Putting it all Together: The Training Guide

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Section A

Developing the Background: Overview and Preparation
We Have Been Looking at the Components

The grids are good for putting all the parts in perspective, making a summary of what is to be done.

<table>
<thead>
<tr>
<th>Content, Tasks</th>
<th>Methods</th>
<th>Resources, Materials</th>
<th>Time and Cost</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe malaria symptoms</td>
<td>Brainstorm, share experiences</td>
<td>Flipchart, thermometer</td>
<td>N500 1 hour</td>
<td>Quiz, end of session questions</td>
</tr>
</tbody>
</table>
We Have Been Looking at the Components

A training guide is still needed as a narrative of how to go about it

The guide can be adapted and used by others

<table>
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<tr>
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<th>Methods</th>
<th>Resources Materials</th>
<th>Time and Cost</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Feel the child to determine if the temperature is elevated</td>
<td>Demonstration and return demonstration</td>
<td>Volunteers to demonstrate, child or doll</td>
<td>15 minutes, no cost</td>
<td>Observe return demonstration</td>
</tr>
</tbody>
</table>
A training guide should be written so that a person with some training experience and basic technical knowledge could use it to organize and deliver a training program.

A training guide also forms the basic “take away” of a TOT program.

At the same time, a training guide should have “stand alone” quality—that is, it should be easily understood on its own.
Basic Components

Background section provides instructions to the trainer and contains:

- *Objectives for the session*
- *Overview of the session*
- *Preparation guidelines*
- *Suggested schedule*

Presentation section outlines the procedures for delivering each session/component.
Example: Guinea Worm Case Detection Session

At the end of this session, the VHW will:

- **State the case definition of guinea worm as a white threadlike worm emerging from an ulcer on a person’s skin**
- **List the steps to be taken to find out who in the village has guinea worm disease and how to report the cases**
- **Describe and demonstrate the care and assistance to be given to a person who has guinea worm**
- **Mention self-help measures that the village and individuals can take to prevent guinea worm disease**
The overview section informs the trainers in a general way what will happen during the training.

It provides them with a summary statement that can also be shared with trainees.
While this session will focus on all aspects of guinea worm control, its main emphasis will be on helping villagers to distinguish a new, active case of guinea worm.

Participants will be given a chance to air their views on case presentation, which will be compared and differentiated with the case definition used in the National Eradication Programme.
Overview

Their ideas will be sought on how they can find new cases quickly and the importance of prompt reporting.

Traditional treatment practices will be reviewed and suggestions given on how to keep the wound clean.

The need to recruit healthy persons to help the sick ones collect water will be stressed.
Other preventive actions at the village level will be outlined

- *Including homemade cloth filters and a cooperative village well*
Preparation Guidelines

Preparation guidelines spell out the logistical and procedural aspects of the training

By walking through the preparation section of the Guinea Worm Village-Based Surveillance Guide, we will be able to highlight some of the components of a preparation section
Trainers should have arranged a venue and time for the training at the nearest farm market to the cluster of villages.
Preparation: Venue

This should be done in consultation with market leaders

- Some markets have meeting houses and others have schools
- Arrangements for seats should be made

Continued
Preparation: Venue

If a school is used, check that the room has a chalkboard

- **Bring chalk**
- **If no board is available, bring flipchart paper and markers**
Preparation: Recruitment

Through advance village and market visits, the organizers should have guided members of each catchment village to select their volunteer village representatives to participate in the training.

A list of these volunteers should be compiled in advance and used for registration purposes and attendance taking.
The organizers should also have studied the local market structure and schedule and decided:

- On a day when market attendance would be high
- A time of day when participants would be free to attend
- A time after which they would have sold their produce
Preparation: Materials

A training handout or pamphlet in the local language is needed that illustrates the main points of the session.

Adequate numbers of pamphlets (job aids) should be brought to the venue.

Since not all volunteers will be literate, be sure to draw attention to interpreting the pictures and associating them verbally with the instructions in the pamphlet.
Trainers will also need to prepare simple information/messages in advance

- *This can be done on a chalkboard on flipchart paper as noted under appropriate sections in this guide*

Bring tape and tacks for posting these
Preparation: Trainers

Training should be a team effort

Trainers need to decide in advance who will be responsible for delivering each section of the session and practice this

Trainers will also need to divide logistical responsibilities—including posting flipchart paper, taking attendance, and recording trainee comments and questions
One person should record the comments and questions on paper for later review by the program staff.

Another should write trainee ideas and contributions on the chalkboard or flipchart.
<table>
<thead>
<tr>
<th>Session/Topic</th>
<th>Time Needed</th>
<th>Time Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>15 min</td>
<td>12.30</td>
</tr>
<tr>
<td>Recognition of Guinea Worm</td>
<td>30 min</td>
<td>12.45</td>
</tr>
<tr>
<td>The Reporting System</td>
<td>45 min</td>
<td>13.15</td>
</tr>
<tr>
<td>Helping the Sick Person</td>
<td>90 min</td>
<td>14.00</td>
</tr>
<tr>
<td>Break</td>
<td>30 min</td>
<td>15.30</td>
</tr>
<tr>
<td>Preventing Guinea Worm</td>
<td>45 min</td>
<td>16.00</td>
</tr>
<tr>
<td>Review and Closure</td>
<td>15 min</td>
<td>16.45</td>
</tr>
</tbody>
</table>
Section B

Training Guide: Sample Presentation on Recognizing Guinea Worm
Presentation

Each session in a training program is broken down into sub-sections according to the tasks to be learned.

 Normally, each session would begin with an introduction and end with a review.

