

**Southeastern National
Tuberculosis Center**
SHARE • LEARN • CURE

Coordinating Effective Education and Training

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Learning

“That is what learning is.
You suddenly understand something
you have understood all your life
but in a whole new way.”

- Doris Lessing



Objectives

- Describe the role of the program manager in staff training and education.
- Describe the steps involved in the systematic health education process
- Describe how to design training/education activities.
- Describe at least two characteristics of an effective trainer or facilitator.
- Identify at least three potential partners in training and educational efforts.



“Essential Components” Mandate

- Each state, territory, and big city TB program should provide:
 - Training and education for program staff
 - Leadership in TB education in the community
- District TB programs also have a role

MMWR: “Essential Components of a Tuberculosis Prevention and Control Program”

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00038823.htm>



TB Program Human Resource Development Plan

- Programs were asked to develop plan to
 - Establish/improve in-service TB training
 - Identify ongoing training needs
 - Improve patient education and communication program capacity
 - Coordinate training with others (e.g., HIV, STD programs)
 - Target health providers or organizations serving high-risk populations



What is the Role of the Program Manager in Training and Education?

1. For TB program staff
2. For other healthcare providers
3. For members of the community



Role of the Program Manager in Training and Education

1. For TB Program Staff

- Provide training opportunities
- Act as a resource person
- Ensure staff are competent to conduct TB control activities
- Ensure staff are competent to conduct training
 - For other staff – TB, STD, HIV
 - For patients and others at risk



Role of the Program Manager in Training and Education

2. For Other Healthcare Providers

- Provide training opportunities
- Act as a resource person
- Provide leadership
- Develop partnerships in training



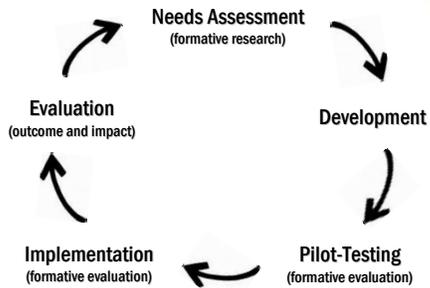
Role of the Program Manager in Training and Education

3. For Community Members

- Act as a resource person
- Provide leadership
- Assure appropriate training materials
- Assure appropriate trainers and training opportunities
- Develop partnerships in training



Overview of Systematic Approach to Health Education

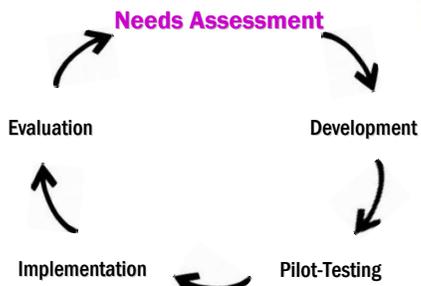


Why use the systematic approach?

- All components are intuitive
 - If spending resources on training, it makes sense to know where training is needed, who needs training, and to evaluate if training was effective.
 - Structured way to plan and implement that ensures a relevant useable product or material.



Overview of Systematic Approach to Health Education



What is a needs assessment?

- Systematic process of obtaining and analyzing information to determine:
 - Current needs
 - Existing resources
 - Potential methods of addressing needs



Why conduct a needs assessment?

- Leads to tailored and useful training/materials
- Provides basis for evaluation
- Helps ensure appropriate use of resources
- Uses input from the target audience
- Identifies available resources



Needs Assessment

- Can be formal or informal based on
 - Amount of resources
 - Breadth of assessment
- Start with what you know
 - Your experiences, observations and interactions with others can provide a starting point



Steps in a Needs Assessment

- Identify questions that need to be answered
- Locate and utilize available existing data and resources
- Determine how additional information will be collected
- Collect data
- Analyze data
- Identify gaps
- Plan training to address gaps
 - Linking goals, objectives and activities



Data Gathering Methods

- Existing data
- Focus groups
- Key information interviews
- Community forums
- Many online tools
- Surveys
- Observation
- Personal interaction
- Combination of methods





TB Nurse Training Needs Assessment Exit this survey

I. TB Nurse Training Needs Assessment

The VDH TB Control and Prevention Program staff wants to provide training that meets your needs. Please complete this brief survey to help us design the content of the TB Nurse Training Program that we hope to offer later in the year.

