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Stanford Self-Management Programs
FIDELITY MANUAL



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Stanford Self-Management Programs

FIDELITY MANUAL

*This manual may be used to guide fidelity
for any Stanford Self-Management Program*

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Welcome to the Stanford Programs *Fidelity Manual*. This version contains new additional information about Leader, Master Trainer and T-Trainer certification guidelines which will be effective as of June 2016. While this manual was originally 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 Programs *Implementation Manual* which can be found at:

http://patienteducation.stanford.edu/licensing/implementation_manual.pdf

What is program fidelity and why bother?

At the organizational / agency level, program fidelity refers to the how closely staff and others involved in the program delivery (i.e., Leaders, Trainers, evaluators, and even funders) follow the program as designed. This includes consistency of delivery, properly trained Leaders and Trainers as well as program timing and costs.

All Stanford programs are evidence-based. In evaluation studies, participants improved health status, health behaviors and sometimes lowered their health care utilization. You can find references to these articles on our website:

<http://patienteducation.stanford.edu/bibliog.html>

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. These effects include:

- Harm to participants
- Lower completion rates
- Increased costs
- Harm to organization reputation
- Harm to the reputation of Stanford programs
- Unhappy Leaders and staff
- Attrition of Leaders and staff
- Wasted investment of time and resources

For all these reasons, 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 program
- All Master Trainers and T-Trainers of Stanford programs
- Leaders who are involved in planning, coordination and fidelity monitoring of Stanford programs

Leaders who are involved only in facilitating the program may not find the information relevant, but for some it may enhance understanding of the importance of maintaining fidelity.

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 dropout 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 additional fidelity- enhancing or **NICE TO DO** strategies which you may use to strengthen the fidelity of your program.

You can read the manual 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 step of the implementation.

We know that many programs cannot do all the optional fidelity activities. We urge you to find those that are reasonable for your program and add them to your **MUST DO** strategies in a systematic manner.

Who created this manual?

As the Stanford programs grew and spread around the world, the need for fidelity standards became apparent. This manual is the result of many years of Stanford staff listening to and working with organizations offering our programs and funders.

We have heard from many administrators and Trainers about what works, about challenges, and about problems. All of these have been considered. We are a growing diverse community and need input from everyone. Fidelity is not easy, but it is essential if we are to have evidence-based programs.

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 want 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 before you attempt behavior change, you must have confidence that you can make that change. Based on this belief, all Stanford programs are based on social learning theory's self-efficacy and systematically use this theory throughout the programs to enhance confidence (self-efficacy)
- Belief that it is better to make small if imperfect changes rather than to insist on ideal changes (go for the real not the ideal)
- That it is generally easier to add a new activity than to stop or cut down on an activity

What is a fidelity plan?

You may start your fidelity plan by going through the Fidelity Checklist in Appendix I and writing a short note about how you plan 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 DOs” are not appropriate for all programs or feasible to include all at once. Nevertheless, strive for these standards. If you find you are weak in an area, then discuss with another knowledgeable Program Coordinator, Trainer, or Leader how this might be strengthened. Only by continually circling back to your fidelity plan will you have the best program possible.

Please take some time to review the tools in Appendices at the back of this manual.

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 decisions and monitoring? (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 observations involving transportation to workshop sites, databases, use of email, etc.)
- How will we use fidelity monitoring to improve program delivery?
- How will feedback (positive and negative) be provided to Leaders, Trainers and program stakeholders?
- When will fidelity monitoring take place and how often?

You probably cannot answer all these questions right now. We present them so that as you go through this manual, you can consider them as you develop your fidelity plan. You may come back to them later.

Please note: Over the years we have heard about many “rules” that were never created by Stanford. Sometimes this is a misunderstanding, and sometimes a local administrator or Trainer adds their own “MUST DOs” and say they came from Stanford. A word to the wise: If it is not on the Stanford Fidelity Checklist, the program manual or in this manual, it is not a Stanford “MUST DO” and should be differentiated from an Organization’s own “MUST DO” in an organizational 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. Also paying staff means that you may not have the resources to offer more workshops.

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, and 16. 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. You may reach many more people with this number of Master Trainers.

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:

Let's do the math

Let us assume a state has 20 active Master Trainers. This results in a minimum of 10 Leader trainings a year. Ten Leader trainings with 12 Leader trainees per training results in a maximum of 120 Leaders, assuming all are recommended for certification. If each Leader facilitates just one workshop a year, this results in 60 workshops. If there are 12 participants 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.

Here is a reverse calculation based on the number of people an organization wishes to serve. 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 2016 we had more than 1600 active CDSMP Master Trainers in the U.S. A. Thus, we have the capacity (in theory) for 800 Leader trainings to train more than 9,000 Leaders, which would result in a minimum of 40,500 participants a year. This all assumes that there

were no Leaders to start with, which is not true. Therefore, our capacity to reach participants is much higher.

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. Good Trainers will produce better Leaders and these in turn, will offer better workshops. Thus, it is best to choose your Master Trainers wisely and use them efficiently.

Recommended Ranges of Participants	Minimum	Maximum
Workshops - urban and highly populated areas	10	16
Workshops – rural and low populated areas	8	16
Leader Trainings	10	18
Master Trainings	12	20*

* For groups larger than 20, contact the Stanford to request an exception. On a case by case basis, exceptions may be granted in consideration of both implementation needs and the experience level of T-Trainers.

Personnel Overview MUST DOs

- All workshops facilitated by two Leaders (one or both should have the condition targeted by the workshop, or at a minimum a close family member with the condition)
- All Leader trainings facilitated by two Master Trainers
- All Leaders must facilitate at least once every 12 months to remain active
- All Master Trainers must offer Leader training at least once in 24 months to remain certified. In years that they do not offer a Leader training, they must facilitate a workshop, a Leader cross-training or a Leader update training.
- See more information certification requirements on pages 10 and 14.

Personnel Overview NICE TO DOs

- 50% of your Leaders facilitate twice or more a year.
- 50% of your Master Trainers offer Leader training at least every 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 job descriptions and memorandums of understanding (M.O.U.s). See Appendices II and III for samples of Leader and Master Trainer M.O.U.s.

Program Coordinator

Each program needs a coordinator - this is the decision maker or the main contact in the organization for all things related to the implementation of the program. 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_manual.pdf

Program Coordinator MUST DOs

- Has **dedicated** time to work with the Stanford programs (20-100% for Stanford programs **only**). 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, and ensure that a copy of the agency's license is included in all Leader and Master Trainer manuals. For licensing information, see the *Stanford Implementation Manual* and the licensing section of the Stanford website:
<http://patienteducation.stanford.edu/licensing/>
- Once a year on the anniversary of the license, program data must be reported to Stanford or the license will not be renewed. Appendix IV has a list of the data you will need to complete the report online.
- Has participated in or observed a Leader or Master Training.
- Have a crisis plan in place for Master Trainers and Leaders that outlines specifics of what they do when something potentially dangerous happens (someone falls during the workshop, someone communicates a plan to hurt themselves or others, violence, etc.). This plan should be given to Leaders and Trainers during training and with each box of workshop materials they are given.

Program Coordinator NICE TO DOs

- Is a certified Leader or Master Trainer.
- Has proven community program management experience
- Has experience managing volunteers
- Speaks at least one other language (if programs in other languages are offered)

Leaders

Leaders are people who live with the condition that the workshop targets, and who facilitate workshops. Leaders usually come from and represent the communities in which they are facilitating workshops. They always facilitate in pairs.

Leader Facilitation Requirements

- Leaders must attend all 4 days of Leader training (24 hours) and successfully complete 2 practice teachings during training. Success is determined by the Master Trainers according to specified criteria.
- To remain active as a Leader, they must facilitate at least one 6-week workshop (all six 2.5-hour sessions) every 12 months, using the last day of their training as the anniversary date.
- If Leaders are unable to facilitate a workshop within a given 12 months, they may attend a refresher training, either locally or online through Stanford, to remain active. Refreshers may not be used during the first 12 months after completing training, nor can a refresher be used for 2 years in a row.
- If Leaders are unable to facilitate a workshop and the option of a refresher training is not available, or more than two years have passed without facilitating a workshop, they must attend a new 4-day training (be re-trained).

How to Obtain Leader Status in More than One Program

- Leader training is required for each program in which a Leader desires to facilitate. This can be obtained by attending either an in-person group Leader cross-training or an online cross-training only offered by Stanford. Online cross-trainings are primarily designed for Trainers, but Leaders are welcome to take them if there is room available. Requirements, schedules and registration are all available from the Stanford website:
<http://patienteducation.stanford.edu/training/>
- An in-person cross-training may take place immediately after a full Leader training or later, when a stand-alone cross-training is offered locally.

Active Leader Status Summary

To become an Active Leader:

- Successfully complete the 4-day Leader's Training

To remain an Active Leader:

- Facilitate at least one 6-week workshop per year
- If unable to facilitate during a given year, take refresher training
- Cannot take refresher training 2 years in a row

To become an Active Leader in more than one program:

- Attend a training or a cross-training for the new program

To remain an Active Leader in more than one program:

- Facilitate at least one 6-week workshop per year in either program
- If unable to facilitate any program during a given year, take refresher training
- Cannot take refresher training 2 years in a row
- Facilitate at least one workshop in each program every 2 years

For more information and examples, see Appendix IX

Leader MUST DOs

- Leaders should be persons who have the condition that is targeted in the workshop or live with a person with the condition. In the case of Building Better Caregivers, the Leaders should have family caregiver experience. It is highly recommended that both Leaders meet this criterion, but at least one of them must.
- Leaders should come from the same communities you want to serve (think about ethnicity, culture, race, socio-economic status, etc.).
- Leaders must be willing to facilitate in the communities that you wish to serve.
- Leaders must be comfortable speaking in front of groups.
- Leaders must read, write and speak fluently the language of the workshop participants.
- Leaders 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). They must read fluently the *Leader's Manual*.

- Leaders 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, and exceptions may be made for extenuating circumstances).
- Leaders must have or be willing to arrange transportation to get to the site of workshops.
- Leaders must be able to or willing to find help to transport training materials and light equipment (an easel for example).
- Leaders must be a model for participants (i.e., working on maintaining healthy behaviors).
- Leaders must commit to facilitating at least one 6-week workshop (all 6 sessions) every 12 months from the date first achieves Leader status to remain active as Leader.
- Leaders must be willing to attend (if available locally) a refresher course if they become inactive.
- Leaders must be willing to be re-trained if they become inactive and the option of a refresher course is not available.

Leader NICE TO DOs

- At least one third of your 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.
- Facilitate two workshops a year.
- Have Leaders facilitate within 4 months of the start of their training. Best practice is to have a Leader assigned to facilitate a workshop before they start training, and that this workshop occurs within 6 months of training.
- Have a written Memorandum of Understanding (M.O.U.) with each potential Leader. See Appendix II for sample M.O.U. for paid volunteers, but you may adjust the language to cover unpaid volunteers, community health workers, etc.
- Have a written Leader conduct and development guidelines (Appendix VI) document. In contrast with a service contract where you may list basic expectations, you may find it helpful to create 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.
- Have workshops scheduled before Leader trainings that successful training completers can co-lead. Obtain commitments from trainees to facilitate before the training.
- In interviewing potential Leaders, in addition to all of the above, consider asking key questions (see Appendix VII) and doing one or two role plays to find out how they might react in difficult situations (See Appendix VIII). Don’t have them tell you what they would do but actually role 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 intuition and do not take people about whom you have questions. Have a formal program for maintaining active Leaders, including refreshers and re-training. This is up to the licensed organization, not Stanford. Stanford will offer periodic online refresher workshops that can be used in place of local refresher workshops (see Leader Facilitation Requirements on page 9. No Leader can become an active Leader if that person has not passed training (passing training is at the discretion of the Master Trainers conducting the training)

Master Trainers

Master Trainers train Leaders. They always work in pairs. All Master Trainers are also Leaders. However, they are not required to be Leaders before they become Master Trainers. An organization may have its own Master Trainers, may partner with others to use Master Trainers, or can hire Master Trainers to conduct Leader training. See Calculating the Number of Personnel on pages 6 and 7 to determine how many Master Trainers your organization needs.

Master Trainer Certification Requirements

- For a copy of the certification guidelines, go to the Stanford website:
http://patienteducation.stanford.edu/licensing/Certification_Guidelines.pdf
- Attend a 4.5-day master training. This is the first of two requirements to obtain Master Trainer certification.
- Facilitate two workshops as a Leader, either during the preceding 12 months before attending the master training (if they were previously Leaders) or within 12 months of the master training, to be certified as a Master Trainer.
- Must return their signed Master Trainer agreement and certification form to Stanford within 4 weeks from satisfying the practice requirement mentioned above, and must have received notice of certification from Stanford. For a copy of the Master Trainer certification form, go to the Stanford website:
<http://patienteducation.stanford.edu/licensing/mtauthorization.pdf>
- Must join and remain subscribed to the Stanford trainers' email list serve for regular updates.
- Must facilitate the first 4-day Leader training no later than 18 months after completing master training. This is in addition to the requirement to facilitate 2 workshops within 12 months of training.
- To remain certified, the following policy applies:
 - After the initial 12 months, must facilitate one of the following to remain certified:

- One 6-session community workshop, or
- One 4-day Leader training, or
- One Leader cross-training.
- Every 2 years, conduct a full 4-day Leader training.
- If Master Trainers do not facilitate workshops or conduct Leader cross-trainings for any 12 month period, or do not conduct a full Leader training in two years, they will be considered inactive and must be re-trained in that program.

How to Obtain Master Trainer Certification in More than One Program

- Master Trainers must be trained in a 4.5-day master training before training for an additional program.
- New program certifications can be obtained by attending an in-person cross-training or an online cross-training.
- An in-person cross training may take place immediately after a full master training or later when a stand-alone cross-training is offered locally. Online cross-trainings are only offered by Stanford.
- Once trained and certified as a Master Trainer in one program, Master Trainer status carries over to all programs for which the person is currently active.
- Requirements, schedules and registration are all available from the Stanford website: <http://patienteducation.stanford.edu/crosstraining/>
- To remain a certified Master Trainer in more than one program:
 - 1) For any new program, facilitate one 6-session series of a community workshop within 12 months of training.
 - 2) Within every 2 years from the anniversary date, conduct one of the following for all programs in which trained:
 - A 6-session workshop series, or
 - A 4-day Leader training, or
 - A Leader cross-training (or update training if a program is updated, which only happens every 6-7 years)
 - 3) If inactive in any program for a period of 2 years (have not facilitated community workshops, Leader trainings or cross-trainings), Master Trainers must be re-trained in that program.
 - 4) Within every 2 years from anniversary date, conduct one 4-day Leader training in any one of the programs in which certified

Master Trainer Certification Summary

To become an certified Master Trainer:

- Successfully complete the 4.5-day master training
- Facilitate two 6-week workshops within the first year
- Then return the Master Trainer certification form to Stanford
- If already a Leader and facilitated 2 workshops within the past year, return the Master Trainer certification form to Stanford
- Join the Stanford trainer email list serve

To remain a certified Master Trainer:

- Facilitate at least one Leader training within 18 months of training
- Facilitator at least one 6-week workshop or one 4-day Leader training per year
- Facilitate at least one 4-day Leader training every 2 years
- Remain a member of the Stanford trainer list serve

To become a certified Master Trainer in more than one program:

- Attend cross-training for the new program
- Be an active Leader in the program before coming a Master Trainer (facilitated at least one workshop)

To remain a certified Master Trainer in more than one program:

- Facilitate at least one 6-week workshop, 4- day Leader training, or 1-2 day cross-training per year in either program
- Facilitate at least one workshop, Leader training, or cross-training in each program every 2 years
- Facilitate at least one Leader training in either program every two years

For more information and examples, see Appendix IX

Master Trainer MUST DOs

In addition to the MUST DOs for Leaders, Master Trainers have the following:

- Be interviewed by phone or in person before the Master Training so that they are clear on the expectations and commitments.
- Successfully attend a 4.5-day master training.
- Facilitate 2 workshops and become certified as a Master Trainer within 12 months of training.
- Submit their Master Training Agreement and Certification form to Stanford and wait to receive notice of certification from Stanford before facilitating a Leader training.
- Join and remain on the Stanford trainers' list serve for regular updates.
- Have the ability to fluently read and write the language in which they will be doing training.
- Fluently speak the language in which they will be training.
- Able and willing to give Leader trainees encouragement and constructive feedback during training.
- Able and willing to counsel out trainees that both trainers feel will not make good Leaders.
- Willing to remain certified by conducting, every 12 months from certification date, either a 4-day Leader training, a 1.5 to 2-day cross-training, or a 6-week community workshop.
- Are able to leave their job for 4 days to conduct a Leader training
- Committed to maintaining the program's fidelity.

Master Trainer NICE TO DOs

- Have the condition targeted by the workshop or live with a person with the condition.
- Facilitate 2 workshops and become certified as a Master Trainer within 6 months of training.
- Sign an agreement or M.O.U. 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 M.O.U. 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 Appendix X for sample of M.O.U. with collaborating agency.
- Two workshops are 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 who has experienced the program as a participant.
- Ask prospective Master Training trainees that are neither experienced Leaders nor participants to attend a complete 6-week workshop prior to attending master training.
- Be willing to offer technical assistance and support for the Leaders they trained.

