

Curriculum for Training and Certifying Unlicensed Staff as TST Technicians

Introduction for Trainers

About This Curriculum

The *Curriculum for Training and Certifying Unlicensed Staff as TST Technicians* was developed by the Tuberculosis Control Branch of the California Department of Health Services (CDHS) in collaboration with the Francis J. Curry National Tuberculosis Center (CNTC). The curriculum has been approved by the California Tuberculosis Controllers Association (CTCA) for training and certifying unlicensed public health department staff as TST technicians.

The curriculum content conforms to the requirements of State of California Health and Safety Code 121360.5. We strongly recommend that you become familiar with the mandated requirements of the local health officer prior to commencing training of your staff. The law can be accessed at www.leginfo.ca.gov

Curriculum Content

The *Curriculum for Training and Certifying Unlicensed Staff as TST Technicians* is divided into six sessions, each approximately four hours in length. The six sessions should be delivered sequentially. The sessions are:

1. Introduction to TB and TB Control – Part 1
2. Introduction to TB and TB Control – Part 2
3. Principles of TST – Part 1
4. Principles of TST – Part 2
5. Practicum: Placing and Measuring TST
6. Confidentiality, Professional Behavior, Using Interpreters, Final Review, and Next Steps

The curriculum features a *Trainer's Guide* and a *Participant's Workbook* for each session. Each *Trainer's Guide* contains instructions for trainers, timing guidelines, masters for overhead transparencies, and PowerPoint slides on a CD-ROM. Each *Participant's Workbook* is a reproducible master that you can photocopy and distribute to the course participants.

Each session's content can be modified or supplemented as needed to incorporate a local program's specific data, policies, and procedures.

How To Use This Curriculum

General overview

This curriculum was designed as a highly interactive educational process that allows participants to gain new knowledge and skills to help them become effective TST technicians. As the trainer, it is important for you to do everything you can to invite all individuals to participate as fully as possible. There are numerous small- and large-group activities interspersed among presentations by the trainers. Our hope is that this medley of training methods will meet the needs of all participants.

Each module is numbered, has a specific title, and accommodates different learning styles. Each begins with a brief overview of the session and lists the materials that are provided in the module, as well as those that the trainer needs to provide. It also provides reference information so that you can easily access it, if interested.

A list of learning objectives is the next component of each session introduction. It is important to review the objectives with the participants at the beginning of each session, as these provide the framework for the session. If time allows, also review the objectives at the end of the session and ask the participants whether they think the objectives were met.

Within each session, the curriculum developers have suggested an approximate amount of time that each section requires. This allows you to plan accordingly and to make decisions about when each session can be conducted.

All sessions include informal presentations to be conducted by the trainer(s). The *Trainer's Guide* provides an outline of the presentation and is also included in the *Participant's Workbook*. Included with the trainer's instructions for each session are references to overhead transparency masters and PowerPoint slides (available to users of this curriculum in December of 2004.) The overhead transparency masters can be photocopied onto acetate and used with an overhead projector. The PowerPoint slides can be used with an LCD projector and laptop computer. The use of visuals is recommended when conducting the sessions; not only does it help you, the trainer, stay on track, but visual aids also help the participants absorb the material.

If it is at all possible to divide the curriculum sessions among two or more trainers, we recommend that you consider the advantages of using a team approach to training. Participants benefit from the diverse skills and approaches that a team of trainers can bring to the learning experience. Trainers can learn from one another by watching how their colleagues present the material, and the burden of training responsibilities does not rest exclusively on one individual.

Preparing for the training session(s)

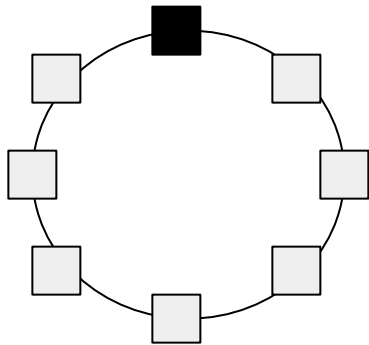
The *Trainer's Guide* for each session includes two lists of items needed to conduct the session: one list of items included in the guide and another that you, the trainer, will need to provide. It is recommended you also use a checklist to track logistical issues well in advance of training sessions. A sample checklist follows:

Task	Person(s) responsible	Due date
Identify co-trainer(s) and guest speaker(s) (if any)		
Recruit/select participants		
Notify participants of training date/location		
Send reminder to participants (1 week prior)		
Discuss expectations with guest speaker(s); roles and responsibilities with co-trainer(s)		
Arrange for continuing education credits (if appropriate)		
Arrange for refreshments (if allowed)		
Reserve training space		
Check light and temperature controls		
Check how space will accommodate A/V equipment		
Collect any special materials needed (such as for Session 5: Practicum)		
Check seating: enough seats? Movable?		
Check parking logistics for participants		
Check restroom location		
Plan and prepare signs to direct participants		
Duplicate copies of <i>Participant's Workbook</i>		
Prepare any other participant hand-outs		
Prepare flipcharts, overheads, slides		

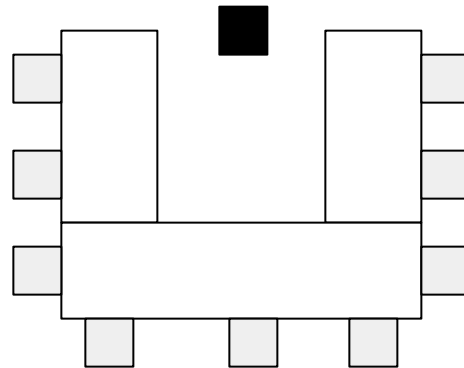
Training Room Layout

Seating arrangements for training participants can greatly influence group dynamics and participants' ability to communicate and cooperate with the trainer and with one another. The *Curriculum for Training and Certifying Unlicensed Staff as TST Technicians* includes activities that involve traditional lecture formats, large group discussion, small group discussion, video viewing, and TST practicum. No single seating configuration can ideally accommodate each kind of activity; however, a circular, modified circular, or U-shaped seating formation will work well for most sessions of this curriculum. (The Session #5 Practicum requires a special arrangement. See the Session 5 *Trainer's Guide* for details.)

