

Trainer Manual

*for the IMPAACT Community Advisory
Board Training Curriculum*



Version 1.0, 2007

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We would like to express our gratitude for the work of the CAB Curriculum Advisory Group. Members of this group recognized the need for these training tools, identified the goals and objectives of CAB training, and provided valuable input that guided and shaped the development of all of the content of these training modules.

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IMPAACT Community Advisory Board Training Curriculum

Foreword

What is the CAB Curriculum?

These training modules are provided as a resource for Community Advisory Boards (CABs) associated with the research sites of the International Maternal, Pediatric, and Adolescent Clinical Trials (IMPAACT) group. The curriculum goals are to help CABs with:

- Preparing members and helping them build confidence for serving as resource persons for other community members on issues related to clinical research and care
- Understanding the purpose and roles of CABs at the local, regional, and international levels
- Understanding the organizational structure of IMPAACT and how local, regional, and global CABs fit within the structure
- Having a basic, functional understanding of clinical research and the associated vocabulary
- Developing the knowledge and skills to effectively act as a liaison between the community and the researchers to
 - Assess the concerns and needs of the community
 - Understand how the community needs might be translated into research questions
 - Communicate these questions to investigators in the network, according to the procedure determined by the group
- Developing the knowledge and skills to participate in the protocol development process by
 - Clearly communicating community questions and issues to the protocol team
 - Critically evaluating protocols from the community viewpoint
- Developing the knowledge and skills to critically evaluate the results of clinical trials and to communicate them accurately and clearly to community members
- Understanding the objectives of the multi-layered protocol review process

Please note: *These training modules require that the trainer and the participants have a good general understanding of HIV disease and the treatment of HIV disease and AIDS. If CAB members or potential CAB members who are going to participate in CAB training do not yet have this knowledge, it is suggested that they attend HIV-related training prior to this training.*

About HIV: A Teaching Tool is one item that may be used to provide basic HIV information. It is available in the form of a booklet or as a PowerPoint (slide) presentation for all IMPAACT sites and can be downloaded from the IMPAACT Web site. Future modules to be developed for the CAB curriculum will include training on HIV, HIV treatment, pediatric HIV and Prevention of Mother-to-Child Transmission.

Completed Modules:

- Module 1: Community Participation in Research
- Module 2: Introduction to Clinical Trials
- Module 3: Informed Consent and Counseling
- Module 4: Protocol Review
- Module 5: Understanding Clinical Trial Results
- Module 6: Research Ethics

Module 7: CAB Recruitment and Retention

Module 8: Community Assessment

Support Materials:

- Clinical Trials Glossary
- Informed Consent Pocket Card
- Protocol Review Workbook

Future CAB Modules:

- Overview of HIV Infection and Antiretroviral Therapy
- Pediatric HIV
- Prevention of Mother to Child Transmission of HIV

How do I use this curriculum?

When preparing for training from the electronic copies of the curriculum, you will need to print both the Microsoft Word documents and the Microsoft Power Point file. If needed, there are instructions for printing power point documents included at the end of the Foreword.

The training modules and agendas are *adaptable*, and may be adjusted to meet the learning needs and time constraints of individual CABs. It is not required that modules be presented in the suggested order. Experienced CABs may not need further training in selected areas, while newly forming CABs may need to use all of the modules in the order presented. Training agendas for each module may also be adjusted as needed. Trainer instructions and trainer notes are part of every module.

Each module contains:

- Trainer instructions and suggested agenda
- Opening activity with specific trainer instructions and materials for participants
- Slides with trainer notes for (sometimes divided into Part I and Part II). **Note:** *Words in boldface type in the trainer notes indicate vocabulary included in the Clinical Trials Glossary.*
- Interactive learning activities with trainer instructions and support materials.
- Evaluation forms (for participants)
- Trainer assessment form (for trainers)

Evaluations:

Participants: In order to continuously improve the curriculum, to improve the quality of instruction, and to get feedback from participants (trainees) about their learning needs, it is important to provide participants with copies of the evaluation form at the end of the training. Give participants instructions and ample time to complete the form and return it to you.

