Program Fidelity Manual

Stanford

Self-Management Programs

2010

Please note that while this manual is written for the Chronic Disease Self-Management Program (CDSMP) it can also be used for any of the other Stanford small group programs (Diabetes Self-Management, Positive Self-Management Program, Pain Self-Management Program, or Arthritis Self-Management Program.)

Stanford Patient Education Research Center

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INTRODUCTION

Welcome to the Self-Management Fidelity Manual. While this manual was written for the Chronic Disease Self-Management Program, it can be used with any of the Stanford community-based group self-management programs.

This manual is designed to be used with the Self-Management Program Implementation Manual which can be found at:
http://patienteducation.stanford.edu/licensing/Implementation_Manual2008.pdf

What is Program Fidelity and Why Bother?

At the organizational / agency level, program fidelity refers to the how closely staff and others (i.e. Leaders, Trainers, and evaluators) follow the program that the developers provide. This includes consistency of delivery as intended as well as program timing and costs.

The National Council on Aging (2006) identified seven components of an Evidence Based Program including:

1. A specific target population
2. Specific, measurable goals
3. Stated reasoning and proven benefits
4. Well defined program structure and timeframe
5. Specific staffing needs/skills
6. Specified facility and equipment needs
7. Built-in program evaluation to measure program quality and health outcomes

All Stanford programs are evidence based. In evaluation studies participants improved health status, health behaviors and sometimes lowered their health care utilization.

Program delivery that is not true to the original design decreases the likelihood that you will get the desired outcomes. Poor fidelity can result in a range of unintended effects not only for participants but also for Leaders, Trainers and your organization. Fidelity monitoring should be part of your overall quality assurance plan.

Who Should Use this Manual?

- Anyone who is planning, coordinating, or overseeing a Stanford Self Management Program
- All Master Trainers and T-Trainers of Stanford Self-Management Programs
- Leaders who are involved in planning, coordination and fidelity monitoring of Stanford programs. Leaders who are exclusively involved in facilitating the program may not find the information particularly relevant to what they do. In those cases, reading this manual should be optional.

How Do I Use this Manual?

This manual serves as a reference tool. You can use the sections in any order you wish. Program fidelity starts the moment you consider implementing a program and continues in choosing potential Trainers and Leaders, examining how training is conducted, examining how closely Leaders stick to the protocol and then looking at participation satisfaction and drop out rates. Fidelity can cover every aspect of a program.

We have divided this manual into sections so that you can see the fidelity standards for every step of the implementation process.

For each area (for example choosing Master Trainers), we have listed **MUST DO** fidelity strategies. These are required. We have also listed many optional or **NICE TO DO** strategies which you may use to strengthen the fidelity of your program.

The manual may be read from start to finish but you will probably find it most helpful if you look at what you are doing now and find out what the fidelity criteria are for that activity.

We know that many programs cannot do all the optional fidelity activities. We urge you to find those which your program can reasonably do and to implement one or more of the optional fidelity activities for each program area in a systematic manner.

Who Created This Manual?

We took many fidelity pieces from around the world and have attempted to put them into one manual. We would especially like recognize the contributions of the following:

From the Center for Excellence in Aging and Community Wellness, State University of New York at Albany: Lisa A. Ferretti, LMSW and Mari T. Brick

From the Center for Healthy Aging of the National Council on Aging: Nancy Whitelaw, Ph.D. and Julie D. Kosteas, MPH

From Elder Services of Merrimack Valley, Lawrence, MA: Susan Poludniak

From the Iowa Department on Aging: Carlene Russell, MS RD LD CGS

From the Stanford Patient Education Research Center: Sonia Alvarez, MA MPH, Diana Laurent, MPH, Kate Lorig RN DrPH and Katy Plant, MPH

From the University of Hawaii at Manoa: Kathryn Braun, Dr. PH, Leslie Tanoue, MPH, Michiyo Tomioka, MS, and Cristina Vocalan, RN

How Can I Help? - Together We Will Make a Difference

If you have a good idea, see anything that needs clarification, something does not work, or something works extremely well, let us know. This is not a static document but one that we will amend from time to time based on your input. If you have something to tell us, please do (self-management@stanford.edu)

What are the Beliefs Underlying All Stanford Programs?

- Belief that people strive for order and control in their lives
- Belief that order and control are usually sought within a social context
- Belief that given knowledge and structure, people usually make good choices for their own life situation (We can trust them to self-tailor)
- Belief that adult learners bring to any new experience all their past experiences and knowledge
- Belief that people are experts in their own lives and that no one else has this distinctly individual expertise
- Self-management is complex and includes
  - medical management
  - role management
  - emotional management
- Belief that the precursor to behavior change is the confidence that one can make that change. Based on this belief, all Stanford Programs are based on Self-Efficacy theory and systematically use this theory throughout the programs to enhance confidence (self-efficacy)
- Belief that when assisting with behavior change it is better to make small if imperfect changes rather than to insist on ideal changes
- That it is generally easier to add a new activity than to stop or cut down on an activity

What is a Fidelity Plan

In the Tool Kit you will find a Fidelity Checklist. Start your fidelity plan by going through the list and for each "Must Do" write a short note about what you are doing or will do to meet that standard. Then, every six months but no less often than once a year, revisit your plan to determine how well you have met each standard.