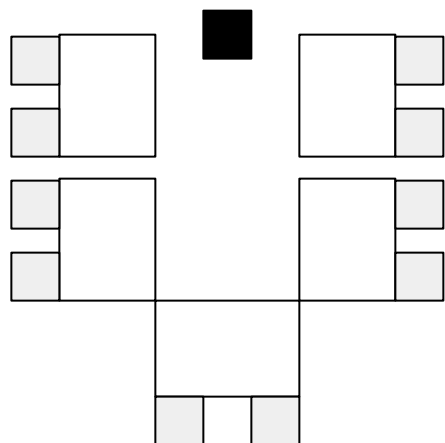
CIRCULAR



U-SHAPED



MODIFIED CIRCULAR



The Art of Training: Skills and Guidelines for Effective Trainers

Qualities of Effective Trainers/Facilitators*

- Effective communication skills, including good delivery skills
- Group facilitation, including the ability to let the group work on its own
- Self-awareness, including a sense of the impact of your own behavior
- Ability to plan, organize, and make clear presentations
- Ability to plan objectives and to move a group toward them
- Patience, flexibility, and adaptability in regard to the group's needs
- Respect for the needs of adult learners and the ability to put adult learning theory into practice
- Ability to deal with one's own feelings and the feelings of others
- Ability to make appropriate interventions
- Ability to encourage the taking of risks without embarrassing participants
- Ability to give and receive feedback and criticism
- Ability to evaluate the training event

Ground Rules for Participants*

We advise you to start each training session with a brief review of "ground rules." Ground rules are guidelines that help you to create and maintain an effective, respectful, and non-threatening learning environment. Ground rules can be designed in advance and then presented to the group; ideally, you will invite the group to contribute additional ideas about how to create an optimal learning environment. Ground rules often cover the following issues:

Punctuality and attendance: The trainer will begin and end each session on time; participants will arrive on time and stay for the entire session.

* This material was adapted from "*AIDS outreach in the community: training design and delivery*," a trainer's manual developed by R.O.W. Sciences, Inc., Maryland. Sponsored by the U.S. Department of Health and Human Services; 1990.

Respectful interaction: Trainer and participants will not interrupt one another; participants will actively contribute during group activities.

Confidentiality: Personal disclosures and other sensitive information that are communicated during training sessions will not be shared outside of the training group.

Guidelines for Giving and Receiving Feedback*

Participants will benefit from receiving your constructive feedback, especially during exercises in which they are practicing new skills. The following guidelines will help you to provide feedback that is more likely to have a positive impact on participants and not raise their defenses. A shortened, modified version of these suggestions can be shared with participants to assist them in giving and receiving feedback to/from one another.

Giving feedback

- Frame your feedback in positive, rather than negative, terms. Help and feedback need to be given and heard as an *offer*, not an imposition.
- Focus your feedback on *behaviors*. Comment on what a person does rather than what you think of the person. Describe actions instead of personal qualities.
- Direct your feedback toward behavior that the receiver has control to change. Frustration is only increased when a person is reminded of a characteristic over which he or she has little or no control. ("You're much taller than most of our patients.")
- Be specific in your feedback to what you see and hear; avoid being general or judgmental. To be told, "You are shy," is not as useful as being told, "When you did the role play I noticed that you looked away from the patient and I had trouble hearing you."
- Feedback is most useful when it is solicited rather than imposed.

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- Accompany your feedback with suggestions for improvement. Focus on an exploration of alternatives, rather than answers, solutions, or advice.
- *Respectful interaction*: Trainer and participants will not interrupt one another; feedback will be given in constructive, nonjudgmental ways. Participants need freedom to determine the most appropriate course of action.
- Offer your feedback as immediately as possible in order to be concrete and free of the distortions that come with the lapse of time.
- Check with the receiver of your feedback to ensure clear communication. Ask the participant to rephrase the feedback to see whether it matches what you had in mind.
- Give your feedback in a measured amount. Overloading a participant with feedback reduces the possibility that he/she will use it effectively.

Receiving feedback

- Accept feedback without comment or defensiveness.
- Listen to what is being said. Do not say, "Yes, but..."
- Accept feedback with appreciation. Thank the person who is giving you feedback whether or not you agree with all of what he/she says.
- If you are not sure that you understand the feedback, restate what you heard. Ask the person giving feedback, or others in the group, for further clarification or amplification.

Evaluation of This Curriculum

Evaluation instruments for participants to complete immediately after each training session are included in the *Participant's Workbook*. We strongly recommend that you require all participants to complete an evaluation form at the end of each session. Review the feedback as soon as possible after each session, in order to learn what you can do to be more effective as a trainer.

CDHS is very interested in receiving feedback from trainers about their experiences using this curriculum. Please see the trainer's evaluation form included with the curriculum materials.

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