Trainer: In order to document the training and to evaluate the training from the perspective of the trainer(s), a trainer evaluation form is also included with each module. When training is done, please complete the form. This will help the CAB to keep track of what training has been done, what training needs to be done and how the quality of the training might be improved.

The forms also serve as important documentation of the effort and quality of the work of the CAB. It would be very helpful to the ICAB if feedback from participants and trainers on the training curriculum is shared with them.

Please note: *Comments may be sent to Claire Schuster or Mary Jo Hoyt. Their contact information is on the front pages of all modules and the front page of these instructions.*

Tips for Trainers

Principles of adult learning

Principles to remember when working with adult learners:

- Create a supportive learning environment and establish safe training practices, e.g., be sure that learners feel confident that their contributions will be received respectfully by the trainer and by their colleagues.
- Build teamwork by encouraging *active participation*.
- Build trust with learners by demonstrating that you are committed to teaching this material and are willing to share your own experiences.
- Be accountable. Explain how you know what you know.
- Provide opportunities for learners to practice what they are learning and to address the feelings and ideas that result.

Please Note: *In order to build capacity for training and leadership, we suggest that you pair an experienced trainer with an inexperienced trainer. Slowly give the inexperienced trainer responsibility for parts of the training as he/she becomes comfortable.*

Trainer tips

These tips are provided to help trainers *encourage participants to be actively involved in the training*:

- Emphasize the immediate usefulness of the material presented. Adult learners are particularly receptive to information that is useful.
- Elicit personal experiences that are culturally sensitive and appropriate. Adult learners can bring a reservoir of experience to the course, and their contributions are an important resource.
- Encourage group interaction and participation early in each session. Try to interact early at least once with each participant and encourage him or her to interact with you. The opening exercise is meant to encourage interaction from the beginning of the training session. Suggestions for discussions with participants are included in all of the slide presentations so that the slides are not overly long “lectures” without any interaction with the audience.
- Make an effort to learn participants' names early (if you don't already know them) and to use their names whenever possible.
- Instead of talking with other trainers during breaks, remain in the classroom and speak with participants.
- Be available after each session to answer questions and discuss concerns.
- Consult with participants throughout each presentation to gauge their comprehension and attentiveness. Generally, the more conversation and noise in a room, the less the

participants are focused on the material. Pay attention to nonverbal cues to gauge learners' attentiveness.

- Praise or thank participants when they perform an exercise well, participate in a group discussion, ask a question, or help other participants.

Training Strategies

Presentations and discussions

Presentations are didactic training methods (as directed in the manual) used to present scientific and technical content. In these modules, we have avoided overly long didactic presentations by interspersing slides with discussions and other interactive activities. ***Please note:*** *When presenting slides, it's important to avoid reading directly from the overheads or slides. Instead, use your own words and supplement them with examples, practical problems, and discussion questions. Elicit feedback from the audience to encourage discussion.*

Role plays

Role plays are used to engage participants in problem solving by having them act out situations they are likely to encounter in real life. Role plays can be scripted or improvised, and several are suggested and scripted in these modules.

Small group discussions

Small group discussions can foster team coherence. These discussions provide trainers with an opportunity to validate or modify learners' perceptions and knowledge. For small group discussions:

- When necessary, designate a leader to facilitate discussion and summarise the group's findings.
- Consider the objective of the assignment as you determine how to divide participants into groups. You might divide them according to experience in the topic area, or mix participants to include some from different work settings and educational backgrounds. If you want the groups divided randomly, you can ask participants to count off by threes (or any small number); the first person is in group 1, the second is in group 2, the third is in group 3, the fourth is in group 1, the fifth is in group 2 and so on.

Case studies

Case studies are used to present culturally relevant, hypothetical situations. Ask learners to propose solutions.

Interactive exercises and games

The interactive exercises and games in the modules are used to facilitate teambuilding and reinforce learning. Encourage participants to discuss their answers and exchange ideas. When appropriate, record responses on the flipchart and encourage learners to respond to the group's feedback.