We understand that no program will be perfect. It may even be that some "Must Do's" are not appropriate for all programs. Nevertheless, these are the standards to strive for. If you find you are weak in an area, then discuss how this might be strengthened. Only by continually circling back to your fidelity plan will you have the best program possible.

SECTION 1: ALLOCATING FIDELITY RESOURCES

Resources devoted to poor quality (low fidelity) have no benefit. At the same time, too many resources devoted to program fidelity reduce available resources for other program activities.

Allocate resources wisely. Here is a list of questions you should be asking in creating your fidelity plan.

- How will we monitor the "Must Dos" listed in each section of this manual?
- Who will be responsible for fidelity? (This may be different people for different parts of the program)
- Will fidelity monitoring and reporting take additional personnel resources?
- What other resources will our fidelity plan require? (phone, answering service, paper surveys, electronic surveys, in-person visits, databases, use of email)
- How will we use fidelity monitoring to improve program delivery?
- How will feedback (positive and negative) be provided to Leaders, Trainers and program stakeholders?

You probably cannot answer all these questions now. We present them so that as you go through this manual you can consider them as you develop your fidelity plan.

Fidelity in Building Infrastructure - Selecting Personnel

Program fidelity starts with thinking about the number of people you wish to serve. From there you can figure out the number of needed personnel as well as other resource needs.

Too few personnel lead to understaffed workshops and cutting corners. Too many personnel lead to no one getting enough experience to be excellent at program delivery.

Calculating the Number of Personnel

The following information assumes that you understand the definitions of Leader, Master Trainer and T-Trainer. If this is not true, make sure you read pages 9-12.

- As a rule of thumb a new program should start with 20 Master Trainers to reach 500 people in the first year to 18 months. (This assumes a 30 percent loss of Leaders, participants, etc.)
- An existing program with the same 20 Master Trainers will produce enough Leaders each year to offer workshops to 500 people. If we assume that half the Leaders are still active in year two 750 people will be reached in year two and more than 1000 people in year 3.

This estimation is very conservative and assumes that people facilitate a workshop only once a year. This is how we did the math:

(See Let's Do the Math insert on the following page)

LET'S DO THE MATH

If a State has 20 active Master Trainers. This results in a minimum of 10 Leader trainings a year. Ten Leader trainings with 12 people per training results in 120 Leaders. If each Leader facilitates just one workshop a year this results in 60 workshops. If there are 12 people per workshop, this results in a minimum of 720 people attending the program. However there are usually drop outs at every level and this is why we figure you need 20 Master Trainers to have 500 workshop participants.
The following is a reverse calculation based on the number of people an organization wishes to facilitate. If you want 360 people to attend workshops with 12 participants per workshop. You will need 30 workshops a year. This assumes that Leaders facilitate only once per year, so you will need 60 trained Leaders. Assuming groups of 12 per training you will need 5 Leader trainings and 10 Master Trainers (assuming each Master Trainer trains only once a year).

In early 2010 we had more than 1,500 active Master Trainers in the US. Thus, we have the capacity (in theory) for 750 Leader trainings to train more than 8,000 Leaders which would result in a minimum of 40,000 participants a year.

The problem is that there is waste at every level. People trained as Master Trainers or Leaders sometimes never facilitate a workshop or training. In planning for program implementation, plan for efficient use of resources. Both Leaders and Master Trainers become more skilled the more they facilitate. Thus it is best to choose your Master Trainers wisely and use them efficiently.

Personnel Overview - Must Do's

- All workshops facilitated by two Leaders (one or both should have a chronic condition)
- All Leader trainings facilitated by two Master Trainers
- All Leaders must facilitate at least once in 12 months to remain active
- All Master Trainers must offer Leader training at least once in 12 months to remain certified

Personnel Overview - Nice to Do's

- 50% of your Leaders facilitate twice or more a year.
- 50% of your Master Trainers offer Leader training at least twice a year.

The next section will discuss the needed personnel and suggestions for fidelity in choosing these personnel.

SECTION 2: FIDELITY IN CHOOSING PERSONNEL

The following information may also be used to describe roles and responsibilities in memorandums of understanding (MOU's) or job descriptions. See the Tool Kit for a sample of an MOU.

