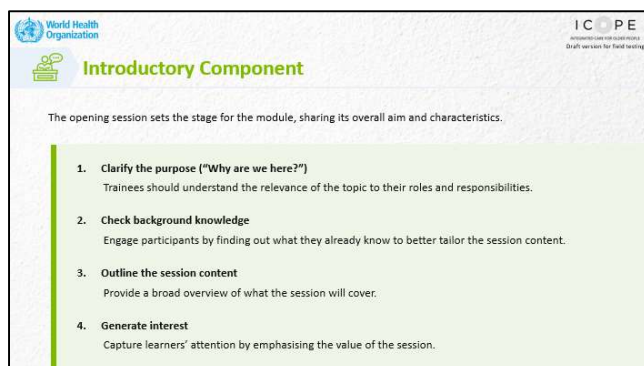
Conclusion:

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

Introductory Component

Show: Slide 14

Say:

As we commence our training module, it's crucial to begin with a strong introductory session that sets the stage for what's to come. Let's explore the key components of this opening segment:

- **Clarify the purpose:** Our first task is to answer the question, "Why are we here?" It's essential that trainees 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. Emphasising the value of the session and highlighting how it relates to participants' professional growth or organisational goals helps generate interest and enthusiasm.

Input Component: Mini-lectures and Handouts

Show: Slide 15

Say:

Now, let's explore the input component of our training module, focusing on mini-lectures and handouts:

Mini-Lectures:

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 characterised by the following:

- **Clarity:** Keeping it simple is key to ensuring that participants grasp the information effectively.
- **Visual Aids:** Utilise 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:

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.

By incorporating mini-lectures and handouts into our training sessions, we create dynamic and interactive learning experiences that cater to different learning styles and maximise participant engagement and retention.

Mini-lectures and PowerPoint Presentations

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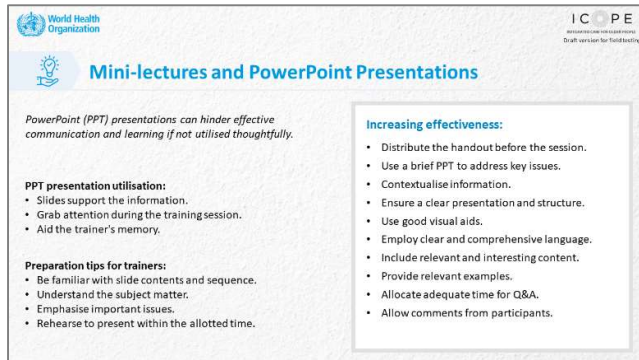
Say:

Let's explore the effective utilisation of mini-lectures and PowerPoint (PPT) presentations in our training sessions.

While **PowerPoint presentations** can enhance learning experiences, they can also hinder effective communication if not used thoughtfully. Here's 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:** Utilise 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:** Familiarise 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.

To enhance the **effectiveness** of PPT presentations, consider the following:

- **Handout Distribution:** Provide handouts before the session to allow participants to follow along and take notes.
- **Brief Presentation:** Use a concise PPT to address key issues, focusing on clarity and relevance.
- **Contextualise Information:** Ensure that the presentation is relevant and contextualised to the participants' needs and experiences.
- **Clear Structure:** Maintain a clear and logical presentation structure to aid understanding and retention of information.
- **Visual Aids:** Use high-quality visual aids to support key points and enhance comprehension.

- **Comprehensive Language:** Employ clear and comprehensive language to ensure understanding among all participants.
- **Relevant Examples:** Include relevant and interesting examples to illustrate concepts and make them more relatable.
- **Q&A Time:** Allocate adequate time for questions and answers, which will allow participants to clarify doubts and deepen their understanding.
- **Participant Engagement:** Encourage comments and feedback from participants to foster a collaborative learning environment.

Delivering the Presentation

Show: Slide 17

Say:

As we delve into the delivery of our presentation, let's explore key considerations for ensuring effective communication and engagement.