Panel discussions

Panel discussions help participants gain insight into research and community participation in research. People with direct experience can be a powerful tool for influencing the participants and helping to solidify learning.

Facilitating the group

A facilitator helps participants learn through individual and group discussions.

Preparation is the key to conducting a successful training course. The trainer should be thoroughly familiar with module content. We suggest that trainers complete the following before starting each module:

- Read the entire module as presented in the Trainer Manual, including instructions and notes.
- Prepare for each of the exercises.
- Obtain and organize the materials needed.
- Be prepared to talk with participants about exercises, lead group discussions, and give participants any help they need.

Managing difficult participants

Occasionally, the learning environment might be disrupted by individual participants. A difficult participant might be overly talkative or dominate discussions. He or she could be determined to be oppositional in every discussion or be disrespectful of other participants and, as a result, other participants may be hesitant to express themselves. Depending on the situation, the trainer should address such behaviors either in public or in private. It is helpful to establish ground rules and reinforce them throughout the course.

Eliciting participation from all participants

Encourage participation from all participants, but do not “force” a participant to contribute to the large group discussion if he/she is uncomfortable. Seek out participants who seem disinterested or bored during a break and ask if you can do anything to improve the situation.

Try to use participants’ names during discussions. Use encouragers to help people feel good about their participation (“good point,” “interesting,” “very good,” “that’s so true”) whenever it’s appropriate. Broaden discussion by asking questions like “Has anyone else had that experience?” or “Do others feel the same way?”

Managing time

Times allocated for each session in the curriculum are *guidelines only*. All of the curriculum content is important; however, the trainer should be familiar with the particular needs, knowledge, and experience level of the group and make adjustments accordingly. Each trainer may change the time spent on each module or exercise, provided the key concepts of each module are addressed.