Program Coordinator

Each program needs a coordinator - this is where the buck stops. This can be anything from one part time position to a full time position with assistants. See the Stanford Implementation Manual for further information:
http://patienteducation.stanford.edu/licensing/Implementation_Manual2008.pdf

Program Coordinator Must Do's

- Has dedicated time to work with the Stanford Programs (20-100%) This cannot be an add-on to another job.
- Has proven administrative and program management experience or aptitude.
- Be very familiar with both the Program Fidelity and Program Implementation manuals.
- Be familiar with the terms of the license under which the organization is offering programs. For licensing information see page 23 of the Stanford Implementation Manual and the Licensing section of the Stanford website: http://patienteducation.stanford.edu/licensing/
- Report necessary data in timely manner to both Stanford and funding agencies if applicable.
- Has observed a Leader or Master Training.

Program Coordinator Nice To Do's

- Is a certified Leader or Master Trainer.

Leaders

Leaders are people who live with a chronic disease, who facilitate workshops. They always facilitate in pairs.

Leader Must Do's

- Leaders should be persons who have a chronic disease. It is highly recommended that both leaders have a chronic disease; but at least one of them must.
- At least one third of the Leaders should be men. We know this is not easy and is not always possible but it should be the goal. Fidelity suffers if this does not happen.
- Leaders should come from the same communities you want to serve (think about ethnicity, culture, race, etc.).
- Must not fear speaking in front of groups.
- Leaders must read, write and speak the language of the workshop participants.

- Must be literate in the language in which they are going to facilitate (this means that they must read well at about a 10th grade level).
- Must be willing to facilitate workshop in “off hours—Saturday, evenings etc” (Please note, if your program does not deliver the program off hours, then this does not apply).
- Must be able to attend all 4 days of training and successfully complete two practice teachings during training.
- Facilitate within six months of training.
- Must commit to facilitating at least one six-week workshop in the next year and to attend an update session if they do not train within six months from the original training.
- Must have transportation to get to the site of workshops.
- Must be willing to facilitate in the communities that you wish to serve.
- Must facilitate once a year to remain an active Leader.
- Must attend a new 4 days training (be re-trained) if they become inactive.
- Must be a model for participants (i.e. behaving healthy).

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Leader Nice to Do’s

- Commit to facilitating two workshops a year.
- Have Leaders facilitate within 4 months of the start of their training.
- Have a written Memorandum of Understanding (MOU) with each potential Leader. See Tool Kit for sample MOU.
- Have a written Leader Guidelines and Professional Development: In contrast with a service contract where you may list basic expectations, you may find it helpful to write down a Leader Guidelines document detailing expectations for all Leaders regarding punctuality, adherence to protocols, confirmation and cancellation of trainings, respect for diversity, appropriate management of conflicts, handling emergencies, willingness to participate in additional informational and educational presentations, etc. See Tool Kit for an example of Leader Guidelines.
- Have workshops scheduled before training for Leaders to facilitate and a commitment for them to facilitate specific workshops before training.
- In interviewing potential Leaders, in addition to all of the above, consider doing one or two role plays to find out how they might react in difficult situations. Don’t have them tell you what they would do but actually roll play with them being a Leader. There are no right or wrong role plays but you will get a good idea if there might be a problem. Trust your gut and do not take people that you question. See Tool Kit for sample role plays.
- Have a formal program for certifying and re-certifying Leaders. This is up to the licensed organization not Stanford. However, no Leader can be certified by an organization if that person has not passed training (this is at the discretion of the Master Trainers conducting the training)

Master Trainers

These are the people who train Leaders. They always work in pairs. All Master Trainers are also Leaders. An organization may have its own Master Trainers, may partner with others to use Master Trainers, or can hire Master Trainers to just do training. See Calculating the Number of

Personnel on page 7 of this manual to determine how many Master Trainers your organizations needs.

Master Trainer Must Do's

- Have the ability to read and write the language in which they will be doing training at a 10th grade school level.
- Fluently speak the language in which they will be training.
- Should be interviewed by phone or in person before the Master Training so that they are clear on the expectations and commitments.
- Must have attended a 4.5 day Master Training.
- Must have led two workshops as a Leader, either before coming to Master Training or within one year of Master Training to be certified as a Master Trainer.
- Must facilitate one 4-day Leader training within a year of completing Master Training.
- Must have returned their signed Master Training certification form to Stanford and must have received notice of certification from Stanford.
- Each Master Trainer must lead a full four day Leader training at least once a year to remain certified.
- Must be given time away from their job for 4 days to conduct a Leader Training.
- Must be willing to facilitate workshop in "off hours—Saturday, evenings etc"
- Join the Stanford trainers list serve for regular updates.