In addition to 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 intuition and do not take people whom you question. (Sample scenario-based interview for potential Leaders and Master Trainers can be found in Appendix VIII.)

T-Trainers

It should be noted that in early 2016 we have about 80 T-Trainers in the U.S.A. If each T-Trainer (paired up) conducted one master training every other year, and certified 20 Master Trainers, this would produce 400 new Master Trainers a year. If each 20 Master Trainers produced 500 workshop participants as demonstrated above (see pages 6 and 7), we could reach 20,000 workshop participants. This highlights that we already have more T-Trainers than we need. 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. If these Trainers 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 1).

T-Trainer Certification Requirements

- For a copy of the Certification Guidelines, go to the Stanford website:
http://patienteducation.stanford.edu/licensing/Certification_Guidelines.pdf
- To qualify for a T-Trainer apprenticeship, must have conducted at least 3 Leader Trainings within the past 2 years.

- 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 ensure that one will become a T-Trainer.
- Once certified as a T-Trainer in one program, becomes certified in all programs for which the person is currently active.
- Must return the T-Trainer Agreement and Certification Form. Form can be found on the Stanford website:
<http://patienteducation.stanford.edu/licensing/tt-certification-form.pdf>
- Join the T-Trainer email list serve, and the Master Trainer list serve
- To remain certified:
 - 1) Every 12 months after the first year after the apprenticeship, must facilitate one of the following in any of the programs in which one is certified:
 - One 6-session series of a community workshop, or
 - One 4-day Leader training, or
 - One cross-training, or
 - One master training.
 - 2) In addition, within every 2 years, has to do something (workshop, training, or cross-training) in all programs in which one is certified. If inactive in any program for a period of 2 years (have not facilitated community workshops, Leader trainings, cross trainings or master trainings), T- Trainer options will be at the discretion of Stanford Certifying T-Trainers. See the next page for examples.
 - 3) Every 2 years, conduct a full master training in one of the programs.
 - 4) Remain a member of the T-Trainer and Master Trainer email list serves.

How to Obtain T-Trainer Status in More than One Program

- The T-Trainer status, applies for all programs in which one is currently active.
- When T-Trainer is trained as Master Trainer in any new program, the T-Trainer status transfers to the new program.

See the next page for a summary of T-Trainer certification requirements

T-Trainer Certification Summary

To become an certified T-Trainer:

- Successfully complete a 4.5-day apprenticeship at a master training
- Return the T-Trainer certification form to Stanford
- Join both the Master Trainer and T-Trainer email list serves
- Complete one master training within 18 months of apprenticeship

To remain a certified T-Trainer:

- Facilitator at least one 6-week workshop, one 4-day Leader training, 1-2 day cross-training, or one 4.5-day master training per year
- Facilitate at least one 4.5-day master training every 2 years
- Remain in both the Master Trainer and T-Trainer email list serves

To become a certified T-Trainer in more than one program:

- Attend cross-training for the new program, or
- Once certified as a T-Trainer in one program, automatically certified as a T-Trainer in all programs in which one is currently active

To remain a certified T-Trainer in more than one program:

- Facilitate at least one 6-week workshop, 4- day Leader training, 1-2 day cross-training, or 4.5-day master training per year in any program
- Facilitate at least one workshop, Leader training, cross-training, or master training in each program every 2 years
- Facilitate at least one master training in either program every two years

For more information and examples, see Appendix IX

T-Trainer MUST DOs

In addition to the MUST DOs for Leaders and Master Trainers, T-Trainers have the following:

- Complete an online T-Trainer Apprentice application for Stanford:
https://survey.qualtrics.com/jfe/form/SV_bDTaCrzYPPgnhRy
- Successfully apprentice at a 4.5-day master training.
- Facilitate one master training within 18 months of apprenticeship.

- Be able to conduct Leader and master training without reading every word in the manual.
- Be able to conduct Leader and master training using paraphrasing and personal stories.
- Join and remain subscribed to the Stanford Master Trainers' list serve and the T-Trainer's list serve for regular updates.
- Have the ability to fluently read and write the language in which they will be doing training.
- Fluently speak the language in which they will be training.
- Able and willing to give Master Trainer trainees encouragement and constructive feedback during training.
- Able and willing to counsel out trainees that both trainers feel will not make good Master Trainers.
- Committed to maintaining the program's fidelity.

T-Trainer NICE TO DOs

- If at all possible, a certified T-Trainer observes a potential T-Trainer as they facilitate a Leader training and offers support and constructive criticism to the potential T-Trainer to consider prior to pursuing the T-T apprenticeship.
- 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.

FIDELITY BEFORE LEADER OR MASTER TRAINING

If there are no active Leaders or Master Trainers in your area, you must arrange for the training of Leaders and Master Trainers. Remember, you must have two Leaders to offer a workshop and two Master Trainers to offer a Leader training. Read the *Implementation Manual* http://patienteducation.stanford.edu/licensing/Implementation_Manual.pdf .

Maintaining fidelity in training 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. You cannot maintain fidelity during training if the training is not well organized.

The following table summarizes types of trainings, when they are recommended, and qualifications or prerequisites for taking them. In-person trainings may be offered by Stanford or any licensed organization. Web-based trainings are only offered by Stanford.

Summary of Types of Training		
Type of Training	Description	Best option for:
<u>Full trainings: at Stanford campus or offsite</u> 4.5 days	Cover all community workshop activities plus training activities	Those who have never attended Stanford training, or Leaders who want to become Master Trainers
<u>Offsite in-person stand-alone cross-trainings</u> 1 - 1.5 days Example: Someone certified in CDSMP interested in being certified in the Diabetes program	Built upon a core program, for example, Chronic Disease Self-Management or Tomando Control de su Salud. Covers only the activities that the two programs do not have in common.	<ul style="list-style-type: none"> • Master Trainers who certified in CDSMP or Tomando or are in the process of being certified and wish to obtain certification in another program • Active Leaders who wish to facilitate another program
<u>Off-site in-person full trainings + cross-training</u> 4.5 + 1.5 days= 6 days Example: CDSMP + Diabetes	Cross-training for a second program is added to a full training of a core program for a total of 6 days.	Those who have never attended Stanford trainings interested in becoming a Leader or Master Trainer for two programs.

Type of Training	Description	Best option for:
<u>Web-based cross-trainings and update trainings</u> 1 webinar (2-3 hours), plus assignments over 2 weeks Examples: DSMP, CTS, CPSMP, PSMP, Tomando, Manejo)	Built upon a core program (Chronic Disease Self-Management or Tomando Control de su Salud). Covers only the activities that the two programs do not have in common.	Those who have completed training in CDSMP or Tomando and who are certified Master Trainers or active Leaders and wish to obtain another program or to be updated to a revised program
<u>Update Trainings – in person for Leaders</u>	Cover new or substantially different activities of a program after a major revision	Active Leaders in the old version of a revised program that would like to remain active in the new revised program
<u>Update Trainings – online for Master Trainers and Leaders</u>	Cover new or substantially different activities of a program after a major revision	<ul style="list-style-type: none"> • Master Trainers certified in a program that would like to remain certified in the new revised program • Active Leaders in the old version of a revised program that would like to remain active in the new revised program
<u>Refresher Trainings – in person for Leaders</u>	Cover key elements and skills of the Stanford model. No specific program activities are included but program activities are depicted in training videos. One or two local Master Trainers deliver the training.	Leaders who due to personal or organizational circumstances have not been able to do an in-person workshop to remain active but want to remain active as Leader
<u>Refresher Trainings – online for Leaders</u>	Cover key elements and skills of the Stanford model. No specific program activities are included but program activities are depicted in training videos. The training is offered online by Stanford staff.	Leaders who due to personal or organizational circumstances have not been able to do an in-person workshop to remain active but want to remain active as Leader

Before Leader Training MUST DOs

- Have a fidelity plan in place
- Apply for, renew, or confirm receipt of your organization's program license.
- Verify with the holder of the license under which you are operating that you may proceed with the training.
- Read and ask trainees to read the Introduction to Leader Trainings (See Appendix XI)
- Adhere to recommended schedule for Leader trainings (Total of 4 days: Most recommended is 2 days per week for 2 weeks).
- Choose times, dates, and location.
- Secure 2 certified Master Trainers who are committed to conduct entire training.
- Ask the Master Trainer when they last conducted a Leader training. If more than 2 years, you should look elsewhere.
- If you are employing Master Trainers or T-Trainers to conduct your Leader training, contact the Stanford Patient Education Research Center with the name of the Master Trainers you intend to hire to determine that the Master Trainers or T-Trainers are currently active certified trainers.
- Recruit and interview potential Leader trainees
- Have 10 potential Leaders to start a Leader training.
- 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 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 and filled with participants so each of them can facilitate within 6 months of completion of training.
- Ask each trainee to commit to leading a scheduled Stanford program workshop within 12 months of training start.
- Order workshop books and, if you wish, CDs for each participant. Materials are ordered from Bull Publishing (www.bullpub.com).

- Prepare a complete *Leader's Manual* for each participant. Your licensed organization has an electronic copy of this manual.
- Required: Include a copy of the agency license from Stanford in each manual.
- Determine that the most recent training material, including manuals, are being used for training.
- Prepare a complete set of program charts and duplicates of some of the charts (as instructed in the *Leader's Manual*) to be posted at every session.
- PowerPoint presentations or overheads should **NOT** be used.

Before Leader Training NICE TO DOs

- Ask each trainee to commit to leading a scheduled workshop within 6 months of training.
- If possible, have new Leaders who are graduates of the workshop.
- Have new Leaders 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.
- Ask prospective trainees to review the Stanford website for program overview: (<http://patienteducation.stanford.edu/programs/cdsmp.html>) or send them a copy.

Master Training

Before Master Training MUST DOs (training of Master Trainers)

- Allow 3 - 6 months to plan.
- Apply for, renew, or confirm receipt of your organizations program license. <http://patienteducation.stanford.edu/licensing/>
- Review the Stanford website (<http://patienteducation.stanford.edu/programs/cdsmp.html>) for program overview.
- Review the *Program Implementation Manual* http://patienteducation.stanford.edu/licensing/Implementation_Manual.pdf
- Read this *Program Fidelity Manual*.
- Complete a Stanford Master Training Request Form (available from the Stanford website <http://patienteducation.stanford.edu/training/>)

- Follow the Stanford Patient Education Research Center’s Checklist for Master Trainings (sent to you by Stanford as part of the pre-training coordination).
- Inform trainees that their full attendance and active participation is required on all training days.
- If a trainee is not already an active Leader, ask trainee to commit to leading 2 scheduled Stanford program workshops within 12 months of starting training.
- Ask prospective trainees to review the Stanford website for program overview (<http://patienteducation.stanford.edu/programs/cdsmp.html>)
- Read and ask all trainees to read before starting training the Introduction to Stanford Master Trainings. (See Appendix XII.)
- Make sure all trainees are connected to licensed organizations. Ask to see a copy of the licenses. **If you train people not attached to a licensed organization, your organization is responsible for all resulting financial and legal issues.**
- Follow registration protocols and complete travel logistics (including payment of any applicable fees).
- 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 12 months of completion of master training. (Note that they must do this within one year, but it is much better if done within 6 months).
- Confirm that trainees 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 at least 2 individuals to training (3 are recommended).
- Have definite plans to hold a Leader Training within 18 months of the completion of the master training. If training multiple Master Trainers, each must facilitate a Leader training within 18 months of their master training.
- Prepare *Master Trainer’s Manuals* and *Leader’s Manuals* for each participant. (Ask Stanford for the latest edition of the *Master Trainer’s Manual* and get the *Leader’s Manual* from your licensed organization’s Program Administrator/Coordinator.)
- **Be sure that a copy of your organization’s license is in each manual.**
- Order books and relaxation CDs for each trainee from Bull Publishing, www.bullpub.com
- Prepare a complete set of charts as per instructions in the *Leaders Manual*.
- PowerPoint presentations or overheads should **NOT** be used.
- Determine the most recent manuals are being used for training.

Before Master Training NICE TO DOs

- Send at least 3 trainees from your area to be trained if there are no active Master Trainers already.
- Get new Master Trainers from your pool of experienced Leaders.
- Ensure that workshops are scheduled so that each new Master Trainer can facilitate 2 within 6 months of training
- Ensure that new Master Trainers facilitate their first training with an experienced Master Trainer or T-Trainer.
- Have Leader trainings for 12-14 trainees each time.

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's Manual* used to train Master Trainers. This is available from Stanford only to certified T-Trainers and T-Trainer apprentices.
- A *Master Trainer's Manual* is used to train Leaders. Certified Master Trainers can obtain this manual only from Stanford or from the Certified T-Trainer conducting a Master Training (training of Master Trainers). Be sure that you have the most recent manuals. If the manual is more than a year old, there may be an updated manual.
- A *Leader's 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, including placing a required copy of their license in the manual.

Leader Training

Leader Training MUST DOs

- Have a fidelity plan in place.
- Training must follow established Stanford protocol of 4 six-hour days. It is best if this is done 2 days a week over a 2 week period. Alternatively, these can be consecutive days.
- No less than 10 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.
- Have a crisis intervention protocol and ensure that Leaders have a copy and know what to do in case of an emergency

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 a trainee can be certified as a Leader:

- Adheres to the curriculum (also includes appropriate presentation of charts)
- Facilitates group contributions well in the following types of activities:
 - Brainstorming
 - Action plan formulation
 - Action plan feedback
 - Problem-solving
 - Decision-making
- 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 to and incorporates feedback given by Master Trainers.
- Works cooperatively with co-Leader.
- Is consistently respectful to other group members.
- Is committed to continuing to live a healthy lifestyle.

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 checklists for each activity assigned for practice teaching to ensure that all trainees are evaluated by similar criteria. They can be found in the *Master Trainer's Manual*.

While not everyone will totally agree with the philosophy of the Stanford programs as outlined on page 3 it is important that they do not compromise the program by acting on

these differences. The following are ways of spotting actions that may be based on philosophical differences:

- Leader is too judgmental and didactic. Believes above all participants need to be educated: 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 are not capable of understanding new or complex information.
- 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, doesn’t use problem-solving.
- 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.
- Leaders bring in material not in the manuals.

Counseling Leader Out of Program MUST DOs

Sometimes a potential Leader or Master Trainer should not “pass” and should not lead programs. To qualify for becoming a Leader 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 if possible.
- 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 follows 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, 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 6 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 you are in any doubt, **DO NOT ALLOW THE TRAINEE TO LEAD WORKSHOPS!**
- Make sure to inform the Program Administration/Coordinator of your decision and reasons for your decision. Make it clear that the person cannot facilitate workshops.

Leader Training NICE TO DOs

- Develop standards for determining successful Leaders/Trainers in your local program that enhance the standard CDSMP training protocol.
- Offer bi-annual or annual meetings for Leaders to share issues and strategies for leading the workshops.
- Offer periodic refresher training. These trainings can be done online or in person. See <http://patienteducation.stanford.edu/refresher/>

Master Training MUST DOs

- Have a fidelity plan in place.
- Training must be at least 29.5 hours (CDSMP 2012) usually offered over 4.5 days.
- Training must be facilitated 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 for improvement for each trainee and for themselves.
 - They can facilitate constructive discussion / feedback with peers.
 - They can think quickly on the 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 they 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 master trainer trainee, use the same criteria as for Leader counseling. See previous page.
- To qualify for certification and to maintain it, Master Trainers must deliver the program as written and also demonstrate that their delivery style reflects program beliefs (see page 3) and their conduct during training is amiable and receptive.

- 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 and not a Master Trainer.
- If ever you are in doubt, **DO NOT ALLOW THE TRAINEE TO LEAD WORKSHOPS or CONDUCT TRAININGS!**
- Make sure to inform the Program Administrator of your decision and reasons for your decision. Make it clear that the person cannot facilitate workshops or trainings.

SECTION 5: FIDELITY AFTER TRAINING

Leaders

Leader MUST DOs

- Have all new Leaders facilitate within twelve months. It is best if they can do this within 6 months.
- Active Leaders must facilitate at least once a year. If a year is passing by and the chances of offering a workshop are low, the Leader should take refresher training in person or online. If neither of these is done and the time expires, the Leader must be retrained.
- Do not let Leaders about whom you have concerns and documented bad performance continue facilitating workshops.

Leader NICE TO DOs

- If Leaders do not facilitate within 6 months of training, they should have a session of manual review or a short update with practice teaching before facilitating.
- Pair new Leaders with an experienced Leader.
- Pair any Leader in need of additional modeling with an experienced Leader who can also report progress or have this person act as a third Leader with two experienced Leaders.
- Document the progress made by Leaders who have 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.

Master Trainers

Master Trainer MUST DOs

Your program depends on how well Leaders are trained. Thus it is important that you use good, active Master Trainers.

- If you have doubts about a Master Trainer, do not use them. There are many great Master Trainers; ask around and find one. It may cost a little money but doing so may save a whole program.