I. The following topics are being considered for inclusion in the TB training. Please consider your TB related job functions and rank each topic in terms of how useful it would be to you.

	Least Useful	Somewhat Useful	Useful	Very Useful	N/A
Contact investigation	<input type="radio"/>				
Case management	<input type="radio"/>				
Cultural competency	<input type="radio"/>				
Legal and ethical issues	<input type="radio"/>				
Treatment of TB Disease - general overview	<input type="radio"/>				
Treatment of Latent TB infection - general overview	<input type="radio"/>				
Drug serum level testing	<input type="radio"/>				
Rapid testing methodologies	<input type="radio"/>				
Multidrug resistant TB/XDR	<input type="radio"/>				
Pediatric TB	<input type="radio"/>				
TB/HIV coinfection	<input type="radio"/>				
Laboratory issues	<input type="radio"/>				
Tuberculin skin testing and targeted testing	<input type="radio"/>				



TB Nurse Training Needs Assessment design survey collect responses analyze results

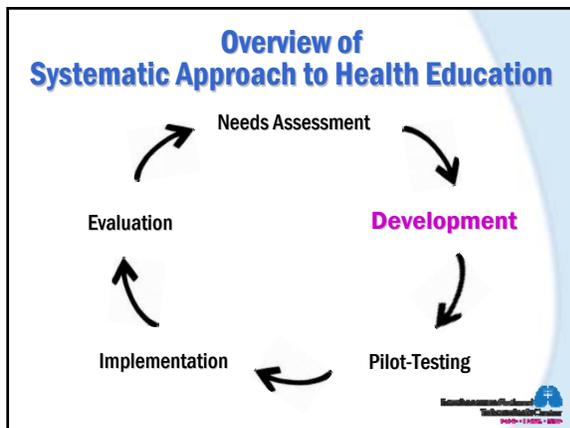
Response Summary Total Started Survey: 53
Total Completed Survey: 53 (100%)

Page: TB Nurse Training Needs Assessment

I. The following topics are being considered for inclusion in the TB training. Please consider your TB related job functions and rank each topic in terms of how useful it would be to you.

	Least Useful	Somewhat Useful	Useful	Very Useful	N/A	Rating Average	Response Count
Contact investigation	0.0% (0)	7.0% (4)	28.0% (21)	52.8% (28)	0.0% (0)	3.45	53
Case management	3.8% (2)	5.7% (3)	35.8% (18)	54.7% (28)	0.0% (0)	3.42	53
Cultural competency	13.0% (7)	13.0% (7)	28.3% (20)	34.4% (18)	0.0% (0)	2.94	52
Legal and ethical issues	3.9% (2)	11.8% (6)	37.3% (19)	47.1% (24)	0.0% (0)	3.27	51
Treatment of TB Disease - general overview	3.8% (2)	13.2% (7)	43.4% (23)	39.6% (21)	0.0% (0)	3.18	53
Treatment of Latent TB infection - general overview	7.7% (4)	15.4% (8)	48.1% (25)	28.8% (15)	0.0% (0)	2.98	52





Training/Program Development

- Based on needs assessment
- Establishes goals and objectives
- Identify or develop:
 - Resources
 - Materials/curricula
 - Instructional methodology and activities
- Utilizes evaluation at each step
- Conducted with content experts and members of the target audience



Training/Program Development

- Set up a timeline
- Work on logistics – budget, materials, required approvals, food, letters to participants, continuing education credits, faculty, facility, AV equipment, etc.
- Arrange speakers with topic expertise and effective presentation skills
- Convene a planning committee, if possible
- Revisit the Needs Assessment results!