Master Trainer Nice to Do's

- Be willing and able to facilitate two workshops and become certified as a Master Trainer within 6 months of training.
- Sign an agreement or MOU between the potential Master Trainer and the agency sponsoring the training.
- If the potential Master Trainer is working for a partner agency, then this agency should sign an MOU with the agency sponsoring the training clarifying their role in seeing that that the Master Trainer has approved time by supervisor for completing all Master Trainer requirements. See the Tool Kit for sample of MOU with collaborating agency.
- Two workshops should be scheduled and recruitment well in place before the potential Master Trainer goes to Master Training.
- At least one third of the Master Trainers should be men.
- Master Trainers should represent the communities you want to serve (think about ethnicity, culture, race, etc.
- Select for Master Training only experienced Leaders or someone that has participated in classes and has experienced the program as a participant.
- Ask prospective Master Training trainees that are neither experienced Leaders or participants in a class, to attend a complete workshop prior to attending Master Training.
- Must have had experience speaking in front of groups, and if possible, past facilitating or training experience.
- Be willing to offer technical assistance and support for the leaders they trained.

In addition to all of the above consider doing one or two role plays to find out how the potential Master Trainer might react in difficult situations. You don't have them tell you what they would do but actually role play with them being a Master Trainer. There are no right or wrong role plays but you will get a good idea if there might be a problem. Trust your gut and do not take people who you question. (Example of role plays for potential Master Trainers can be found in the Tool Kit).

T-Trainers

It should be noted that in the spring of 2010 we had 60 T-Trainers in the US. If each T-Trainer conducted one Master Training a year for 20 Master Trainers this would produce 600 new Master Trainers. If each 20 Master Trainers produced 500 workshop participants as demonstrated above (see page 8), we could reach 15,000 workshop participants. This highlights that we already have more T-Trainers than we have capacity to use them. While every organization, region or state wants their own T-Trainers, this may impact the fidelity of the whole program. The key to program fidelity at every level is good Leaders, Master Trainers and T-Trainers. For program fidelity if these folks do not get enough practice—just like athletes they cannot perform at their best. It may be better to use resources for hiring expert and experienced Master or T-Trainers rather than growing your own. Both, effective resource allocation and quality of delivery are part of the definition of Fidelity (See page 4).

T-Trainer Must Do's:

- Must be able to conduct Leader and Master trainings without reading <u>every</u> word in the manual.
- Must be able to conduct Leader and Master trainings using paraphrasing and personal stories.
- Must have conducted at least three Leader Trainings in the past two years.
- Must have approval from the organization for which they work to offer a Master training outside of their area for at least one week a year.
- Must offer a Master Training within six months of receiving their T-training certification
- Must have apprenticed for a full 4.5 day Master Training under the supervision of a Certifying T-Trainer.
- Must be signed off by the Certifying T-Trainer as being a T-Trainer. Please note that attending an apprenticeship does not insure that one will become a T-Trainer.
- To remain certified must give one 4.5 day Master training a year.
- Join the T-Trainer list serve for updates.

T-Trainer Nice To Do's

- If at all possible, a Certified T-Trainer observes the potential T-Trainer as they facilitate a Leader training and prepares a critique indicating if the person is ready to progress to T-Trainer status and if not, what the person should do to prepare.
- Written evaluation from Leaders who have been trained by the potential T-Trainer in which they comment on the persons abilities to handle problem people, difficult situations, and unforeseen changes.

SECTION 3: FIDELITY BEFORE LEADER OR MASTER TRAINING

You cannot have fidelity during training if the training is not well organized. Thus training fidelity starts before training. Training is one of your biggest expenses and should be planned well in advance of your anticipated start dates. **This can be anywhere between 2-6 months.**

Before Leader Training Must Do's

- Have a Fidelity Plan in place
- Apply for, renew, or confirm receipt of your organizations program license.
- Verify with the holder of the license under which you are operating that you may proceed with the training.
- If there is no other active Leader in your area you must send 2 or 3 individuals to training.
- Read the Implementation Manual. http://patienteducation.stanford.edu/licensing/Implementation_Manual2008.pdf
- Read the Fidelity Manual http://patienteducation.stanford.edu/licensing/Fidelity_Manual2010.pdf
- Read the Introduction to Stanford Leader Trainings (See Tool Kit)
- Adhere to recommended schedule for Leader trainings (Total of 4 days: Most recommended 2 days per week for 2 weeks).
- Choose times, dates, and location.
- Secure 2 Certified Master Trainers who are committed to conduct entire training sessions.
- If you are hiring Master Trainers or T-Trainers to conduct your Leader training, visit the Stanford Patient Education Research Center's website to determine that the Master Trainers or T-Trainers are currently "active" Trainers.
- Ask the Trainer when they last conducted a Master training. If more than a year, you should look elsewhere.
- Recruit and interview potential Leader trainees (see Section 2 page 9)
- Do not start a Leader Training with less than 12 potential Leaders.
- Ask prospective trainees to review the Stanford website for program overview: (http://patienteducation.stanford.edu/programs/cdsmp.html) or send them a copy.
- Ask prospective trainees to read the document Introduction to Stanford Leader Trainings
- Inform participants that their full attendance and participation is required on all training days.
- Maintain close and timely communication with all those involved in the coordination of the Leader Training.
- If training is to be held anywhere except at your site, follow registration protocols and complete travel logistics (including payment of any applicable fees) in a timely manner.
- Ensure that by the time your staff and volunteers complete training you will have series of workshops scheduled filled with participants so each of them can facilitate within 6 months of completion of training.
- Ask trainee(s) to commit leading a scheduled Stanford program workshop within 6 months of training start date.
- Order Workshop books and if you wish, tapes/CDs for each participant.
- Prepare a complete Leader's Manual for each participant.