- Master Trainers conduct one Leader training, cross-training, or community workshop per year. Master trainer must conduct at least 1 full Leader training every 2 years

Master Trainer NICE TO DOs

- Pair new Master Trainers with experienced Master Trainers.
- Observe each new Master Trainer at least once when conducting a Leader training. This can be done by the Program Coordinator, a T-Trainer or an experienced Master Trainer. (See Appendix XIV for observation check list)
- Ask Leaders for their feedback on what they would like to change about the Master Trainer and the training.
- Hold a bi-annual or annual master trainers meeting with the Coordinator or T-Trainers to review accomplishments and future improvements.

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 there is no way to have good workshop fidelity.

During Workshop MUST DOs

- Have a fidelity plan in place.
- Physical environment and materials 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. Venue must be safe, handicapped accessible, and if possible available by public transportation.
 - Observe the ideal group size of 10-16 participants for most urban and populated areas and no fewer than 8 for rural areas.
 - If fewer than 10 participants (8 in rural areas) show up on the first day of the workshop, postpone the class or ask people to come to next scheduled workshop.
 - Offered 2.5 hours a week over 6 consecutive weeks.
 - Venue is safe, handicapped accessible, and if possible, available by public transportation
 - If offered during evening hours, the building and parking should be well lighted.
 - Have a crisis intervention protocol and ensure that Leaders have a copy and know what to do in case of an emergency
- Leader performance
 - Always have two Leaders facilitate the workshops (a substitute may be used if necessary). In rare circumstances such as a last minute emergency, a single experienced Leader may lead no more than 1 session. Ensure Leader(s) are present in all sessions, arrive early to set up and start the workshop on time and do not leave early.
 - Ensure Leaders use facilitation techniques indicated in the workshop manual 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 Appendix XIII for a suggested script)
- If you receive a troubling report about a Leader from a co-Leader or participant, first talk with the Leader so you have both sides of the story and then 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 (other topics or handouts) 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.
- Leaders miss many session or are consistently not on-time
- Leaders project themselves as experts
- Leaders express their approval or disapproval of participants decisions and actions
- Leaders reduce or extend significantly the duration of the sessions

During Workshop NICE TO DOs

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. Observations should be of 3rd, 4th, or 5th session. Use a check list so that the observer will be looking for specific things. A copy of the list along with comments should be given to the Leaders. (See Appendix XIV for observation checklists). 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 their first workshop.
- After selecting the observer, determine if training is needed so that the observer role is very clear.
- Determine how the information gathered will be used.
- Determine how and when feedback will 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 30 minutes to an hour.
- Ask the Leader for a self-evaluation. 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. They can use the same Leader Observation Checklist (Appendix XIV) as used by the Program Coordinator or Trainer. 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 Leader Observation Checklist (Appendix XIV). 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 Appendix XV 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 **must** 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 DOs

- Have a mentoring plan — this may mean assigning mentors to new Leaders to meet with Leaders a few times a year, or having telephone conferences or web conferences with Leaders.
- 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 Appendix XVI for a sample Exit Interview for Leaders)
- Define protocols for resolution of potential personality conflicts, communication problems, improper behavior with participants and co-Leaders or co-Trainers
- If you hear repeated problems with program management or training, these must be addressed.
- Retention of active status for Leaders: Options may include:
 - Leaders who for personal or organizational reasons, are unable to maintain active status may take the Stanford refresher training either online (offered only by Stanford) or as offered by local master trainers in person. Refresher training for this purpose is not allowed 2 years in a row, or for the first year as a Leader.
 - Have an active Leader in danger of losing their active status join a pair of Leaders leading a workshop
- Returning to active status:
 - The only option for returning to active status after the time has expired is re-training. If you have a Master Trainers as part of your team, you may opt to hold full trainings and require those whose active status has expired and those with previously identified areas for improvement to take the training again.

- Previous active status does not guarantee continuous status. Assessment of skills and determination of readiness for returning to active status will be based on conduct and skills demonstrated during the training.

Retention NICE TO DOs

- If the coordinator of the program is not a certified Master Trainer, a Master Trainer or T-Trainer in your area could be identified and formally given the role of “consultant” or “mentor” for your program Leaders as needed.
- Fidelity in-service presentations / training: A time to address specifically program fidelity matters right after training or as part of ongoing program fidelity activities.
- Have the Leader demonstrate her/his skills by conducting a practice teaching similar to the ones done during training, or co-leading a workshop under observation by a Master Trainer
- 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.
- A yearly get-together, where Leaders can be brought up to date on what’s happening in the community, perhaps with a guest speaker, recognition awards, and/or lunch.

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 DOs

- Have a fidelity plan in place.
- Track Leader activity - how many programs they facilitate, retention, satisfaction ratings by participants, etc.

After workshops NICE TO DOs

- 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 all of the following:
 - A logistics problem at a particular site (access issues, transportation problems, parking issues, time and days workshops are scheduled)
 - A recruitment problem where more targeted recruitment is necessary.
 - A Leader problem
- Calling participants that dropped 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 Appendix XV 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 about how much they learned, how useful they found what they learned, the Leaders, and other aspects of the class such as punctuality, physical environment, location, schedule and registration process. See Appendix XVII for a sample participant satisfaction survey).

APPENDIX I: Fidelity Checklist

The following is a check list of all fidelity MUST DOs. You are probably already doing most of these things. We suggest that you go through the list and check “YES” for all the things you are now doing and then go back through and figure out how you can implement the rest of the steps. If unable to implement all the MUST DO’s right away, you may incorporate them into your fidelity plan for the future and make them goals for the near future and long term.

PERSONNEL		
YES	NO	
Personnel Overview		
		All workshops facilitated by two Leaders (one or both should have the condition targeted by the workshop)
		All Leader trainings facilitated by two Master Trainers
		All Leaders must facilitate at least once every 12 months to remain active
		All Master Trainers must offer Leader training at least once in 24 months to remain certified. In years that they do not offer a Leader training, they must facilitate a workshop, a Leader cross-training or a Leader update training.
Program Coordinator Qualifications		
		Has dedicated time to work with the Stanford programs (20-100%)
		Has proven administrative and program management experience or aptitude
		Is very familiar with both the <i>Program Fidelity</i> and <i>Program Implementation Manuals</i>
		Is familiar with the terms of the license under which your organization is offering the program, and ensure that a copy of the agency’s license is included in all Leader and Master Trainer manuals.
		Submits program data Annual Report to Stanford online in a timely manner
		Report necessary data in timely manner to funding agencies, if applicable.
		Has participated in or observed a Leader or Master Training
		Has a crisis plan in place for Master Trainers and Leaders that outlines specifics of what they do when something potentially dangerous happens (someone falls during the workshop, someone communicates a plan to hurt themselves or others, violence, etc.).
		Give crisis plan to Leaders and Trainers during training and with each box of workshop materials they are given.

PERSONNEL, *continued*

YES	NO	
Leader Qualifications		
		Have the condition that is targeted in the workshop. In the case of caregivers, the Leaders should have family caregiver experience. It is highly recommended that both Leaders meet this criterion, but at least one of them must.
		Come from the same communities you are serving
		Willing to facilitate in the communities that you wish to serve
		Comfortable speaking in front of groups
		Read, write and speak fluently the language of the workshop participants
		Are literate at about 10 th grade level in the language in which they facilitate workshops
		Are willing to facilitate the workshop during “off hours” (Saturday, evenings etc.), if applicable to your program
		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 have transportation to get to the site of workshops
		Able or willing to find help to transport training materials and light equipment (an easel for example).
		Be a model for participants (i.e., healthful behaviors).
		Commit to facilitating at least one 6-week workshop (all 6 sessions) every 12 months from the date first achieves Leader status to remain active as Leader.
		Are willing to attend (if available locally) a refresher course if they become inactive.
		Are willing to be re-trained if they become inactive and the option of a refresher course is not available.
Master Trainer Qualifications – in addition to Leader Qualifications...		
		Successfully attend a 4.5-day master training
		Facilitate 2 workshops and become certified as a Master Trainer within 12 months of training.
		Submit their Master Training Agreement and Certification form to Stanford and wait to receive notice of Certification from Stanford before facilitating a Leader training.
		Can be interviewed by phone or in person before the Master training so they are clear on expectations and commitments
		Have joined and remain a member of the Stanford trainer list serve for regular updates
		Able and willing to give Leader trainees encouragement and constructive feedback during training.

PERSONNEL, *continued*

YES NO

Master Trainer Qualifications, *continued*

		Able and willing to counsel out trainees that both trainers feel will not make good Leaders.
		Willing to remain certified by conducting, every 12 months from certification date, either a 4-day Leader training, a 1.5-2-day cross-training, or a 6-week community workshop.
		Are able to leave their jobs for 4 days to conduct a Leader Training
		Committed to maintaining the program's fidelity

T-Trainers Qualifications – in addition to Leader and MT Qualifications...

		Must complete an online T-Trainer Apprentice application for Stanford
		Successfully apprentice at a 4.5-day master training
		Facilitate one master training within 18 months of apprenticeship
		Are able to conduct Leader and Master trainings without reading <u>every</u> word in the manual
		Must be able to conduct Leader and master training without reading <u>every</u> word in the manual.
		Able to conduct Leader and Master trainings using paraphrasing and personal stories
		Must join and remain subscribed to the Stanford Master Trainers' list serve and the T-Trainer's list serve for regular updates
		Able and willing to give Master Trainer trainees encouragement and constructive feedback during training.
		Able and willing to counsel out trainees that both trainers feel will not make good Master Trainers.
		Prospective T-Trainers have conducted at least three Leader Trainings in past two years
		Have approval from the organization for which they work to offer training outside of their area for at least 1 week per year.
		Successfully complete a full 4.5 day Master Training apprenticeship under the supervision of a Certifying T-Trainer.
		Facilitate at least 1 Master Training every 2 years from completion of apprenticeship.
		Facilitate either 1 community workshop, 1 Leader training, 1 cross-training, or 1 master training every 12 months to stay certified.
		Must return the T-Trainer Agreement and Certification Form to Stanford
		Have joined and remain on the Master Trainer and T-Trainer list serve for updates

FIDELITY BEFORE TRAINING

YES	NO	
Fidelity Before Leader Training		
		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
		Read the Introduction to Stanford Leader Trainings (See Appendix IX)
		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 of training
		Secure 2 Certified Master Trainers who are committed to conduct entire training sessions
		Ask the Master Trainer when they last conducted a Leader training. If more than a year, you should look elsewhere.
		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 certified Trainers
		Recruit and interview potential Leader trainees
		Have at least 10 potential Leaders to start a Leader training
		Ensure that you will have at least 2 Leaders in a geographic area available to lead workshops as a pair
		Ask prospective trainees to read the document, <i>Introduction to Stanford Leader Trainings</i>
		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 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 and filled with participants so each of them can facilitate within 6 months of completion of training
		Ask each trainee to commit leading a scheduled Stanford program workshop within 6 months of training start date
		Order workshop books and, if you wish, CDs for each participant. Materials are ordered from Bull Publishing http://www.bullpub.com

FIDELITY BEFORE TRAINING, *continued*

YES	NO	
Fidelity Before Leader Training, <i>continued</i>		
		Prepare a complete <i>Leader's Manual</i> for each participant. Your licensed organization has an electronic copy of this manual
		Required: Include a copy of the agency license from Stanford in each manual
		Determine the most recent training materials are being used
		Prepare a complete set of program charts and duplicates of some of the charts (as instructed in the <i>Leader's Manual</i>) to be posted at every session
		Do NOT us PowerPoint presentations or overheads
		Read the <i>Program Implementation Manual</i> http://patienteducation.stanford.edu/licensing/Implementation_Manual2008.pdf
Fidelity Before Master Training (training of Master Trainers by T-Trainers)		
		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
		Read the <i>Program Implementation Manual</i> http://patienteducation.stanford.edu/licensing/Implementation_Manual.pdf
		Read the <i>Program Fidelity Manual</i> http://patienteducation.stanford.edu/Fidelity_Manual.pdf
		Complete a Stanford Offsite Group Master Training Request Form, available from the Stanford website http://patienteducation.stanford.edu/training/TrainingRequest.pdf
		Follow the Stanford Patient Education Research Center's Checklist for Master Trainings (obtained with confirmation of training request)
		Inform participants their full attendance and participation is required on all training days
		If a trainee is not already an active Leader, ask trainee to commit to leading 2 scheduled Stanford program workshops within 12 months of starting training.
		Read and ask all trainees to read before starting training the Introduction to Stanford Master Trainings. (See Appendix XII.)
		Make sure all trainees are connected to licensed organizations. Ask to see a copy of the licenses
		Follow registration protocols and complete travel logistics (including payment of any applicable fees)

FIDELITY BEFORE TRAINING, *continued*

YES	NO	
Fidelity Before Master Training, <i>continued</i>		
		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 2 workshops within 12 months of completion of master training
		Confirm that trainee will be able to co-facilitate a 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, preferably 3.
		Have definite plans to hold a Leader training within 1 year of the completion of the master training. If training multiple Master Trainers, each must facilitate a Leader training within 18 months
		Ask trainee(s) to commit to leading a scheduled Stanford program workshop within 6 months of training start date
		Prepare <i>Master Trainer's Manual</i> and <i>Leader's Manual</i> for each participant
		Order books and relaxation CDs for each trainee
		Prepare a complete set of charts as per instructions in <i>the Leader's Manual</i> .
		Do NOT use PowerPoint presentations or overheads
		Determine the most recent training materials are being used for training
FIDELITY DURING TRAINING		
Fidelity During Leader Training		
		Have a fidelity plan in place
		Training is at least 4 six-hour days given over no more than 2 weeks
		There are no less than 10 nor more than 18 trainees in the group
		Trainees participate in two practice teaching activities during training
		Trainees complete the second practice teaching session and demonstrate a minimum set of core competency as observed by the Master Trainers or T-Trainers
		Have a crisis intervention protocol and ensure that Leaders have a copy and know what to do in case of an emergency
Fidelity in Judging Trainee Competence		
		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

FIDELITY DURING TRAINING, *continued*

YES	NO	
Fidelity in Judging Trainee Competence, <i>continued</i>		
		Problem-solving
		Decision-making
		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
		Commits to continuing to live a healthy lifestyle
Fidelity when Counseling Leaders / Master Trainers Out		
		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 is always done in private, with both Trainers in attendance, if possible
		Always 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" If you hear an emotional response 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 their supervisor to "pass" a marginal person
		As a gut test, ask yourself if you would be willing to sit through 6 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.

FIDELITY DURING TRAINING, *continued*

YES	NO	
Fidelity when Counseling Leaders / Master Trainers Out, <i>continued</i>		
		If ever you are in doubt, DO NOT ALLOW THE TRAINEE TO LEAD WORKSHOPS !
		Notify Program Coordinator if you have not “passed” a trainee and state that the person cannot facilitate.
Fidelity During Master Training		
		Have a fidelity plan in place
		Training must be at least 29.5 hours (CDSMP 2012) usually offered over 4.5 days
		Facilitated by two certified T-Trainers
		Trainees can successfully give feedback during practice teaching
		Trainees can embrace the underlying philosophy of the program (self-management, self-determination, self-efficacy, community-based health education)
		Trainees can identify strengths, weaknesses and areas of improvement for each trainee and themselves
		Trainees can facilitate constructive discussion / feedback with peers
		Trainees 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
		Trainees 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
		Trainees demonstrate a clear command of material
		Trainees act as a hyper-model. Almost over-model everything so that you see it coming back in practice teachings
		Trainees adhere to training process (minimum and maximum of attendees, follows activities in the manual)
		Trainees understands and agree with the importance of Program Fidelity
		In counseling a master trainer trainee, use the same criteria as for Leader counseling
		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 and not a Master Trainer.
		If ever you are in doubt, DO NOT ALLOW THE TRAINEE TO LEAD WORKSHOPS or CONDUCT TRAININGS!
		Inform organization’s Program Coordinator that someone has not “passed” and state that they cannot facilitate.

