

Trainer Manual

Version 3.0

Pre-Exposure Prophylaxis (PrEP)

Training of Trainers



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The training was developed as a set of tools that are adaptable to each county's context and guidelines. The use of PrEP is evolving, so it is expected that these documents will require updating over time as recommendations change.

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FOREWORD

Despite remarkable progress in HIV treatment, annual new infections have hovered close to 2 million globally for several years, with an estimated 1.8 million new HIV infections in 2017. Thus, large numbers of individuals remain at substantial risk for acquisition of HIV infection. Key populations at substantial risk include sex workers (SW), men who have sex with men (MSM), transgender persons (TG), and people who inject drugs (PWID), as well as other priority populations such as sexually active adolescent girls and young women in southern Africa. These realities compel the need for continued efforts to expand access to effective HIV prevention interventions while at the same time continuing the scale-up of access to HIV treatment programs for individuals living with HIV.

PrEP is an efficacious HIV prevention intervention. It involves the use of antiretroviral drugs (ARVs) by HIV-negative persons to prevent acquisition of HIV. Several clinical trials have demonstrated the efficacy of PrEP in MSM and transgender women, serodiscordant couples, heterosexual men and women, and PWIDs. PrEP is provided as a component of a package of HIV prevention interventions, including regular HIV testing, promotion and provision of condoms, screening and management of sexually transmitted infections (STIs), risk reduction counseling, and harm reduction interventions. There is global consensus that PrEP is an important tool in the package and that it should be offered to people at substantial risk of HIV infection as part of a combination HIV prevention approach.

Health care providers, and HIV service providers in particular, are important gatekeepers of PrEP and play a crucial role in creating HIV prevention programs that are effective and that reach individuals who would benefit from PrEP the most. The goal of ICAP's PrEP training package is to equip clinical providers with the skills to provide PrEP in a safe, effective manner. The training provides information on the evidence for PrEP effectiveness, on PrEP procedures, and on monitoring and evaluation of PrEP service delivery. PrEP offers a unique opportunity to confront the HIV epidemic, prevent HIV acquisition by individuals at risk for HIV, and reach global targets.

This training of trainers (TOT) was developed to complement ICAP's *Pre-Exposure Prophylaxis (PrEP) Training for Providers in Clinical Settings*. (For simplicity, subsequent references to this training and its associated manuals will be to the *PrEP Training for Providers in Clinical Settings*.) This TOT's goals are to:

- Review key PrEP information and skills from the ICAP PrEP training with the individuals who will deliver the training to providers.
- Introduce those trainers to the concepts and principles behind effective training for adults and how they can be implemented.
- Give trainers practice in delivering various types of participatory training sessions from the ICAP PrEP training.

The TOT is intended for health care workers who are already familiar with the basics of HIV prevention, care, and treatment, and who, ideally, have at least some experience delivering training in clinical settings. It is anticipated that facilities will need to adapt this training to reflect specific contexts and new research and experience in the use of PrEP.

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INTRODUCTION

Section 1: Training Overview

Components of This Training Package

You should familiarize yourself with all components of this training package well in advance of leading the training.

The TOT Trainer Manual

The TOT trainer manual contains 3 modules, each divided into training sessions of varying length. Each training session specifies the time, materials, and advance preparation needed to complete the session; step-by-step instructions for how to deliver the session; and any scenarios or role-plays and guidance needed. You may use the TOT trainer manual as a step-by-step guide to delivering the training sessions.

Before leading the training, please read this entire trainer manual, including this introduction, all training sessions, role-play scenarios, and other content. Take note of any advance preparation needed. For example, for some training sessions you must find a colleague to practice and perform a role-play with you.

The TOT Participant Manual

The participant manual is divided into 2 modules, each containing the learning objectives, all content to be delivered, scenarios and role-plays, and instructions for pair and small group activities. Participants will use the manuals throughout the training. In some training sessions, participants will close their manuals in order to attend to an interactive trainer presentation. In other sessions, participants will have their manuals open so as to read content or follow activity instructions. Participants should retain their manuals after the training's end. Please review the entire participant manual before leading the training.

TOT PowerPoint Slides

Accompanying PowerPoint slides contain each module's learning objectives, key content to be delivered, scenarios, instructions for pair and small group activities, and notices for breaks and lunch. You should use the slides hand in hand with the trainer manual. The trainer manual session steps list all slides for each session, and in some cases, key points to emphasize when showing a slide. Please review all slides before leading the training.

How to Use This Training Package

The TOT trainer manual is a step-by-step guide for how to conduct this training. To prepare: Read through this introduction first, including the sample training agenda (*pages 3-4*) and tips for training preparation, logistics, and setup.

1. Read through the Module 1 summary (*page 14*), including the Module 1 time needed, learning objectives, and materials and preparation needed.
2. Read through each Module 1 session in turn (Sessions 1.1 and 1.2, *below*). Each session contains:
 - **Time** needed to conduct the session.
 - **Learning objectives** covered during the session.
 - **Materials** needed for the session.
 - **Advance preparation** needed for the session.
 - **Notes** about a particular aspect of the session.
 - **Steps** for leading the session, including what to say and do with participants, which slides to post, and when and where participants should consult their participant manuals.
 - **Content for the session**, which includes all content that you will use during the session. Some content is for the trainer only; most is also in the participant manual.
3. As you review each session, view each **slide** and the section of the **TOT Participant Manual** named in each session step, so that you are familiar with the content and how it will be used.
4. If needed, you may make your own notes in the TOT trainer manual to assist you in leading the sessions.
5. If you are leading sessions with a co-trainer, note who will do each session step and who will take care of materials and preparation needed.
6. Repeat this process for each module.

ADAPTING CONTENT TO THE SPECIFIC CONTEXT

This training program is generic. It was developed with a view to future adaptation as applicable to local HIV epidemiology and populations at risk. The recommendations that form the technical content are based primarily on those from global organizations such as the World Health Organization (WHO) and the Centers for Disease Control and Prevention. All the training tools, whether clinical or educational, need local review and adaptation to ensure that they meet local needs, have the support of key local stakeholders and health providers, and reflect national guidelines and policies.

When you do adapt, amend, or replace a scenario or exercise, evaluate the quality of the new scenario or exercise by asking yourself the following questions:

- Is the task in the new scenario or exercise clearly defined?
- Is the new scenario or exercise consistent with the content of the module?
- Does the new scenario or exercise achieve the same learning objectives as the original?
- Does the new scenario or exercise fit in the time allotted?
- Does the new scenario or exercise contribute to the variety of activities offered?
- Does the new scenario or exercise fit within the local context?
- Will the new scenario or exercise engage participants in active thinking and learning?
- What advantages does the replacement scenario or exercise have over the original?
- What materials will be needed?
- Do new PowerPoint slides need to be created for the new scenario or exercise?

Training of Trainers Training Program Schedule

The PrEP TOT was developed as a 3-module face-to-face training that will take 2 days to complete.

Modules should be taught sequentially.

Sample Training Agenda

DAY 1	
8:00–8:30	Participant Registration
8:30–10:30	Module 1: Review of Key PrEP Training Content
10:30–10:45	MORNING BREAK
10:45–12:00	Module 1 (<i>continued</i>)
12:00–13:00	LUNCH
13:00–14:30	Module 1 (<i>continued</i>)
14:30–14:45	AFTERNOON BREAK
14:45–16:25	Module 1 (<i>continued</i>)

DAY 2	
8:30–9:45	Module 2: Participatory Training Principles and Techniques
9:45–10:00	MORNING BREAK
10:00–11:15	Module 2 (<i>continued</i>)
11:15–13:00	Module 3: Practice Delivering Participatory Training
13:00–13:30	LUNCH
13:30–15:30	Module 3 (<i>continued</i>)
15:30–15:45	AFTERNOON BREAK
15:45–17:15	Module 3 (<i>continued</i>)

Set up a registration table at least 30 minutes before the training program is scheduled to start. Participants should stop at the registration table before they enter the training room for the first time. This is where they will:

- Register for the training, or sign in if already registered. The sign-in sheet may include spaces for name, job title, place of employment, address of employer, work phone number, cell phone number, and e-mail address.
- Fill in their name tags. Trainers and participants should wear their name tags throughout the training to facilitate the learning of names and future networking.

A single trainer and support person may staff the registration table for most training group sizes. Other trainers should be available to meet and greet participants and troubleshoot problems. Their presence will help ensure a positive first impression and learning environment.

Starting the Training Day

Begin by answering any questions and reviewing the agenda for the day. You may also use this time to orient participants to the training facility, including location of restrooms, where breaks and meals will be served, and any other logistical matters. This should take no more than 5 to 10 minutes.

Training Evaluation

TOT Training Evaluation Form

The Training Evaluation Form is an important source of feedback and provides information on how the training program should be improved in the future so as to better meet participant training needs. Please distribute program completion certificates to participants after they have handed in their completed evaluation forms.

INTRODUCTION

Section 2: Trainer Roles and Responsibilities and Training Tips

Trainer Roles and Responsibilities

Trainers Set the Standards for the Discussion—As the trainer, you must stay focused, alert, and interested in the discussion and learning that is taking place. You create the standards of communication by looking around the room at all participants, listening closely, and encouraging contributions from everyone.

Trainers Make the Training Environment a Priority—You are in charge of deciding everything, from how the tables and chairs are set up to where small group exercises will take place, and all other logistical issues. You are also responsible for judging how the physical environment of the training affects participants' engagement and learning and for making any necessary changes.

Trainers Keep Track of Time—It is easy to overschedule activities and not incorporate enough down time for participants. Always allow for activities to take longer than expected.

Trainers Explain the Purpose of Each Learning Activity and its Significance to Participants—Additionally, tell participants how much time you expect to spend on each activity.

Trainers Keep the Discussion Moving—They do this using various techniques and tools when tension arises or discussion slows. You must be prepared with strategies to keep participants engaged and learning.

Trainers Pay Attention to Participants' Behavior—You should observe verbal and nonverbal cues from participants and take appropriate actions to meet both spoken and unspoken needs.

Trainers Are Responsible for Ensuring Confidentiality in the Learning Environment—During the training, participants may share clinical scenarios as well as stories of how they, their colleagues, and their managers have handled different scenarios in the workplace. They may also share stories about themselves or their friends—stories that are personal and not meant to be discussed outside the classroom. Typically, these stories are brought up to illustrate a lesson learned or to exemplify current practice. Encourage participants to feel safe sharing by explaining that all such information will remain confidential. Also, ensure that you serve as a role model in maintaining confidentiality.¹

¹ Bonner Network Wiki [Internet]. Kinser L, ed. Facilitation 202: more techniques and strategies. *Bonner Training Modules (with Descriptions)*. San Mateo, CA: PBworks; [date unknown]. Available at: [http://bonnernetwork.pbworks.com/w/page/13112080/Bonner-Training-Modules-\(with-Descriptions\)](http://bonnernetwork.pbworks.com/w/page/13112080/Bonner-Training-Modules-(with-Descriptions)). Accessed January 25, 2019.

