

TRAINING GUIDE

Chlamydia screening and partner notification in WA general practice

Introduction

The '*Chlamydia screening and partner notification in WA general practice*' session is comprised of one PowerPoint presentation and two interactive case discussion sessions which the trainer should insert relating to their patient journey. This training session is designed for general practitioners and practice nurses to increase their confidence and skills in making partner notification for Chlamydia a routine in general practice. The training session has been developed by ASHM and conducted in partnership with the WA Department of Health.

Before delivering this course all trainers and the Course Coordinator are required to read through this Guide and Session Overview in preparation for session delivery.

Delivering a session

The '*Chlamydia screening and partner notification in WA general practice*' is conducted as a combination of a PowerPoint presentation and two interactive case discussion sessions. The interactive case discussion sessions should be developed by the trainer's and adapted to the locality and patient experience where the training is being held.

The course should contain no more than 30 participants to run effectively and encourage maximum discussion and interaction.

Seating: It is recommended that participants are seated in a cabaret seating style (round or rectangular tables with 6-8 participants per table) as this will encourage discussion and interaction. Try to ensure participants are in a group where they will have appropriate learning opportunities and encourage them to speak up if they are not achieving learning expectations.

Training Strategies

We use the following definitions to describe the various training strategies which are proposed to facilitate learning and reflect adult learning principles within this training program.

Large group discussions: are recommended for report backs, summaries, role-plays, panel discussions and presentations that require group interaction.

Presentations: when one or two presenters present to the whole group – this usually refers to a PowerPoint presentation but can include other formats (e.g. the DVD presentation at some sites). The level of interaction between the presenter/s and the participants will vary according to the nature of the presentation and the style of individual presenters. While interaction is encouraged, this may need to be limited in some circumstances to enable full consideration of a given topic and to adhere to time limits outlined in the program. Session presenters and the Course Coordinator will need to monitor time and the level of discussion.

Resources

This is the collective term for all training devices and educational material used in the course to conduct or facilitate learning. They include: Core Material, equipment (e.g. flipcharts, pens, PowerPoint projectors) and Reference Material (reference books, charts, bulky notes or specific medical or other props that are given out to all participants or provided on each table).

Core material: the collective term used for resources that are included in the training session and provided to trainers and course participants.

Core materials within this training package include:

- PowerPoint presentation (two interactive case discussion sessions imbedded in PowerPoint, trainer to develop)

Reference material: the collective term used for resources that are not included as Core Material, but will be made available for reference according to session requirements. Depending on availability, this material can be loaned or given out and can be distributed one per person or one per table.

Reference materials used to complement this training package include:

- Guidelines for the Management of Sexually Transmitted Infections (the Silver Book) WA Health 2009 <http://silverbook.health.wa.gov.au> or <http://www.ashm.org.au/ASHMPublications>
- Australasian Contact Tracing Manual 3rd Ed; ASHM 2006, available online <http://www.ashm.org.au/images/publications/aust-contact-tracing.pdf>
- HIV, Viral Hepatitis and STIs: A Guide for Primary Care, 2008 edition; ASHM 2008, Chapters 4, 5, 8, 10, 11 and 12, available online http://www.ashm.org.au/default2.asp?active_page_id=133
- Chlamydia Fact Sheet for General Practice
- Chlamydia Fact Sheet for Patient/Partner
(These fact sheets can be found at <http://www.couldihaveit.com.au/index.asp> by clicking on the Partner notification: Chlamydia factsheet for patients and GP's link or alternatively http://www.ashm.org.au/default2.asp?active_page_id=339)

General equipment

Prior to the beginning of this course ensure that you have:

- Data projector
- Flipchart or whiteboard and whiteboard markers
- Tables and chairs
- Laser pointer (ideally with slide advance)
- Projection screen
- Laptop with USB port

Trainers

COURSE COORDINATOR

The Course Coordinator is responsible for:

- Promoting the course by way of targeted and general advertising
- Producing and distributing registration flyer (via email and mailing lists)
- Processing registrations and confirmations of enrolment
- Booking venue and catering
- Booking and confirming trainers (presenters, facilitators, actors, other)
- Ordering and collating resources
- Coordinating initial pre-reading upon enrolment. These pre-readings are pages 19 and 20 extracted from the Australasian Contact Tracing Manual 3rd Ed; ASHM 2006, available online <http://www.ashm.org.au/images/publications/aust-contact-tracing.pdf>) and a PDF version of these is also located in the list of resources required for the session.
- Photocopying handouts and PowerPoint alterations
- Sending resources to relevant trainers (allow two weeks)
- Liaising with, and briefing, trainers (allow two weeks)
- Setting up the room according to the Training Guide
- Ensuring all participants sign an attendance sheet
- Distributing copies of PowerPoint presentation to all attendees

- Welcoming and introducing trainers and participants and providing housekeeping announcements
- Time-keeping for the program
- Maintaining a flipchart of participant questions that arise throughout the session and liaising with relevant trainers so that all questions are answered by the end of the evening
- Maintaining a table of additional resources for participants to take away, order or refer to
- Compiling, distributing and collecting Evaluation Forms from trainers and participants at the end of the training session. Example evaluation questions you might like to incorporate in your evaluation include; stating the learning objectives and asking to what extent these learning objectives were met, asking to what degree was the learning activity relevant to their workplace and asking to what degree your overall learning needs were met.
- Processing evaluations and writing an Evaluation Report at the end of the course.
- Paying trainers
- Producing and distributing Certificates of Attendance

Briefing trainers: full instructions for distribution of resources and briefing of trainers are in the Session Overview. Trainers for each session should receive a copy of the Session Overview and all relevant resources two weeks prior to the session (via mail or email).