The presentation aspect of the guide describes in narrative form how the trainers will go about delivering the training.
Welcome participants

Introduce trainers and trainees

Explain objectives and purpose of session

Describe the procedures that are involved

Encourage trainees to ask questions if they are unclear

Remind trainees that participation by all is the key to learning
Recognizing guinea worm disease

- **Brainstorm:** “we can not hope to report and control a disease unless we know how it presents itself”
- **Ask participants:** “mention ways by which you know if someone has guinea worm”
- **Write answers on a chalkboard or flipchart**
- **Do not criticize any responses**
- **Encourage everyone to give his/her ideas**
- **Review all the ideas and seek clarification**
Follow Brainstorming with Sharing

Ask participants to **share** their own experiences with these signs and symptoms.

Encourage a variety of people to share—men, women, old, young.

Illustration courtesy of the Carter Center
Refer participants to pages 2 and 3 of the pamphlet

Ask people to comment on the pictures

Ask someone to read aloud the captions

People know that guinea worm is ready to attack when they see these signs: rashes, itching, stinging sensation, fever, body pain, and swelling on the leg or part of the body.
After brainstorming and reviewing the pamphlet, comment that:

- “While there are many ways that guinea worm might affect people, there is only one way to be sure it is guinea worm”

Give the example of rashes

- Ask people: “What other diseases have rashes?”
Mention swelling on the body

- Ask people, “What other diseases may cause swelling?”

Explain: “Guinea worm is the only disease in which a white worm comes out of the skin

- Therefore, this is the best sign to be sure that a person really has guinea worm”
Also explain: “When guinea worm comes out of the skin, this is the most dangerous time to the community”

“The guinea worm that is sticking out of the skin can drop its ‘eggs’ in the water when people wade into the pond”

“Then other people who drink the water with the guinea worm ‘eggs’ can get the disease, too”
Getting to the Point

Explain: “It is the most important job of the village representative, volunteer to let the guinea worm program field worker know as soon as someone in the village has a new guinea worm coming out from his/her skin”

Illustration courtesy of the Carter Center
Note that: “The other signs and symptoms people mentioned earlier may or may not signal that a guinea worm is there

“Representatives should keep close watch on people who complain of these other signs, and as soon as a guinea worm comes out, report the case”

Ask for comments, as these ideas may conflict with beliefs, and then summarize
Section C

Training Guide: Sample Presentation on Guinea Worm Reporting System
Involve Participants from the Beginning

Brainstorm

- Ask participants to give suggestions on the best way to find out who in the village has guinea worm
- Write each idea on the chalkboard/flipchart
- After all ideas are exhausted, discuss each one
- Ask the participants if they think the idea is reasonable and feasible in their own village
Supplement Ideas after Participants Had a Chance

Ideas should include items such as:

- *Visiting homes every morning*
- *Asking after friends / neighbors who have not been seen walking about the village*
- *Watching to see who limps*

If these are not mentioned, add them to the list.
Explain Procedures Carefully

Emphasize that it will be necessary to check often, maybe once a week

Note that we must check on everyone who lives in the village:

- *Adults, both male and female*
- *Children*
- *Farm laborers*
If there are some migrant cattle rearers nearby who share the village pond, we must also check if they have guinea worm.
After Talking, Ask Questions

See if people really understood

- Stress the need for the reporter personally to see the case of guinea worm and make sure a worm is actually coming out
- He/she should report the case only if a worm is seen coming out
- Ask participants why this should be so?
Explain that the market reporting system is designed to be convenient for the village reporters.

The village should choose someone who usually goes to market regularly.
It is during these normal visits to market that the representatives will see the field workers and make their reports.

The reporting will be quick and simple so that the reporter will not be distracted from normal market duties.
Explanations

It is very necessary to report every time, even if no one has guinea worm.

Explain the schedule of report days.

**Announce** at this time the date of the first reporting day and repeat this at the end of the session.

This provides a clear link between training and job practice.
Tell the representatives that their job is **very important** for the control of guinea worm

If, for some reason, they cannot come to market on the regular reporting day:

- They should send a message about who has guinea worm through their wife, husband, or another responsible person
Use Flipcharts to Record Ideas

Write on flipchart paper

Post and ask a participant to read aloud

Ask participants to discuss each of the three points on the flipchart and give their own ideas how they can guarantee that they meet these responsibilities

FLIPCHART

Village representatives should be:

- Regular
- Accurate
- On time
Supplement with Visual Aids

Refer to and seek comments on pages 4, 5, and 7 in the pamphlet

As before, get comments on the pictures and have someone read the captions

Village representatives/reporters should find out who has guinea worm:
Visit homes, ask friends, watch who limps and who stays at home
Ask the field workers assigned to that particular market to stand again and be recognized

Training offers an opportunity to clarify roles and working relationships
Specify Trainer Procedures

Now open the floor for **discussion** about possible problems and seek suggestions about how to solve them.

Write all suggestions on chalkboard or flipchart paper.

Some examples of problems may include the following (mention these if they are not raised by the group).
FLIPCHART

What if people are not at home when you check them?

What if people refuse to talk to you?

What if you cannot go to market yourself?
Role play

- Ask for volunteers to role play some of the situations just described
- After the role play, ask observers to comment on the performance and make suggestions
Summarize this session by asking participants to state again the procedures for case detection and reporting.

Thus, the session begins and ends with participation.
Conclusions

The training guide ensures that

- *Basic issues are covered*
- *In the right order*
- *Using appropriate methods*
- *Materials and supplies in the right number*

The training guide can be used by others and adapted to their environment

Finally, the training guide is a record of content and procedures for future use and reference, thereby guaranteeing consistency