Trainer Preparation

Trainer Checklist

✓ Before the Training	
	Read the learning objectives, technical content, discussion questions, session steps, and clinical and role-play scenarios.
	Prepare for each session by reading all session steps, scenarios, and exercise instructions.
	Obtain and organize the materials needed for the training.
	Review the PowerPoint slides and become familiar with their content. Practice using the computer and LCD projector (or any other type of presenting and training material) and presenting technical content using the slides.
	Consider how to explain group exercises or to draw responses from an audience. Be prepared by thinking ahead and developing strategies for moving the discussion forward. For complicated exercises or discussions, consider co-facilitation.
	Develop a plan and strategies for monitoring time and keeping to the schedule. For example, consider where you might shorten a discussion or role-play activity if needed.
	Familiarize yourself with participants' worksites, roles, responsibilities, skills, and experiences before and during the training.

Training as a Team

When planning a module presentation with another trainer or co-trainer, consider the following questions to help clarify your roles:

- How will you divide up training content with your colleague(s)?
- What is your teaching style? How does your teaching style differ from that of your colleague?
- How will you make transitions between presentations? Consider each needed transition.
- What challenges might arise? How can you and your colleague ensure that you will work well together?
- What signal will the two of you use to get one another's attention during a presentation?
- How will you handle staying on task?
- How will you field participant questions?
- How will you get participants back from breaks in a timely manner?

The Team Training Checklist (*below*) will help you to plan the key tasks you and your co-trainer need to accomplish before the training program starts.

Team Training Checklist

✓	Preparation
	Decide who will lead and teach each session of each module, including who will lead each exercise within each session.
	Decide on a plan for staying on schedule, including how you and your colleague will signal one another when time is up.
	Decide together how to arrange the room.
✓	During the Training
	Support your colleague while he or she is presenting by paying attention. Never correct your colleague in front of the group; if the information he or she is presenting is factually wrong, ask to speak to him or her privately for a moment and then redirect the group.
	Ask for help from your training colleague when you need it—for example, when you do not know the answer to a question or are not sure of something.
	Sit somewhere that gives the spotlight to your colleague yet allows you to make eye contact if needed.
✓	After the Training
	Review the completed Training Evaluation Forms and discuss what you thought went well and what could have been done better. Take notes so that you will remember your thoughts for the next training.
	Discuss ways to support one another during future trainings.

Set the Environment

You are responsible for creating an environment that supports learning by ensuring that participants feel safe, supported, and respected. Take the time to carefully plan and deliver the training in a way that creates a psychologically safe and supportive environment.

Strategies for making participants comfortable while fostering trust include:

- Arrange the seats so that participants can see one another as well as the trainer.
- Establish rapport with participants by greeting them warmly and being pleasant, knowledgeable, and approachable.
- Ask participants to introduce themselves at the beginning of the training by stating their name, organization, and position.
- Encourage participants to share their expertise and answer one another's questions when appropriate.

Know Your Audience

It is important to learn about your audience. This means learning something about the individuals who will be participants in the training so you can tailor content and exercises. For example, you may want to learn the following about the participants of your training:

Participant Demographics—Knowing the age, sex, and other demographic information for each participant will help in planning logistics (i.e., training venue and timing) and in adapting scenarios and other exercises.

Education—Familiarity with participants' educational background can help you gauge the type of language to use and tailor it to their level of achievement and general knowledge.

Job or Position—Knowing participants' jobs or positions and place of employment will help you relate training competencies and content to their work.

Knowledge, Experience, and Skills in HIV Prevention, Care, and Treatment—Having this information about participants will help you determine the level at which content should be taught, the time and methods needed to teach the content, and the best types of scenarios and learning methods for the group. During small group work, consider inviting training participants with more experience to contribute to the discussion, model role-plays, and pair up with participants who have less experience.

You can get some indication of participants' baseline knowledge, experience, and skill by finding out where participants work and asking about their job positions, how long they have been in those positions, and whether they currently see HIV-positive and HIV-negative clients.

Attitudes—Awareness of participant attitudes toward the training can give you a sense of issues that will need to be addressed. Try to find out how participants feel about the training. Are they looking forward to it? Or do they see it as a waste of time? What is their attitude toward the topics to be presented?

Ways to Learn About Your Audience

- Ask participants to complete a training registration form that includes questions on current job title, number of years in the position, educational background, length of time working in HIV, details on the type of programs they have been engaged in (e.g., pediatrics, adolescent and/or adult HIV services), and their expectations and concerns regarding the training.
- Have participants complete a pre-training assessment.
- As time allows, include an icebreaker that helps participants get to know one another. Suggestions for icebreakers may be found on the website of the Center for Innovation in Social Work & Health.²
- Talk with participants before the start of the training, during breaks and meals, and at the end of the day.

² Center for Innovation in Social Work & Health (CISWH). *Activities. Building Blocks to Peer Success: A Toolkit for Training HIV-Positive Peers*. Boston: Boston University School of Social Work; 2019. Available at: <http://cahpp.org/wp-content/uploads/2016/05/HIV-peer-training-activities.pdf>. Accessed January 25, 2019.

Manage Time

1. **Know the Content to Be Taught**—Well in advance of the training, study the material to ensure that you understand it fully. If you need help, seek support from an expert or the resources listed in the introduction of the *PrEP Training for Providers in Clinical Settings*. Consider how the sessions can be shortened or lengthened, depending on participant learning needs. Consider how the timetable can be adjusted to create more time if it is needed. For example:
 - Shorten breaks or lunch.
 - Lengthen the day (e.g., start 30 minutes earlier or end 15 minutes later).
 - Shorten or skip presentations, exercises, or discussion questions in content areas that participants know well.
2. **Practice Before the Training**—Out loud, practice presenting exercise introductions, general content, and instructions, using the material that will be used during the training. Practice co-facilitating technical content and exercises using the trainer manual and PowerPoint slides.
3. **Be Flexible but Follow the Agenda**—The agenda will let participants know how long modules are expected to last.
4. **Keep Time**—Place a clock or watch in a place where you can see it and where it will not distract participants. Use signs (“5 minutes,” “1 minute,” and “stop”) to tell co-trainers and participants how much time they have left.
5. **Use a “Parking Lot”**—It is a good way to handle discussions that take too much time or are related, but not critical, to the topic under discussion.

The Parking Lot

The “parking lot” is a sheet of flip chart paper posted in the training room. Its purpose is to provide a place to document issues that are important but tangential. For example, when a discussion strays too far from a particular module’s objectives or runs over time, you can use the parking lot to record the topic or question being discussed. The topic or question remains there until an agreed-on time, such as at the end of the training, during a break, or during an upcoming, relevant module. At this time, the group can revisit the topic or question and remove it from the parking lot.

Effective Training

Trainers should always keep the following guidelines³ in mind.

- Prepare in advance.
- Keep track of time and pace activities accordingly.
- Maintain good eye contact.
- Encourage participation and questions.
- Speak clearly and loudly enough.
- Explain instructions clearly and repeat them as needed.
- Summarize and emphasize key points at the end of each module.
- Write clearly and boldly.
- Give constructive and positive feedback.
- Be aware of the participants' body language.
- Keep the group focused on the task.
- When using visuals, stand facing the participants (not the visual).
- Do not assume that everyone has the same baseline knowledge.
- Do not assume that everyone can read and write at the same level.

ADULT LEARNING PRINCIPLES

The design of this training is based on these principles of adult learning⁴:

Respect—Adult learners must feel respected and feel like equals.

Affirmation—Adult learners need constructive feedback and praise.

Experience—Adult students learn best by drawing on their own knowledge and experience.

Relevance—Learning must meet adults' real-life needs.

Dialogue—Trainers and learners must enter into dialogue and learn from one another.

Engagement—Adult learners must engage with the material to be learned through dialogue, discussion, and learning from peers.

Immediacy—Adult learners must be able to apply the new learning immediately.

20–40–80 Rule—Adult learners typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see, and do.

Thinking, Feeling, and Acting—Teaching is more effective when learners think, feel (emotions), and act (do something with new knowledge).

Safety and Comfort—Adult learners need to feel safe and comfortable in order to participate and learn. They need to know that their ideas and contributions will not be ignored or belittled.

³ Section adapted from: Colton T, Dillow A, Hainsworth G, Israel E, and Kane M. *Community Home-Based Care for People and Communities Affected by HIV/AIDS: A Comprehensive Training Course for Community Health Workers*. Watertown, MA: Pathfinder International; 2006.

⁴ Adapted from: Partners in Health. *Household Development Agents and Human Rights Facilitator Manual: A Unit from the Household Development Agent Training Series*. Boston, MA: Partners in Health; 2011.

TRAINING METHODOLOGIES

To put the principles of adult learning into practice, this training uses a variety of participatory methodologies, including brainstorming, scenarios, role-play, and other small group activities. These activities are designed to elicit and build on participants' experience and knowledge, promote discussion and reflection on key issues, provide hands-on practice of content learned, and help participants learn from one another.

In addition, these participatory methodologies promote higher retention of content and create an open, engaging, and supportive learning environment. Because of the 20–40–80 rule noted above, participants who only hear trainer lectures will not learn or retain information as effectively.⁵

DISCUSSION

A discussion is a dialogue between participants and the trainer, with participants responding to discussion questions and one another's ideas, and the new questions that surface. In leading a large group discussion, trainers must keep participants focused, actively elicit responses, and limit participants who like to talk a lot. Participants having small group discussions must take on these roles themselves.

To Facilitate a Discussion

- Set a time limit and keep track of time.
- Explain that participants who want to speak should raise their hands.
- Keep the discussion on target and moving along.
- Encourage everyone to participate and call on everyone who raises a hand.
- Limit participants who like to talk a lot.
- Ask questions to encourage more responses to a question—for example: “What else?” and “What other ideas do you have?”
- Wrap up the discussion by repeating and summarizing main points.

SMALL GROUP WORK

The trainer divides participants into small groups to do a learning activity. Examples of small group activities include discussions, scenarios, and role-play practice. Small groups allow each person to participate more than they would in the large group. Small group work also helps participants get to know one another and work with new colleagues.

To Facilitate Small Group Work

- Before you divide participants into small groups, give clear instructions for the small group task (using the instructions included in training session steps).
- Group participants so that they are not always working with people they know well. Counting off is a good way to vary groups' composition.
- Instruct the groups to make sure that all group members participate.
- Have each group choose a timekeeper.

⁵ Section adapted from Partners in Health, *Household Development Agents and Human Rights Facilitator Manual*.

