Trainer's Outline for "Train the Trainer"

<u>Day One: AM</u> **Time**

Welcome, Overview, and Introductions **45 minutes**

Welcome and Overview of Community-Based Model:
Welcome everyone and introduce all of the trainers. Explain the overall plan that those attending this training will go back to their communities and organize community-based trainings to improve the oral health of young children, primarily through the use of oral health assessments, fluoride varnish applications, and promotion of fluoride toothpaste for children beginning when the first tooth erupts. Each of you will leave with a Community-Based Oral Health Plan to implement in your own communities.

Overview of training:
Trainers explain how training will work. There are handouts specific to this training in the Train-The-Trainer section of the binder. The rest of the binder is the three-day training outline for the Community Workshops that you will be doing when you go back home. A shortened version of the Community Workshop will be conducted during this training so that you can see how we think it might be done. We would like for you to follow along in your binders as we present the training. Part of Day Two will be spent developing your own Community-Based Oral Health Plans and on Day Three you will present your plans to the group. Finally, we will talk at the end of the third day about how to be a more effective trainer.

Introductions:

Have participants turn to "Welcome, Overview, and Introductions" and do the "Opening Exercise." After everyone has introduced themselves, read the "Call to Action."

Review of Training Materials **15 minutes**

As you can see, the entire Community Workshop is scripted for you. Feel free to follow along as we go through each module, keeping in mind that you will present this same material in your Community Workshops. You will have an opportunity to offer feedback after we present each module.

You are also receiving all of the PowerPoint presentations, handouts, and CD of the fluoride varnish application. If you plan to provide handouts of PowerPoint presentations at your Community Workshop, you can print the copies directly from the PowerPoint presentations. We will be talking more about this at the end of the training.

The handouts for the Community Workshop are integrated into each module. However, to make copying handouts easier, the last section of the training binder includes a clean copy of each handout used in the Community Workshop. Therefore, you can write on the handouts that are integrated in the Modules and you will still have a clean copy for your Community Workshops.

> ***Training Note: Go through each module as if you were giving the training to community members. After each module, ask if there are questions on the material or how it will be presented during the Community Workshops. Can they think of questions that community members might ask?***

Now we're going to start going through the modules, just as you would when you do Community Workshops back in your own communities. Feel free to follow along in your binders.

Module 1: The Caries Balance **60 minutes**

After you present the module, ask the following question:
Are there any questions from the material in this module or about how you will present it during your Community Workshops?

Module 2: Caries Risk Analysis for Individuals and Groups **60 minutes**

After you present the module, ask the following question:
Are there any questions from the material in this module or about how you will present it during your Community Workshops?

<u>Day One: PM</u>

Module 3: Oral Health Screening and Fluoride Varnish for Infants and Toddlers **120 minutes**

After you present the module, ask the following question:
Are there any questions from the material in this module or about how you will present it during your Community Workshops? In your Train-the-Trainer handouts, you will find a handout on fluoride varnish, giving you several references to support its use to prevent dental caries.

Module 4: Effective Health Education and Community Oral Health Messages **60 minutes**

After you present the module, ask the following question:
Are there any questions from the material in this module or about how you will present it during your Community Workshops?

Day Two: AM

Module 5: Systemic Fluoride Interventions **60 minutes**

After you present the module, ask the following question:
Are there any questions from the material in this module or about how you will present it during your Community Workshops?

Module 6: Topical Fluoride Interventions **30 minutes**

After you present the module, ask the following question:
Are there any questions from the material in this module or about how you will present it during your Community Workshops?

Module 7: Effectiveness of Atraumatic Restorative Treatment in a Prevention Program (PRAT) **60 minutes**

After you present the module, ask the following question:
Are there any questions from the material in this module or about how you will present it during your Community Workshops?

Day Two: PM

Module 8: Infection Control **30 minutes**

> ***Training Note: You don't have to go through the practice session, but be certain that everyone agrees with the infection control principles as outlined in this module.***

After you present the module, ask the following question:
Are there any questions from the material in this module or about how you will present it during your Community Workshops? It is very important that the people you train get to practice the principles of infection control.

Module 9: Working with Infants and Children **30 minutes**
While we will not be working with children during Train-the-Trainer, you will be working with children during the practice session during the Community Workshop. This means you have to be organized by having the details of scheduling children and required supplies on hand. Let's go through the "Practice Session Checklist" in the "Getting Ready" handouts.

> ***Training Note: Stress the importance of the practice session and how they will need to arrange for families with babies and toddlers to attend the afternoon of Day Two of the Community Workshop. They will also need to have supplies ready.***

POARE: A Model for Program Planning **60 minutes**

Have them turn to their Train-the-Trainer handouts on POARE. Go through the POARE model for program planning, spending time on each item and giving lots of examples. Then review the sample program plan.