FIDELITY AFTER TRAINING

YES	NO	
Fidelity After Leader Training		
		All new Leaders facilitate within 12 months; 6 months is better
		If all new Leaders do not facilitate within 12 months they must be retrained
		All Leaders facilitate at least once a year
		After 1 year of not facilitating (after the first year after training), Leader is retrained or attends a refresher workshop in person or online. Refreshers cannot be used 2 years in a row.
		Leaders about whom you have concerns do not facilitate workshops
Fidelity After Master Training		
		If you have doubts about a Master Trainer, do not use them. There are many great Master Trainers; ask around and find one.
		Master Trainers conduct one Leader training, cross-training, or community workshop per year
		Master trainer must conduct at least 1 full Leader training every 2 years
FIDELITY DURING WORKSHOPS		
Physical Environment and Material Resources		
		Have the necessary number and quality of educational materials and supplies
		The location of training is appropriate for your population
		Ensure the room/facility is appropriate for training and your population
		Group size is 10-16 participants (for most urban and populated areas)
		Offered 2.5 hours a week over 6 weeks
		There were at least 10 on the first day of the workshop (if less, the workshop is postponed and people are asked to come to next scheduled workshop)
		Venue is safe, handicapped accessible, and available by public transportation
		If offered during evening hours, outside of the building and parking should be well lighted.
		Have a crisis intervention protocol and ensure that Leaders have a copy and know what to do in case of an emergency
Leader Performance		
		Two Leaders facilitate the workshops (a substitute may be used if necessary, in rare cases such as last-minute emergency an experienced Leader may lead no more than 1 week)
		Leaders are present at all sessions, arrive on time and do not leave early
		Leaders use facilitation techniques appropriately and effectively
		Weekly attendance records are kept
		Names, addresses, and emails of participants are kept

FIDELITY DURING WORKSHOPS, *continued*

YES	NO	
Leader Performance, <i>continued</i>		
		Program Coordinator talks with every Leader between the first and third session of every workshop
		If you receive a troubling report about a Leader from a co-Leader or participant, first talk with the Leader so you have both sides of the story and then arrange to observe the Leader.
		Protocol in place for documenting performance problems
FIDELITY FOR LEADER AND MASTER TRAINER RETENTION		
		Have a mentoring plan
		If the coordinator of the program is not a certified Master Trainer, a Master Trainer or T-Trainer in your area has been identified and formally given the role of “consultant” or “mentor” for your program Leaders as needed.
		In a systematic way, Leaders are asked 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 and are unwilling to take a refresher or to be retrained.
		Define protocols for resolution of potential personality conflicts, communication problems, improper behavior with participants and co-Leaders or co-Trainers is in place
		Follow guidelines for retention of active status for Leaders, pages 37-38
FIDELITY AFTER WORKSHOPS		
		Have a fidelity plan in place
		Track Leader activity; how many programs they facilitate, participant retention, etc.

APPENDIX II: Sample Leader MOU

[Name of your Organization] Leader Memorandum of Understanding (MOU)

The [Name of your Organization] enters into this agreement on [Date] with [Name of Lay Leader] (hereinafter referred to as “PAID VOLUNTEER”). [Note: adjust language for unpaid volunteers, community health workers, etc.]

Recitals.

1. PAID VOLUNTEER has knowledge and experience as a Leader for the [Name of your Project] self-management classes and is willing to provide workshops to [Name of your Organization]. [Name of your Organization] is willing to engage [Name of Peer Leader] as a Paid Volunteer, and not as an employee, on the terms and conditions set forth herein.

Terms and Conditions. This Agreement shall commence on the date hereof and shall remain in effect for one year until completion of the Work Plan as evidence by final billing of any fees due and payable to PAID VOLUNTEER, or until (whichever date is later), such time as this Agreement is terminated by either party by giving written notice of at least fifteen (15) days in advance. Upon completion, this agreement may and should be renewed. [Name of your Organization] reserves the right to terminate or not to renew this contract if the PAID VOLUNTEER’S performance is determined to be under our performance measures standards.

In the event that this Agreement is terminated, the obligations of [Name of your Organization] and PAID VOLUNTEER under this Agreement shall terminate. In the event of termination PAID VOLUNTEER shall deliver to [Name of your Organization] copies of all reports, documents, and the work performed by PAID VOLUNTEER under this agreement, and upon receipt thereof, [Name of your Organization], shall pay PAID VOLUNTEER for services performed and reimbursable expenses incurred to the date of termination.

Compensation and Employment Status. In consideration of the services to be performed by the PAID VOLUNTEER, [Name of your Organization] agrees to pay PAID VOLUNTEER in the manner and at the rates set forth in Exhibits A and B. Out of pocket expenses incurred by PAID VOLUNTEER that are set forth in Exhibit A shall be reimbursed by [Name of your Organization] to PAID VOLUNTEER.

PAID VOLUNTEER performs services as a Paid Volunteer and not as an employee. Nothing herein shall be construed to provide for an employer-employee relationship between [Name of your Organization] and PAID VOLUNTEER, and [Name of your Organization] will not withhold taxes or make employee tax payments for PAID VOLUNTEER.

Assignment. PAID VOLUNTEER may not assign this agreement without [Name of your Organization] prior written consent. [Name of your Organization] may assign this Agreement in connection with a merger or sale of all or substantially all of its assets, and in other instances with the PAID VOLUNTEER'S consent which consent shall not be unreasonably withheld or delayed.

General. This agreement contains the entire agreement of the parties relating to the subject matter hereof and supersedes or replaces any and all understandings, commitments, or agreements, oral or written. If any part, term or provision of this Agreement shall be held void, illegal, unenforceable, or in conflict with any laws of a deferral, state, or local government having jurisdiction over this Agreement, the validity of the remaining portions or provisions shall not be affected thereby. This Agreement may be modified in writing signed by both parties.

Indemnification. PAID VOLUNTEER hereby indemnifies and agrees to defend and hold harmless [Name of your Organization] from and against any and all claims, demands and actions, and any liabilities, damages or expenses resulting there from, including courts costs and reasonable attorney's fees, arising out of or relating to the services performed by PAID VOLUNTEER under this agreement.

Confidential Information. All data, documents, discussions or other information developed or received by or for PAID VOLUNTEER in performance of this agreement are confidential and not to be disclosed to any person except as authorized by [Name of your Organization], or as required by law.

Ownership of Materials. All reports, documents or other materials developed or discovered by PAID VOLUNTEER or any other person engaged directly or indirectly by PAID VOLUNTEER to perform the services required hereunder shall be and remain the property of [Name of your Organization] without restriction or limitation upon their use.

Acknowledgement. [Name of your Organization] and PAID VOLUNTEER represent and warrant their intention to complete this Agreement in its entirety. Both parties have read and

understood this agreement and, by signing below have agreed to all of its terms and conditions.

In Witness whereof, the undersigned have executed this agreement as of the dates set forth below.

[Organization]
Name and Title

[Paid Volunteer]
Name and Title

Address
City, State, Zip

Address
City, State, Zip

Telephone

Telephone

Tax Identification (Social Security Number)

Signature

Signature

Date

Date

Exhibit A

Work Plan: This Work Plan is an addendum to and governed by the Paid Volunteer Agreement dated between [Name of your Organization] and [Name of Peer Leader]

Start Date: _____

Completion Date: _____

Position Description: [Name of your Project] Peer Leader / Facilitator

Basic Function: Under supervision of [Name of Coordinator], the PeerLeader will provide [Chronic Disease / Diabetes, etc] self-management instruction according to the *[Name of Stanford's Program] Leaders' Manual*.

Reporting Relationships: The Peer Leader reports directly to [Name of Coordinator] on all class instruction related duties and activities.

Responsibilities: Specifically, the Peer Leader will be responsible for:

- Co-facilitating at least [Number of workshops series] class series (six 2.5-hour sessions) during the contract period of one year.
- Following all rules and regulations as set forth during his/her training.
- Following all rules and regulations as set forth in the Peer Leader's Contract and Leader Development Guidelines

Exhibit B

Compensation Schedule

- [Name of your Organization] agrees to compensate PAID VOLUNTEER on [an hourly basis, a per session basis, workshop series] for services performed in accordance with the terms and conditions of this agreement.
- PAID VOLUNTEER can bill [Name of your Organization] at any time after completion of a class series or in the event of interruption of services, subsequent to the last class or portion of class completed for time spent in providing services associated with fulfilling the above contract.
- PAID VOLUNTEER should submit an invoice with billable [hours, segments] referenced. Invoices must be approved and signed by []
- Invoices will be paid within [00 days] of submission if all class forms, reports and training materials have been returned to [Name of your Organization].

APPENDIX III: Sample Master Trainer MOU

MEMORANDUM OF UNDERSTANDING (MOU) AND AGREEMENT BETWEEN [NAME OF ORGANIZATION] AND PROSPECTIVE MASTER TRAINER OF THE *[Name of the Program (s)]*

Date: [fill in]

Stanford [Name of program] (hereafter -----) Background:

The [Name of the Program] was developed and copyrighted by Stanford University's Patient Education Research Center. Each Program consists of a 6-session workshop. Each workshop is 2.5 hours and meets once a week for 6 weeks. Each workshop is facilitated by two trained, active Leaders.

Master Trainers are individuals who are trained by Stanford-certified T-Trainers. Subsequent to successful training, Master Trainers fulfill a practice component upon which the Master Trainer certification is granted.

Master Trainers may also facilitate workshops. Master Trainers enable organizations to sustain the Program, as they can serve as on-site trainers for the future.

THIS AGREEMENT is entered on _____ (date) by [Organization Name], a non-profit organization[or other description] located at [address] and _____ (Master Trainer full name) residing at/or employed by:

(Master Trainer Address/Employer)

Whereas, [Organization] has been participating with the [Funding Agency if Applicable] to disseminate Stanford's Self-Management Programs.

Whereas, the recruitment and training of Master Trainers will serve to expand the Program targeting community colleges, public health departments, hospitals, health care systems, senior centers, senior housing complexes, and other aging and healthcare service providers.

Whereas, [Master Trainee Name] desires to attend training and become certified as a [Program Name] Master Trainer.

In consideration of the above, the parties agree:

(A) [Organization] will provide the following related to Master Training:

1. **Training of the Stanford University [Name of Program]:** [Organization] will allocate a place in the training which includes: cost of the training registration fee (value of \$_____) to Stanford University pertaining to CDSMP training; cost of direct travel expenses (hotel/air or car fare) and per diem for the agreed upon training dates.

(a) The prospective Master Trainer must contact [Organization] as soon as possible in the event they need to cancel their registration so a substitution may occur.

2. **Local training at [local training site]:** [Organization] will allocate a place in the training which includes:

a) **Facilitator and Trainer Materials:** Prospective Master Trainers will receive a *Leader's Manual* and a *Master Trainer's Manual*

b) **Book:** Prospective Master Trainers will receive one copy of [Title of the book] and

c) **CD:** Prospective Master Trainers will receive one relaxation CD

d) [any additional payment for travel, meals provided, accommodations, etc.]

(C) Responsibilities of the Master Trainer:

1. Training Time Commitment:

(a) A prospective Master Trainer must complete Master Training (4.5 days).

(b) All prospective Master Trainers must attend the full training session and participate in practice teaching sessions.

2. Workshop Time and Documentation Commitment:

(a) Following the Master Training, those recommended for Master Trainer certification must facilitate a minimum of two (2) 6-session workshops as a Leader (directly teaching participants) preferably within 6 months of completing training and no longer than 12 months. It is strongly recommended that they begin the process of scheduling these workshops before training or as soon as possible after completion of training.

(b) Following the minimum of two (2) 6-session workshops as a Leader, Master Trainers are responsible for submitting a Master Trainer Agreement and Authorization Form (provided at the time of training) to the Stanford Patient Education Research Center in a timely fashion.

(c) Subsequently, Master Trainers must conduct at least one (1) Leader training every 2 years (with no less than 10 Leader candidates). It is understood that this may include locations beyond current place of employment (if relevant). During years that a Leader Training is not offered, Master Trainers must facilitate a workshop.

(d) Prospective Master Trainer has discussed these obligations with employer (if relevant for paid staff of an organization).

3. Role Time Commitment:

(a) A CDSMP Master Trainer must commit to a minimum of 12 months in this role.

4. Marketing Commitment: The Master Trainer will market the [Name of the Program] to community members, community leaders, and health care providers to enhance participant recruitment.

Permission to Use Chronic Disease Self Management Programs

_____ (Master Trainer) is granted permission to use this Program for educational purposes contingent upon the following guidelines:

a. Stanford University is the owner and holds the copyright of the product(s) and must be acknowledged in all print and electronic media as the original developer and copyright holder of the product(s).

b. Master Trainer certifies that s/he signed the Stanford Master Trainer Agreement and Authorization form upon completion of training requirements and acknowledges maintaining certification requirements.

c. Master Trainer certifies that participant workshops and Leader training will only be conducted under an approved license and understands that he/she will be subject to fidelity monitoring by the licensee.

This agreement may be terminated without cause by [Organization] upon a 30-day written notice. If the Master Trainer desires to be released from this agreement before 12 months have elapsed, they shall return all materials provided and cease providing the Program.

I have read the above information and I agree to abide by the conditions set forth above concerning the implementation of the CDSMP Program.

Master Trainer Signature: _____ Date: _____

Printed Name: _____

Signature: _____ Date: _____

Printed Name: _____ Title: _____

APPENDIX IV: Annual Reports – Program License

Annual reports are required from each licensed organization, and the person listed on the license will receive a remind email from Stanford when the report is due. Annual reports are submitted online:

https://stanfordmedicine.qualtrics.com/SE/?SID=SV_9AWB1BT276G3wSV

Here is a list of the information needed for the report:

- Name and address of licensed organization
- Name and email of person completing report
- Reporting period of organization's 3-year license (years 1, 2 or 3)
- The closing date for the report

Questions about LEADER trainings:

- Total Leader trainings (total for all programs) given during reporting period
- Dates of each Leader training, name of program, number trained, number of those now facilitating workshops

Questions about PARTICIPANT workshops:

- Total workshops (total for all programs) given during this reporting period
- Dates of each workshop, number that attended at least 1 session, number who attended at least 4 sessions, name of program

APPENDIX V: Annual Reports – Trainers

Annual reports are required from each Master Trainer, T-Trainer, and Certifying T-Trainer. **The report must be submitted by the Trainer, NOT by anyone else.** Each report is for a calendar year, and is due by April 1 following the reporting period. Annual reports are submitted online:

https://stanfordmedicine.qualtrics.com/jfe/form/SV_0vxJKdpY3ui1L2l

Here is a list of the information needed for the report:

- Name and email address
- Highest certification level (MT, T-T, CT-T)
- Name of organization
- If organization is working under a state or multi-site license, the name of the license holder organization
- The name of the person responsible for the license
- Address, city, state, postal code/ZIP, and country of the organization holding the license
- List of names of licensed organizations and types of training for which the Trainer had conducted training
- Numbers of total workshops, total Leader trainings, Master trainings, and T-Trainer apprenticeships conducted for each Stanford program

APPENDIX VI: Sample Leader Conduct and Development Guidelines

THE NAME OF YOUR PROGRAM HERE

Peer Leaders Guidelines and Responsibilities

CERTIFICATION, EXPERIENCE AND TRAINING

Peer Leaders are required to:

- Complete required training and certification process successfully.
- Complete any other additional training if recommended by the Project staff.
- Facilitate at least two 6-week workshop series within twelve months of training and facilitate at least one workshop series per year thereafter. (Peer Leaders with no previous experience facilitating the [NAME OF YOUR LOCAL PROGRAM] will not receive a stipend for the first workshop series they facilitate)

CURRICULUM

Peer Leaders are required to:

- Follow the curriculum and limit the program content to information and activities as described in the *Leader's Manual*. Bring your ideas and suggestions up at Leader updates
- or with the Program Coordinator
- Introduce yourself as a Peer Leader with the [NAME OF YOUR LOCAL PROGRAM].
- Restrain from using any other titles (even if it is true you have them) or affiliations with other agencies.

PRIVACY AND CONFIDENTIALITY

Peer Leaders are required to:

- Avoid selling or advertising any items in class, promoting religious beliefs or bringing outside speakers or guests to the class. Avoid recruitment of class participants for any type of campaigns.

- Keep the participants' identity and contact information confidential. Use their telephone numbers only to remind them of the classes or communications related to the class.
- Follow HIPAA privacy rules.

RESPECT FOR DIVERSITY

Peer Leaders are required to join the [NAME OF YOUR LOCAL PROGRAM] in their celebrating diversity.

- The [NAME OF YOUR LOCAL PROGRAM] celebrates the diversity of our community. We believe no one should be discriminated or the target of ridicule, disrespect or gossip due to their ethnicity, religion, gender, national origin, age, physical disability, political affiliation, sexual orientation, color, marital status, veteran status or medical condition.
- Peer Leaders who exhibit prejudiced and discriminatory behavior could lose their affiliation with the [Name of your program or agency].

BEFORE EACH WORKSHOP

Peer Leaders are required to pick up all materials at least two days before the start date of a series.

- This will give Leaders the opportunity to organize the material and divide responsibilities with their fellow peer Leader.
- This will build Leaders' confidence and make the class more effective for participants.

DURING AND AFTER EACH CLASS

Peer Leaders are required to:

- Keep in contact with the Program Coordinator during the workshops series to report attendance and to discuss and resolve any problems.
- Return workshop materials and evaluation forms to the office no later than 5 days after completion of the workshop.

SHOW YOUR PROFESSIONALISM BY BEING A TEAM PLAYER

Peer Leaders are required to:

- Be punctual. Respect other people's time by arriving 15-30 minutes early and organizing yourself. Always start and end the workshop on time. Model the behavior that you want to see in the participants.