- Include a copy of the agency license from Stanford in each manual.
- Prepare a complete set of program charts.
- PowerPoint presentations or overheads should **NOT** be used.
- Determine the most recent training materials are being used for training (most current version are 3rd edition, *Living a Healthier Life with Chronic Conditions* book and CDMP manual (2006).

Before Leader Training Nice to Do's

- Arrange so that trainee will be able to co-facilitate their first workshop with an active experienced Leader.
- If you are training Leaders for a new area, train at least three people so that if one cannot lead a workshop you have a backup.

Before Master Training Must Do's

- Allow three to six months to plan.
- Apply for, renew, or confirm receipt of your organizations program license.
- Review the Stanford website (http://patienteducation.stanford.edu/programs/cdsmp.html) for program overview if you have not done it before and the Training FAQ's in the Tool Kit.
- Read the Program Implementation Manual http://patienteducation.stanford.edu/licensing/Implementation_Manual2008.pdf
- Read the Program Fidelity Manual http://patienteducation.stanford.edu
- Complete a Stanford Master Training Request Form (available from the Stanford website) http://patienteducation.stanford.edu
- Follow the Stanford Patient Education Research Center's Checklist for Master Trainings (obtained upon confirmation of training request).
- Inform participants their full attendance and participation is required on all training days.
- Ask trainee to commit leading a scheduled Stanford program workshop within 6 months of training start date.
- Ask prospective trainees to review the Stanford website for program overview (http://patienteducation.stanford.edu/programs/cdsmp.html)
- Read the Introduction to Stanford Trainings. See Tool Kit
- Ask prospective trainees to read the document Introduction to Stanford Trainings.
- Make sure all trainees are attached to licensed organizations
- Follow registration protocols and complete travel logistics (including payment of any applicable fees) in a timely manner.
- Ensure that by the time your staff and volunteers complete training you will have series of classes scheduled and participants recruited so that each of the new Master Trainers can facilitate two workshops within six months of completion of master training. (Note that they must do this within one year but it is much better if done within six months).
- Confirm that trainee will be able to co-facilitate workshop with another active Leader or Master Trainer in the area.
- If there is no other active Leader or Master Trainer in your area you must send 2 individuals to training.

- Have definite plans to hold a Leader Training within one year of the completion of the Master Training.   If training multiple Master Trainers, each must facilitate a Leader Training within one year.
- Ask trainee(s) to commit leading a scheduled Stanford program workshop within 6 months of training start date.
- Prepare Master Trainer Manuals and Leader Manuals for each participant.
- Order books and relaxation tapes/CDs for each trainee.
- Prepare a complete set of charts as per instructions in the Leader manual.
- PowerPoint presentations or overheads should **NOT** be used.
- Determine the most recent training materials are being used for training (most current version are 3rd edition, *Living a Healthier Life with Chronic Conditions* book and CDMP manual (2006).

Before Master Training Nice to Do's

After you have determined that your organization is in need of trained Leaders and Master Trainers and you have selected your trainees, the next step is to ensure you have selected the right individuals. We have discussed the Must Do's and Nice to Do's in selecting Leaders, Master Trainers and T-Trainers in Section 2 pages 9-12 above.

SECTION 4: FIDELITY DURING TRAINING

A train-the-trainer model is used for training Leaders, Master Trainers and T-Trainers. This is possible because all Stanford self-management workshops and trainings are completely scripted. Fidelity is demonstrated by having T-Trainers, Master Trainers and Leaders follow the scripts for the training/workshop they are conducting.   This is supported by materials and manuals. These include:

- A T-Trainer manual to be used in training Master Trainers. This available only to certified T-Trainers and T-Trainer Apprentices.
- A Master-Trainer manual to be used in training Leaders. This is available only to certified T-Trainers and certified Master Trainers and can be obtained only from Stanford. It is the responsibility of the trainers to be sure that they have the most recent manuals. If the manual is more than a year old, there may be an updated manual.
- A Leaders Manual is used to facilitate participant workshops.   An electronic copy of this manual is sent to each licensed organization.   Each organization is responsible for making copies of this manual and making it available to its Leaders.

