



Field Epidemiology Faculty
Train the Trainer
March 2019 Canberra, Australia

Strengthening Field Epidemiology Training in the Asia-Pacific through workforce development: A Train-the-Trainers initiative

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Cover photo: Workshop participants and facilitators.

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EXECUTIVE SUMMARY

Field epidemiologists are widely recognised as frontline ‘disease detectives’, employing epidemiological principles to identify and respond to disease outbreaks and emerging health risks. Numerous Field Epidemiology Training Programs (FETPs) exist in the Asia-Pacific region which contribute to building sustainable capacity and expertise to respond to public health threats. While individual country programs are structured in accordance to their contexts, common to all FETPs are a dedicated ‘faculty’ that provides training and mentorship to FETP students, commonly called scholars or fellows (as they will be referred to for the purposes of this report). This faculty is generally comprised of public health practitioners equipped with their own epidemiological experience, often themselves FETP graduates. FETP faculty not only lead short training courses, but provide ongoing mentorship for fellows as they implement their learning through field-based projects. However, in the Asia-Pacific most faculty contribute to FETPs as an addition to their primary work responsibilities, and as such generally have not had specific guidance on how to conduct adult training or mentoring.

Discussions with program directors and program faculty throughout the Asia-Pacific region and across the globe indicate that one of the greatest challenges to the success of an FETP is the capacity of trainers and mentors. Despite this imperative, to date there has been little attention on building capacity of trainers and mentors in FETPs.

The National Centre for Epidemiology and Population Health at the Australian National University (ANU) hosted a “*Learning Learning to Transform Trainees: An initiative to improve mentoring and training in field epidemiology training programs*” Train-the-Trainer (TtT) workshop in March 2019. In partnership with Hunter New England Population Health. The TtT aimed to contribute to the quality delivery of FETP in the Asia-Pacific region by improving the training skills of program faculty. This TtT workshop built on previous TtTs conducted in Mongolia and Japan¹ and served as a pilot for further initiatives to help strengthen the capacity of trainers and mentors in FET programs.

A total of 26 individuals from ten countries participated in the workshop (including facilitators). Feedback from participants was overwhelmingly positive; not only on the development of knowledge and skills but also on the opportunity to share experiences, learn from each other and build stronger links with FETPs in the region.

The knowledge gained from this pilot will help to inform a model whereby those attending a TtT workshop will become the facilitators of further TtT as new trainers and mentors come up through the FET programs in the region. This cascading training model will create a positive flow-on effect that will contribute to a sustainable FETP workforce capacity building. Feedback from the ‘Learning Learning’ TtT confirmed that skills gained from training are transferable to other activities faculty undertake in their role as public health practitioners. Lessons learnt from the pilot and subsequent delivery of the cascading training model will be shared with other FETPs, including through regional and global Training Programs in Epidemiology and Public Health Interventions Network (TEPHINET) conferences. This report provides a summary of the ‘Learning Learning’ TtT workshop. The project was funded by the Australian Department of Foreign Affairs and Trade (DFAT), through the Indo-Pacific Centre for Health Security.

Personally, I think the 5 days for the Train the Trainer seemed very short to learn and grasp everything at once, but I do believe this initiative for “learning learning to transform trainees” will definitely transform training programs and especially FETP trainings in our respective countries. Regional FETP faculty member.

¹ Griffith MM, Ochirpurev A, Yamagishi T, et al. An approach to building Field Epidemiology Training Programme (FETP) trainees' capacities as educators. *Western Pacific Surveillance and Response Journal* 2018;9(3) doi: 10.5365/wpsar.2018.9.1.010

BACKGROUND

With increasing people movement and global warming presenting health security challenges previously unknown in the region, investment in workforce development has been identified as a priority by the Australian Government's Indo-Pacific Centre for Health Security. The Centre has already funded the ADEPPT project - an advanced FETP due to commence course workshops in Papua New Guinea (PNG) in October 2019 - as well as the ASEAN Health Security Fellowship Program. Through the 'Learning Learning' TtT, these funded initiatives collaborated to develop local capacity in FETP training and mentoring, contributing to strengthened programs whilst building stronger people-to-people field epidemiology partnerships in the region. These existing priorities of the Indo-Pacific Centre for Health Security, alongside emerging interest from other regional stakeholders to invest in FETPs, presented an opportunity to maximise the scope of existing efforts through assuring quality of faculty.