In the **Introduction**, it's essential to establish rapport and set the stage for the presentation. This includes:

- Introducing yourself to establish credibility and connection with the audience.
- Presenting the topic clearly to provide context and focus for the presentation.
- Providing an overview of the presentation to give participants a roadmap of what to expect.

Preparation and effective communication are fundamental to delivering a successful presentation. Here's what to keep in mind:

- Ensure slides are visible to all trainees to facilitate understanding and engagement.
- Speak clearly and ensure participants can hear you by projecting your voice and using the appropriate volume.
- Face the participants, not the slides, to maintain eye contact and connection with the audience.
- Use a pointer to indicate specific slide content, directing participants' attention to key points.
- Explain each slide slowly and clearly, allowing participants time to absorb the information.
- Highlight key points without reading directly from the slides, enhancing comprehension and retention.

Engagement and interaction are essential for keeping participants engaged and fostering learning. Consider the following:

- Encourage participants to ask questions anytime, either verbally or by raising their hands, to promote active participation.
- Allocate dedicated time at the end for questions to prevent interruptions and ensure the presentation flows smoothly.
- Keep interactions focused on the topic at hand, maintaining relevance and coherence throughout the presentation.
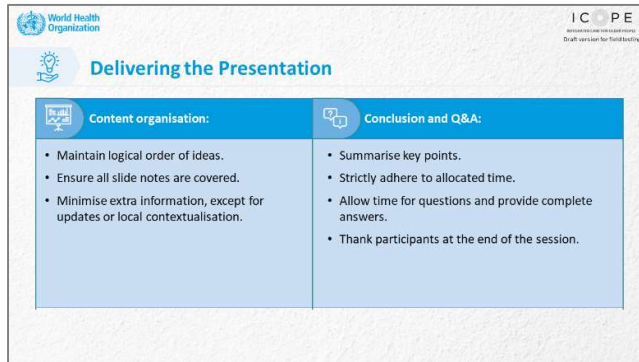
- Ensure interactivity by posing questions to the audience to check understanding and encourage critical thinking.

Show: Slide 18

Say:

Let's continue our exploration of delivering a presentation effectively, focusing on content organisation, conclusion, and Q&A.

Maintaining a logical order of ideas is crucial for ensuring clarity and comprehension. Here's how to **organise your content** effectively:

- 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.
- Minimise the inclusion of extra information, focusing only on essential content. However, feel free to incorporate updates or local contextualisation to enhance relevance.

As you conclude your presentation, it's essential to **summarise key points** and address any lingering questions. Consider the following:

- Summarise 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, 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's explore the participatory component of our training module, which emphasises active engagement and interaction among participants.

- **Balanced Mix of Methods:** Incorporating a balanced mix of methods in our training programme maximises participants' interaction and benefits. This ensures that various learning styles are accommodated and enhances overall engagement.
- **Filtering Participant Points:** During discussions, it's 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.

Brainstorming Session

Show: Slide 20

Say:

Let's dive into a way to increase participation, that is, brainstorming session, a dynamic method for generating ideas and fostering discussion.

Brainstorming is a rapid idea-generation technique aimed at generating a plethora of ideas for discussion.

Typically, sessions commence with a brainstorming activity where participants jot down ideas on flip charts or cards.

After brainstorming, organise the ideas to identify emerging themes and patterns.

Once organised, analyse and discuss the ideas to delve deeper into each concept and its implications.

Define the purpose of the brainstorming session and outline the post-brainstorming plan beforehand to ensure clarity and direction.

Pose clear and unambiguous initial questions to guide the brainstorming process and focus participants' thinking.

Allocate 15-20 minutes for the brainstorming session, ensuring equal participation from all participants and maintaining an energetic pace.

Role Playing

Show: Slide 21

Say:

Let's explore another method, that is, the role-playing component. It is a powerful method for developing essential skills in care delivery.

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.