- Make the writing in charts legible by using big letters. Remember, the participants need to be able to read the charts from a distance.
- Do not miss any of the sessions. If an emergency arises, call the fellow peer Leader and let them know what is going on. Also, Leaders must make arrangements with another leader within 48 hours before the class to replace them during their absence. It is also the Leader responsibility to communicate the situation and the name of their replacement to the Program Coordinator as soon as possible.
- Never argue or critique their partner in front of the group. If the partner missed something, Leaders may gently add it and let the partner resume. Find time after the class to indicate mistakes to your partner.
- Attempt to resolve differences directly with your peer in private always maintaining a positive and open attitude. Notify the Program Coordinator only if the differences could not be resolved at that level. The staff will assess the situation and will make a reasonable attempt to solve the problem. Prolonged unresolved problems due to lack of cooperation or adherence to contract rules may result in termination of the contract.
- Be objective and avoid personalizing issues.
- When training with friends or family members, treat them as peers like you would anyone else.
- If your peer is not performing up to standards, help them by offering constructive feedback instead of covering their mistakes.
- If applicable, assist in the collection of data or information necessary for evaluation or program report purposes.

IF YOU HAVE ANY QUESTIONS, call your local Program Coordinator. They are there to help you. If there is something you are not sure about, or a participant asks you a question you don't know the answer to, call [NAME OF COORDINATOR at 000-000-0000] and they will help you get the information to them by the next workshop meeting. Remember, though, you are not supposed to be experts on anything except what's in the workshop. Encourage participants to find other information on their own by being a good self-manager.

COMMIT TO ONGOING LEARNING!

Attend and actively participate in the [monthly, semi-annual, annual] Leader updates to share experiences, anecdotes, new ideas, and to learn new information about the program.

WELCOME, GOOD LUCK, AND THANK YOU!

APPENDIX VII: Interview Questions for Potential Leaders and Master Trainers

Suggested Interview questions for Potential Leader or Master Trainer

1. Have you taken the regular 6-week CDSMP workshop? (Yes / No)
2. Why do you want to volunteer as a peer Leader? As a Master Trainer?
3. Our peer Leaders in general either have [targeted condition] or have been a caregiver for someone with [targeted condition]. Does this apply to you?
3. Our Leaders are positive role models for the workshop participants. Please describe some of the ways you practice positive self-care in managing your condition.
4. Describe any experience you have had leading groups?
5. Describe any previous volunteer experience including any not related to health.
6. Describe how you have worked with people of different educational levels, cultures, or with physical or mental challenges?
7. Do you see any barriers or challenges in being a Leader (i.e., energy, time, transportation, availability, chronic condition limitations)? (Note briefly)
8. If you are selected, we would require you to attend a 4-day training for peer Leaders. Can you attend? (Yes/No).
9. And also to co-lead 1 or 2 6-week workshops within a 12 month period (pending your health) (Yes/No). (State there is agreement form to sign)
10. This program is heavily scripted. It is critical for legal and liability reasons that Leaders not share personal advice. Being a Leader is not an opportunity to share what has worked for you personally. Are you comfortable moving forward knowing that if you ever offer personal advice, you cannot continue to be a peer Leader in this program? (Yes / No)
11. Any questions for us today about the program and/or being a Peer Leader? (Note briefly)

12. Conclude Interview: “Thank you for the Interview. (If they are a successful candidate – state “A Registration package will be mailed to you, or you may come in to the office to pick it up [arrange with program clerk]. See you at the Training!”

13. Additional Questions (only if time allows or if necessary)

- What kinds of people do you find it easy to work with?
- What kinds of people do you find it hard to work with?
- How do you deal with stress? What do you do?

APPENDIX VIII: Sample Scenario-Based Interview for Potential Leaders and Master Trainers

Scenario-Based Role Plays for Interviewing Potential Leaders and Master Trainers

Please note: These are examples and you are free to make up your own. If you have good scripts that will work for you, let us know and we will add or change.

General instructions for the applicant:

As part of this interview, we are now going to do a few short role plays. I will play the role of either a participant in the workshop or your co-Leader. I would like you to respond to me as though you were actually leading a workshop session; as a Leader. You will not follow a written script; you need to react to the scenario I present to you as if you were one of the workshop Leaders.

SCENARIO #1:

Interviewer instructs applicant: Please play the role of a workshop Leader and role play the following scenario with me:

Interviewer role: You are a workshop participant who has just told the group that you are afraid of the future and you start to cry.

Type of responses Interviewer should be looking for from applicant:

1. Look for empathy and compassion.
2. The Leader should not try to jump in and fix the situation but instead give the participant the chance to express his or her emotions.
3. Provide validation, comfort and support

SCENARIO #2 (this is a good one for health professionals)

Interviewer instructs applicant: For this scenario, keep in mind that in this program Leaders are instructed not to provide information that is not in the manual or individual medical information to participants. Please play the role of a workshop Leader and role play the following scenario with me.

Interviewer says: I am a workshop participant living with diabetes. At break I tell you: “I have diabetes and my blood sugar is really high in the mornings. Can you help me with this?”

Type of responses Interviewer should be looking for from applicant:

- Non judgmental
- No medical information given
- Suggests they ask their doctor, nurse or diabetes educator.

Red Flag—If participant gives medical information:

- Explain that Leaders can’t give out specific medical advice and encourage them to call a physician’s office to explain the issue to them.
- In addition to advice about seeking information from their physician, could also direct to the workshop book to read specific information about diabetes.

SCENARIO #3

Interviewer instructs applicant: Again, keep in mind that in this program, Leaders are instructed not to provide information that is not in the manual or individual medical information to participants. Please play the role of a workshop Leader and role play the following scenario with me. This time I am not playing the role of a participant; I will be your co-Leader:

Interviewer plays the following role: You are a co-Leader and today you inform the other Leader that you would like to lead the healthy eating activity but that you will replace the information that is written in their manual with great information from a nutrition course that you are taking at your clinic. You have brought in your own materials from that nutrition class.

Type of responses Interviewer should be looking for from applicant:

- Non-confrontational - tell co-Leader that is not allowed. Attempts to come to a resolution
- Reflect something about the importance of sticking with the script
- Also acceptable would be the idea of asking the Program Coordinator if outside materials can be brought into the workshop.

Red Flag—doing nothing, justifying it because it comes from a class at the clinic

SCENARIO #4

Interviewer instructs applicant: Please play the role of a workshop Leader and role play the following scenario with me. How would you respond to Ben?

Interviewer says: Joe is a participant in your workshop and always comes to the workshop with his partner Ben. Sometimes during emotional parts of the workshop, Joe reaches over to hold Ben's hand. I will play the role of Ben. During a problem-solving session Ben says, "My problem is that I am afraid if Joe gets sick I will not be able to visit him in the hospital".

Type of responses Interviewer should be looking for from applicant:

- Response should be non-judgmental and should not focus on homosexuality
 - Response should aimed at solving the problem (not being able to visit) not on the cause of the problem.
-

Additional Script for Master training applicant

SCENARIO #5

Interviewer instructs applicant: Please play the role of a Master Trainer leading a Leader training. Role play the following scenario with me.

Interviewer says: I am a Leader trainee in a Leader training you are conducting. After nearly 3 days of the 4-day training, you have identified me as someone that can't be a Leader. You have observed that I am consistently judgmental, I talk about my disease at

great length and I have a difficult time following the scripted manual during practice teaching. How would you tell me that I can't be a Leader?

Type of responses Interviewer should be looking for from applicant:

- Considerate but firm and clear about the decision and the reasons
- Good listener but does not back away from decision. Re-state reasons if needed
- Admits it's hard but necessary not to pass someone who does not perform well

Red Flag - find justification for problem behavior observed. Avoids uncomfortable conversation

APPENDIX IX: Certification Guidelines and Examples

Active Status Guidelines for Leaders and Certification Guidelines for Master Trainers and T-Trainers

Start on the next page...

STANFORD PATIENT EDUCATION RESEARCH CENTER

Active Status Guidelines for Leaders and Certification Guidelines for Master Trainers and T-Trainers Effective May 1, 2016

Definitions

Certification:

Permission granted by the Stanford Patient Education Research Center to individuals who have completed training in Stanford programs, have been recommended for certification for Master Trainer or T-Trainer by their trainers, and who have completed additional requirements as detailed in pages 5-8. Certified Master Trainers are allowed to train Leaders, and T-Trainers are allowed to train Leaders and Master Trainers. Leaders are not certified by Stanford, but gain and maintain active status through their organization's Leader trainings and workshop activities. Leaders facilitate community workshops for persons with chronic diseases in their community.

Training Date (mm/dd/yyyy):

Is the date of the last day of the leader or master training. This date is usually printed on the Certificate of Completion if one is given.

Anniversary Date (mm/dd/yyyy – at 12 months intervals):

Is the date at 12 month intervals from the training date. Activity within each 12-month period is necessary to remain active.

Leader Training:

An event during which prospective Leaders are trained by two Master Trainers.

Master Training:

An event where prospective Master Trainers are trained by two T-Trainers or a Certifying T-Trainer and 1-2 T-Trainer apprentices

Cross-Training

An event, either by webinar or in person, to prepare a Leader, Master Trainer or T-Trainer to facilitate a workshop in a program other than that in which they were originally trained. For example, if you were trained in CDSMP you might be cross-trained to Diabetes or Cancer Thriving and Surviving. Cross-trainings are conducted by Master Trainers and T-Trainers. Only program-specific activities are covered in cross-trainings.

Apprenticeship

An event during which qualified Master Trainers apprentice to become T-Trainers. Apprentices conduct a master training under the supervision and mentorship of a Certifying T-Trainer.

Continued

Definitions, *continued*

Certificates:

For Leader training: Given by the organization offering the training. Format is at the organization's discretion.

For Master training: Certificates of Completion of Training are given by the organization offering the training. Master Trainer Certification is given by Stanford once the person completing Master Training has facilitated two participant workshops and has returned their Stanford Master Trainer Completion of Certification Requirements form to Stanford.

For T-Trainers: The Certifying T-Trainer must inform Stanford of successful completion of apprenticeship and the new T-Trainer must complete and return to Stanford their T-trainer Completion of Certification Requirements form. <http://patienteducation.stanford.edu/licensing/tt-certification-form.pdf>. Stanford will issue the T-Trainer certification.

POLICY ABOUT THE TRANSFERABILITY OF MASTER AND T-TRAINER STATUS

Master Trainers:

Once trained and certified as a Master Trainer in one program, Master Trainer status carries over to all programs for which the person is currently an active Leader. See Part II and III on pages 5-6.

When a Master Trainer is trained in any new program and facilitates one (1) workshop as a Leader, they are certified as a Master Trainer in that program.

T-Trainers:

Once certified as a T-Trainer in one program, T-Trainer status carries over to all programs for which the person is currently an active Leader or Master Trainer. See Part III on page 8.

When a certified T-Trainer is trained and certified as a Leader or Master Trainer in any new program and facilitates one workshop in that new program as a Leader, they become certified as a T-Trainer in that program.

LEADER REQUIREMENTS

<p>Part I: LEADER TRAINING</p>	<p>Potential Leaders must attend an in-person 4-day Leader training (24 hours) and successfully complete 2 practice teaches during training. Success is determined by the Master Trainers according to specified criteria. An Active Leader is someone who successfully completes Leader training.</p>
<p>Part II: AFTER TRAINING - FIRST 12 MONTHS</p>	<p>To remain an Active Leader, Leaders must facilitate at least one 6-week workshop (all six 2.5-hour sessions) within 12 months from training date (the last day of their training).</p>
<p>Part III: RETENTION OF ACTIVE STATUS - PREFERRED OPTION</p>	<p>To remain an Active Leader, Leaders must facilitate at least one 6-week workshop (all six 2.5 hour sessions) every 12 months, using the last day of their training as Anniversary Date.</p>
<p>Part IV: RETENTION OF ACTIVE STATUS - ADDITIONAL OPTION</p>	<p>If a Leader is unable to facilitate a workshop within a given 12 months, they may attend a Refresher Training, either in-person locally or online through Stanford, to remain active. Refreshers may not be used during the first 12 months after completing training, nor can a refresher be used for 2 years in a row.</p>

MASTER TRAINER REQUIREMENTS

<p>Part I: MASTER TRAINING</p>	<p>Potential Master Trainers must:</p> <ol style="list-style-type: none"> 1. Attend an in-person 4.5-day master training (29 hours) and successfully complete 2 practice teaches during training. Success is determined by the T-Trainers according to specified criteria. 2. Facilitate two (2) participant workshops within one year of their master training, if they have not already done so within the 12 months prior to training. 3. Return their Stanford Master Trainer Completion of Certification Requirements form after completing their participant workshops. http://patienteducation.stanford.edu/licensing/mtauthorization.pdf <p>A certified Master Trainer is someone fulfills all three of these requirements. If a Master Trainer was previously a Leader and has facilitated two (2) workshops within the year before training, they do not have to facilitate additional workshops to become certified.</p>
<p>Part II: AFTER TRAINING – FIRST 12 MONTHS</p>	<p>To remain certified as a Master Trainer, Master Trainers must:</p> <ol style="list-style-type: none"> 1. Facilitate two (2) participant workshops within one year of their master training, if they have not already done so before their training. 2. Return their Stanford Master Trainer Completion of Certification Requirements form after completing their participant workshops. http://patienteducation.stanford.edu/licensing/mtauthorization.pdf 3. All trainees who have completed training will automatically be subscribed to the Stanford Trainers List Serve. Master Trainers must remain subscribed for regular updates from Stanford.

Continued

MASTER TRAINER REQUIREMENTS, *continued*

<p>Part III: RETENTION OF CERTIFICATION - PREFERRED OPTIONS</p>	<p>To remain active as Master Trainer the following policy applies after the initial 12 months:</p> <ol style="list-style-type: none"> 1. Must facilitate the first 4-day Leader training no later than 18 months from training date. 2. Every 12 months, must facilitate one of the following to remain certified: <ul style="list-style-type: none"> • One 6-session community workshop, or • One 4-day Leader training, or • One Leader cross-training 3. Every 2 years, conduct one of the above for every program for which they are certified. 4. Every 2 years, conduct a full 4-day Leader training.
<p>Part IV: RETENTION OF CERTIFICATION - ADDITIONAL OPTIONS</p>	<p>If Master Trainers do not facilitate their first Leader training within 18 months from training date, or do not facilitate workshops or conduct Leader cross-trainings for any 12 month period, or do not conduct a full Leader training in two years, they will be considered inactive and must be re-trained in that program.</p>

T-TRAINER REQUIREMENTS

<p>Part I: APPRENTICESHIP</p>	<p>To become a T-Trainer, Master Trainers need to complete a supervised apprenticeship. To qualify for apprenticeship, Master Trainers must be active and have conducted at least 3 Leader Trainings within the past 2 years.</p> <p>They must apprentice for a full 4.5 day master training under the supervision of a Certifying T-Trainer and must be signed off by the Certifying T-Trainer as being a T-Trainer.</p> <p>Once certified as a T-Trainer in one program, becomes certified in all programs for which they are currently active as a Leader or Master Trainer.</p>
<p>Part II: PRACTICE AND OTHER REQUIREMENTS 12 MONTHS AFTER TRAINING</p>	<p>To remain active as a T- Trainer, T-Trainers must:</p> <ol style="list-style-type: none"> 1. Facilitate a master training during the 12 month period from completion of the apprenticeship. 2. Return the Stanford T-Trainer Completion of Certification Requirements form. Form can be found on the Stanford website: http://patienteducation.stanford.edu/licensing/tt-certification-form.pdf 3. All trainees who have completed their apprenticeship will automatically be subscribed to the Stanford T-Trainers List Serve. T-Trainers must remain subscribed to both the T-Trainers and Trainers list serve for regular updates from Stanford.