- Keep track of time yourself and provide half-time, 5-minute, and 1-minute warnings.
- As the groups are working, move from one to another to make sure that participants have understood the task and are making progress.

BRAINSTORM

In brainstorms, the trainer asks a question or poses a problem and asks participants to respond with as many ideas as they can think of. Brainstorming may be used with both large and small groups. The purpose is to generate as many ideas as possible.

To Facilitate a Brainstorm

- Explain that the goal is not to arrive at a single correct answer but to produce as many responses as possible.
- Take a single idea at a time. Make sure all participants share ideas.
- Keep the pace lively.
- Encourage all participants to give ideas—do not rely on a few participants to do all the talking.
- After the brainstorming, review, organize, and prioritize responses with participants.
- If participants brainstorm in small groups, ask groups to keep the points above in mind as they work.

ROLE-PLAY

A role-play is a brief informal performance where participants act out roles in order to practice handling a particular problem or situation and to experience what it is like to be in those roles. Role-playing is informal; participants do not need to memorize dialogue or perform perfectly—the point is to experience the situation and learn from that experience.⁶

To Facilitate a Role-Play

- Give clear instructions for the role-play (using the instructions included in the training session steps).
- Set a time limit for role-play practice and performance, and manage the time well.
- Remind participants that role-play does not require a perfect performance but rather gives them an opportunity to practice handling real-life situations. It is fine to make mistakes during role-play.
- Debrief the role-play with a large group discussion (using the debriefing questions included in the training session steps).

⁶ Section adapted from Partners in Health, *Household Development Agents and Human Rights Facilitator Manual*.

SCENARIOS

A scenario is a brief description of a realistic situation that participants discuss and analyze. Scenarios give participants the opportunity to apply newly acquired knowledge to a particular problem or situation, and to generate possible solutions to challenges presented in the scenario. Scenarios may be used to create role-plays, or simply to discuss and analyze a particular situation.

To Use Scenarios Effectively

- If participants will use the scenario in small groups or pairs, give clear instructions (using the instructions included in training session steps).
- If you write your own scenarios, make them simple and brief. Use realistic situations similar to those that participants routinely face. Give essential information and leave out unnecessary details.
- Provide questions to guide participants in analyzing the scenario and a list of essential points to be covered in discussion for yourself and co-trainers.

TRAINER PRESENTATION

The trainer presents information by speaking to the whole group, sometimes using visuals such as slides. Most people are familiar and comfortable with trainer presentations because many primary, secondary, and university-level classes are taught in this way. Presentations work well for introducing new information, as long as they are brief and accompanied by visuals (i.e., slides or a flip chart).

To Do a Trainer Presentation

- In advance, check any equipment (the slide projector, flip chart, and other equipment) to make sure it is working properly.
- Keep the presentation short—between 5 and 15 minutes if possible.
- Ask questions during the presentation to engage participants in the material you are presenting (using the questions included in training session steps).
- Use open body language and a friendly, clear tone of voice.
- Watch participants during the presentation; if they look confused or bored, ask questions to gauge their understanding, or move along more quickly.
- As much as possible, move around the room while you are presenting.
- Face participants when you are explaining a visual; do not face the visual itself.
- To wrap up your presentation, summarize it and repeat the main points.

Training of Trainers: Day 1

MODULE 1: REVIEW OF KEY PrEP TRAINING CONTENT

TOTAL TIME: 6 HOURS 25 MINUTES

LEARNING OBJECTIVES

After completing Module 1, participants will be able to:

- Identify key content from the *PrEP Training for Providers in Clinical Settings*.
- Experience sample PrEP training sessions that they will deliver as trainers.

MATERIALS

- TOT trainer manual (needed for all sessions)
- 1 TOT participant manual per participant (needed for all sessions)
- TOT Introductory and Module 1 slides
- All PrEP training materials (available at <http://icap.columbia.edu>), including:
 - *PrEP Training for Providers in Clinical Settings: Participant Manual*, 1 per participant.
 - *PrEP Training for Providers in Clinical Settings: Trainer Manual*, 1 per participant.
 - *PrEP Training for Providers in Clinical Settings* slides, Modules 1–6, 1 set per participant, on flash drives. (Have participants with laptops copy the deck onto their hard drives.)
- Photocopies of the Pre-Exposure Prophylaxis (PrEP) Screening for Substantial Risk and Eligibility form from the *PrEP Training for Providers in Clinical Settings: Participant Manual* (2 copies of the form per participant). All PrEP training materials are at <http://icap.columbia.edu>.
- iNSC steps, components, and examples from the *PrEP Training for Providers in Clinical Settings: Participant Manual*
- 1 blank sheet of flip chart paper per small group of 4 to 6 participants
- 1 marker per small group
- Tape (for posting flip chart sheets on the walls)
- Registration sheet
- Name tags
- 1 pen and 1 notebook per participant

ADVANCE PREPARATION

- Prepare the training room: arrange chairs; put out name tags, participant manuals, pens, and registration sheet; prepare the slide projector.
- Prepare a registration sheet.
- Well in advance, familiarize yourself with the clinical content and steps for training sessions in the *PrEP Training for Providers in Clinical Settings: Trainer Manual* in Session 1.2 (*below*).
- Complete advance preparation for the *PrEP Training for Providers in Clinical Setting* sessions listed in Session 1.2 (*below*). Review those sessions in the *PrEP Training for*

Providers in Clinical Settings trainer manual to determine what advance preparation is needed.

- Decide how you will divide participants into pairs, or small groups of 3 participants each, for presenting sessions on Day 2. At the end of Day 1, you will assign these sessions to participants to deliver. This will give them time to familiarize themselves with the sessions. If possible, team less experienced and more experienced participants with one another. Make a list of pairs (or small groups) so that you remember who is paired with whom.
- Review the PrEP sessions that you will deliver and decide when you will schedule morning break, lunch, and afternoon break.

Day 1

Session 1.1. Welcome, Introductions, Training Overview, and Ground Rules

TIME: 15 MINUTES

METHOD

Interactive trainer presentation

MATERIALS

- TOT trainer manual (needed for all sessions)
- 1 TOT participant manual per participant (needed for all sessions)
- TOT Module 1 slides
- Registration sheet
- Name tags
- 1 pen and 1 notebook per participant

ADVANCE PREPARATION

- Prepare the training room: arrange chairs; put out name tags, pens, and registration sheet; prepare the slide projector.
- Prepare a registration sheet.
- Post Slide: Pre-Exposure Prophylaxis (PrEP) Training of Trainers.

SESSION

1. Slide: Pre-Exposure Prophylaxis (PrEP) Training of Trainers
 - (Welcome participants to the training and introduce yourself and the other trainers.)
2. Slide: Welcome!
 - Please sign the registration sheet.
 - Please make a name tag for yourself.
 - Please take a participant manual, a notebook, and a pen.
 - You will use your manuals during Day 1 and Day 2 of this training and will take them home at the end of Day 2.
3. Slide: Introductions
 - Take 1 minute (and 1 minute only, please!) to state your name, the name of your organization, and your position there.
4. Slide: Training of Trainers Goals
 - (Review the goals aloud.)

5. Slide: Training of Trainers Overview

- (Review the modules aloud.)

6. Slide: Ground Rules

- For the training to be effective, the group will agree on some ground rules. These will help the training run smoothly, maximize learning, and encourage participation.
- (Review the ground rules aloud.)
- Do any other rules need to be added?

Session 1.2. Review of Key PrEP Training Sessions

TIME: 6 HOURS 10 MINUTES

METHODS

Interactive trainer presentation, brainstorm, scenario, role-play

LEARNING OBJECTIVES

After completing this session, participants will be able to:

- Identify key content from the *PrEP Training for Providers in Clinical Settings*.
- Experience sample PrEP training sessions that they will deliver as trainers.

MATERIALS

- TOT Module 1 slides
- *PrEP Training for Providers in Clinical Settings: Participant Manual*, 1 per participant
- *PrEP Training for Providers in Clinical Settings: Trainer Manual*, 1 per participant
- *PrEP Training for Providers in Clinical Settings* slides, Modules 1–6, 1 set per participant, on flash drives. (Have participants with laptops copy the deck onto their hard drives.)
- Photocopies of the Pre-Exposure Prophylaxis (PrEP) Screening for Substantial Risk and Eligibility form from the *PrEP Training for Providers in Clinical Settings*, 2 copies per participant. All PrEP training materials are at <http://icap.columbia.edu>.
- iNSC steps, components, and examples from the *PrEP Training for Providers in Clinical Settings* participant manual
- 1 blank sheet of flip chart paper per small group of 4 to 6 participants
- 1 marker per small group
- Tape (for posting flip chart sheets on the walls)

ADVANCE PREPARATION

- Well in advance, familiarize yourself with the clinical content and steps in the PrEP training sessions (*below*).
- Complete advance preparation for the PrEP training sessions (*below*). Review those sessions in the *PrEP Training for Providers in Clinical Settings* trainer manual to determine what advance preparation is needed.
- Decide how you will divide participants into pairs, or small groups of 3 participants each, for presenting sessions on Day 2. At the end of Day 1, you will assign these sessions to participants to deliver. This will give them time to familiarize themselves with the sessions. If possible, team less experienced and more experienced participants with one another.
- Post Slide: Module 1
- Review the PrEP sessions that you will deliver and decide when you will schedule morning break, lunch, and afternoon break.

► *You will use the PrEP Training for Providers in Clinical Settings trainer manual, participant manual, and slides to present the PrEP training sessions to participants. These sessions will introduce key PrEP content and concepts, so that participants are familiar with them by Day 2, when they will learn participatory training techniques and practice delivery of PrEP training sessions themselves. Review the time needed for each session below and plan breaks and lunch accordingly.*

SESSION

1. Slide: Module 1
 - During this first day, we will review key training sessions from the *PrEP Training for Providers in Clinical Settings*.
2. Slide: Module 1 Learning Objectives
 - (Review the objectives aloud.)
3. Give participants copies of the *PrEP Training for Providers in Clinical Settings* trainer manual, participant manual, and slides. Explain that you will use these materials to deliver today's sessions. During Day 2, participants will use them to practice delivering PrEP training sessions themselves. Give participants a minute or so to peruse the materials.
4. Explain that you will not present the entire *PrEP Training for Providers in Clinical Settings* today. Instead, you will deliver key sessions to familiarize participants with that content and to allow them to experience a few of the sessions that they will lead during Day 2.
5. Ask participants to put aside the *PrEP Training for Providers in Clinical Settings* trainer manual and slides for now, but to keep the *Pre-Exposure Prophylaxis (PrEP) Training for Providers in Clinical Settings* participant manual out.
6. Ask participants to put aside their PrEP TOT participant manuals as well. These will be used again briefly at the end of Day 1.
7. Post the first slide from the *PrEP Training for Providers in Clinical Settings* (Session 1.3, *below*). Present the PrEP training sessions below to participants. Plan breaks and lunch accordingly and post the appropriate slide. (Break and lunch slides are located after PrEP Session 4.2 slides.)