> ***Training Note: Have the PAHO or Gorgas Institute staff present any oral health data that might be helpful for program planning, especially the prevalence of dental caries among young children in Central America.***

Program Planning Exercise **60 minutes**

Now, it's time for you to work on your own program plans using the POARE model. You can use the empty POARE planning sheets and fill them in. If there are people from the same community who want to work together, that is OK.

> ***Training Note: While they work on their plans, the trainers should walk around the room and help people with their program plans.***

Day Three: AM

Module 10: Review Program Plans **120 minutes**

Each person will take turns presenting their Community-Based Oral Health Plan to the group. After each presentation, ask the group for feedback. Trainers can also provide feedback at this point, making sure participants have set measurable, realistic objectives, and assuring that they have written a program plan that is appropriate for their community, relevant, and doable.

> ***Training Note: Each person should have about 5-10 minutes to present his/her plan, depending on how many people are at the training. You can adjust the time accordingly to accommodate the number of people in your training.***
>
> ***After everyone has presented their plans, lead a discussion about how they might best present these plans during their Community Workshops. Will they use a large poster, handouts, or PowerPoint Slides? Encourage them not to complete all of the details in their plans until they present them at the Community Workshops so that the community members can have a say in how the plans will be fully implemented.***

Now, let's look through Module 10 as you will present it during the Community Workshops. First, you will present the Community-Based Oral Health Plan that you developed this week and then the community members will work in groups to come up with more strategies and "Next Steps" to further develop the plan.

After you present the module, ask the following question:
Are there any questions from the material in this module or about how you will present it during your Community Workshops?

Module 11: Sustainability **60 minutes**

After you present the module, ask the following question:
Are there any questions from the material in this module or about how you will present it during your Community Workshops?

Sustainability may be a difficult concept to convey to community members, but they can surely understand how good programs come and go in their communities. If you have an example of one from your own community, use it during the Community Workshop. At your Community Workshop, you want to stress the importance of building sustainability into your Community-Based Oral Health Plan so that this doesn't become just another program that comes and then goes away.

> ***Remind the trainees to include as many people as possible in their Community Workshops and to develop many strategies to reach their oral health objectives. This will increase the success of their Community Oral Health Plans.***

Day Three: PM

Getting Ready for the Community Workshop **30 minutes**

Review the following handouts:

1) Getting Ready for the Community Workshop
2) How to Use the Trainer's Guide
3) Training Supply List
4) Practice Session Checklist
5) Tips for Trainers

Go through each handout and give everyone a chance to read them and ask questions.

Facilitation of Adult Learning **30 minutes**

Review the following handouts:

1) Principles of Adult Education
2) Setting the Stage for Effective Training
3) Facilitation of Adult Learning
4) Difficult People and Difficult Questions

Go through each handout and give everyone a chance to read them and ask questions.

> ***Training Note: Be sure to acknowledge that many of them may already be experienced trainers. You might even ask for a show of hands of those who have trained others before. Ask experienced trainers if they have any favorite tips for training, and stress the point that being a good trainer is a continuum, as we can all improve our skill at training.***

Training Exercise **60 minutes**

Break into groups and assign one module to each group. The assignment is to review the module and make a list of questions that they think community members might ask and any suggestions for improving the effectiveness of the module.

After about 15 minutes, come back together in a large group and have each group report on their module, listing difficult questions they might receive and any feedback they may have about ways to improve the module.

> ***Training Note: Be sure to either answer any difficult questions that arise or ask the large group how they might address these difficult questions.***

What Stood Out To Me Exercise **30 minutes**

Let's do a brief review of what we have covered during this training. Now we want to know what stood out to you.

> ***Training Note: Have participants turn to the Train-the-Trainer Learning Objectives. Read each of the learning objectives adding a personal comment regarding discussions, activities or experiences from the training. Anyone in the group can begin sharing what stood out to them. When the first person is finished talking, say "Thank You," and ask the person sitting next to them to share what stood out to them. Everyone in the room will be given an opportunity to share their thoughts. The trainers go last.***

Closing Exercise **60 minutes**

Have the group turn to the "Closing Exercise" in the last module in their notebooks, and then go ahead and do the exercise.

> ***Training Note: You will have to be sure to review the exercise and have all of the materials ready for the exercise. You might want to have one made up as an example of what a finished paper unit might look like.***

After you have processed the exercise, review the closing for the Community Workshop.

Thank everyone for attending, and wish them luck in their Community Workshops.

> ***Refer to the Evaluation Forms at the back of the Train-the-Trainer handouts Instruct participants to fill them out and collect them before they leave.***