Continued

T-TRAINER REQUIREMENTS, *continued*

<p>Part III: RETENTION OF CERTIFICATION - PREFERRED OPTIONS</p>	<p>To remain certified, the following 3 policies apply:</p> <ol style="list-style-type: none"> 1. Every 12 months after the first year after the apprenticeship, must facilitate one of the following in <u>any</u> of the programs in which one is certified: <ul style="list-style-type: none"> ○ One 6-session series of a community workshop, or ○ One 4-day Leader training, or ○ One cross-training, or ○ One master training. 2. Every 2 years, facilitate a workshop, training, or cross-training in ALL programs in which one is certified. 3. Every 2 years, conduct a full master training in one of the programs.
<p>Part IV: RETENTION OF CERTIFICATION - ADDITIONAL OPTIONS</p>	<p>If inactive in any program for a period of 2 years (have not facilitated community workshops, Leader trainings, cross trainings or master trainings), T- Trainer options will be at the discretion of Stanford Certifying T-Trainers.</p>

Examples: New Leader Trained at Training Ending on March 15 2015

Anniversary Date for Leader Trained: March 15

(Read vertically for different scenarios; read horizontally for one scenario through time)

Year 1 March 15 2015 – March 14 2016		Year 2 March 15 2016 – March 14 2017		Year 3 March 15 2017 – March 14, 2018		Year 4 March 15 2018 – March 14 2019	
Work-shops	Refresher	Work-shops	Refresher	Work-shops	Refresher	Work-shops	Refresher
0 <i>lapsed*</i>	Not allowed the first year after training						
1 <i>remains active</i>		1 <i>remains active</i>	0	2 <i>remains active</i>	0	1 <i>remains active</i>	0
1 <i>remains active</i>		1 <i>remains active</i>	0	0	1 <i>remains active</i>	2 <i>remains active</i>	0
2 <i>remains active</i>		2 <i>remains active</i>	0	0	0 <i>lapsed*</i>		
1 <i>remains active</i>		0	1 <i>remains active</i>	0	<i>Not allowed 2 years in row; lapsed*</i>		

*Must be re-trained (successfully attend a new 4-day training)

Examples: Master Trainer Trained in 3 programs: CDSMP, TOMANDO and DSMP

Trainings ending: March 15 2015, Sept 15 2016 and January 15 2017

(Read horizontally for one scenario through time)

Year 1 March 15 2015 – March 14 2016		Year 2 March 15 2016 – March 14 2017		Year 3 March 15 2017 – March 14 2018		Year 4 March 15 2017 – March 14 2018	
Workshops	Leader trainings	Workshops	Leader trainings	Workshops	Leader trainings	Workshops	Leader trainings
2 CDSMP <i>Certified</i>		1 Tomando <i>Certified</i>	1 CDSMP first full Leader training <i>Remains certified</i>	0 CDSMP Remains certified	1 DSMP Cross- training <i>Remains certified</i>	0 CDSMP <i>Loses Certification*</i> <i>(two years inactive)</i>	1 Tomando Full Leader training <i>Remains Certified in Tomando (conducted full training in one of the programs every 2 years)</i>
		1 DSMP <i>Certified</i>		0 Tomando		0 Tomando	
				0 DSMP		0 DSMP <i>Remains certified</i>	

*Must be re-trained (successfully attend a new 4-day training)

Examples: Master Trainer Trained in Only CDSMP at Training Ending on March 15 2015

Anniversary Date: March 15

(Read vertically for different scenarios; read horizontally for one scenario through time)

Year 1 March 15 2015 – March 14 2016		Year 2 March 15 2016 – March 14 2017		Year 3 March 15 2017 – March 14, 2018	
Workshops	4-day Leader Training	Workshops	4-day Leader Training	Work-shops	4-day Leader Training
0 <i>Not certified*</i>					
1 <i>Not certified*</i>					
2 within 12 months prior to master training <i>Certified</i>	1	1 <i>Remains certified</i>	0	2	0 <i>Loses MT certification (no Leader training within 2 years)*</i>
2 <i>Certified</i>	1	2 <i>Remains certified</i>	0	0	1 <i>Remains certified</i>

* must be re-trained as Master Trainer (successfully attend a new 4.5-day training)

**Examples: MT Trained in CDSMP at Training Ending on March 15 2015 and
DSMP Cross-Training Ending on March 17 2015 - Anniversary Date: March 15**

(Read vertically for different scenarios; read horizontally for one scenario through time)

Year 1 March 15 2015 – March 14 2016		Year 2 March 15 2016 – March 14 2017		Year 3 March 15 2017 – March 14, 2018	
Workshops	4-day Leader Training	Workshops	4-day Leader Training	Workshops	4-day Leader Training
0 CDSMP 1 DSMP <i>not certified*</i>					
2 CDSMP <i>certified CDSMP</i> 0 DSMP <i>not certified DSMP*</i>	0 CDSMP	0 CDSMP	1 CDSMP September 1 2016 <i>Remains certified CDSMP</i>	0 CDSMP	0 CDSMP <i>Loses certification (must do workshop or training within each year)**</i>
Already facilitated 2 CDSMP workshops <i>Certified CDSMP</i> 1 DSMP <i>Certified DSMP</i>	0 CDSMP 0 DSMP	1 CDSMP <i>Remains certified CDSMP</i> 1 DSMP <i>Remains certified DSMP</i>	0 CDSMP <i>Remains certified CDSMP</i> 1 DSMP <i>Remains certified DSMP</i>	0 CDSMP 2 DSMP <i>Remains certified DSMP</i>	0 CDSMP <i>Loses CDSMP certification (no workshop or training within year)**</i> 0 DSMP <i>Remains certified DSMP</i>

* must be re-trained as Master Trainer (successfully attend a new DSMP cross-training)

** must be retrained as Master Trainer (successfully attend a new CDSMP 4.5-day training)

Examples: T-Trainer Apprenticed at Training Ending on March 15 2015

Anniversary Date: March 15

If to be certified in only one program	If to be certified in more than one program
<p>Conduct the first master training within 12 months of apprenticeship (by March 15 2016)</p>	<p>Conduct the first master training in either program within 12 months of apprenticeship (by March 15 2016)</p>
<p>Within every 12 months from the anniversary date (by March 15 of each year), conduct at least one of the following:</p> <ul style="list-style-type: none"> • A 6-session workshop series, or • A 4-day Leader training, or • A Leader cross-training (or update training if a program is being updated), or • A 4.5-day master training 	<p>Within every 12 months from the anniversary date (by March 15 of each year), conduct at least one of the following for all programs in which trained:</p> <ul style="list-style-type: none"> • A 6-session workshop series, or • A 4-day Leader training, or • A Leader cross-training (or update training if a program is updated), or • A 4.5-day master training
<p>Conduct at least one 4.5-day master training in that program not less than once every 2 years from certification date (by March 15 2017, March 15 2019, etc.)</p>	<p>Conduct at least one 4.5-day master training in either of the programs in which trained not less than once every 2 years from certification date (by March 15 2017, March 15 2019, etc.)</p>

Examples: T-Trainer Apprenticed in Only CDSMP at Training Ending on March 15 2015

Anniversary Date: March 15

(Read vertically for different scenarios; read horizontally for one scenario through time)

Year 1 March 15 2015 – March 14 2016			Year 2 March 15 2016 – March 14 2017		
Workshops	4-day Leader Training	4.5 day Master Training	Workshops	4-day Leader Training	4.5-day Master Training
0	0	0 <i>Loses TT certification* (no master training within 12 months of apprenticeship)</i>	<i>Both TT and MT certifications were lost due to complete inactivity the previous year</i>		
1	1	0 <i>Loses TT certification* (no master training within 12 months of apprenticeship)</i>	0	2 <i>Remains certified as MT</i>	0
0	1	1 <i>Remains certified</i>	3 <i>Remains certified</i>	0	0
0	1	1 <i>Remains certified</i>	1	3 <i>Remains certified</i>	0 <i>Due to conduct master training next year</i>

*Certification at the discretion of a Stanford Certifying T-Trainer

**Examples: T-Trainer Apprenticed in CDSMP at Training Ending on March 15 2015
And DSMP Cross-Training Ending on Nov 15 2015**

Anniversary Date: March 15

(Read vertically for different scenarios; read horizontally for one scenario through time)

Year 1 March 15 2015 – March 14 2016			Year 2 March 15 2016 – March 14 2017		
Workshops	4-day Leader Training	4.5-day Master Training	Workshops	4-day Leader Training	4.5-day Master Training
0 CDSMP 1 DSMP	0 CDSMP 0 DSMP	0 CDSMP <i>Loses CDSMP TT and MT certifications (nothing in CDSMP in 12 months)*</i> 1 DSMP <i>Remains certified DSMP</i>	2 DSMP	1 DSMP <i>Remains certified in DSMP</i>	0 <i>Due to conduct a master training next year</i>
2 CDSMP 0 DSMP	0 CDSMP 1 DSMP <i>Remains certified in DSMP</i>	1 CDSMP <i>Remains certified CDSMP</i> 0 DSMP	0 CDSMP	1 CDSMP <i>Remains certified CDSMP</i>	0 CDSMP 1 DSMP <i>Remains certified DSMP</i>

*Certification at the discretion of a Stanford Certifying T-Trainer

APPENDIX X: Samples of Collaborating Agencies MOU

Example # 1 of Short Agreement

Memorandum of Understanding Between [Your Organization Name] and [Community Partner Organization Name] (Community Partner) For Delivery of Chronic Disease Self-Management Education (CDSME) Programs

These may include any or all of the following:

- Chronic Disease Self Management Program (CDSMP)
- Diabetes Self-Management Program (DSMP)
- Chronic Pain Self-Management Program (CPSMP)
- Cancer: Thriving and Surviving Program (CTS)
- Positive Self-Management Program (PSMP)
- Tomando Control de su Salud (Tomando)
- Programa de Manejo Personal de la Diabetes (Manejo)

Purpose: The purpose of this Agreement is to establish mutually beneficial partnerships to deliver and expand CDSME workshops in the community. CDSME workshops consist of six (6) sessions offered over a period of six (6) weeks for 2.5 hours each session. The purpose of the workshops is to help participants learn how to confidently and successfully manage chronic diseases with a focus on prevention and wellness. The CDSME is an evidenced-based model that uses a curriculum developed at and licensed by Stanford University.

Community Partner agrees to provide the following as in-kind support to [Name of your organization]

- Provide suitable site for CDSMP workshops (accessible and relatively private room large enough for 18 people with tables/chairs set in horseshoe or square)
- Promote CDSMP workshops to community organizations and individuals
- Marketing and public relations using appropriate logos in all printed materials
- Provide water for each workshop
- Other support: (Please check all that apply)
 - Recruit/provide CDSMP Leaders.
 - Provide *Living a Healthy Life with Chronic Conditions* for each participant (about \$15 ea)

- Provide a healthy snack for each workshop
- Staff support for workshops
- Grant writing assistance
- Appoint a representative to serve on the CDSME Steering Committee
- Other: _____

[Your Organization] agrees to:

- Provide the curriculum, materials and Leaders as needed for CDSME workshops
- Announce and market CDSME workshops through website, social media, newsletter and community calendars
- Conduct monitoring of workshops and trainings to assure program fidelity and quality
- Recognize CDSME partners in program materials and resources as agreed upon in advance.
- Provide a marketing message
- Share program information and progress reports with CDSME partners
- Manage and facilitate work of the CDSME Steering Committee

Signatures below confirm agreement with the above provisions:

Signature	Organization	Date
-----------	--------------	------

Signature	Organization	Date
-----------	--------------	------

Example # 2 of Short Agreement

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the [Name of your organization] and [name of partner] to provide the following self-management programs for their patients: Chronic Disease Self-Management Program (CDSMP), Diabetes Self-Management Program (DSMP), and Chronic Pain Self-Management Program (CPSMP) [list all programs affected by this agreement].

Background and Purpose

Since 2010, [Your organization] has offered evidence-based disease self-management workshops developed at Stanford University, and does so under a license held by [Your organization]. The workshops are known collectively as “[local program name]” and currently include CDSMP, DSMP, and CPSMP [List all programs affected by this agreement]. They are offered in a three-county region: _____, _____, and _____ [state geographic area covered].

Historically it has been difficult for [Your organization] to meet minimum workshop registration requirements in [name of area]. This partnership between [Your organization] and [Name of partner organization] will increase the number of [name geographic area] County residents able to benefit from self-management tools presented in [local program name] workshops.

Roles and Responsibilities

NOW, THEREFORE, it is hereby agreed by and between [Your organization] and [Partner organization] as follows:

Once certified, [Partner organization] Leaders will conduct [local program name] workshops for [Partner organization] patients under the license that covers [Your organization] workshops. This MOU is not a commitment of funds to [Partner organization] or [Partner organization] Leaders.

[Your organization] will:

- Notify [Partner organization] when Leader trainings are scheduled and provide a Leader manual for each trainee.
- Monitor for fidelity all Leaders presenting for the first time under the license, and as

needed.

- Serve as a resource and mentor for [Partner organization] leaders.
- Provide copies of paperwork required by [if applicable].
- Report [Partner organization] workshop data as required by [if applicable].

[Partner organization] will:

- Schedule and promote workshops for [Partner organization] patients.
- Notify [Your organization] of workshop dates in advance when a first-time Leader is assigned.
- Provide all workshop supplies.
- Submit to [Your organization] by mail, email, or fax, the attendance form, participant surveys, and evaluations within 2 business days of the workshop end date.

Duration

This MOU may be amended or terminated at any time at the written request of either party. This MOU shall become effective upon signature by the authorized officials from [Your organization] and [Partner organization], and will remain in effect until amended or terminated in writing. [Your organization] participation is contingent on continued funding of [Your organization] as site coordinator for CDSMP, DSMP, and CPSMP in the three-county region [state applicable programs and geographic area].

AUTHORIZING SIGNATURES:

We hereby agree to the above conditions and terms.

Signature _____ Date _____

Title _____

Organization Name _____

Full Address _____

Signature _____ Date _____

Title _____

Organization Name _____

Full Address _____

Example of Long Agreement



[ORGANIZATION NAME]

[ORGANIZATION COMPLETE ADDRESS]

MEMORANDUM OF UNDERSTANDING

THIS Agreement, is entered on this ____ day of _____, 201x, by and between _____ (hereinafter referred to as “A”) and _____ (hereinafter referred to as “B”).

WHEREAS, “A” and “B” desire to establish a mutually beneficial affiliation for the purpose of _____, implementing the [Stanford Chronic Disease Self-Management Program] (hereinafter referred to as “CDSMP”), and

WHEREAS, “A” and “B” believe that the “CDSMP will _____

NOW, THEREFORE, for and in consideration of the premises and the mutual covenants and agreements herein contained, the parties hereto agree as follows:

“A” RESPONSIBILITIES

1. “A” shall
- 2.
- 3.

“B” RESPONSIBILITIES

1. “B” shall
- 2.
- 3.

ADDITIONAL AGREEMENTS

Both parties agree that in the event that a conflict or problem arises related to _____ pursuant to this Agreement, “A” shall immediately contact such person

as “B” may designate. In the event a mutually satisfactory resolution cannot be achieved, “A” reserves the right to _____.

Additionally, _____ and _____.

RELATIONSHIPS

It is understood that _____ will be acting as volunteers of “A” and “B” while conducting CDSMP workshops at the “A” site at the time of this Agreement.

It is understood that “A” will recruit participants and schedule workshops at the “A” site and report attendance and evaluations to “B” CDSMP Coordinator.

“A” Master Trainer/Coordinator will monitor workshops and meet periodically with _____ to ensure fidelity with Stanford Program and adherence to curriculum.

This cooperative effort allows for workshops to be held in multiple locations to broaden the scope of participants served with Stanford’s Chronic Disease Self-Management Model.

At such time that “B” wishes to purchase their own license from Stanford University, “A” CDSMP Coordinator/Master Trainer agrees to assist in the programming development, policies and implementation.

NON DISCRIMINATION

The parties agree that with respect to the operation of this Agreement, they shall not unlawfully discriminate on the basis of race, creed, religion, age, gender, sexual orientation or disability.

ENTIRE AGREEMENT AND MODIFICATION

The terms set forth in this Agreement constitute all the terms and conditions agreed upon by the parties hereto with respect to the matters covered herein, and no other terms and conditions in the future shall be valid and binding on any party unless reduced to writing and executed by all parties. The foregoing shall not preclude amendments to this Agreement, provided such amendments are in writing and are agreed upon by the appropriate representative of each party to this Agreement.

SUCCESSORS AND ASSIGNMENT

This Agreement shall be binding upon and shall inure to the benefit of “A” and “B” and their successors and permitted assigns. Neither party may assign its interest in this

Agreement or any of its rights or obligations hereunder without the prior written consent of the other party.

TERM AND TERMINATION

This Agreement shall commence on the date shown above, and may be terminated, without cause, by any party providing sixty (60) days' prior written notice to the other party.

IN WITNESS WHEREOF, the parties hereto have caused these presents to be executed in several counterparts, each of which shall be deemed an original, as of the day and year first above set forth.

[NAME OF AGENCY "A"]

By: _____ Date _____

Printed Name and Title

[NAME OF AGENCY "B"]

By: _____ Date: _____

Printed Name and Title

\

APPENDIX XI: Introduction to Leader Trainings

Leader Training Introduction

WHO SHOULD READ THIS?

This introduction to Leader training is intended for those who are considering attending a Leader training for any of the Stanford self-management programs listed below or for those who are either registered or in the process of registering for training. Organizations that are licensed to offer a Stanford Self-Management workshops and trainings are responsible for distributing copies of this document to prospective training participants.

STANFORD SELF-MANAGEMENT PROGRAMS

Chronic Disease Self-Management Program (CDSMP)	Programa de Manejo Personal de la Diabetes (Manejo) (Spanish Diabetes)
Tomando Control de su Salud (Tomando)	Positive Self-Management Program (PSMP)
Diabetes Self-Management Program (DSMP)	Cancer Thriving and Surviving (CTS)
Chronic Pain Self-Management Program (CPSMP)	

TRAINING SITES

Leader trainings for the Stanford Self-Management Programs are provided in locations **across the United States of America and abroad.**

THE TRAIN THE TRAINER SYSTEM

- Leaders Teach / Facilitate community workshops for people with the workshop's target condition
- Master Trainers In addition to what Leaders do, Master Trainers train Leaders
- T-Trainers In addition to what Master Trainers do, T-Trainers train Master Trainers
- Certifying T-Trainers In addition to what T-Trainers do, Certifying T-Trainers train T-Trainers through apprenticeships during Master Trainings

TRAINING FORMAT

- All Leader trainings are conducted by two certified Master Trainers (those who train Leaders) in good standing. Trainings include Workshop Activities and Training Activities:
- Workshop activities are identical to activities in the program taught to people with chronic diseases when the program is offered to the community. Ideally, Leader trainees are living with a chronic condition themselves or caregivers to someone with a chronic condition. During workshop activities, trainees are asked to act as themselves living with a chronic disease, and to experience the activities just as anyone would when they attend a workshop sessions in their communities. They are encouraged to ask questions as participants with chronic conditions would.
- Training activities are designed to review and discuss the workshop activities. During training activities, trainees can be themselves (trainees) and ask questions about training, implementation and administration of the program.
- Assuming this double role may be confusing for some trainees. It may take a day or two until it becomes a normal occurrence. If and when needed, trainers will remind or clarify this for the group.
- Self-Management Leader trainings are not of the “Sit and Listen” type. Trainings are interactive and dynamic. Trainees are expected to participate actively during training. Because training is intense, trainees should not plan to do any other work during the days of training. Some people may feel overwhelmed by the amount of information given to them and the participation requirements.