Do steps 8–12 at the end of Day 1.

8. **AT THE END OF DAY 1**, post the next slide to give an overview of Day 2.
9. Slide: Day 2 Overview
 - On Day 2 you will learn the principles and methods behind participatory trainings such as the *PrEP Training for Providers in Clinical Settings*.

- Then you will prepare to deliver participatory training sessions from the *PrEP Training for Providers in Clinical Settings* trainer manual.
 - You will do so in pairs (or small groups.) Each pair (or small group) will deliver a different session.
10. Divide participants into pairs. If you have more than 12 to 14 participants, you may divide participants into small groups of 3 participants each instead of pairs. (Pairs are preferable, but in small groups of 3, participants will still get some practice in preparation and delivery.) Ask everyone to find the Sessions for Training Delivery Practice section in their TOT participant manuals (*below*). Assign one of the sessions to each pair or small group—a different session for each pair or small group. If your group is small, you may not use all the sessions. Make sure to assign at least 1 role-play, 1 brainstorm, 1 scenario, and 1 case study/discussion, so that each training methodology is practiced.
 11. After you assign all pairs (or small groups) their sessions, explain that participants will experience brainstorm, scenarios, role-play, case studies, and discussion during Day 1 and will learn about each method in detail during Day 2.
 12. Ask participants to take some time in the evening to review the sessions they have been assigned. Let them know that they will have more time during the next day’s training to prepare their sessions with their partners.

CONTENT FOR SESSION 1.2

PrEP TRAINING FOR PROVIDERS IN CLINICAL SETTINGS MODULES: DAY 1

You will deliver these sessions using the *PrEP Training for Providers in Clinical Settings* trainer manual and slides. Participants will use their *PrEP Training for Providers in Clinical Settings* participant manuals.

PrEP Module 1

From the *PrEP Training for Providers in Clinical Settings* Trainer Manual
(45 minutes)

Session 1.3. Introduction to Pre-Exposure Prophylaxis, Steps 5–26 (10 minutes)

These steps review why PrEP is needed, local HIV epidemiology, and key populations (KPs) targeted for PrEP at the local level.

Session 1.4. Evidence That PrEP Works, Steps 7–15 (15 minutes)

These steps summarize PrEP efficacy studies and highlight why adherence is important in PrEP.

Session 1.5. PrEP Regimens, Side Effects, Drug-Resistant HIV, and Sexually Transmitted Infections (20 minutes)

During this session, focus on the concerns that might be raised about possible side effects and associated behavior change, and how to address those concerns. (Omit step 14, Morning Break.)

PrEP Module 2

From the *PrEP Training for Providers in Clinical Settings* Trainer Manual
(1 hour 40 minutes)

Session 2.2. Eligibility Criteria—Substantial Risk of HIV Infection (45 minutes)

Participants brainstorm and discuss questions to screen for substantial risk.

Session 2.4. The Pre-Exposure Prophylaxis (PrEP) Screening for Substantial Risk and Eligibility Form (1 hour)

Participants review the Pre-Exposure Prophylaxis (PrEP) Screening for Substantial Risk and Eligibility Form and use clinical scenarios and the form to practice assessing behavioral eligibility.

PrEP Module 3

From the *PrEP Training for Providers in Clinical Settings* Trainer Manual (2 hours)

Session 3.3. Integrated Next Step Counseling (2 hours 20 minutes)

Participants observe and then practice performing iNSC role-plays that focus on helping a client go from recognizing situations that are challenging to identifying actions to help address them.

PrEP Module 4

(1 hour 15 minutes)

From the *PrEP Training for Providers in Clinical Settings* Trainer Manual

Session 4.1. Managing Creatinine Elevation, Seroconversion, and Special Situations

(15 minutes)

Session 4.2. Minimizing Stigma (1 hour)

Participants brainstorm possible strategies for minimizing the stigma that their PrEP clients might face. During the last part of Session 4.2 of *PrEP Training for Providers in Clinical Settings*, focus on using the cascade to step back from clinical care to understand the larger picture of how PrEP fits into the global effort to eliminate HIV. In the short term, when used effectively PrEP prevents HIV transmission. In the long term, effective PrEP programs engage people who are at risk for HIV infection in efforts to break the chains of transmission. Individuals who have used PrEP can continue to play that role even if they decide that they no longer need PrEP.

FOR TRAINING DELIVERY PRACTICE: DAY 2

SESSIONS FROM THE PrEP TRAINING FOR PROVIDERS IN CLINICAL SETTINGS TRAINER MANUAL

Assign each pair or small group a session from the *PrEP Training for Providers in Clinical Settings* trainer manual (*below*)—a different session for each pair or small group. If your group is small, you may not use all the sessions. Make sure that you assign at least 1 role-play, 1 brainstorm, 1 scenario, and 1 case study/discussion so that each training methodology is practiced. Assign the sessions at the end of Day 1. Participants will prepare and deliver the sessions on Day 2.

Session 2.2. Eligibility Criteria—Substantial Risk for HIV Infection

- You will have 20 minutes to deliver this session.
- You will deliver Steps 1–11.
- During your delivery, give small groups about 7 minutes to brainstorm the screening questions.
- Materials: Slides for Session 2.2.
- This is a brainstorm. (Brainstorming will be reviewed in detail on Day 2.)

Session 2.4. The Pre-Exposure Prophylaxis (PrEP) Screening for Substantial Risk and Eligibility Form

- You will have 20 minutes to deliver this session.
- You will deliver Steps 3–11.
- During your delivery, give small groups about 7 minutes to discuss the scenarios.
- Be sure to complete Step 9. You may not have time for steps 10 and 11.
- Materials:
 - Slides for Session 2.4.
 - Photocopies of the Pre-Exposure Prophylaxis (PrEP) Screening for Substantial Risk and Eligibility form from the PrEP M&E Tool Package, 1 per participant.
 - Session 2.4 clinical scenarios in the *PrEP Training for Providers in Clinical Settings* participant manual.
- This is a scenario discussion. (Scenarios will be reviewed in detail on Day 2.)

Session 2.5. PrEP Screening Tool Practice

- You will have 20 minutes to deliver this session.
- You will deliver either Part 1 (Steps 1–4) or Part 2 (Steps 5–11 only).
- During your delivery, for Part 2, give pairs a maximum of 10 minutes to practice role-playing.
- Materials:
 - Slides for Session 2.5.
 - Photocopies of the Pre-Exposure Prophylaxis (PrEP) Screening for Substantial Risk and Eligibility form from the PrEP M&E Tool Package, 1 per participant.
 - Session 2.5 Screening Role-Play Scenarios from the *PrEP Training for Providers in Clinical Settings* participant manual.
- This is a role-play. (Role-play will be reviewed in detail on Day 2.)

Session 3.2. Initial Counseling—Adherence Support

- You will have 20 minutes to deliver this session.
- You will deliver Steps 1–6.
- During your delivery, give small groups about 7 minutes to brainstorm.
- Materials: Slides for Session 3.2.

- This is a brainstorm. (Brainstorming will be reviewed in detail on Day 2.)

Session 3.3. Integrated Next Step Counseling

- You will have 20 minutes to deliver this session.
- You will deliver Part 2 (Steps 20–24) or Part 3 (Steps 25–31 only).
- During your delivery, for Part 3, give pairs a maximum of 10 minutes to practice role-playing.
- Materials:
 - Slides for Session 3.3.
 - iNSC Role-Play Scenarios and the table of iNSC steps, components, and examples from the *PrEP Training for Providers in Clinical Sessions* participant manual.
- This is a role-play. (Role-play will be reviewed in detail on Day 2.)

Session 3.4. PrEP Follow-Up Visits

- You will have 20 minutes to deliver this session.
- You will deliver Steps 1–10 and Steps 16–17.
- During your delivery, leave at least 7 minutes for Steps 16–17.
- Materials: Slides for Session 3.4.
- This is a brief trainer presentation and case study discussion. (Trainer presentations and case studies will be reviewed in detail on Day 2.)

Session 3.5. PrEP Challenges and Strategies

- You will have 20 minutes to deliver this session.
- You will deliver Steps 1–8.
- During your delivery, give small groups about 7 minutes to brainstorm.
- Materials: Slides for Session 3.5.
- This is a brainstorm. (Brainstorming will be reviewed in detail on Day 2.)

Session 4.2. Minimizing Stigma

- You will have 20 minutes to deliver this session.
- You will deliver Steps 1–9.
- During your delivery, give small groups about 7 minutes to brainstorm. Groups need write only a few strategies on their flip chart sheets.
- Materials:
 - Slides for Session 4.2.
 - 1 sheet of flip chart paper and 1 marker per small group.
 - Tape for posting flip chart sheets on the walls.
- This is a brainstorm and gallery walk. A gallery walk is when participants walk around the room looking at one another's work. (Gallery walks are explained in *PrEP Training for Providers in Clinical Settings* Session 4.2, Minimizing Stigma. Brainstorming will be reviewed in detail on Day 2.)

MODULE 2: PARTICIPATORY TRAINING PRINCIPLES AND TECHNIQUES

TOTAL TIME: 2 HOURS 45 MINUTES

LEARNING OBJECTIVES

After completing Module 2, participants will be able to:

- Describe an effective training experience they had as adults.
- Name key characteristics and components of effective training.
- Describe what a discussion is and give tips on leading one.
- Name the main principles of adult learning.
- Give examples of how trainers can put principles of adult learning into practice when delivering trainings.
- Describe what a brainstorm is and give tips on leading one.
- Identify examples of how principles of adult learning have been put into practice during a particular training.
- Demonstrate how to give constructive feedback to a colleague.
- Describe what a role-play is and give tips on leading one.
- Describe what a scenario is and how it may be used in participatory training.

MATERIALS

- TOT trainer manual (needed for all sessions)
- 1 TOT participant manual per participant (needed for all sessions)
- TOT Module 2 slides (needed for all Module 2 sessions)
- Sheets of flip chart paper for the trainer and small groups of participants
- Markers for the trainer and small groups of participants (for writing on flip chart paper)
- Tape (for posting flip chart sheets on the walls)

ADVANCE PREPARATION

- Post a blank sheet of flip chart paper on the wall or easel where everyone can see it. Label the sheet “Effective Teaching and Training.”
- Review the Constructive Feedback Role-Play Scenarios and script (TOT Session 2.4, *below*).
- Ask your fellow trainer or an experienced colleague or participant to prepare to perform the trainer role-play during TOT Session 2.4 (*below*). Practice ahead of time if possible.
- Decide how you will divide participants into small groups and pairs (by counting or another method).