Importance of Partnerships

- With funding decreases partnerships assure projects can continue or be started
- Can broaden scope of work able to be done
- Can help to share workloads



Potential Partners

- RTMCCs
- American Lung Association, local affiliate
- Other state, county, or local programs
- TBETN
- Faith-based organizations
- VA medical centers
- Universities
- United Way agencies
- Professional organizations
- Others ?



Selecting & Developing Educational Tools and Materials

Things to Consider

- Attractiveness
- Comprehension
- Relevancy
- Acceptability
- Persuasiveness
- Usefulness
- Credibility



Various Formats Available

- Newsletters
- Films/videotapes
- Posters
- Brochures
- MP3 audio
- Booklets
- Flyers
- DVDs/CDs
- Web-based
- What else?



Adapting Materials to Local Needs

- Why bother?
 - Literacy and language
 - Population demographics/disease states
 - Target audience learning styles
 - Target audience knowledge, attitudes, and beliefs
 - Image preferences



Sources of Materials to Adapt - 1

- <http://www.findtbresources.org>
 - Search for TB education and training materials
 - Get information about TB organizations
 - Find out about upcoming events
 - Sign up for TB-related Electronic Mailing List and digests
 - Locate TB images
 - Locate TB-related web links
 - Find out about the TB Education & Training Network (TB ETN)
- Centers for Disease Control and Prevention
 - www.cdc.gov/tb
 - Online ordering of materials
 - Guidelines



Sources of Materials to Adapt - 2

- National Tuberculosis Curriculum Consortium
 - <http://ntcc.ucsd.edu/>

The NTCC has developed an extensive offering of curricular materials that are available to educators, students, and healthcare professionals worldwide. These teaching and learning materials cover a wide range of important TB topics and offer a variety of training resources. The NTCC educational products including interactive computer-based clinical cases, resource banks, and other educational assets covering Tuberculosis.



Sources of Materials to Adapt - 3

- RTMCCs
 - Southeastern National TB Center
 - <http://sntc.medicine.ufl.edu/>
 - Francis J. Curry National TB Center
 - <http://www.nationaltbcenter.edu/>
 - Heartland National TB Center
 - <http://www.heartlandntbc.org/>
 - Northeast National TB Center
 - <http://www.umdj.edu/globaltb/home.htm>

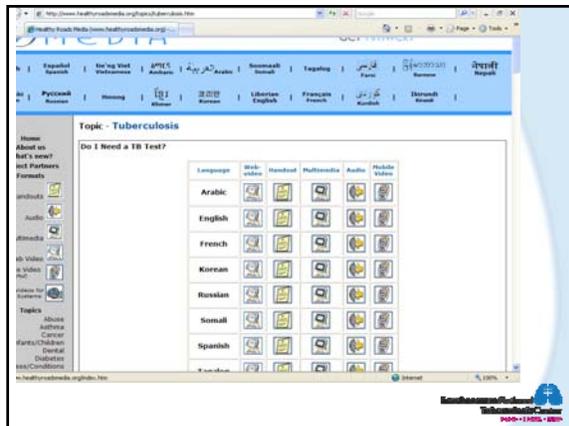


Sources of Materials to Adapt - 4

- Patients
 - 7 pamphlets developed by Virginia TB Control & VDHNC
 - Partnership with Healthy Roads Media
 - Work initially supported by National Library of Medicine grant
 - Available in 15 languages in print version
 - Available in 9 languages in multimedia/audio form
 - Limited topics/languages in mobile web format

<http://www.vdh.virginia.gov/epidemiology/DiseasePrevention/Programs/Tuberculosis/Patients/>





Vous devriez passer le test si:
 - vous présentez des symptômes de tuberculose (toux, fatigue, transpiration excessive pendant la nuit, fièvre, perte de poids, toux avec crachats de sang)



Click Here for English Text

Navigation icons: back, forward, stop, play, full screen.