THEORETICAL FRAMEWORK

All Stanford Self-Management programs rest conceptually on Albert Bandura’s Social Learning Theory, most particularly in the self-efficacy construct. In addition, Stanford programs are based on or aligned with concepts of self-management, community-based health education, community health workers and an empowerment philosophy. All of the Stanford self-management programs are evidence-based meaning they have been evaluated in randomized trials, and have shown to improve health behaviors and health outcomes.

WHAT IS EXPECTED OF ME (as a potential participant) BEFORE THE TRAINING?

- To read this 4-page introduction document
- If you are becoming a Leader because you plan to coordinate workshops in your area, it is highly recommended that you also review (or read if you want) the Implementation Manual. Downloadable from http://patienteducation.stanford.edu/implementation_manual.pdf

- To ask your local sponsor or coordinator about their plans in regard to this program and expectations of you as a Leader.
- Make your own decision to attend training. If someone has asked you to attend, make sure you know about the type of training you will be attending and what is expected of you before you attend.
- It is highly recommended that you have scheduled workshops to facilitate within 2 months and no more than 12 months after the completion of your training, preferably within 6 months.

WHAT IS EXPECTED OF ME (as a trainee) DURING TRAINING?

- Leader trainings start on time. It is expected that all trainees arrive on time in the morning, after breaks and after lunches.
- Trainees are expected to attend all days and full days. Exceptions could be made only under extraordinary circumstances and at the discretion of both trainers conducting the training and the local Program Coordinator.
- All trainees are required to demonstrate their understanding of the program and their facilitation skills by participating in two Practice Teaching sessions.
- Quality of performance during those sessions is the basis for recommendation of active Leader status. In the event someone is not recommended for active Leader status, trainers will offer specific feedback and recommendations. Those that do not demonstrate skills at the level expected in key program activities and processes will not be recommended. If you do not obtain certification at training, you may decide to take the Leader training again.

WHAT IS EXPECTED OF ME (as a trained prospective Master Trainer) AFTER THE TRAINING?

- Completion of training is only part of what is required to become an active Leader.
- After the training, you will be required to facilitate one 6-week workshop (all six sessions) within 6 months of training
- In order to maintain your active status, you will be required to facilitate one 6-week (all six sessions) workshop every year or attend a refresher course (if available locally). This applies to each program for which Leader is certified.

IS THIS TRAINING FOR ME?

- I believe that people have the right to receive information and to make their own decisions (even if they are not perfect decisions), particularly on health issues.
- I see myself as a facilitator of a process for people who want to self-manage their chronic conditions
- I am comfortable with public speaking
- I am comfortable with being evaluated in front of a group
- I welcome constructive feedback
- I am aware that training is intensive and will require physical and mental energy
- I like interactive trainings over “sit and listen” types of trainings

If you checked all of the above questions as being true for you, the chances that you would like, enjoy and do well in Stanford trainings are fairly high.

APPENDIX XII: Introduction to Stanford Master Trainings

STANFORD PATIENT EDUCATION RESEARCH CENTER Before attending a Stanford self-management program training...

This introduction to Stanford master trainings is intended for those who are considering attending a **Master Trainer training** for any of the Stanford programs listed below or for those who are either registered or are in the process of registering for training. Organizations contracting with Stanford Patient Education Research Center to offer off-site trainings are encouraged to distribute copies of this document to prospective trainees.

STANFORD PROGRAMS

Chronic Disease Self-Management Program (CDSMP)	Programa de Manejo Personal de la Diabetes (Manejo) (Spanish Diabetes)
Tomando Control de su Salud (Tomando) (Spanish CDSMP)	Positive Self-Management Program (PSMP)
Diabetes Self-Management Program (DSMP)	Cancer Thriving and Surviving (CTS)
Chronic Pain Self-Management Program (CPSMP)	

TRAINING SITES

Stanford in-person full master trainings may take place at the **Stanford University** campus in Palo Alto, California, or in locations **across the United States of America and abroad**. In person **cross-trainings** take place in locations other than the Stanford campus.

TYPES OF TRAINING AND WHO QUALIFIES TO ATTEND THEM

Type of Training	Description	Best option for:
<p><u>Full Trainings</u></p> <p>4.5 days</p>	<p>Covers all community workshop activities plus training activities</p>	<p>Those who have never attended Stanford trainings or for Leaders who want to become trainers</p>
<p><u>Off-Site stand-alone Cross-Trainings</u></p> <p>1 and 1.5 days</p> <p>Example: Someone certified in CDSMP interested in being certified in the Diabetes program</p>	<p>Built upon a core program (for example, Chronic Disease Self-Management or Tomando). Covers only the activities that the two programs do not have in common.</p>	<p>Those who have completed training in CDSMP or Tomando and who are already certified or who are in the process of being certified as Master Trainers and wish to obtain Master Trainer certification in another program.</p>
<p><u>Off-Site Full Trainings + Cross-Training</u></p> <p>4.5 + 1.5 days</p> <p>Example: CDSMP+Diabetes</p>	<p>A cross-training for a second program is added to a full training of a core program for a total of 6 days.</p>	<p>Those who have never attended Stanford trainings interested in becoming a Master Trainer for two programs. For Leaders who want to become trainers in two programs</p>
<p><u>Web-based Cross-Trainings</u></p> <p>1 or 2 webinars (3 hours each), plus assignments over 2 weeks</p> <p>Example: Diabetes, Chronic Pain, Positive Self-Management)</p>	<p>Built upon a core program (Chronic Disease Self-Management or Tomando). Covers only the activities that the two programs do not have in common.</p>	<p>Those who have completed training in CDSMP or Tomando and who are certified as Master Trainers and wish to obtain Master Trainer certification in another program.</p>

OUR TRAIN THE TRAINER SYSTEM

- Leaders Facilitate community workshops for people with the workshop's target condition
- Master Trainers In addition to what Leaders do, Master Trainers train Leaders
- T-Trainers In addition to what Master Trainers do, T-Trainers train Master Trainers
- Certifying T-Trainers In addition to what T-Trainers do, Certifying T-Trainers train T-Trainers through apprenticeships during Master Trainings

TRAINING FORMAT

All of Stanford program trainings are conducted by two certified T-Trainers, or one certified Certifying T-Trainer and one T-Trainer apprentice. Trainings include Workshop Activities (to learn the program) and Training Activities (to learn how to train others):

- Workshop activities are identical to the activities taught to people with chronic diseases when programs are offered to the community. Trainees are asked to act as people with chronic diseases in a class and to experience the activities just as regular people would when they attend workshops in their communities. They are encouraged to ask questions as participants with chronic conditions would.
- Training activities are designed to review and discuss the workshop activities. During training activities, trainees can be themselves (trainees) and ask questions about training Leaders, deciding about who they will recommend as Leaders, and implementation / administration of the program.

Assuming this double role may be confusing for some trainees. It may take a day or two until it becomes a normal occurrence. When needed, trainers will remind or clarify this for the group.

Stanford trainings are not of the “Sit and Listen” type. Trainings are interactive, dynamic and time consuming. Trainees are expected to participate actively during training. Trainees should not plan to do any other work during the days of training and should make alternate arrangements for personal appointments. Some trainees may feel overwhelmed by the amount of information given to them, the expectation of active participation, preparation the evenings prior to practice teaching, and for having to demonstrate expected skills in front of peers and T-Trainers.

THEORY AND PHILOSOPHY – The foundation of all our programs

All Stanford programs rest conceptually on Albert Bandura's Social Learning Theory, most particularly in the self-efficacy construct. In addition, Stanford programs are aligned with principles of self-management, community-based health education, community health workers and an empowerment philosophy.

I WANT TO BECOME A MASTER TRAINER – What do I need to know BEFORE the training? What is expected of me?

- In addition to reading this document, it is highly recommended that you also review the *Implementation Manual* (downloadable from http://patienteducation.stanford.edu/implementation_manual.pdf)
- Ask your local sponsor or coordinator about their plans in regard to this program and expectations of you as a Leader/Master Trainer
- Make your own decision to attend training. If someone has asked you to attend, make sure YOU know about the type of training you will be part of and that you understand and accept what is expected of you before you attend.
- It is highly recommended that before you attend training that you have workshops already scheduled so that within 6 months of completion of your training you facilitate 2 series of community workshops.

I WANT TO BECOME A MASTER TRAINER – What do I need to know about what happens DURING the training? What is expected of me DURING the training?

- Stanford trainings follow a tight agenda. Punctuality is expected. Trainees ought to arrive on time in the morning, after breaks and after lunches.
- Trainees ought to attend all 4.5 training days and full days. Exceptions are made only under extraordinary circumstances and at the discretion of both trainers conducting the training and in coordination with Stanford's Training Director. Trainees ought to ensure that travel arrangements do not interfere with their availability for attending the entire training (including all of the last day).
- All trainees are required to demonstrate their understanding of the program and their facilitation skills by participating in two Practice Teaching group sessions. Quality of performance during those sessions is the basis for recommendation for Master Trainer certification. In addition, trainees are expected to participate actively throughout the training as well as to act cooperatively and courteously toward other trainees and their T-Trainers. In the event someone is not recommended for certification, T-Trainers will offer specific feedback and recommendations. Those that do not demonstrate the skills or who do not conduct themselves as expected during key program activities and training processes will not be recommended for certification. Trainers may also, on rare occasions, recommend that you facilitate more than the basic number of workshops in

order to complete your certification. Trainer may also recommend trainees to be a Leader but not a Master Trainer. If not recommended, in the future you may decide to take the Master Training again.

I WANT TO BECOME A MASTER TRAINER – What do I need to know about what is expected of me AFTER the training if I am recommended to become a Master Trainer?

- Completion of training is only part of what is required to obtain Master Training certification.
- After the training, you will be required to facilitate: 1) at least two full 6-week sessions of workshops (3 if being trained in two programs), 2) send the Master Trainer Authorization Form to Stanford, and 3) wait to receive notice of your Master Training certification. It is not until you receive notice of your certification that you are authorized to conduct Leader trainings.
- In order to maintain your certification, you will be required to conduct your first 4-day Leader training within 18 months of your master training. You must conduct either a 4-day Leader training, a 6-week series of community workshops, a Leader cross-training or a Leader update training within every year. This applies to each program for which the Mater Trainer is certified. Every 2 years MT must conduct one full Leader training in one (any) program for which Master Trainer is certified

Checklist on the next page

HOW DO I KNOW IF THIS TRAINING IS FOR ME?

- I believe that people have the right to make their own decisions with the information and resources they have (even if they are not perfect decisions), particularly on health issues
- I see myself as a facilitator of a process (rather than a teacher or lecturer) for people who want to self-manage their chronic conditions
- I am comfortable with public speaking
- I am comfortable with being evaluated in front of a group
- I welcome constructive feedback
- I am aware that the training week will be intense and it will require physical and mental energy
- I like interactive trainings over “sit and listen” types of trainings
- I appreciate diversity and I am flexible to accommodate the needs of a diverse group

If you checked all of the above questions as being true for you, the chances that you would like, enjoy and do well in Stanford trainings are very high.

APPENDIX XIII: Suggested Phone Call Script for Leaders

Suggested questions for Leaders between the first and third workshop. Be prepared to answer questions or to offer help as needed.

1. How are things going in general?
2. Anything particularly interesting about this group?
3. Any particular situation with any participant that you would like to consult about?
4. Anything related to the physical setup that we should know?
5. Do you have all the necessary materials and equipment?
6. Are there any questions participants have asked that you need an answer from me?
7. Are there any issues or problems collaborating between the two of you that we need to discuss / resolve?

At the end, say:

Thank you both for doing this workshop. Just remember that if you need anything, you can call or email me anytime. I will respond as quickly as possible.

APPENDIX XIV: Leader Observation Checklist

Evaluation areas	Acceptable	Needs Improve -ment	N/A	Comments
Leaders started workshop on time				
Leaders generally followed activities time limits				
Leaders generally followed session time limits				
Leaders were respectful and non-judgmental				
Leaders provided information but did not tell what to do				
Leaders kept participants on topic				
Leaders did not add content not included in the manual				
Leaders did not skip or leave out material in the manual				
Leaders gently encouraged but not forced participation				
Leaders followed schedule for breaks				

Evaluation areas	Acceptable	Needs Improve-ment	N/A	Comments
Leaders did not overly use personal experiences				
Leaders maintained good eye contact with group				
Leaders voices were loud enough for all to hear				
Leaders body language demonstrated they were present and engaged				
Leaders worked well together assisting each other as needed				
Leaders modeled Introductions, Action Planning, Feedback and Problem Solving as indicated in the manual				
Leaders followed Brainstorming Guidelines as instructed in the manual				
Leaders managed difficult group dynamics calmly and effectively				

APPENDIX XV: Participant Drop-Out Phone Call Script

Calling participants that dropped out of a workshop can provide 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 Leaders who facilitated the workshop.

“Hello, I am calling from [name of your organization] and wanted to speak to you about the Healthy Living Workshop series you signed up for. I realize that you did not attend all the sessions, but we like to follow-up with everyone so that we can continually improve how we offer the program. I would like to ask you a couple of questions, and it should not take longer than about 5 minutes. Do you have time to answer my questions?”

1) **“Was the workshop held at a convenient time and location?” YES / NO**

If No, ask participant: **“Is there a time and location that you would have preferred?”**

2) **Sometime participants don’t come back to workshops because the workshop was not what they expected. Was the workshop what you had thought it would be? YES / NO**

If No, ask participant: **“Can you tell us what you were expecting?”**

3) **Did you feel the workshop content and materials related to your personal health condition? YES / NO**

If No, ask participant: **“Can you tell us what you were expecting?”**

4) **Were you satisfied with the quality of workshop leaders? YES / NO**

If No, ask participant: **“Can you tell us specifically what you were not satisfied with?”**

5) **“Is there anything else you would like to tell us that could help us improve our program?”**

“Thank you for your time answering these questions. Have a nice day.”

APPENDIX XVI: Exit Interview Questions for Leaders

The Exit Interview should not be required but highly encouraged. It should be conducted if there is a genuine interest in knowing if your Leaders are leaving due to organizational issues and if there is a commitment to improve the operation of your organization in order to retain your Leaders.

You may choose to ask only some of the following questions or all of them. It is not recommended for the exit interview to be too long.

1. What did you enjoy most about being a Leader with us?
2. What did you enjoy the least about being a Leader with us?
3. Do you think you received the proper training to do your job as Leader?
4. Do you think you had all the materials and equipment necessary to facilitate workshops?
5. Did you feel supported and appreciated as Leader?
6. Can you think of one or two words to describe the culture of our organization?
7. Did any of our policies or procedures made your job easier?
8. Did any of our policies or procedures made your job harder?
9. Any suggestions for improvement?
10. Would you recommend our organization to others?

APPENDIX XVII: Participant Satisfaction Surveys

SAMPLE OF SHORT SURVEY

We ask you to share your responses to this workshop with us; we want to learn if we can make it even better!

Workshop title _____

Site _____ Date _____

Leaders _____

Thank you for taking this class in our facility. Please check ✓ the answers that best reflect your opinion.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The information provided in the workshop is practical and useful for daily living.					
2. The Leaders made the content of the workshop easy to understand.					
3. I am motivated to make lifestyle changes as a result of the workshop.					
4. The time and location of the workshop was convenient.					
5. I would recommend this workshop to a friend.					

What was most helpful? _____

How could this workshop be improved? _____

Other comments? _____

SAMPLE OF LONG SURVEY

Thank you for providing feedback to assist in evaluating this workshop; it is much appreciated.

1. Information about the workshop you have been attending

a. Location: _____ Time of workshops: _____

b. Date completed (i.e. today's date): _____

c. How did you hear about the workshop?

- | | | |
|---|---|--|
| <input type="checkbox"/> Previous participant | <input type="checkbox"/> Another workshop | <input type="checkbox"/> Doctor / Nurse |
| <input type="checkbox"/> Media e.g. flyer, ad | <input type="checkbox"/> Email | <input type="checkbox"/> Social worker or counsellor |
| <input type="checkbox"/> Health fair | <input type="checkbox"/> Clinic | |
| <input type="checkbox"/> Other _____ | | |

d. How many workshop sessions did you attend? (Please circle) 1 2 3 4 5 6 7

2. Your age?

- | | |
|---|---|
| <input type="checkbox"/> 18 to 29 years | <input type="checkbox"/> 30 to 44 years |
| <input type="checkbox"/> 45 to 59 years | <input type="checkbox"/> 60 or more years |

3. Your residential postcode? _____

4. Please rate the following aspects of the workshop by circling one number for each item below where 1 = Poor and 5 = Excellent

a. The time/day workshop was held?