Leader Training Must Do's

- Have a fidelity plan in place.
- Training must follow established Stanford protocol of 4 six-hour days. It is best if this is done two days a week over a two week period. Alternatively, these can be consecutive days.
- No less than 12 nor more than 18 people should attend a Leader Training
- Trainees must participate in two practice teaching activities during training.

- Trainees must successfully complete the second practice teaching session and demonstrate a minimum set of core competencies as observed by the Master Trainers or T-Trainers.

The decision as to whether a trainee is qualified to lead workshops is made by the Master Trainers conducting the training. Master Trainers consider the following minimum requirements when determining whether or not a trainee can be certified as a Leader:

- Adheres to the curriculum (also includes appropriate presentation of charts)
- Facilitates group contributions particularly in the following types of activities:

    - Brainstorming
    - Action Plan Formulation
    - Action Plan Feedback
    - Problem Solving

- Handles difficult group dynamics and problem participants effectively.
- Speaks comfortably in front of a group.
- Speaks effectively (firm but non-authoritative tone, moderate volume, accents are fine as long as pronunciation and enunciation is clear to most.
- Does not judge people or the choices people make in their lives.
- Models activities appropriately.
- Sticks to time / agendas.
- Listens and incorporates feedback given by Master Trainers.
- Works cooperatively with co-Leader.
- Is consistently respectful to other group members.
- Commit to continuing to be healthy.

The Special Role of Practice Teaching and Fidelity

Practice teaching is one of the best times to observe and document desired skills for Leaders. Master Trainers should have specific check lists for each activity assigned for practice teaching to ensure that all trainees are evaluated by similar criteria. This is a new protocol started in 2010 and thus many Master Trainers may not have the checklists. They can be found in the Tool Kit.

While not everyone will totally agree with the philosophy of the Stanford programs as outlined on pages 4-5 it is important that they do not compromise the program by acting on these differences. The following are ways of spotting actions which may be based on philosophical differences:

- Leader is too judgmental and didactic: tell participants they are wrong and tell them what to do and how to do it.
- Leaders force participation – put participants on the spot – direct questions to individuals in an authoritative manner.

- Leaders use guilt and intimidation as motivators.
- Leaders assume participants do not know anything, know very little or the information they have is wrong. Leaders believe class participants need to be educated.
- Leaders directly challenge participants' beliefs instead of allowing new information to sink in and social persuasion to take place.
- Leaders are not knowledgeable, sensitive and respectful of cultural practices and beliefs
- Leaders see themselves as experts – give most of the answers; do not listen or make an effort to understand the participants' motives and realities.
- Leaders want to use other material, other facilitating methods or technology-driven practices.
- Leaders are not open to feedback from peers, Master Trainers or program coordinator.
- Leaders are not open to change or improve the delivery of the workshops.

Leader Training Nice to Do's

- Develop certification standards for Leaders/Trainers in your local program that enhance the standard CDSMP training protocol.
- Offer annual meeting for Leaders to share issues and strategies for leading the workshops.

Counseling Leader Out of Program Must Do's

Sometimes it is necessary to not let a potential Leader or Master Trainer to continue with the program. To qualify for certification and to maintain it, one must not only deliver the program as written but also demonstrate that their delivery style reflects program beliefs as outlined above.

If a trainee does not qualify to be a Leader they must be given a written and verbal reason for this decision. This can be difficult. The following are guidelines for Master Trainers and program coordinators. Please note that these same guidelines can be used for counseling out a Leader after they have facilitated one or more workshops

- Have a fidelity plan in place.
- Observe and document problem behaviors. The first practice teaching is a good opportunity. However, you can pick up problems at any time. Just be sure that you have specific details. You will need these as you do your counseling.
- Counseling should always be done in private NEVER as part of the group. You may include your Co-Trainer.
- Always be respectful and considerate.
- Give the trainee specific reasons and examples of why you are concerned.
- Focus on performance, behavior and use of the manual.
- Tell the trainee what they did well, but also tell them clearly how they are expected to improve.
- Tell the trainee what will happen if they do not improve by Practice Teaching # 2 so there will be no surprises.
- Do not get caught in emotional battles or excuses. Use a broken record approach for example: "I am sorry but you did not follow the manual in either of your practice

teaches" an emotional response follow and then you say "I am sorry but you did not follow the manual in either of your practice teaches"

- If in doubt about a trainee, then do not let them continue. It is not kind to the future participants, the trainee or his/her supervisor to "pass" a marginal person
- As a gut test, ask yourself if you would be willing to sit through six weeks of classes facilitated by this person. If the answer is anything but 'yes', it is best to maintain program fidelity and counsel the person out.
- If ever you are in doubt, **DO NOT ALLOW THE TRAINEE TO LEAD WORKSHOPS !**