► *To ensure that participants generate their own ideas and do not rely on information in the manual, ask participants to keep their participant manuals closed and not look at them until instructed to do so.*

Day 2

Session 2.1. Introduction to Participatory Training

TIME: 40 MINUTES

METHODS

Small group discussion, large group discussion

LEARNING OBJECTIVES

After completing this session, participants will be able to:

- Describe an effective training experience they had as adults.
- Name key characteristics and components of effective training.
- Describe what a discussion is and give tips on leading one.

MATERIALS

- TOT Module 2 slides
- Description of Discussion in participant manual (*also below*)
- 1 blank sheet of flip chart paper
- Marker (for writing on the flip chart paper)

ADVANCE PREPARATION

- Post Slide: Module 2.
- Decide how you will divide participants into small groups (by counting or another method).
- Post a blank sheet of flip chart paper on the wall or easel where everyone can see it. Label the sheet “Effective Teaching and Training.”

► *To ensure that participants generate their own ideas and do not rely on information in the manual, ask participants to keep their participant manuals closed and not look at them until instructed to do so.*

SESSION

Part 1—Learning Experiences (35 minutes)

1. Slide: Module 2

- Most providers become trainers because they are highly experienced in the subject matter to be delivered—for example, HIV diagnosis and treatment. But they may not have had as much exposure to adult learning principles and participatory teaching methodologies.
- In Module 2, you will learn the main concepts and principles behind effective participatory training for adults and how you can implement them when you deliver PrEP training or any participatory training. In Module 3, you will practice delivering the participatory training sessions assigned yesterday.

2. Slides: Module 2 Learning Objectives (2 slides)
 - (Review the learning objectives aloud.)
3. Explain that participants will start by examining their own learning experiences as adults.
4. Divide participants into small groups of 4 to 6 participants each.
5. Slide: Small Group Discussion
 - Think back to an effective learning experience you had as an adult – from university or a professional training, or simply on the job.
 - Then discuss with your small group:
 - Why was the course or training effective?
 - How did the professor or trainer engage you and help you learn?
 - Choose a group member to record responses on a sheet of notebook paper. There may be many different responses.
 - You will have 15 minutes to work.
6. As small groups are working, circulate and help as needed.
7. When groups have finished work, take one response from each group in turn, until all ideas have been shared. As small groups share ideas, write them briefly on the flip chart paper labeled “Effective Teaching and Training.”
8. Encourage discussion (*about 20 minutes*). Participants may ask questions or comment on other small groups’ ideas.
9. Point out that participants have shared valuable ideas in this session and note that the group will return to these ideas in subsequent sessions.
10. Leave the “Effective Teaching and Training” sheet posted for the remainder of the training.

Part 2—Methodology Debrief (*5 minutes*)

11. Explain that the group just participated in a common and effective participatory teaching methodology: discussion. They have probably done so in other courses and trainings.
12. Slide: Discussion
 - (Review the definition aloud.)
13. Slide: Methodology Debrief: Discussion
 - What was your experience participating in the discussion (both in small groups and as part of the whole group)?

- What did I (the trainer) do to introduce and facilitate the discussions?
 - What are some benefits of using discussion during training?
 - What are some challenges to using discussion during training?
14. Ask the questions 1 at a time. Take volunteer responses and encourage brief discussion.
15. Ask participants to find the discussion description (*below*) in their participant manuals. Review the information briefly and invite participants to write down any additional ideas that surfaced during the methodology debrief.

CONTENT FOR SESSION 2.1

DISCUSSION

A discussion is a dialogue between participants and the trainer, with participants responding to discussion questions, one another's ideas, and that new questions that surface. In leading a large group discussion, trainers must keep participants focused, actively elicit responses, and limit participants who like to talk a lot. Participants having small group discussions must take on these roles themselves.⁷

To Facilitate a Large or Small Group Discussion

- Set a time limit and keep track of time.
- Explain that participants who want to speak should raise their hands.
- Keep the discussion on target and moving along.
- Encourage everyone to participate and call on everyone who raises a hand.
- Limit participants who like to talk a lot.
- Ask questions to encourage more responses to a question—for example, “What else?” and “What other ideas do you have?”
- Wrap up the discussion by repeating and summarizing the main points.

Benefits of Using Discussion During Training

Small Groups

- Many people feel more comfortable speaking in small groups than in a large group, so small groups tend to elicit participation from everyone and more ideas.
- When the topics are sensitive, participants may share ideas in a small group that they would be reluctant to share in a large group.

⁷ Section adapted from: Partners in Health, *Household Development Agents and Human Rights Facilitator Manual*.

Large Groups

- Participants hear everyone else's ideas.
- Hearing more ideas can stimulate further discussion.
- Participants who do not feel comfortable speaking in a large group can participate by listening.

Challenges of Using Discussion During Training

Small Groups

- Effective small group discussion depends on group members facilitating and participating well, and some small groups may do this better than others.

Large Groups

- Participants who are more talkative or more assertive may dominate large group discussions.
- Shy or less experienced participants may not feel comfortable speaking in a large group.

Both Small and Large Groups

- Discussions may go off track if there are many competing ideas or if the discussion is not managed well.

Session 2.2. Principles of Adult Learning

TIME: 1 HOUR

METHODS

Interactive trainer presentation, small group brainstorm, gallery walk

LEARNING OBJECTIVES

After completing this session, participants will be able to:

- Name the main principles of adult learning.
- Give examples of how trainers can put principles of adult learning into practice when delivering training.
- Describe what a brainstorm is and give tips on leading one.

MATERIALS

- Module 2 slides
- Principles of Adult Learning, Principles of Adult Learning in Practice, and Brainstorm sections in participant manual (*below*)
- 1 blank sheet of flip chart paper per small group of 4 to 6 participants
- 1 marker per small group
- Tape (for posting flip chart sheets on the walls)

ADVANCE PREPARATION

- Post Slide: Introduction to Principles of Adult Learning
- Decide how you will divide participants into small groups (by counting or another method).

► *To ensure that participants generate their own ideas and do not rely on information in the manual, ask participants to keep their participant manuals closed and not look at them until instructed to do so.*

SESSION

Part 1—Principles of Adult Learning (50 minutes)

1. Slide: Introduction to Principles of Adult Learning
 - (Review the statement aloud.)
 - In the last session, you described your own experiences with effective learning as adults. Now we will examine main principles of adult learning from academic research and practice in the field.
2. Slide: Principles of Adult Learning (4 slides)
 - (Review the principles aloud.)

3. Ask participants to find the Principles of Adult Learning section (*below*) in their manuals and give them a moment to review it.
 4. Slide: Questions
 - Which of these principles have you used in your practice as an instructor?
 - What has been your experience using them?
 - Do any of the principles seem challenging to put into practice? Why?
 - What questions or thoughts do you have about these principles?
 5. Take some volunteer responses and then show the next slide.
 6. Slide: Questions
 - Look back to the list of effective teaching and training experiences from the previous session. What similarities to the principles do you see?
 - Any differences?
 7. Take some volunteer responses and then show the next slide.
 8. Slide: Traditional Training (2 slides)
 - (Review the statements aloud.)
 9. Slide: Participatory Training (2 slides)
 - (Review the definitions aloud.)
 10. Slide: Principles into Practice
 - (Review the statement aloud.)
 11. Explain that participants will now work in small groups to brainstorm how trainers can put the principles of adult learning into practice when training.
 12. Divide participants into small groups of 4 to 6 so that most are groups with different participants than during the previous session. Give each small group a sheet of flip chart paper and a marker.
 13. Assign each small group a few of the principles as follows:
 - Group 1: Respect; Affirmation; Experience
 - Group 2: Relevance; Dialogue; Engagement
 - Group 3: Immediacy; the 20–40–80 Rule
 - Group 4: Thinking, Feeling, and Acting; Safety and Comfort
- If you have more than 4 small groups, assign each set of principles to more than 1 group. If you have few participants, use pairs instead of small groups so that all principles are discussed.

14. Slide: Small Group Brainstorm

- With your small group, brainstorm a list of ways that trainers can put the principles assigned to your group into practice.
- You may draw from your own experience as a trainer, the experiences shared during the previous session, your experiences during this training of trainers, and any other ideas.
- Choose a group member to record your ideas on the sheet of flip chart paper.
- You will have 15 minutes to work.

15. As small groups are working, circulate and help as needed.

16. When small groups have finished, ask participants to post their sheets with tape on the walls around the room. They should use all the walls so that sheets are not grouped too close together.

17. After sheets have all been posted, invite participants to walk around the “gallery” and read the ideas on the sheets (*about 10 minutes*).

18. Ask participants to return to their seats.

19. Slide: Questions

- What questions or comments do you have about these ideas?
- What ideas would you add to other groups’ work, if any?

20. Ask the questions above 1 at a time. Take volunteer responses and encourage brief discussion.

21. Ask participants to find the Principles of Adult Learning in Practice section (*below*) in their manuals.

22. Slide: Questions

- You have shared valuable ideas for putting the principles of adult learning into practice. Now compare your ideas to the ideas in your manual.
- Which ideas are the same? Which are new?
- Take a few minutes to write in your manuals any brainstormed ideas that do not appear there. Note any new ideas in the manual.

23. Leave the principles in practice sheets posted for the remainder of the training.

Part 2—Methodology Debrief (*10 minutes*)

24. Explain that participants just participated in a common and effective participatory teaching methodology: brainstorm.

25. Slide: Brainstorm

- (Review the definition aloud.)

26. Slide: Methodology Debrief: Brainstorm

- What was your experience participating in the brainstorm?
- What did I (the trainer) do to introduce and facilitate the brainstorm?
- What are some benefits of using brainstorms during training?
- What are some challenges to using brainstorms during training?

27. Ask the questions 1 at a time. Take volunteer responses and encourage brief discussion.

28. Ask participants to find the Brainstorm section (*below*) in their participant manuals.

29. Review the information briefly and invite participants to write down any additional ideas that surfaced during the methodology debrief.

30. Slide: MORNING BREAK

- We will reconvene in 15 minutes.

CONTENT FOR SESSION 2.2

PRINCIPLES OF ADULT LEARNING

A large body of research and writing exists on adult learning, and there are various theories about how adults learn best. Most academics and practitioners, however, agree that certain basic principles should guide the design and implementation of any adult learning experience.⁸

Respect—Adult learners must feel respected and feel like equals.

Affirmation—Adult learners need constructive feedback and praise.

Experience—Adult students learn best by drawing on their own knowledge and experience.

Relevance—Learning must meet adults' real-life needs.

Dialogue—Trainers and learners must enter into dialogue and learn from one another.

Engagement—Adult learners must engage with the material to be learned through dialogue, discussion, and learning from peers.

Immediacy—Adult learners must be able to apply the new learning immediately.