1	2	3	4	5
Poor				Excellent

b. The venue for the workshop?

1	2	3	4	5
Poor				Excellent

Comments _____

5. Please rate the workshop leaders by circling one number for each item below where 1 = Poor and 5 = Excellent

Leader #1 name: _____

a. Communication

1	2	3	4	5
Poor				Excellent

b. Organization and preparation

1	2	3	4	5
Poor				Excellent

c. Competently handled difficult situations or questions

1	2	3	4	5
Poor				Excellent

d. Respected group members' needs and differences

1	2	3	4	5
Poor				Excellent

e. Overall

1	2	3	4	5
Poor				Excellent

Comments: _____

If you have enjoyed the workshops and feel that these may be beneficial to others, please tell your Doctor / Nurse / Social Worker / Counsellor / Therapist

Would you be interested in training to lead workshops in Chronic Disease Self-Management yourself? (please circle)

Chronic Disease Self-Management Yes No

Diabetes Self-Management (DSMP) Yes No

Chronic Pain Self-Management Yes No

Positive Self-Management (HIV) Yes No

Cancer Survivors Self-Management Yes No

ADDITIONAL COMMENTS AND FEEDBACK – *much appreciated to help apply for funding and shape the future direction of our program*

Thank you for sharing your comments

APPENDIX XVIII: History of Stanford Self-Management Programs

1978+ The Arthritis Self-Management Years

In 1978, Kate Lorig came to Stanford to create an arthritis education program. This program was mandated by a grant from The U.S. National Institutes of Health to the newly funded Stanford Multipurpose Arthritis Center, part of Stanford University School of Medicine.

By early 1979, the Arthritis Self-Management Program had been written and the first 14 leaders trained. Over the next year, nearly 300 people attended programs, and by 1980 Kate had completed her doctoral dissertation for University of California Berkeley, *Arthritis Self-Management: A joint Venture*.

→ **This study showed that a small-group, peer-led arthritis program could change health status and health behaviors.**

Publication: Lorig, Kate, et al. "Outcomes of self-help education for patients with arthritis." *Arthritis & Rheumatism* 28.6 (1985): 680-685.

Based on this evidence, the U.S. National Arthritis Foundation disseminated the program nationally and continued to do so into the 21st century.

For the next nearly 30 years, the Stanford Arthritis Center, now names the Stanford Patient Education Research Center, conducted a number of studies of community-based arthritis education programs and established some of the evidence that underlies all of our works today.

The following are some of the key findings from this period and their references.

→ **The Arthritis Self-Management Program reduced costs.**

Publication: Lorig Kate R, Mazonson Peter D, and Holman Halsted R. "Evidence suggesting that health education for self-management in patients with chronic arthritis has sustained health benefits while reducing health care costs." *Arthritis & Rheumatism* 36.4 (1993): 439-446.

→ Self-Efficacy is one of the factors explaining beneficial outcomes.

Publications:

Lorig Kate, et al. "The beneficial outcomes of the arthritis self-management workshop are not adequately explained by behavior change." *Arthritis & Rheumatism* 32.1 (1989): 91-95.

O'Leary Ann, et al. "A cognitive-behavioral treatment for rheumatoid arthritis." *Health Psychology* 7.6 (1988): 527.

Lorig Kate, et al. "Development and evaluation of a scale to measure perceived self-efficacy in people with arthritis." *Arthritis & Rheumatism* 32.1 (1989): 37-44.

→ Reinforcement may not add anything

Publication: Lorig Kate, and Holman Halsted R. "Long-term outcomes of an arthritis self-management study: Effects of reinforcement efforts." *Social science & medicine* 29.2 (1989): 221-224

→ Shorter versions of the Arthritis Self-Management Program are not as effective

Publication: Lorig Kate, et al. "Arthritis self-management program variations: Three studies." *Arthritis & Rheumatism* 11.6 (1998): 448-454.

→ Lack of strong evidence that professionals are better than peers as program leaders.

Publications:

Cohen Judith L, et al. "Evaluation of arthritis self-management workshops led by laypersons and by professionals." *Arthritis & Rheumatism* 29.3 (1986): 388-393.

Lorig Kate, et al. "Arthritis self-management program variations: Three studies." *Arthritis & Rheumatism* 11.6 (1998): 448-454.

→ Spanish Speakers benefit from the Spanish Arthritis Self-Management Program

Publications:

Lorig Kate, González Virginia M, and Ritter Philip. "Community-based Spanish language arthritis education program: a randomized trial." *Medical care* 37.9 (1999): 957-963.

González, Virginia M, et al. "Translation and validation of arthritis outcome measures into Spanish." *Arthritis & Rheumatism* 38.10 (1995): 1429-1446.

→ People with arthritis have similar benefits if they participate in disease specific

(Arthritis Self-Management Program, or generic (Chronic Disease Self-Management) workshops.

Publication: Lorig Kate, Ritter Philip L, and Plant Kathryn. "A disease-specific self-help program compared with a generalized chronic disease self-help program for arthritis patients." *Arthritis Care & Research* 53.6 (2005): 950-957.

→ A mailed version of the Arthritis Self-management program was successful in English, Spanish and for African Americans who had called and asked for the mail delivered tool kit.

Publication: Goeppinger Jean, et al. "Mail-delivered arthritis self-management tool kit: A randomized trial and longitudinal followup." *Arthritis Care & Research* 61.7 (2009): 867-875.

→ The Arthritis Self-Management Program leads to sustained (2-year) benefit.

Publication: Osborne Richard H, et al. "Does self-management lead to sustainable health benefits in people with arthritis? A 2-year transition study of 452 Australians." *The Journal of Rheumatology* 34.5 (2007): 1112-1117.

→ Arthritis Self-Management can be effective for those 80 and older.

Publication: Lorig Kate, Laurin Janette, and Holman Halsted R. "Arthritis self-management: a study of the effectiveness of patient education for the elderly." *The Gerontologist* 24.5 (1984): 455-457

→ The Arthritis Self-Management Program can be effective when delivered via the Internet.

Publication: Lorig Kate R, et al. "The internet-based arthritis self-management program: A one-year randomized trial for patients with arthritis or fibromyalgia." *Arthritis Care & Research* 59.7 (2008): 1009-1017.

1990+ The Chronic Disease Self-Management Years

In the early 1990s we developed and studied the Chronic Disease Self-Management Program. Early studies were funded by California state tobacco money and the Agency for Health Care Policy and Research. This study was conducted in conjunction with Kaiser Permanente. We found that treatment participants when compared to randomized controls increased healthful behaviors, improved health status and had less health care utilization.

- ➔ Publication: Lorig K, Sobel DS, Stewart AL, Brown BW, Bandura A, Ritter P, González VM, Laurent DD, Holman HR. “Evidence suggesting that a chronic disease self-management program can improve health status while reducing hospitalization: a randomized trial”. *Medical Care* 1999; 37(1):5-14
- ➔ Publication: Lorig K, Ritter P, Stewart A, Sobel D, Brown BW, Bandura A, González VM, Laurent DD, Holman H: “2-year evidence that chronic disease self-management education has sustained health and utilization benefits”. *Medical Care* 2001;39(11):1217-1223.

The original CDSMP study was followed up by a longitudinal study that included several Kaiser Permanente regions. This study had findings similar to the original study.

- ➔ Publication: Lorig KR, Sobel D, Ritter PL, Hobbs M, Laurent D. “*Effect of a self-management program on patients with chronic disease. Effective Clinical Practice* 2001;4:256-262.
- ➔ Publication: Sobel DS, Lorig KR, Hobbs M. “*Chronic condition self-management program: from development to dissemination*”. *Permanente Journal* 2002;6(2):11-8.

As part of the U.S. Recovery Act, a second large translation study included 22 sites in the United States. Again, the findings were similar to the original study.

- ➔ Publication: Ahn S, Basu R, Smith ML, Jiang L, Lorig K, Whitelaw N, Ory MG. “The impact of chronic disease self-management programs: healthcare savings through a community-based intervention”. *BMC Public Health*: 13(1):114,2013 Dec.
- ➔ Publication: Ory MG, Ahn S, Jiang L, Smith ML, Ritter PL, Whitelaw N, Lorig KL. “Successes of a national study of the chronic disease self-management program: Meeting the triple aim of health care reform”. *Medical Care*: 51(11):992-8, 2013 Nov

➔ Publication: Ory MG, Ahn SN, Jiang L, Lorig K, Ritter P, Laurent DL, Whitelaw N, Smith ML: *National Study of Chronic Disease Self-Management: Six Month Outcome Findings. Journal of Aging Health*: 2013,25:1258

There were several other key studies showing the effectiveness of the CDSMP outcomes and cost savings in England.

➔ Publication: Kennedy A, Reeves D, Bower P, Lee V, Middleton E, Richardson G, Gardner C, Gately C, Rogers A. "The effectiveness and cost effectiveness of a national lay-led self care support programme for patients with long-term conditions: A pragmatic randomised controlled trial". *Journal of Epidemiology and Community Health* 2007;61(3),254-61

➔ Publication: Richardson G, Kennedy A, Reeves D, Bower P, Lee V, Middleton E, Gardner C, Gately C and Rogers A. "Cost Effectiveness of the Expert Patients Programme (EPP) for Patients with Chronic Conditions". *Journal of Epidemiology and Community Health* 2008;62:361-367.

Effectiveness as an on-line program (Better Choices Better Health)

➔ Publication: Lorig KR, Ritter PL, Dost A, Plant K, Laurent DD, McNeil I. "The expert patient programme online, a 1-year study of an Internet-based self-management programme for people with long-term conditions". *Chronic Illness* 2008;4(4):247-256.

➔ Publication: Lorig K, Ritter PL, Laurent DD, Plant K. "Internet-based chronic disease self-management: A randomized trial". *Medical Care* 2006;44(11):964-971.

➔ Publication: Lorig k, Ritter PL, Plant K, Laurent DD, Kelly P, Rowe S. "The South Australia Health chronic disease self-management internet trial". *Health Education and Behavior* 2013 Feb;40(1):67-77.

Effectiveness for people with severe mental health problems

➔ Publication: Lorig K, Ritter PL, Pifer C, Werner P. "Effectiveness of the chronic disease self-management program for persons with a serious mental illness: A translation study". *Community Mental Health Journal* 06/2013 (ePub).

Effectiveness of the CDSMP for people with Diabetes

- ➔ Publication: Lorig K, Ritter P, Jacquez A. “Outcomes of border health Spanish/English chronic disease self-management programs”. *Diabetes Educator* 2005;31(3):401-409.
- ➔ Publication: Lorig, Kate, et al. "Effectiveness of a Generic Chronic Disease Self-Management Program for People With Type 2 Diabetes A Translation Study." *Diabetes Educator* 39.5 (2013): 655-663.

Effectiveness of the CDSMP as a program delivered through the mail

- ➔ Publication: Lorig K, Ritter PL, Moreland C, Laurent DD. “Can a box of mailed materials achieve the triple aims of health care? The Mailed Chronic Disease Self-Management Tool Kit study”. *Health Promotion Practice: ePub* 2015 Feb 17.

Effectiveness of the CDSMP for people with Depression

- ➔ Publication: Ritter PL, Ory MG, Laurent DD, Lorig K. “Effects of chronic disease self-management programs for participants with higher depression scores: secondary analyses of an on-line and a small-group program”. *Translational Behavioral Medicine:* 4(4):398-406

1994+ The Positive Self-Management (HIV) Years

In response to the HIV/AIDS crisis, the CDSMP was adapted for use in people who were HIV positive. This was done in conjunction with Allen Gifford MD, who at the time was a Robert Wood Johnson Clinical Scholar at Stanford. There have been several trials of both the original program as well as a program revised in the mid 2000s. Since that time, mainly because of new drugs, the face of HIV has changed to look more like other chronic conditions. Thus, the workshop was revised again and released in early 2016.

- ➔ Publication: Gifford AL, Laurent DD, González VM, Chesney MA, Lorig KR. “Pilot randomized trial of education to improve self-management skills of men with symptomatic HIV/AIDS”. *Journal of Acquired Immune Deficiency Syndrome and Human Retrovirology* 1998; 18(2):136-144
- ➔ Publication: Gifford AL, Groessl EJ. “Chronic Disease Self-Management and Adherence to HIV Medications”. *Journal of Acquired Immune Deficiency Syndromes* 2002; 31:S163–S166.
- ➔ Publication: Webel AR. “Testing a peer-based symptom management intervention for women living with HIV/AIDS”. *AIDS Care* 2010 Sep;(9):1029-40.

1995+ The Chronic Pain Self-Management Years

In the mid-1990s, Dr. Sandra LeFort in St. John’s Newfoundland adapted the ASMP for use by people with chronic pain. The workshop has been used for many years in Canada and more recently in Denmark. In 2015, the workshop was completely revised and a book was written to accompany the workshop. It was released for public use in mid 2015. It is hoped that a Spanish translation of this workshop will be available in 2016.

- ➔ Publication: LeFort S, Gray-Donald K, Rowat KM, Jeans ME. “Randomized controlled trial of a community-based psychoeducation program for the self-management of chronic pain”. *Pain* 1998;74,297-306
- ➔ Publication: Mehlsen M, Heegaard L, Frostholm L. “A prospective evaluation of the Chronic Pain Self-Management Programme in a Danish population of chronic pain patients”. *Patient Education and Counseling* 2015;(5)677-680.

2004+ The Diabetes Self-Management Years

Of the most common chronic conditions, diabetes, is the most behaviorally complex. For this reason we decided to explore the possibilities of using a community-based self-management program to assist with the growing problem of type II diabetes. Funding for these studies came from the National Institute of Nursing Research, the Archstone Foundation and the National Institute for Diabetes and Kidney Disease. We were assisted by many members of both the American Diabetes Association and the American Association of Diabetes Educators. There are 3 diabetes programs, Spanish (the first program developed), English, an adapted translation of the Spanish program, and Better Choices Better Health, the online diabetes program. All of these programs have been shown to lower A1C, and improve health behaviors and health status.

- ➔ Publication: Lorig K, Ritter PL, Villa F, Piette JD. “Spanish diabetes self-management with and without automated telephone reinforcement”. *Diabetes Care* 2008;31(3):408-14
- ➔ Publication: Lorig K, Ritter PL, Villa FJ, Armas J. “Community-based peer-led diabetes self-management: A randomized trial”. *The Diabetes Educator* 2009 July-August;35(4):641-51.
- ➔ Publication: Lorig K, Ritter PL, Laurent DD, Plant K, Green M, Jernigan VBB, Case S. “Online diabetes self-management program: A randomized study”. *Diabetes Care* 2010;33(6):1275-1281

2010+ The Building Better Caregivers Years

In approximately 2010, the U.S. Veterans Administration approached us about developing and evaluating an online program for the caregivers of veterans who suffered from traumatic brain injury, post-traumatic stress disorder, or other cognitive problems. The result was the online Building Better Caregivers, which underwent a small study and is currently used by the V.A. caregiving program, as well as other organizations in the United States.

In 2013 we received a grant from the Archstone Foundation to adapt the online BBC to small face-to-face group format. This trial will come to an end in 2016, after which we hope to release the small group program for general community use.

- ➔ Publication: Lorig K, Thompson-Gallagher D, Traylor L, Ritter PL, Laurent DL, Plant K, Thompson LW, Hahn TJ. “Building Better Caregivers: A pilot online support workshop for family caregivers of cognitively impaired adults”. *Journal of Applied Gerontology* June 2012;31(3):423-437

2012+ The Cancer Thriving and Surviving Years

In the early 1990's the Macmillan Trust (a cancer charity in the United Kingdom), adapted the CDSMP for use with cancer survivors. In addition, Dr. Lorig is a cancer survivor and her personal experience led to an interest in this topic. These two factors came together when Stanford was asked by the University of Hawaii to develop an online program for cancer survivors and to assist with its evaluation. This collaboration resulted in Cancer Thriving and Surviving.

In 2012, a second collaboration was formed between Cancer Centers in Colorado, Virginia and Texas, as well as the Stanford Patient Education Research Center. This collaboration developed and studied a small group, face-to-face version of online Cancer Thriving and Surviving. This was released for public use in 2015.

Publication: Bantum EO, Albright CL, White KK, Berenberg JL, Layi G, Ritter PL, Laurent D, Plant K, Lorig K. "Surviving and thriving with cancer using a web-based health behavior change intervention: Randomized controlled trial". *Journal of Medical Internet Research* 2014 Feb;16(2):e54

Publication: Risendal BC, Dwyer A, Seidel RW, Lorig K, Coombs L, Ory MG. "Meeting the challenge of cancer survivorship in public health: results from the evaluation of the chronic disease self-management program for cancer survivors". *Psycho-Oncology*. 2015 Apr 10 (ePub). doi: 10.1002/pon.3783.