Implementing role playing involves the following strategies:

- Role playing can be utilised to portray both good and bad practices, allowing participants to explore different approaches and their consequences.
- For skills practice, it's beneficial to conduct role playing 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 should also consider:

Interactive Scenario Exploration:

- Encourage participants to engage in interactive scenario exploration, prompting them to consider challenges they may encounter when interacting with older individuals.
- Ensure scenarios focus on real interactions rather than abstract issues, allowing participants to immerse themselves in realistic situations.
- Challenging scenarios may involve screening impaired individuals, addressing shame, fear of examinations, or dealing with restrictive family dynamics.

Role-Play Feedback Guidelines:

- Provide clear guidelines for providing feedback on role-playing exercises:
- 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.

Conducting a Case Study

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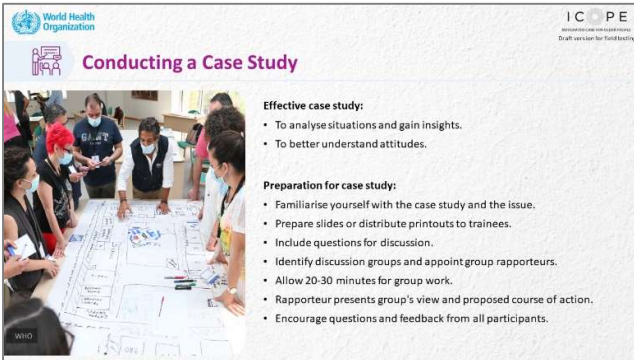
   Say:

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's what you need to do:

- Familiarise 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 rapporteurs to facilitate 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.

Concluding Component

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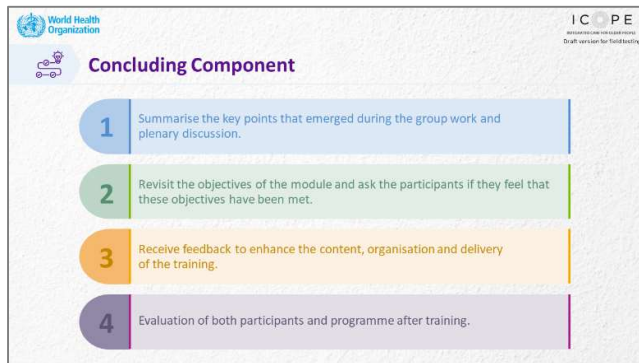
👤 **Say:**

As we approach the conclusion of a training module, it's essential to ensure a comprehensive wrap-up that reinforces key learnings and solicits valuable feedback. Here's how to effectively conclude the session:

1.   **Summarise Key Points.**

Begin by summarising the key points that emerged during the group work and plenary discussions. 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.**

Encourage participants to provide feedback on various aspects of the training, including content, organisation, and delivery. This feedback is invaluable for continuous improvement and ensures that future training sessions are tailored to participants' needs and preferences.
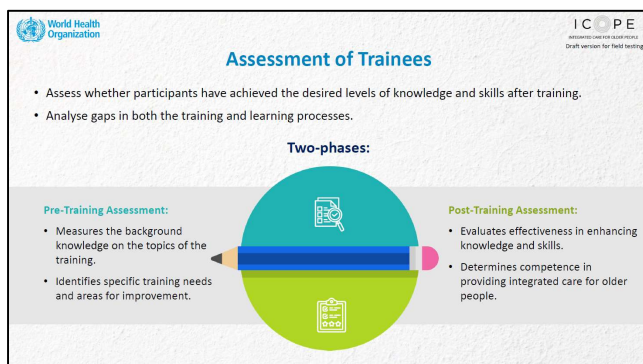
4.   **Evaluation.**

Conclude the session by conducting 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

Show: Slide 25

Say:

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

The pre-training assessment serves two primary purposes:

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

Following the training sessions, 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 in providing integrated care for older people, as outlined in the training objectives.