Le test cutané de dépistage de la tuberculose n'est conseillé qu'aux personnes qui:

- présentent des symptômes de la tuberculose ont
- des risques élevés d'être infectés par les germes de la tuberculose ont
- des risques élevés de tomber malade s'ils sont infectés par la tuberculose.

Tuberculosis (TB) skin testing is recommended for people who:
 - have symptoms of TB or
 - are at higher risk for becoming infected with TB germs or
 - are at higher risk of becoming sick if they have a TB infection.



Navigation icons: back, forward, stop, play, full screen.

Print Version



Baartaanka Qaaxada ama Tibishada ee jirka waxaa lagu talinayaa dadkaan hoos ku xusan oo kali ah:

- Dadka leh calaamadaha Qaaxada, ama
- Aad halis ugu ah inay qaadaan jeermiga qaaxada ama tibishada dhaliyo, ama
- Aad halis ugu ah jiro hadii ay qabaan jeermiga cudurka qaaxada dhaliya.

Ma in la iibaraa?
 Laga yaabe inaad u baahantahay in lagu baaro hadii aad:
 - Leedahay calaamadaha qaaxada sida (qufaca, daalka, habayn dhididka, qandhada, missaandheec, dhig qufacdi)

ad la xiriirtay ama la dhaqanto qof cudurka Qaaxada qaba
 ad tahay shaqaale caafimaad
 ad ku nooshahay xabsi, hay'ada waalida (maanakoobiyo), ama guryaha dadka waaweyn lagu laaneeyo
 ad ku noolaatay ama u safartay wadan ay dadku badi qabaan cudurka qaaxada
 ad isticmaashay cirbadaha muqaadaraadka layskula duro
 ad qabto xaalado gaar ah oo caafimaad sida

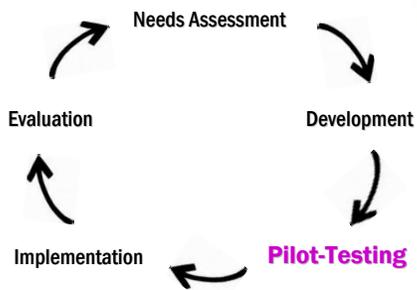
- Kansarka (kaankarada)
- Cudurka kaliyaha oo halis ah
- sokor
- silicosis
- Jeermiga HIV-da
- Aad qaadaneyso daawo isteerooydn ah
- Miisaankaada uu aad u dhacsan yahay


 National Tuberculosis Center
 WWW.NTCC.KE

Used with a Variety of Technology



Overview of Systematic Approach to Health Education

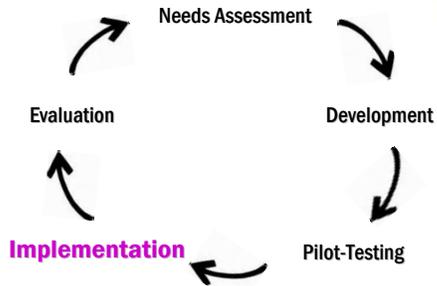


Pilot Testing

- A strategy that allows members of your target audience to review the materials and activities before they are finalized and mass produced.
- Can answer questions about whether products/course are: understandable, relevant, attractive, credible, acceptable, effective
- Can answer questions about alternate ways to present information, concepts, content, appearance, and format



Overview of Systematic Approach to Health Education



Implementation

- Implement program/course/material as planned
- Develop a distribution and marketing plan for the materials or program
- Logistics
 - How many copies of the materials are needed
 - Faculty
 - Incentives
- Conduct process evaluation during implementation



Process Evaluation

- While program is being implemented ask yourself
 - How are the participants reacting?
 - How are the logistics working?
 - Have I had to change any activities in order to make them more appropriate under the current circumstances?
 - What changes might I make to this program/activity?