Faculty from the Australian FETP, the Masters of Applied Epidemiology (MAE) program, and partners conducted a study on supervision of FETP fellows involving 11 FETP directors.² Findings were presented at the Southeast Asia & Western Pacific Bi-regional TEPHINET Scientific Conference in November 2018. Discussions resulting from this presentation with FETP directors from Vietnam, China, Indonesia, Mongolia, South Africa, Cambodia, Laos PDR, Indonesia and the United States Centers for Disease Control and Prevention (CDC) highlighted a global recognition that one of the greatest challenges to the success of an FETP is the capacity of the trainers and mentors.



Session on effective facilitation: Designed and delivered by participants

It is widely recognised that the capacity of public health practitioners involved in FETP training is imperative to effective knowledge and skills transfer and quality mentorship to FETP fellows. The capacity of FETP trainers is thus essential to enhance program quality and expand the abilities of FETP graduates.

1. ² Forbes O, Davis S, Dyda A, Rosewell A, Williams S, Kirk M, Roces M, Lim-Quizon M, Viney K. Field epidemiology training programs in Asia-Pacific: what is best practice for supervision? Manuscript being finalised for submission in a peer review journal.

SKILLS DEVELOPMENT

As with all education programs, high quality training is acknowledged as cornerstone to successful FETPs.^{3 4} Field epidemiology training is somewhat unique in its requirement that faculty fill roles as classroom teachers and mentors who offer ongoing support and advice while fellows implement field-based projects. Faculty thus need a variety of teaching, mentoring and communication skills that accommodate fellows' individual learning styles in both classroom and distance settings. Recent discussions with mentors of FETP fellows across the Asia-Pacific region highlighted a general lack of confidence in teaching and mentorship, attributed to a lack of skill development in these areas.

FETP training delivery combines intensive teaching course blocks and ongoing mentoring support while fellows are working in the field. Course blocks provide opportunity for faculty to deliver intensive training to fellows, generally in core epidemiological principles and in specific skills required to complete field-based projects. In a course block setting, individual faculty members generally lead distinct components of training in accordance to their own expertise, and are allocated specific fellows to mentor. Equipped with different skills and background experience, the quality of content delivery and mentoring varies.



Session on effective mentoring

Mentoring styles vary in accordance to the needs and individual motivations of fellows, and the skills and abilities of the mentors. Limited human resources in field epidemiology across the region often leads to graduates of FETPs thrust into teaching and mentoring roles without receipt of formal training. Further, existing faculty noted that their own professional development, including on advanced field epidemiology skills, is largely neglected, reducing their capacity to further develop their programs. Representatives from FETPs in the region requested training to strengthen capacity of faculty in their roles as trainers and mentors. As a result this regional workshop was conceptualised.

³ Orfaly RA, Frances JC, Campbell P, Whittmore B, Joly B, Koh, H. Train-the-trainer as an Educational Model in Public Health Preparedness. *Pub Health Mgmt & Prep J* [Internet]. 2005 [cited 2019 Jan 24];11(6):S123-S127.

⁴ Yarber L, Brownson CA, Jacob RR, Baker EA, Jones E, Baumann C, Deshpande AD, Gillespie, KN, Scharff, DP, Brownson RC. Evaluating a train-the-trainer approach for improving capacity for evidence-based decision making in public health. *BMC Health Serv Res* [Internet]. 2015 [cited 2019 Jan 14];15:547. Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4676893/>

Overarching Aim of the Workshop

To develop and strengthen the knowledge, skills and competence⁵ required for confident and effective training and mentoring of field epidemiology trainees.

Specific Objectives (SO)

- SO1. To strengthen the knowledge and skills to design, plan, deliver and evaluate training materials and courses for respective field epidemiology training programs.
- SO2. To initiate opportunities to share best practices, teaching ideas and lessons learned between FETPs.
- SO3. To build people-to-people partnerships between FET/ faculty in Australia, Laos PDR, Cambodia, Vietnam, Papua New Guinea, Solomon Islands and the Pacific Island Countries and Territories.

The workshop covered principles of adult learning, knowledge and skills for effective teaching and mentorship. TtT participants developed and present the outputs listed below.

Outputs and Outcomes from the Workshop

On completion of the week the desired learning outcomes and outputs were as follows; each participant will be able to:

- a) apply the principles of adult learning and the learning cycle, and the tools provided to them on effective teaching and mentoring by designing, and implementing a 90 minute workshop on a topic of their choice,
- b) provide and receive constructive feedback on workshops facilitated by each of their peers.
- c) describe the characteristics of effective and ineffective mentors and reflect on this in terms of their own practice,
- d) develop a list of effective goals and objectives they will subsequently share with their junior mentees,
- e) develop an Action Plan tailored to their individual training and mentoring needs and practices; they will implement the plan on returning to their workplace. This Action Plan will include a plan on how they will apply the new knowledge and skills acquired at the workshop into their daily teaching and mentoring routines, and will also serve as a tool for ongoing monitoring and evaluation of behaviour change.