Guidelines for Conducting Knowledge Assessment

Show: Slide 26
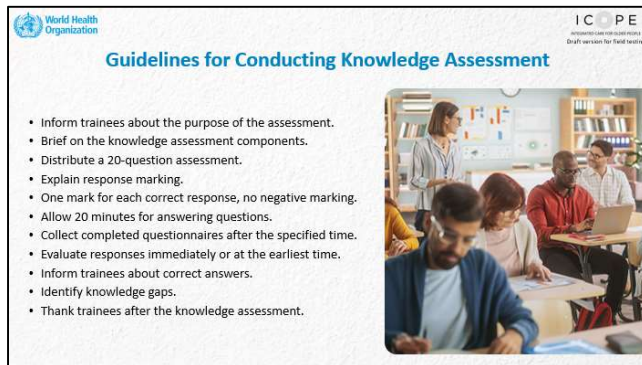
Say:

Conducting knowledge assessments, both pre-and post-training is integral to gauging participants' understanding and progress. Here are the guidelines 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.
- Distribute a 20-question assessment to participants, allowing them ample time to complete it.
- Explain the response marking system, emphasising 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.
- Finally, thank trainees for their participation and cooperation in the knowledge assessment, recognising their efforts and contribution 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, it is important that the core knowledge expected to be delivered by the training is comprehensively represented in the questionnaires.

Knowledge Assessment Matrix
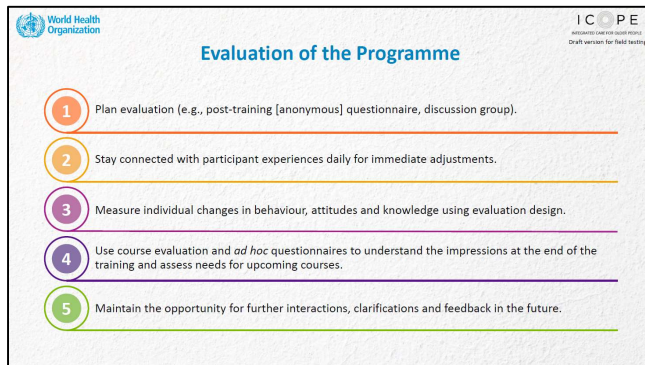
Show: Slide 27

Say:

Here is an example of a Knowledge Assessment Matrix for your reference.

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

Evaluation of the Programme

Show: Slide 28

Say:

Evaluating the training programme is essential to gauge its effectiveness and identify areas for future improvement. Here are the guidelines for conducting a comprehensive evaluation:

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 basis 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 expect the end of the training for taking action if critical issues are identified during the programme.

Always monitor individual changes in behaviour, attitudes, and knowledge during the training. Body language provides valuable insights into how the programme is going.

As mentioned, knowledge delivery assessment is important 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 better meet the needs and gaps. Also, conduct ad hoc questionnaires at the end of the training to gather participants' impressions and insights. This will allow 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.

Show: Slide 29

Say:

Continuing with the evaluation process, discussion groups also offer a valuable opportunity for facilitators to gather in-depth feedback from participants. Here's how to conduct these sessions effectively.

Organise small discussion groups with participants to delve into their experiences and opinions about the training programme.

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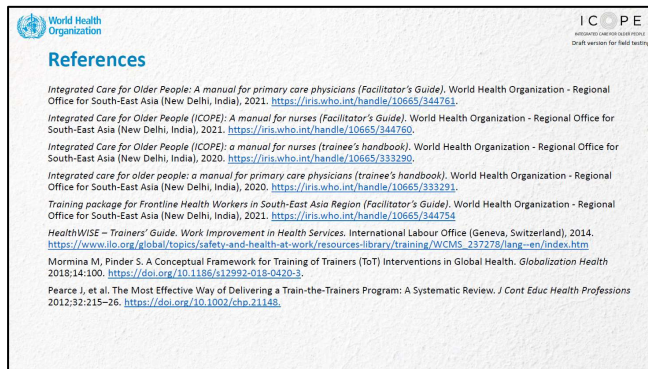
Summary

Show: Slides 30 and 31

Do:

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

References

🖥️ **Show:** Slide 32

Here are some references to essential publications or websites.