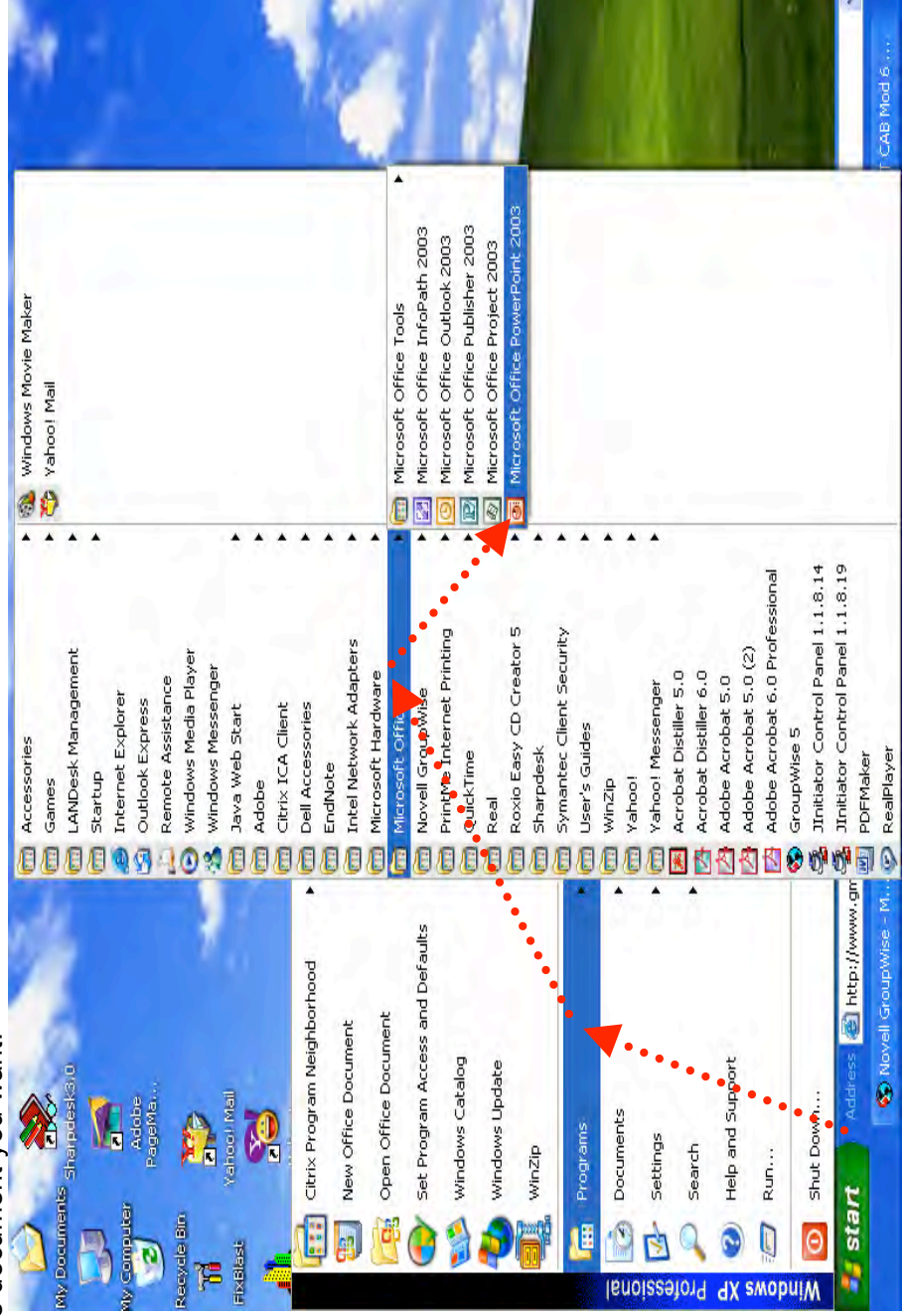
Trainer Preparation Checklist

- ✓ Be familiar with the local culture. You may need to modify training strategies to respect various cultural norms. For example, in some countries, cultural norms dictate acceptable eye contact or physical proximity of the trainer and learners.
- ✓ Familiarize yourself with the module and review the trainer instructions and notes. Modify the suggested agenda to suit the participants' needs, the resources at your site, and the time available.
- ✓ Arrive with enough time to set up the materials and equipment and arrange the furniture and audiovisual equipment in a way that fosters learning and teamwork. An informal arrangement is more comfortable than an auditorium style, which creates a formal "lecture" atmosphere.
- ✓ Because these modules can be taught with a combination of teaching techniques, it's helpful if the classroom has tables and chairs that can be rearranged easily. For presentations, the room should be set up so that all participants can see the slides or overheads. For interactive activities, more informal arrangements work best. **In either case, you should plan to arrive early in case you need to rearrange the seating.**
- ✓ Review resources to ensure you have all the materials related to the course content. Although you will not be able to answer every question, try to master the curriculum content and related support materials.
- ✓ Be sure that all educational materials—overheads or slide projector, flipcharts, markers, and tape—are available and that the equipment is in good working order. These are additional reasons to arrive early.