⁵ *knowledge*: means the outcome of the assimilation of information through learning, e.g. body of facts, principles, theories and practices related to a field of work or study; *skills*: the ability to apply knowledge to complete tasks and solve problems.; *competence*: the proven ability to use knowledge, skills and personal, social and/or methodological abilities at work (<https://eurspace.eu/ecvet/pedagogicalkit/framework-for-defining-learning-outcomes-knowledge-skills-competence/>)

TRAIN THE TRAINER WORKSHOP

A total of 26 individuals from ten countries (including facilitators) participated in the workshop. Participants included representation from FETP faculty and proposed faculty in Papua New Guinea, Solomon Islands, Peoples Republic of Laos, Cambodia, Vietnam, Fiji, Tonga and Australia. The facilitators were Matthew Griffith (USA/Colombia) and Chiaki Kawakami (FETP, Japan).

Matthew Griffith, a public health professional with over 15 years of experience in developing and leading training courses, facilitated the workshop. Mr Griffith has provided training and support for FETPs globally, including providing mentorship for fellows. Mr Griffith ran a similar TtT for FETP faculty in Mongolia, with feedback from the Program Director indicating this had been transformational for their faculty and the experience of the their fellows. Chiaki Kawakami, from the Japanese FETP, supported Mr Griffiths as a co-facilitator. Core to Mr Griffith's values and the principles of this TtT initiative is the empowerment of FETP faculty; Ms Kawakami's role as co-facilitator was aimed at strengthening her confidence to run a similar workshop on training and mentorship for the FETP faculty in Japan.

Participants were nominated and selected to attend by their respective FETP directors or Ministries of Health; 57% were women. The majority of participants were senior program managers in their National Ministries of Health and were actively involved as trainers and mentors of FETP fellows and/or junior staff.

Once participants were nominated they were emailed a pre-workshop needs assessment with the aim of targeting learning needs and assessing expectations. Participants were asked about their current involvement with FETPs, what they hoped to accomplish during the week, their prior experience both as a learner and as an instructor, and to reflect on the challenges they face as a teacher and mentor of FETP trainees or junior colleagues. The needs assessment response rate was 76%. Feedback was used to align content of the week to participants needs.

Addressing the Objectives

S01. To strengthen the knowledge and skills to design, plan, deliver and evaluate training materials and courses for respective field epidemiology training programs.

The workshop commenced with Welcome to Country conducted by Aunty Jannette Phillips. This was followed by participant introductions and an introduction to the week. Throughout the week participants were introduced to Kolb's Experiential Learning Theory; a variety of training methods; course evaluation; facilitation; the training environment; the use of icebreakers, energisers, breaks and closings as methods to enhance the learning experience; adult learning principles; and effective mentoring and mentoring-self assessment. The week included many practical sessions which culminated with groups designing and presenting a 90-minute training on a topic of their choice, utilising the principles learnt. Participants were provided with hard and soft copies of all training materials and resources. The final activity involved participants completing an action plan, outlining how they intended to apply the principles learnt throughout the week when they returned to their workplace. The training schedule can be found in Appendix one of the report.

This training was really helpful in terms of how to plan and facilitate a workshop better. The workshop is extremely timely for me as our country will be launching FETP for the first time.
Prospective FETP faculty member



Session on prioritisation of national notifiable diseases: Designed and delivered by participants

Daily evaluations were led and conducted by participants, providing feedback which helped to shape the content and activities throughout the week, in addition to providing input for future trainings. A pre-post assessment was also conducted to measure changes in participants' confidence in their ability as trainers and mentors. At the end of the week a post-course evaluation was conducted in the form of a short questionnaire and focus group discussions. Focus group discussions provided valuable feedback for the development of future TtT and also provided an opportunity for participants to discuss issues of importance to them, and share experiences with co-participants.

[This] training empowered and provided me a new tool to understand, apply and create my training workshop and my mentor skill in [ineligible] time. FETP faculty member

S02. To initiate opportunities to share best practices, teaching ideas and lessons learned between FETPs.

Throughout the week participants had the opportunity to share their experiences as trainers and mentors, both within the sessions and during breaks. It was evident very early in the week that they shared a common experience, even though working in very different contexts. This contributed to feelings of solidarity among the group, facilitating openness and willingness to share and learn from each other.