20–40–80 Rule—Adult learners typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see, and do.

Thinking, Feeling, and Acting—Teaching is more effective when learners think, feel (emotions), and act (do something with new knowledge).

Safety and Comfort—Adult learners need to feel safe and comfortable in order to participate and learn. They need to know that their ideas and contributions will not be ignored or belittled.

⁸ Section adapted from: Partners in Health, *Household Development Agents and Human Rights Facilitator Manual*.

PRINCIPLES OF ADULT LEARNING IN PRACTICE⁹

Respect—Adult learners must feel respected and feel like equals.

- Create and follow ground rules.
- Do not judge, interrupt, or scold participants.
- Take participants' questions seriously and respond promptly.
- Arrive on time and keep track of time during the training.
- Ask participants to introduce themselves at the beginning of the training.
- Prepare for the training in advance so that you use the time effectively.
- Treat all people equally, regardless of gender.
- Other ideas?

Affirmation—Adult learners need constructive feedback and praise.

- Thank participants for their ideas.
- Incorporate participants' ideas into the body of knowledge they will take away from the training.
- Point out what participants already know and are skilled at.
- Other ideas?

Experience—Adult students learn best by drawing on their own knowledge and experience.

- Find out what experience participants have with the topic (e.g., study registration forms, talk with participants before the training and during breaks and lunch).
- Ask questions that elicit participants' experiences.
- Ask more experienced participants to share their knowledge when appropriate (by demonstrating a role-play or sharing how they would handle a case).
- Other ideas?

⁹ Section adapted from: Partners in Health, *Household Development Agents and Human Rights Facilitator Manual*.

Relevance—Learning must meet adults’ real-life needs.

- Find out what participants will need to know and do on the job and tailor training activities accordingly.
- Give participants practice with processes and tasks they will need to do on the job.
- Adapt scenarios, case studies, or role-play activities to reflect participants’ specific contexts.
- Ask how participants will implement what they have learned and what challenges they will face when doing so.
- Other ideas?

Dialogue—Trainers and learners must enter into dialogue and learn from one another.

- Ask open-ended discussion questions that do not require a single correct answer.
- Give participants many opportunities to ask questions of you and of one another.
- Respond to participants’ questions by asking other participants how they would answer or what they know about the topic.
- Encourage participants to answer each other’s questions.
- Arrange chairs so that participants are facing one another.
- Encourage participation from everyone.
- Other ideas?

Engagement—Adult learners must engage with the material to be learned through dialogue, discussion, and learning from peers.

- Incorporate a variety of activities that promote engagement—for example, discussion, case studies, and role-plays.
- Use small group activities to increase engagement.
- Ask participants what questions or comments they have about what has been presented.
- Other ideas?

Immediacy—Adult learners must be able to apply the new learning immediately.

- ❑ Give participants practice with processes and tasks they will implement on the job.
- ❑ At the training’s end, ask participants to name ways in which they will implement what they have learned.
- ❑ After the training, follow up with participants, if possible, to find out how they are using what they learned.
- ❑ Other ideas?

20–40–80 Rule—Adult learners typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see, and do.

- ❑ Give participants practice with processes and tasks they will implement on the job.
- ❑ Use visuals if appropriate.
- ❑ Incorporate a variety of activities where participants must do something with what they have learned (e.g., analyze a case study, perform a role-play, or discuss challenges and strategies).
- ❑ Other ideas?

Thinking, Feeling, and Acting—Teaching is more effective when learners think, feel (emotions), and act (do something with new knowledge).

- ❑ Incorporate a variety of activities where participants must think about and do something with what they have learned (e.g., analyze a case study, perform a role-play, or discuss challenges and strategies).
- ❑ Ask participants to name challenges they may face when implementing what they have learned, and strategies for addressing those challenges.
- ❑ Other ideas?

Safety and Comfort—Adult learners need to feel safe and comfortable in order to participate and learn. They need to know that their ideas and contributions will not be ignored or belittled.

- Create and follow ground rules.
- Do not judge, interrupt, or scold participants.
- Review logistics at the beginning of the training (i.e., break times, bathroom locations, food to be provided).
- Provide timely morning, afternoon, and lunch breaks.
- Provide comfortable seating and a place to write, a comfortable room, drinks and food, pens and notebooks, and name tags.
- Use open, friendly body language.
- Observe participants carefully. If attention or energy is flagging, or participants seem confused, address the situation as appropriate.
- Agree to keep confidential all delicate information, client information, and stories that participants share.
- Other ideas?

► *Some items appear more than once in the Principles of Adult Learning in Practice, as they support more than 1 principle of adult learning.*

BRAINSTORM

In brainstorms, the trainer asks a question or poses a problem and asks participants to respond with as many ideas as they can think of. Brainstorming may be used with both large and small groups. The purpose is to produce as many ideas as possible.¹⁰

To Facilitate a Brainstorm

- Explain that the purpose of brainstorming is not to arrive at a single correct answer but to produce as many responses as possible.
- Take a single idea at a time. Make sure all participants share ideas.
- Keep the pace lively.
- Encourage all participants to give ideas—do not rely on a few participants to do all the talking.
- After the brainstorming, review, organize, and prioritize responses with participants.
- If participants brainstorm in small groups, ask groups to keep the points above in mind as they work.

¹⁰ Section adapted from: Partners in Health, *Household Development Agents and Human Rights Facilitator Manual*.

Benefits of Using Brainstorms During Training

- Participants can generate many ideas quickly.
- Brainstorming energizes and engages participants.
- Because there is no single correct answer, most participants feel comfortable giving ideas.

Challenges of Using Brainstorms During Training

- Some participants may offer ideas that are not appropriate.
- More talkative participants may dominate.
- Brainstorming may get off track if there are many competing ideas or if the brainstorm is not managed well.

Session 2.3. Principles of Adult Learning in Practice

TIME: 25 MINUTES

METHODS

Pair discussion, large group discussion

LEARNING OBJECTIVE

After completing this session, participants will be able to:

- Identify examples of how principles of adult learning have been put into practice during a particular training.

MATERIALS

- Module 2 slides

ADVANCE PREPARATION

- Post Slide: Pair Discussion
- Decide how you will divide participants into pairs (by counting or another method).

SESSION

1. Explain that now participants will evaluate how the principles of adult learning have been put into practice during *this* training.
2. Divide participants into pairs.
3. Slide: Pair Discussion
 - With your pair partner, discuss these questions and write your responses in your notebook:
 - What has the trainer done well to uphold the principles of adult learning during this training?
 - How could the trainer improve the next time around?
 - You will have 10 minutes to work.
4. When pairs have finished, ask the first question and take a response from each pair in turn, until all ideas have been shared.
5. Repeat this process for the second question. Encourage brief discussion. Participants may ask questions or comment on one another's ideas.
6. Thank participants for the feedback they have given you. Ask participants to keep the feedback in mind as they prepare to deliver sessions later in this training.

Session 2.4. Constructive Feedback

TIME: 55 MINUTES

METHODS

Role-play, large group discussion

LEARNING OBJECTIVES

After completing this session, participants will be able to:

- Demonstrate how to give constructive feedback to a colleague.
- Describe what a role-play is and give tips on leading one.
- Describe what a scenario is and how it can be used in participatory training.

MATERIALS

- Module 2 slides
- Constructive Feedback, Constructive Feedback Role-Play Scenario, and Role-Play sections in participant manual (*also below*)

ADVANCE PREPARATION

- Post Slide: Question
- Review the Constructive Feedback Scenarios and script (*below*).
- Ask your fellow trainer or an experienced colleague or participant to prepare to perform the trainer role-play with you during this session. Practice ahead of time if possible.
- Decide how you will divide participants into pairs so that participants work with a different partner than during previous sessions.

► *To ensure that participants generate their own ideas and do not rely on information in the manual, ask participants to keep their participant manuals closed and not look at them until instructed to do so.*

SESSION

Part 1—Interactive Trainer Presentation and Trainer Role-Play (15 minutes)

1. Explain that in this session, participants will practice giving constructive feedback, an important skill for participatory trainers.
2. Slide: Question
 - What is constructive feedback?
3. Take a few volunteer responses and then post the next slide.
4. Slide: What Is Constructive Feedback?
 - (Review the definition aloud.)

5. Slide: Question
 - Why should you give constructive feedback?
6. Take a few volunteer responses and then post the next slide.
7. Slide: Why Give Constructive Feedback? (2 slides)
 - (Review the information aloud.)
8. Invite your fellow trainer or colleague to the front of the room. Explain that you will perform a role-play where 1 trainer gives another constructive feedback on her performance. Ask participants to listen and watch carefully and note how the constructive feedback is given.
9. Read the scenario description aloud (*below*) and perform the role-play (*5 minutes*).
10. Debrief the role-play with Slide: Trainer Role-Play Debrief
 - What feedback did Marie give Beatrice?
 - How did she give the feedback constructively? What did she do first? next?
 - What effect did the feedback have?
11. Take volunteer responses and encourage brief discussion.

Part 2—Participant Role-Play (*20 minutes*)

12. Slide: How to Give Constructive Feedback
 - (Review the information aloud.)
 - (Give examples from the role-play if needed.)
13. Slide: How to Receive Constructive Feedback
 - (Review the information aloud.)
14. Explain that participants will now role-play in pairs in order to practice giving constructive feedback.
15. Divide participants into pairs so that participants work with a different partner than during previous sessions. Assign 1 person in each pair the “Participant” Constructive Feedback Role-Play Scenario, and his or her partner the “Trainer” Constructive Feedback Role-Play Scenario.
16. Ask participants to find the Constructive Feedback section (*below*) in their manuals.
17. Slide: Constructive Feedback Role-Play
 - Read only your own scenario (not your partner’s).
 - Using the scenarios, practice a brief role-play.

- Follow the guidance in your manual for giving and receiving constructive feedback.
 - As you are practicing, I will observe and choose a pair to perform. I will not tell you which pair I choose, so everyone must be prepared to perform.
 - You will have 10 minutes to work.
18. As pairs are working, circulate, observe role-playing, and help as needed.
19. When pairs have role-played for about 10 minutes, call for everyone's attention.
20. Slide: Constructive Feedback Role-Play Debrief. Encourage brief discussion:
- What did you learn by doing these role-plays?
 - What worked best? Why?
 - What was most challenging? Why?
 - How could you address the challenges? What strategies would you use?