Room layout and seating: can significantly affect training strategies. We propose that the room is set up cabaret style, with tables of six or eight people. Tables should orient towards the front and no participant should have their back to the presenter. Trainers and participants should be able to move around their tables easily.

Name tags and introductions: are important and can help inform trainers as well as participants. Participants will be provided with name tags and encouraged to wear them for the duration of the session. Participants should be encouraged to meet each other – an introduction around the whole room at the beginning of the session can assist with this and in providing the trainer with some background on participant knowledge.

Expectations and questions: are important features of the course that should be encouraged and addressed. A **flipchart or whiteboard** should remain in the training room for the duration of the session, for identifying learning expectations and posting questions that cannot be answered by the current trainer. Ensure that the various trainers used throughout the session are aware of these questions and encourage them to provide answers whenever possible. Questions that have been answered should be crossed off the list and recorded by the Course Coordinator to inform ongoing course development.

PowerPoints, alterations to Core Material or new material: PowerPoints cover all essential learning objectives for a topic. Ensure that presenters who wish to alter or add to PowerPoints or other Core Material, or who have additional material to use during a session provide you with a master (electronic) copy of these for photocopying, at least one week prior to the start of a session. PowerPoint handouts are usually included in the Participant Folder as Core Material. PowerPoint handouts should be printed 2-per-page in black and white (*not* grey scale). PowerPoints should be checked prior to the course to ensure that both electronic and printed slides can be easily viewed.

Other resources: should be displayed on a table in or near the training room, unless presenters have submitted them for photocopying prior to a session (e.g. journal articles). Try to obtain enough for each participant. Also ensure that the Resources Order Form is on the table so trainers and participants can order sufficient quantities for their patients/clinics.

Evaluation forms – participant: this session has an Evaluation Form for participants to complete. The Course Coordinator should make participants aware of this form and encourage them to rate each learning objective on the Evaluation Form as soon as they have covered it within the session. Allow five minutes at the end of the evening for participants to complete and return their forms, so that they each have the opportunity to comment on course content, quality and the venue.

Evaluation forms – trainer: trainer evaluation forms should be made available to each trainer on the evening. The Course Coordinator should make all trainers aware to complete and return these forms, particularly if they have feedback that will help to improve the content, timing or delivery of the session. Trainers who make changes to PowerPoint presentations for a session **must** ensure that the Course Coordinator has a copy of their changes to consider for ongoing course development and **must** complete an evaluation form for that session.

Course evaluation report: the Course Coordinator is required to assess and collate into a Course Evaluation Report, information from both participant and trainer evaluation forms, together with all PowerPoint alterations, additional comments made during the course and items from the flipchart.

PRESENTER

The main trainer or primary facilitator who conducts the training is referred to as the Presenter. This role includes:

- Conducting the session (introducing resources, learning outcomes, referring to reference materials etc.)
- Reviewing Core Material and making any amendments at least one week prior to their session in collaboration with the Course Coordinator, if applicable
- Delivering PowerPoint presentations
- Facilitating discussion
- Keeping an eye on timekeeping for their session in collaboration with the Course Coordinator

SESSION OVERVIEW

Chlamydia screening and partner notification in WA general practice

Purpose of session

This training session aims to provide general practitioners and their practice staff with increased knowledge about the Chlamydia epidemic in Western Australia and the importance of partner notification as part of the Chlamydia diagnosis and treatment in general practices. This course pays particular attention to the role of general practice in the management of Chlamydia, identifying opportunities for Chlamydia testing and providing time efficient, easy to use and access partner notification strategies at the point of diagnosis. The course highlights the new West Australian Department of Health guidelines regarding the management of Chlamydia in general practice and clarifies the division of responsibilities between general practice and the Health Department for Chlamydia partner notification and contact tracing.

Entry to the course

This is an introductory level course addressed to general practitioners and their clinic staff in Western Australia. There are no prerequisites for this course. Participants are, however, strongly encouraged to become familiar with the W.A. Guidelines for the Management of Sexually Transmitted Infections (the Silver Book) and the Australasian Contact Tracing Manual for disease-specific information and useful contacts.

- Guidelines for the Management of Sexually Transmitted Infections, WA Health 2009
- <http://silverbook.health.wa.gov.au> or <http://www.ashm.org.au/ASHMPublications/>
- Australasian Contact Tracing Manual, ASHM Rev. ed. 2006
<http://www.ashm.org.au/images/publications/aust-contact-tracing.pdf>

Resources

A range of local resource materials should be made available at each training session. Trainers should refer to these as much as possible throughout the presentation and group discussion. The Course Coordinator should brief the trainer on all resources available.

Add resource list specific to each training session here:

Training Strategies used

- PowerPoint presentation
- Panel with positive speaker/s
- Large group discussion

Duration

1 hour excluding breaks.

PowerPoint (including 2 interactive case discussion sessions) – 1 hour

Trainer/s

1 x presenter (General Practitioner)

Presenter Brief

- Review the notes in the Training Guide about training strategies and make sure that you are comfortable with the strategies being utilised.
- Ensure that any PowerPoint alterations are given to the Course Coordinator **one week** prior to this session for inclusion in participant handouts.

Core Material – Trainer

- PowerPoint presentation
- 2 interactive case discussion sessions (developed by the trainer)

Core Material – Participant

- Printed copies of PowerPoint presentations

Course Coordinator Brief

- Email PowerPoint's to the presenter at least **two weeks** prior to this session, check for alterations to be photocopied and included in participant handouts
- Liaise with presenter well ahead of this session to ascertain any local resources that should be provided, source and photocopy those identified through this discussion
- Liaise with the presenter regarding local service providers who should be invited to attend the session and participate in discussion.
- Ensure trainers keep to time limits outlined above