Master Training Must Do's

- Have a fidelity plan in place.
- Training must be at least 27 hours usually offered over 4.5 days.
- Training must be offered by two Certified T-Trainers.
- In determining whether or not to recommend a trainee for Master Trainer Certification, T-Trainers use the criteria as those for a Leader with the following added considerations:

    - They can successfully give feedback during practice teaching. See previous page.
    - They can embrace the underlying philosophy of the program (Self-Management, Self-Determination, Self-Efficacy, Community-Based Health Education).
    - They can identify strengths, weaknesses and areas of improvement for each trainee and themselves.
    - They can facilitate constructive discussion / feedback with peers.
    - They can think quickly on feet. That is, they are quick to respond to situations that arise and respond in an appropriate manner according to stated guidelines
    - They have sound judgment. When faced with a new situation they act in a manner that maintains program fidelity, the confidence of the group and the integrity and safety of the participants.
    - They demonstrate a clear command of material.
    - They act as a hyper-model. Almost over model everything so that you see it coming back in practice teachings.
    - Adhere to training process (minimum and maximum of attendees, follows activities in the manual).
    - Understands and agrees with the importance of Program Fidelity.

Note that some of the above are difficult to quantify and thus they are given as considerations and points to look for when considering fidelity.

- In counseling a trainee use the same criteria as for Leader counseling see page 17
- If the T-Trainers feel that an individual cannot be a Master Trainer but has met all the qualification for Leader, then the T-Trainers can recommend the person become a Leader.
- If ever you are in doubt, **DO NOT ALLOW THE TRAINEE TO LEAD WORKSHOPS or CONDUCT TRAININGS!**

SECTION 5: FIDELITY AFTER TRAINING

Leaders Must Do's

- Have all new Leaders facilitate within six months (if this is not possible they should have a short update with practice teach before facilitating).
- All Leaders must facilitate at least once a year. If a year has passed without offering a workshop, the Leader should be retrained.
- Do not let Leaders about whom you have concerns continue facilitating workshops.

Leader Nice to Do's

- Pair new Leaders with an experienced Leader.
- Pair any Leader about whom you have questions with an experienced Leader who can report progress or have this person act as a third Leader with two experienced Leaders.
- Document the progress made by Leaders who had areas in need of improvement.
- Hold and have Leaders attend a refresher at least once a year with at least 2-3 hours devoted to skills training (See Tool Kit for sample agenda)

Master Trainer Must Do's

Your program depends on how well Leaders are trained. Thus it is important that you use good, up to date Master Trainers. If you have doubts about a Master Trainer, do no use him or her. There are lots and lots of great Master Trainers, ask around and find one. It may cost a little money but doing so may save a whole program.

- Conduct one Leader training a year
- Observe each new Master Trainer at least once (this can be done by the Program Coordinator, a T-Trainer or an experienced Master Trainer. (See Tool Kit for observation check list)

Master Trainer Nice to Do's

- Pair New Master Trainers with experienced Master Trainers.
- Observe a portion of most Leader Trainings using the observation check list. (See Tool Kit for this list)
- Ask Leaders for their feedback on what they would like to change about the Master Trainer and the training.

SECTION 6: FIDELITY DURING WORKSHOPS

When we think of fidelity, we often only think about how workshops are given. In fact everything we have discussed up to now leads to creating workshop fidelity. However, without infrastructure, and training there is no way to have good workshop fidelity.

During Workshop Must Do's

- Have a fidelity plan in place.
- *Physical environment and Material resources*
    - Have the necessary number and quality of educational materials and supplies.
    - Ensure the location of training is appropriate for your population.
    - Ensure the room/facility is appropriate for training and your population.
    - Observe the ideal group size of 10-16 participants for most urban and populated areas.
    - Offered 2.5 hours a week over six weeks.
    - At least 10 on the first day of the workshop (if less, postpone the class or ask people to come to next scheduled workshop).
    - Venue must be safe, handicapped accessible, and if possible available by public transportation.

- *Leader Performance*
    - Always have two Leaders facilitate the workshops (a substitute may be used if necessary).
    - Ensure Leader(s) are present in all sessions, arrive on time and do not leave early.
    - Ensure Leaders use facilitation techniques appropriately and effectively.
    - Keep weekly attendance record (You will need this for reporting and fidelity)
    - Keep names, addresses, email addresses and phone numbers of participants (You may need these in an emergency or to follow-up).
    - Talk with every Leader between the first and third session of every workshop. (This can be a conference call or individual calls) See Tool Kit for a suggested script)
    - If you receive a troubling report about a Leader from a co-Leader or participant, arrange to observe the Leader.
    - Watch for and document problem performance. You may find out about these from direct observation, from co-Leader, or from workshop participants.

Problem Delivery Examples of Poor Fidelity

- Leaders provide material that is not in the manual.
- Leaders use the manual but prepare their own lectures.
- Leaders invite lecture guests to class.
- Leaders / Trainers openly disagree and argue in front of the group.
- One or more Leaders refuse to co-lead with one another.
- Leaders give medical advice to participants.
- Leaders do not follow the times and sequence of activities and sessions indicated in the manual.