I get to meet other participants from other countries who had run FETP trainings before. Just listening to them share their experiences was really helpful for me. FETP faculty member



Participants sharing knowledge and experiences as they work together on specific tasks

This workshop has enabled me to meet people from FET faculty in the region. We had the opportunity to share ideas and experiences and to learn from each other. This partnership is likely to continue beyond this workshop. FETP faculty member

I feel that the workshop objective has been met because during the workshop we have shared experience and lesson learnt.... I was able to learn from colleagues from other countries and build network that we can share resources and assist should I request their help. FETP faculty member

S03. To build people-to-people partnerships between FET/ faculty in Australia, Laos PDR, Cambodia, Vietnam, Papua New Guinea, Solomon Islands and the Pacific Island Countries and Territories.

The workshop provided opportunity for faculty from FETPs in the region to build relationships. While it is too soon to evaluate people-to-people partnerships, there was talk among different programs represented at the workshop of future collaborations. A second workshop with the same participants was proposed with a focus on FETP curriculum development, context specific case study development, a more in-depth focus on course evaluation and mentoring skills.



The workshop was a time of relationship building

[the workshop] has really built stronger relationship and partnership between FETP faculty in Southeast Asia & Pacific Regions. We have achieved a common goal of how to be a good & skilful trainer. FETP faculty member

It has allowed us to share ideas and experiences and work together towards common training goals. I look forward to maintaining contact with workshop peers henceforth. FETP faculty member

Evaluation

The overarching aim of this TtT was to develop and strengthen the knowledge, skills and competence required for confident and effective training and mentoring of field epidemiology trainees. In order to determine if the training objectives were met a thorough evaluation of this training was planned, including a process evaluation throughout the TtT week and an impact evaluation over the following 12 months. This report highlights results of the process evaluation, supplemented with immediate feedback received from participants in the weeks following the workshop. Results show this TtT was highly effective, meeting its objectives beyond expectation.

'this training provided in depth understanding of the achievable skills of workshop facilitation and clear outline to follow. I would recommend to those, especially workshop facilitator, to attend in future.'

'I will recommend this training course to my colleagues in the future as it is important for facilitators and mentors.'

'Most trainers/workshop facilitators do not know the principles of good/effective training. This training showed us what these were and it has been more useful than I expected especially in learning/appreciating learning styles and adopting training to different styles.'

Kirkpatrick's four levels of training evaluation include reaction, learning, behaviour and results were used to guide the evaluation.^{6 7} For the first of Kirkpatrick's levels, **reaction**, a combination of a daily satisfaction survey, interviews and an end of workshop satisfaction survey were used to ascertain if participants felt the training was delivered efficiently and effectively. To assess Kirkpatrick's 2nd level, **learning**, a pre-post assessment instrument was developed to measure changes in skills, knowledge, and confidence. The third of Kirkpatrick's levels, **behaviour**, will determine how much the workshop influenced the training and mentoring behaviour of workshop participants. This will enable us to assess the extent to which new knowledge was incorporated into behaviours; this part of the evaluation will occur during the 12 month follow-up of participants; post-workshop feedback has highlighted immediate application of principles learnt. The scope of the evaluation inhibits full examination to which the learning outcomes resulted in improved quality of FETP programs- as per Kirkpatrick's level 4, **results**- however an improvement in quality of training and mentorship would be expected to improve overall program quality.

A variety of tools/methods were used to conduct the evaluation, including; observation, pre-post assessments, daily evaluations, participant led workshops and end-of-workshop focus group discussions.

Participant evaluations of the workshop were overwhelmingly positive. On a likert scale of 1 (strongly disagree) to 5 (strongly agree) participants felt the workshop had met the stated objectives (4.7/5), the trainers were responsive to participants' needs (4.8/5), modelled effective training methods (4.7/5), and facilitated learning (4.7/5). Participants found the training materials helpful (4.5/5), felt there was adequate opportunity to share their ideas and experiences (4.7/5) and felt the training room and facilities enabled learning and sharing (4.5/5).

Results from the pre-assessment showed limited previous exposure to and application of learning theories. The pre-post assessment demonstrated a marked improvement in participants' feelings of preparedness to conduct training activities and undertake mentoring roles at the end of the five day training compared to at the start of the training, with scores improving on average 47% (range 33-60%).

⁶ Kirkpatrick DL. The Four Levels of Evaluation: Tips, Tools, and Intelligence for Trainers. Pewaukee (WI): University of Wisconsin 2007.