Part 3—Methodology Debrief (5 minutes)

21. Explain that participants just participated in a common and effective participatory teaching methodology: role-play.
22. Slide: Role-Play
- (Review the definition aloud.)
23. Slide: Methodology Debrief: Role-Play
- What was your experience participating in the role-plays?
 - What did I (the trainer) do to introduce and facilitate the role-playing?
 - What are some benefits of using role-play during training?
 - What are some challenges to using role-play during training?
24. Ask the questions 1 at a time. Take volunteer responses and encourage brief discussion.
25. Ask participants to find the Role-Play and Scenarios sections (*below*) in their manuals. Point out that scenarios may also be used for small group discussions.
26. Review the information briefly and invite participants to write down any additional ideas that surfaced during the methodology debrief.
27. Explain that in the next module, participants will practice delivering participatory training sessions and receive constructive feedback from their colleagues.
- *You may wish to revise and adapt these scenarios, or write new ones, to reflect participants' local context, or to include situations more relevant to their experiences. If you have experience with constructive feedback, you may improvise the trainer role-play instead of using the script.*

CONTENT FOR SESSION 2.4

CONSTRUCTIVE FEEDBACK ROLE-PLAY FOR TRAINERS

Scenario

It is the first day of a training that colleagues Beatrice and Marie are delivering together. Beatrice has facilitated the morning sessions and Marie will facilitate the afternoon sessions. Marie is an experienced participatory trainer, Beatrice less so. Marie feels that while Beatrice has kept good time, covered all the content, and organized her sessions well, she has been too strict and serious with participants and has not allowed much time at all for discussion and questions. During lunch, Marie decides to chat with Beatrice about how the training is going and give her some feedback.

Role-Play Script

Marie: Beatrice, how do you think our training is going so far?

Beatrice: I think it's going very well! I feel that I've been well organized, and I've kept good time.

Marie: Yes, you've kept very good time. We are right on schedule. I also appreciate that you covered all the training logistics at the beginning and made time for participants to introduce themselves. And you did all your sessions in the correct order.

Beatrice: I'm also happy that I have been able to cover all the content in the slides and answer everyone's questions. I think it's been great.

Marie: Yes, you've been very thorough. Thank you for that! I did notice that you seem very serious. And the participants seem fairly quiet. They have not been asking many questions. How does that seem to you?

Beatrice: Well, I'm using a serious tone because the topic is very important to participants' clinical practice. But I do want participants to ask questions—I don't mean to discourage that. But when I ask if there are questions, hardly anyone raises a hand.

Marie: Perhaps in your sessions tomorrow, you could try using a slightly more relaxed tone. I think that participants do know that the topic is serious, and if you sound more relaxed, they might be encouraged to ask more questions. Also, you might try waiting a bit longer for questions. Sometimes it takes participants a bit of time to formulate what they want to ask.

Beatrice: Those are good ideas, but I'm worried about falling behind.

Marie: Yes, that is a risk when you get very engaged in questions. What if I help you keep time? It's important to allow some time for questions and discussion. Also, instead of asking, "Any questions?" you might try asking, "What questions do you have?" And you can ask for comments from participants as well.

Beatrice: Thanks, Marie, that makes sense. I'll try those things tomorrow!

CONSTRUCTIVE FEEDBACK

What Is Constructive Feedback?

Constructive feedback means giving a person concrete observations about how he or she has performed—observations and advice that the person can use to construct an improved performance the next time around. Constructive feedback is given in a positive way that is not overly critical.¹¹

Why Give Constructive Feedback?

Giving concrete observations and advice that help someone improve her or his performance, in a positive tone, is part of creating an effective learning environment. Constructive feedback upholds the principles of adult learning—by affirming and respecting participants, encouraging dialogue, using participants’ own experiences, and creating a safe and comfortable environment for learning.

How to Give Constructive Feedback

- First, tell the person what she or he did well. (This will make the person more receptive to hearing what she or he needs to do in order to improve.)
- Next, tell the person what she or he can do to improve.
- Be brief.
- Be specific.
- Be positive and encouraging.
- Be honest.
- Be respectful.

How to Receive Constructive Feedback

- Do not defend or explain your performance; simply listen and accept the feedback.
- If you do not understand a suggestion, ask for clarification.
- Ask for specific suggestions for improvement.
- Reflect on the feedback, and use relevant suggestions to improve your performance going forward.

CONSTRUCTIVE FEEDBACK ROLE-PLAY PRACTICE

Constructive Feedback Role-Play Scenarios

Trainer

You have just led a training session where participants have practiced role-playing provider–client counseling. A pair of participants has demonstrated their role-play in front of the whole group, and you have debriefed their role-play with the group. Participants have been very polite and have offered only positive, very general comments such as, “You did very well.” You feel that the participant playing the provider in the

Section adapted from: Partners in Health, *Household Development Agents and Human Rights Facilitator Manual*.

role-play was too harsh, scolding and lecturing the client and telling the client what to do. Give the participant constructive feedback on that performance.

Participant

You have just participated in a training session where you and other participants practiced role-playing provider–client counseling. You and your pair partner have just demonstrated your role-play in front of the whole group. You feel that you have done very well. In particular, you are proud of having identified specific problem behaviors, clearly explained why the behavior is undesirable, and given the client comprehensive education on how to correct the behaviors. During the role-play debrief, other participants tell you that you have done very well. The trainer will give you constructive feedback on your performance.

ROLE-PLAY

A role-play is a brief informal performance where participants act out roles in order to practice handling a particular problem or situation and to experience what it is like to be in those roles. Role-playing is informal; participants do not need to memorize dialogue or perform perfectly—the point is to experience the situation and learn from that experience.¹²

To Facilitate a Role-Play

- Give clear instructions for the role-play (using the instructions included in the training session steps).
- Set a time limit for role-play practice and performance, and manage the time well.
- Remind participants that role-playing does not require a perfect performance, but rather provides an opportunity to practice handling real-life situations. It is fine to make mistakes during role-play.
- Debrief the role-play with a large group discussion (using the debriefing questions included in the training session steps).

Benefits of Using Role-Play During Training

- Role-play is active, engages participants, and gives them the opportunity to think, feel, and act.
- Role-play gives participants a chance to practice skills in a safe setting and get feedback.
- Role-play can help to identify potential challenges to implementing a process or procedure.

Challenges of Using Role-Play During Training

- Role-plays take time.
- Some participants may be uncomfortable performing in front of others.
- Participants may not have experience with role-play.

¹² Section adapted from: Partners in Health, *Household Development Agents and Human Rights Facilitator Manual*.

SCENARIOS

A scenario is a brief description of a realistic situation that participants discuss and analyze. Scenarios give participants the opportunity to apply newly acquired knowledge to a particular problem or situation and to generate possible solutions to challenges presented in the scenario. Scenarios may be used to create role-plays, or simply to discuss and analyze a particular situation.¹³

To Use Scenarios Effectively

- If participants will use the scenario in small groups or pairs, give clear instructions (using the instructions included in the training session steps).
- If you write your own scenarios, make them simple and brief. Use realistic situations similar to those that participants routinely face. Give essential information and leave out unnecessary details.
- Provide questions to guide participants in analyzing the scenario and a list of essential points to be covered in discussion for yourself and co-trainers.

Benefits of Using Scenarios During Training

- Scenarios give participants the opportunity to apply information that they have learned to a realistic situation.
- Scenarios give participants the opportunity to practice handling problems that they might encounter on the job.

Challenges of Using Scenarios During Training

- Scenario discussions may require more time than traditional presentations.
- Participants with limited literacy skills may need help reading longer scenarios.

¹³ Section adapted from: Partners in Health, *Household Development Agents and Human Rights Facilitator Manual*.

MODULE 3: PRACTICE DELIVERING PARTICIPATORY TRAINING

TOTAL TIME: 4 HOURS 15 MINUTES

LEARNING OBJECTIVES

After completing Module 3, participants will be able to:

- Prepare to deliver a participatory training session with a co-trainer.
- Deliver a practice training session using participatory techniques that uphold the principles of adult learning.
- Give constructive feedback to colleagues on their training delivery.
- Name potential challenges to delivering the *PrEP Training for Providers in Clinical Settings* at their facilities, and describe strategies for addressing the challenges.

MATERIALS

- TOT trainer manual (needed for all sessions)
- 1 TOT participant manual per participant (needed for all sessions)
- Module 3 slides (needed for all Module 3 sessions)
- *PrEP Training for Providers in Clinical Settings* participant manual, 1 per participant (given to participants on Day 1)
- *PrEP Training for Providers in Clinical Settings* trainer manual, 1 per participant (given to participants on Day 1)
- *PrEP Training for Providers in Clinical Settings* slides, 1 set per participant, on flash drives. (Have participants with laptops copy the deck onto their hard drives.)
- All other materials that participants will need to deliver their training sessions (listed at the end of Session 3.1, *below*)
- Photocopies of the Training Evaluation Form, 1 per participant (printed from the Appendix of this manual)
- A large envelope to collect evaluation forms
- 1 Certificate of Completion per participant (see the Appendix of this manual)

ADVANCE PREPARATION

- Read the *PrEP Training for Providers in Clinical Settings* sessions that participants will present (listed in Session 3.1, *below*).
- Prepare all materials that participants will need to present their sessions (listed at the end of Session 3.1 *below*).
- Prepare the Certificates of Completion.
- Plan to keep time carefully so that all participants have the chance to present and receive feedback in Session 3.2, *below*.
- Remember from Day 1 how you divided participants into small groups and pairs for presenting their sessions (if possible, team less experienced and more experienced participants with one another).

Session 3.1. Preparation

TIME: 45 MINUTES

METHODS

Pair or small group planning and preparation

LEARNING OBJECTIVES

After completing this session, participants will be able to:

- Prepare to deliver a participatory training session with a co-trainer.

MATERIALS

- TOT Module 3 slides
- Sessions for Training Delivery Practice section in the TOT participant manual (*also below*)
- *PrEP Training for Providers in Clinical Settings* participant manual, 1 per participant (given to participants on Day 1)
- *PrEP Training for Providers in Clinical Settings* trainer manual, 1 per participant (given to participants on Day 1)
- *PrEP Training for Providers in Clinical Settings* slides, 1 set per participant, on flash drives. (Have participants with laptops copy the deck onto their hard drives.)
- All other materials that participants will need to deliver their training sessions (*below*).

ADVANCE PREPARATION

- Post Slide: Module 3.
- Read the *PrEP Training for Providers in Clinical Settings* sessions that participants will present (listed below).
- Prepare all materials that participants will need to present their sessions (listed below in Sessions for Training Delivery Practice).
- Remember from Day 1 how you divided participants into small groups and pairs for presenting their sessions (if possible, team less experienced and more experienced trainers with one another).