During Workshop Nice to Do's

Arrange for all new Leaders to be observed once—this can be done by the Program Coordinator, the Master Trainer or a very experienced Leader. This observation should be done with a check list and a copy of the list along with comments should be given to the Leaders who were observed. (See Tool Kit for observation check lists). The following are some suggestions for conducting an observation.

- Keep in mind that the presence of an observer may disrupt the normal flow of the class.
- Tell Leaders ahead of time that they are going to be observed and only do this after a new Leader has taught at least two sessions of his or her first workshop.
- After selecting the observer, determine if training is needed so that his or her role is very clear.
- Determine how the information gathered will be used.
- Determine how and when will feedback be given to the Leaders. It is usually best to do this immediately after the workshop session so they do not need to worry. However, this means that they need to be prepared to stay for an extra 45 minutes to an hour.
- Self evaluations allow Leaders to understand the quality standards, reflect on their own performance, and may also help Master Trainers find areas for improvement. These evaluations also give the opportunity for Leaders to reflect on difficult situations or problems before they are pointed out by others. (see Tool Kit for a self-evaluation form and its use). This form should be returned to the Program Coordinator.
- Peer Evaluations: These will only work in an evaluation friendly environment. At the end of a workshop have each Leader evaluate the other. They can use the same form as used for self-evaluations. The Leaders should discuss their evaluations with each other and then return the forms to the program coordinator.
- If a participant comes to the first session and has not returned by the third session the coordinator can call them to find their reason for dropping. (See Tool Kit for suggested script)

SECTION 7: FIDELITY FOR LEADER AND MASTER TRAINER RETENTION

You must support and nurture your most valuable resources: your Leaders and Master Trainers. Therefore your program fidelity plan <u>must</u> include provisions to manage the group of people whom you have entrusted with the success of your program. An important part of fidelity is your plan to support, mentor and offer continual training and feedback to Leaders and Master Trainers. Confused, unsure and angry people are not likely to deliver a good quality program.

Retention Must Do's

- Have a mentoring plan—this may mean assigning Mentors to new Leaders having meetings with Leaders a few times a year, or even having telephone conferences or web conferences with Leaders.
- If the coordinator of the program is not a certified Master Trainer, a Master Trainer or T-Trainer in your area should be identified and formally given the role of "consultant" or "Mentor" for your program Leaders as needed.
- In a systematic way ask Leaders what kind of support they need

- Conduct exit interviews with all Leaders who leave your program or who have not taught for 1 year or more. (See Tool Kit for a sample Exit Interview)
- Define protocols for resolution of potential personality conflicts, communication problems, improper behavior with participants and co-Leaders or co-Trainers

Retention Nice to Do's

- Fidelity in-service presentations / training: A time to address specifically program fidelity matters right after training or as part of ongoing program fidelity activities.

Re-certification. Options may include:

- Having a previously certified Leader join a pair of Leaders leading a workshop
- Having the person demonstrate her/his skills by conducting a practice teaching similar to the ones done during training, or leading a workshop under observation by a Master Trainer
- Re-training: If you have Master Trainers as part of your team you may opt to hold full trainings and require those with areas for improvement or those whose certification has expired to take the training again.
- A Leader newsletter, list serve or bulletin board where information and problems could be shared. Both Yahoo and Google have free group features that could be used for this.

SECTION 8: OPPORTUNITIES FOR FIDELITY AFTER WORKSHOPS

Just because a workshop is over does not mean that fidelity checks have ended. The following are some ideas of how you can use fidelity.

After Workshops Must Do 's

- Have a fidelity plan in place.
- Track Leader activity - how many programs they facilitate, retention.

After workshops Nice to Do's

- A look at attendance logs can reveal registration and retention problems. As a general rule of thumb, 70% of those who attend the first day of a workshop should attend 4 or more of the six sessions. If the percentage is lower, suspect a problem which is probably NOT due to participant motivation. Low attendance might indicate any or off of the following:

    - A logistics problem at a particular site (access issues or transportation problems, even parking)
    - A recruitment problem where more targeted recruitment is necessary.
    - A Leader problem

- Calling participants that droped out of a workshop can provide you with valuable information but require careful planning and skill. It is highly recommended that the person making the calls is from the same cultural or ethnic background and not be the Leader who facilitated the workshop. (see Tool Kit for a script for calling drop outs).

- Participant satisfaction surveys. Anonymous, simple and short surveys at the end of the class series can reveal participants opinions aobut how much they learned, how useful they found what they learned in class, the Leaders, and other aspects of the class such as puntuality, physical environment, location, schedule and registration process. See Tool Kit for a sample participant satisfaction survey).