PowerPoint Instructions

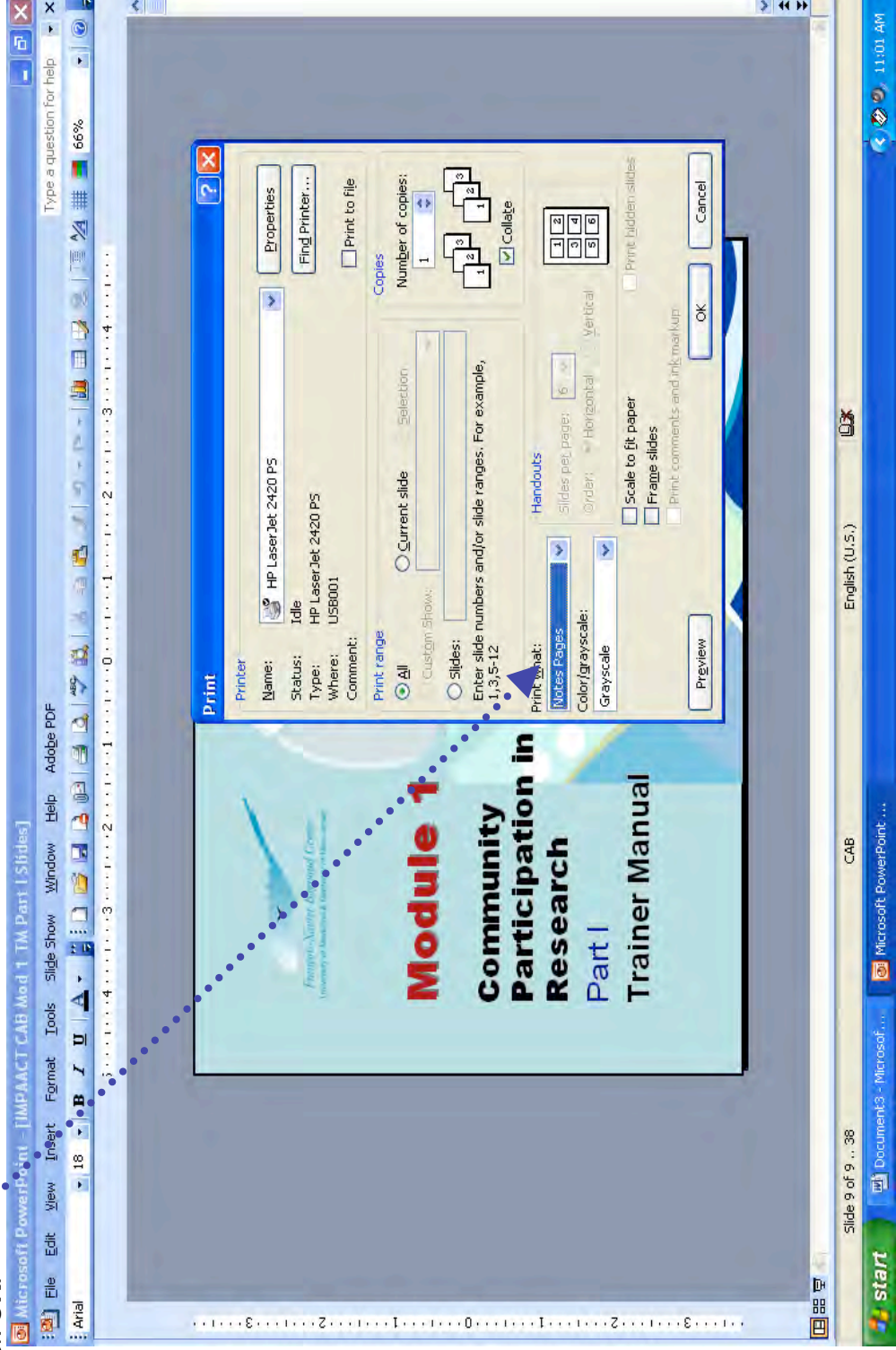
How do I open PowerPoint?

1. Click on **Start**.
2. Click on **Programs**.
3. Click on **Microsoft Office**.
4. Click on **Microsoft Office PowerPoint**.
5. Go to **File**.
6. Open the document you want.



How do I print NOTE PAGES from PowerPoint?

1. Go to **File**.
2. Open the document you wan.
3. Go to **File** again.
4. Scroll down to **"Print"**.
5. Go to **"Print what"** and select **"Notes Pages."**
6. Click **OK**.



How do I print **HANDOUTS** from PowerPoint?

1. Go to **File**.
2. Open the document you want.
3. Go to **File** again.
4. Scroll down to **Print**.
5. In the **Print what** section at bottom left, click on the arrow, then click on **Handouts**.
6. In the **Handouts** section, click on the arrow, then click on the number of slides you want per page.
7. (For example, if you want handouts with 3 slides per page and a column for notes on the right hand side, select “3” as number of slides per page.
8. Click **OK**.

