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JOHNS HOPKINS  
BLOOMBERG  
SCHOOL *of* PUBLIC HEALTH

## *Recruitment and Involvement of Trainees*

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## Is training organized ...

- ★ *In-house?*
- ★ *Externally?*  
*(if an invitation is received)*



## Criteria: formal and informal

- ★ *Who is eligible according to personnel policy?*
- ★ *Who is qualified in technical terms?*
- ★ *Who has influence, connections, or seniority?*
- ★ *Whose “turn” is it?*

# *What Are the Incentives to Attend Training?*

Both professional and personal

- ★ *Linked with promotion criteria*
- ★ *Opportunity for self-actualization*
- ★ *Travel and per diem are enticing*
- ★ *Workshops offer a chance to SHOP*
- ★ *Recognition upon return*

Sometimes the wrong people attend for the wrong reasons

## *And What Happens on Return?*

Are there opportunities to practice new skills?

- ★ *Is there policy and supervisory support?*
- ★ *Are there adequate resources?*

Will there be jealousy and lack of cooperation among co-workers?

Can multiplier effects be achieved by sharing and training others?

# Ensuring Appropriate Recruitment

Spell out very clearly  
in all promotional  
literature

- ★ *The desired qualifications of potential trainees*
- ★ *What the trainee is expected to do upon returning to work*



Nurse aides are often trained on the job in private clinics; they are least likely to receive training unless organizers specify their attendance

Communicate well in advance with agencies that will be sending trainees so that management:

- ★ *Perceives a need for the training*
- ★ *Develops a personal interest in the course and*
- ★ *Expects successful performance from anyone it sends for training*



Work with the management to make training selection a joint process between the trainers and the agency sending trainees

Make it clear that trainees must apply for a place in the course and that their applications will be screened

Spell out the criteria for screening and selection

Actually apply the criteria

Expectations must be:

- ★ *Realistic in terms of time, other costs, abilities*
- ★ *Developed in concert with:*
  - Populations the volunteers will serve
  - Professional staff with whom volunteers will work

Communicated clearly to:

- ★ *Those selecting the volunteer*
- ★ *The volunteers themselves*



# *Communities and Agencies: Differing Expectations?*

Both want primary care to reach grassroots

Agency expects management of village drug kit

Villagers expect that volunteer will have opportunity to improve himself

Conflicts may result



## In the **learning process**

### ★ *Adult learning principles*

- What I hear, I forget
- What I see, I remember
- What I do, I understand

## In the **planning process**

- ★ *The training committee*
- ★ *Trainee responsibilities for their own learning environment*



# Training Patent Medicine Vendors

Igbo-Ora, a town of  
50,000

★ *50 PMV shops*

PMVs had trade  
association/guild

Opportunities for training  
explained at an  
association meeting

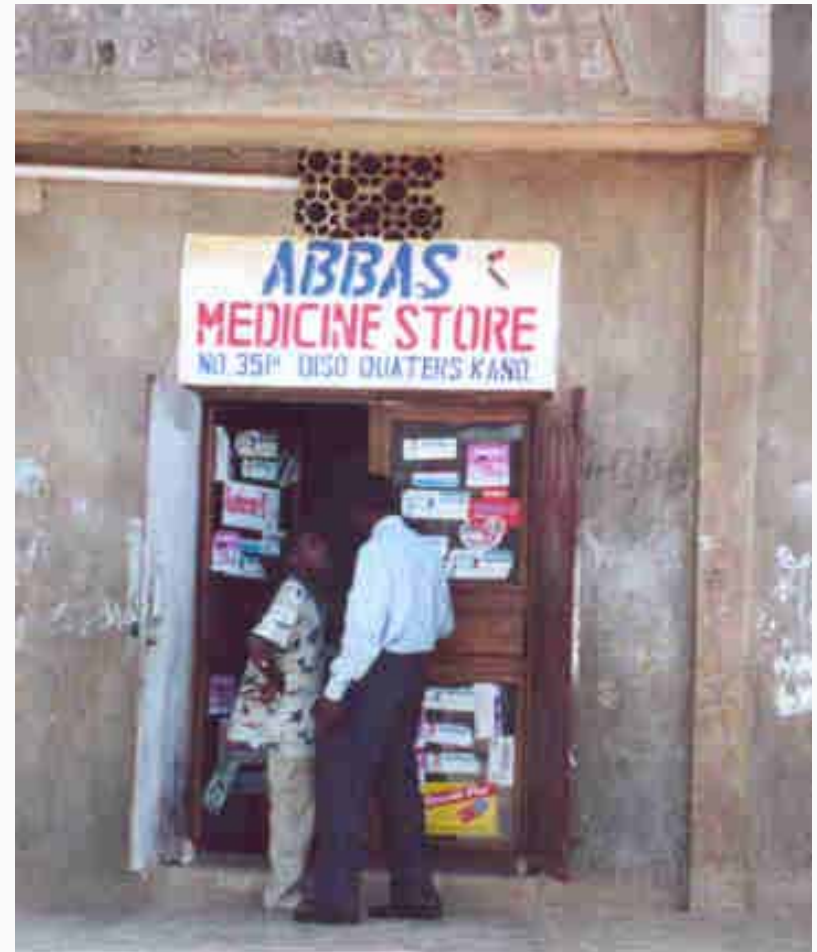


**Photo by John Oribhoboise**



Association appointed a five-member training committee to work with the trainers

Committee polled members interests





Trainers conducted survey and shared results with committee

Committee decided on curriculum



Planned times and found venue (school)

Printed handout materials

Set up the venue each session

Kept attendance, encouraged participation

Handled review and evaluation