► *If you have more than 12 to 14 participants, you may divide participants into small groups of 3 participants each instead of pairs. Although pairs are preferable, participants will still get some practice in preparation and delivery. If your group of participants is small, assign at least 1 brainstorm, 1 role-play, and the scenario and case study sessions so that participants have the opportunity to experience each methodology. If participants are inexperienced as trainers, you may need to give them more than 45 minutes to prepare and adjust other sessions accordingly.*

SESSION

1. Slide: Module 3.
2. Slide: Module 3 Learning Objectives
 - (Review the learning objectives aloud.)
3. Explain that participants will now prepare to deliver participatory training sessions from the PrEP training. They will do so in pairs (or small groups.) Each pair (or small group) will deliver a different session.
4. Divide participants into the pairs or small groups formed on Day 1 (for training delivery practice). Ask everyone to find the Sessions for Training Delivery Practice section (*below*) in their manuals. Remind each pair or small group of the sessions they were assigned yesterday. Make sure that participants have their *PrEP Training for Providers in Clinical Settings* trainer and participant manuals, and slides.
5. Slide: Preparation
 - With your pair partner or small group, prepare to deliver an assigned training session. To prepare:
 - Read session objectives, materials, preparation, and steps.
 - Decide who will facilitate which part of the session (each participant must facilitate 1 part).
 - Familiarize yourself with session steps and materials (slides, forms).
 - Review relevant information from this TOT training.
 - If you have time, practice delivering key parts of the session for a few minutes (in the corner or hallway).
 - You will have 45 minutes to prepare.
6. As participants are preparing, circulate and help as needed.
7. When participants have finished preparing, call for everyone's attention and break for lunch.
8. Slide: LUNCH
 - We will reconvene in 30 minutes.

CONTENT FOR SESSION 3.1

PrEP TRAINING FOR PROVIDERS IN CLINICAL SETTINGS TRAINER MANUAL

SESSIONS FOR TRAINING DELIVERY PRACTICE

Session 2.2. Eligibility Criteria—Substantial Risk of HIV Infection

- You will have 20 minutes to deliver this session.
- You will deliver Steps 1–11.
- During your delivery, give small groups about 7 minutes to brainstorm the screening questions.
- Materials: Slides for Session 2.2.
- This is a brainstorm. (Brainstorming will be reviewed in detail on Day 2.)

Session 2.4. The Pre-Exposure Prophylaxis (PrEP) Screening for Substantial Risk and Eligibility Form

- You will have 20 minutes to deliver this session.
- You will deliver Steps 3–11.
- During your delivery, give small groups about 7 minutes to discuss the scenarios.
- Be sure to complete Step 9. You may not have time for Steps 10 and 11.
- Materials:
 - Slides for Session 2.4.
 - Photocopies of the Pre-Exposure Prophylaxis (PrEP) Screening for Substantial Risk and Eligibility form from the PrEP M&E Tool Package, 1 per participant.
 - Session 2.4 clinical scenarios in the *PrEP Training for Providers in Clinical Settings* participant manual.
- This is a scenario discussion. (Scenarios will be reviewed in detail on Day 2.)

Session 2.5. PrEP Screening Tool Practice

- You will have 20 minutes to deliver this session.
- You will deliver either Part 1 (Steps 1–4) or Part 2 (Steps 5–11 only).
- During your delivery, for Part 2, give pairs a maximum of 10 minutes to practice role-playing.
- Materials:
 - Slides for Session 2.5.
 - Photocopies of the Pre-Exposure Prophylaxis (PrEP) Screening for Substantial Risk and Eligibility form from the PrEP M&E Tool Package, 1 per participant.
 - Session 2.5 Screening Role-Play Scenarios from the *PrEP Training for Providers in Clinical Settings* participant manual.
- This is a role-play. (Role-play will be reviewed in detail on Day 2.)

Session 3.2. Initial Counseling—Adherence Support

- You will have 20 minutes to deliver this session.
- You will deliver Steps 1–6.
- During your delivery, give small groups about 7 minutes to brainstorm.
- Materials: Slides for Session 3.2.
- This is a brainstorm. (Brainstorming will be reviewed in detail on Day 2.)

Session 3.3. Integrated Next Step Counseling

- You will have 20 minutes to deliver this session.
- You will deliver Part 2 (Steps 20–24) or Part 3 (Steps 25–31 only).
- During your delivery, for Part 3, give pairs a maximum of 10 minutes to practice role-playing.
- Materials:
 - Slides for Session 3.3.
 - iNSC Role-Play Scenarios and the table of iNSC steps, components, and examples from the *PrEP Training for Providers in Clinical Sessions* participant manual.
- This is a role-play. (Role-play will be reviewed in detail on Day 2.)

Session 3.4. PrEP Follow-Up Visits

- You will have 20 minutes to deliver this session.
- You will deliver Steps 1–10 and Steps 16–17.
- During your delivery, leave at least 7 minutes for Steps 16–17.
- Materials: Slides for Session 3.4.
- This is a brief trainer presentation and case study discussion. (Trainer presentations and case studies will be reviewed in detail on Day 2.)

Session 3.5. PrEP Challenges and Strategies

- You will have 20 minutes to deliver this session.
- You will deliver Steps 1–8.
- During your delivery, give small groups about 7 minutes to brainstorm.
- Materials: Slides for Session 3.5.
- This is a brainstorm. (Brainstorming will be reviewed in detail on Day 2.)

Session 4.2. Minimizing Stigma

- You will have 20 minutes to deliver this session.
- You will deliver Steps 1–9.
- During your delivery, give small groups about 7 minutes to brainstorm. Groups need write only a few strategies on their flip chart sheets.
- Materials:
 - Slides for Session 4.2.
 - 1 sheet of flip chart paper and 1 marker per small group.
 - Tape for posting flip chart sheets on the walls.
- This is a brainstorm and gallery walk (i.e., as noted, a session in which participants walk around the room looking at each other's work).

Session 3.2. Practice

TIME: 3 HOURS 30 MINUTES (*more if needed*)

METHODS

Practice delivery of training sessions

LEARNING OBJECTIVES

After completing this session, participants will be able to:

- Deliver a practice training session using participatory techniques that uphold the principles of adult learning.
- Give constructive feedback to colleagues on their training delivery.

MATERIALS

- Module 3 slides
- All materials that participants will need to present their sessions (listed in the previous session's handouts)

ADVANCE PREPARATION

- Post Slide: Training Delivery Practice
- Plan to keep time carefully so that all participants have the chance to present and receive feedback.

SESSION

1. Slide: Training Delivery Practice

- Each pair (or small group) will deliver their assigned training session. The rest of you will be participants.
- I will sit at the back of the room, observe, and give you 10-, 5-, and 1-minute time checks.
- After 20 minutes or so I will ask presenters to stop (even if they have not finished).
- First, the presenters will comment on their performance—what they think they did well and what they would improve.
- Then, I will ask everyone to give the presenters constructive feedback (*about 5 minutes*).

2. Invite the first presenters to the front of the room. Make sure that they have any slides cued and other materials prepared.

3. During the presentation, keep track of time and give the presenters 10-, 5-, and 1-minute time checks as needed.

4. After 20 minutes, ask the presenters to stop. Invite applause. Ask the presenters to remain standing.

5. Invite the presenters to comment on their own performance briefly if they would like to, noting what they thought they did well and what they could improve.
6. Invite participants to give constructive feedback by asking:
 - What did the trainers do well?
 - What could the trainers improve?
7. Repeat this process for all presenters.
8. Slide: AFTERNOON BREAK
 - (Schedule at least 1 break.)
 - We will reconvene in 15 minutes.
9. After all presenters have finished, invite a final round of applause, and thank everyone again for their presentations.

Session 3.3. Conclusion

TIME: 15 MINUTES

METHODS

Large group discussion, written evaluation

LEARNING OBJECTIVES

After completing this session, participants will be able to:

- Name potential challenges to delivering the *PrEP Training for Providers in Clinical Settings* at their facilities, and strategies for addressing the challenges.

MATERIALS

- Module 3 slides
- Photocopies of Training Evaluation Forms, 1 per participant (printed from the Appendix of this manual)
- A large envelope to collect evaluation forms
- 1 Certificate of Completion per participant (see the Appendix of this manual)

ADVANCE PREPARATION

- Post Slide: Questions
- Prepare the Certificates of Completion.

SESSION

1. Slide: Questions
 - What challenges might you face when delivering the *PrEP Training for Providers in Clinical Settings* at your facilities?
 - How might you address those challenges?
2. Ask the questions 1 at a time. Take volunteer responses and encourage brief discussion.
3. Ask participants to turn to the Appendix in their participant manuals. Explain that these pages contain training tips and descriptions of trainer roles and responsibilities. Participants may use the Appendix as a resource when preparing to deliver training themselves.
4. Give each participant a Training Evaluation Form.
5. Slide: Training Evaluation
 - Please take a few minutes to complete this Training Evaluation Form.
 - We welcome your honest feedback in order to improve future trainings.
 - Your evaluation will be confidential. You do not need to include your name.
 - You may leave your evaluation form inside the envelope at the front of the room.

6. Give each participant a Certificate of Completion.
7. Slide: ICAP Contact Information
 - Remind participants that if they have any additional questions about the *PrEP Training for Providers in Clinical Settings* or this manual, the *Pre-Exposure Prophylaxis (PrEP) Training of Trainers: Trainer Manual*, they may contact ICAP.
8. Slide: Thank You for Your Participation!
 - Thank you for your participation. We wish you the best in implementing the *PrEP Training for Providers in Clinical Settings* and at your facilities.
 - Please take your *PrEP Training for Providers in Clinical Settings* and TOT materials with you.

APPENDIX

A. Training Evaluation Form

B. Certificate of Participation

TOT Training Evaluation Form

► **Instructions:** Please rate the following statements on a scale from 1 to 5.

	☹ Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	☺ Strongly Agree
1. The training objectives were clear.	1	2	3	4	5
2. The information presented in this training was easy to understand and clear.	1	2	3	4	5
3. The technical level of this training was appropriate.	1	2	3	4	5
4. The pace of this training was appropriate.	1	2	3	4	5
5. The trainer(s) were engaging (i.e., interesting).	1	2	3	4	5
6. The trainer(s) were knowledgeable about the material.	1	2	3	4	5
7. The information I learned in this training will be useful to my work.	1	2	3	4	5
8. I am confident that after this training, I will be able train others using the PrEP training so that they may implement PrEP.	1	2	3	4	5

► **Instructions:** How helpful were each of the training modules to you and your work? If you have specific comments, please write them on the next page.

	☹ Not Helpful				☺ Very Helpful
Module 1: Review of Key PrEP Training Content	1	2	3	4	5
Module 2: Participatory Training Principles and Techniques	1	2	3	4	5
Module 3: Practice Delivering Participatory Training	1	2	3	4	5

What was the best part of this training?

How could we improve this training?

Other comments:

Thank you for your participation and for your commitment to implementing PrEP!

Certificate of Completion

Please adapt as needed from the slide (provided as a separate PowerPoint file on the ICAP website).



Certificate of Completion

Completed the training

PrEP Training of Trainers

[Insert training date]

[Insert trainer name, title, organization]