Importance of Training and Education for TB Control

- TB: leading cause of death worldwide due to single infectious agent
- At risk: foreign-born, disadvantaged, less healthcare access
- Multi-drug resistant TB complicates treatment and control
- Many healthcare providers see few cases:
 - slower to diagnose TB; patients not treated promptly
 - increases risk that TB will spread
- General public lacks TB knowledge
- Effective TB training/education helps protect health!



How To Apply These Principles

- Think about your training experiences . . .



Training

- What are some components of a **bad** training?
- What about a **good** training?



What Makes a Good Trainer?

Do you remember a good trainer?

- In your opinion, what 1 or 2 personal characteristics made this person an effective trainer?



Facilitating an Interactive Training Lecture vs. Lecturing in a Classroom

Lecturing in a classroom for students	Facilitating an interactive training and lecture for adults
<ul style="list-style-type: none">• Teacher provides most of the information, often in a didactic lecture	<ul style="list-style-type: none">• Trainer guides and stimulates the participants who also provide information
<ul style="list-style-type: none">• Students have very little experience or knowledge to share	<ul style="list-style-type: none">• Participants share experiences and knowledge



Important Training Concepts

- “Facilitate” learning
- Training is NOT just education
- Telling is NOT training
- Teaching more content does NOT mean that more learning will occur



Training Basics

- Know your audience
- Use Adult Learning Principles
- Be Prepared to Train
- Manage the Training
- Communicate Effectively
- Engage the Participants



Characteristics of Adult Learners

- Autonomous and self-directed
- Accumulated a foundation of experiences and knowledge
- Goal oriented
- Relevancy oriented
- Practical
- Need to be shown respect



What is Your Learning Style?



"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"



3 Basic Learning Styles



Visual

LEARN THROUGH

Watching
Observing
Reading



Auditory

LEARN THROUGH

Listening
Speaking



Tactile

LEARN THROUGH

Moving
Doing
Practicing
Touching



Exercise - Learning Style

- What's my learning style quiz

<http://www.agelesslearner.com/assess/learningstyle.html>



Key Points to Learning Styles

Use a blend of training methods and materials to reach the greatest number of adult learners.

LEARNING METHODS

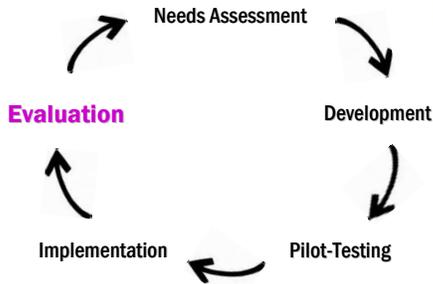
Interactive lectures
Discussions
Exercise

TRAINING MATERIALS

Slides
Manuals/handouts
Videos



Overview of Systematic Approach to Health Education



Outcome Evaluation

- Assesses immediate or short-term effects of a material/program
- Helps draw conclusions about material/program effectiveness
- Answers questions such as:
 - Did you achieve your learning objectives?
 - What knowledge and skills did the target audience gain as a result of the training/product?

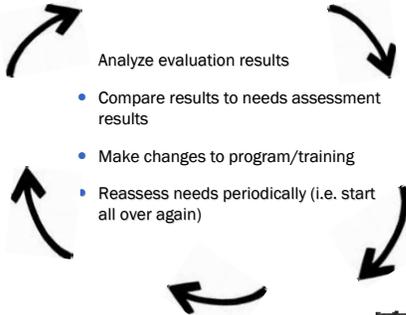


Impact Evaluation

- Gathers information about the long range results of the material/program and improvements in health status
- Answers questions such as:
 - Did the user's job performance improve?
 - What are the changes in job practice of user or participant?
 - What changes were implemented in the program?
 - Are the recipients of the material acting on the information as expected? i.e. agreeing to treatment for LTBI, reporting side effects



The job is never done . . .



Analyze evaluation results

- Compare results to needs assessment results
- Make changes to program/training
- Reassess needs periodically (i.e. start all over again)



We all need help with training!