⁷ Kirkpatrick DL, Kirkpatrick JD. Evaluating Training Programs: The Four Levels. 3rd Edition ed. San Francisco: Berrett-Koehler Publisher, Inc 1994.

'I feel that all the sessions were good and gave me a lot of confidence.'

'I found everything in the agenda very useful and helpful to my learning'

'I don't think any topic were not useful. To me, they were all useful.'

The main learnings identified by participants that will most influence their future training practices included the learning cycle⁸, Bloom's wheel⁹ and the variety of training methods they were introduced to throughout the week.

All participants were engaged during interactive sessions and actively participated in the design, implementation and evaluation of a 90-minute workshop for their colleagues. Participants produced an Action Plan at the end of the workshop on how they intend to apply their learnings in their home environment.

Recommendations for future trainings were focussed on extending the week to cover other topics such as developing training materials, designing case studies, and more detail on evaluating trainings.



Participant led energizer

⁸ Kolb, DA. 2015. Experiential Learning: Experience as the source of learning and development (2nd Ed). Pearson Education Inc, New Jersey USA.

⁹ Anderson, LW, Krathwohl, DR, Bloom, BS, 2001. A taxonomy for learning, teaching and assessing. David McKay Co Inc, New York.

Post-workshop follow-up

In the weeks immediately after the workshop participants provided feedback on the implementation of skills and knowledge gained during the workshop. Direct feedback from participants to the facilitators could best be described as transformational. During the closing session, in which participants were asked to state what their certificate represented, words like “empowered,” and “a new understanding of learning” were expressed. In the weeks following the training, participants shared pictures on social media and sent voluntary e-mails to facilitators demonstrating their application of the new methods and approaches to training, e.g., in FETP introductory training in PNG, FETP training in Tonga, lectures at a medical school in Fiji, FETP workshops in Solomon Islands, FETP training in Viet Nam, and in a Management Function of Organizing course at a school of public health in Cambodia. Finally, representatives from Fiji, Laos, Tonga, PNG, and Viet Nam have directly expressed their interest in having the training repeated in their countries for their FETP trainees, graduates, and facilitators.

We are already using the techniques we acquired during the TOT in Canberra. We have noted increase in confidence, a clear flow of lesson plan and off course icebreakers and energisers which we never thought it mattered before.

FETP faculty member

The first workshop for the 2019 cohort of the Field Epidemiology Training Program of Papua New Guinea (FETPNG) ran consecutively after the TtT, providing opportunity for four of the six PNG participants to apply learning immediately. International faculty members who have been involved in FETPNG since 2014 observed changes in the structure and delivery of content across the two-week FETPNG workshop. In terms of content delivery, the faculty updated some of the lecture presentations with more interactive training methods. This included carousel brainstorming, small group discussions and role plays which resulted in a high level of engagement from participants. Participants were provided time to reflect on their experiences before being introduced to new concepts. The different teaching methods and the use of energisers maintained energy levels and the participants seemed less fatigued at the end of the day.

Changes observed were not limited to content delivery, but consideration of other activities that would facilitate a conducive learning environment. The faculty considered how the room layout could support the daily schedule, and also commenced the workshop with a session developing ‘Ground Rules’, ensuring a safe space for all. While the faculty had always finished each day with a small evaluation called ‘Roses and Thorns’, the training provided more innovative methods. Some of these provided more insight into what content was picked up with ease by the fellows, and what areas needed additional consideration. This assisted the faculty to make minor amendments to the schedule in order to address gaps in knowledge or understanding. Icebreakers in the first week helped the fellows, coming from all over PNG, to get to know each other.

The international faculty noted a marked increase in the confidence of local faculty in delivering FETPNG training and overall leadership. The local faculty identified that they would like additional time to review the FETPNG curriculum and align it more closely to the principles learnt in TtT.

Apart from FET training, I also do a lot of trainings around Adolescents Sexual Reproductive Health to Teachers and students, Health workers and out of school community youth . I am now including some of the training styles in the trainings that I will be running in my program. FETP faculty member

Expenditure

Item	Total Expended (AUD)
International participants	\$67 390.02
Domestic participants	\$1 489.82
Training Consultant	\$10 693.17
Materials	\$1 434.45
Catering	\$5 380.72
Overheads	\$8 272.73
Total	\$94 660.91

Please see Appendix 2 for the notice of acquittal

CONCLUSION

The overarching aim of this TtT initiative was to develop and strengthen the knowledge, skills and competence of FETP faculty required for confident and effective training and mentoring of field epidemiology trainees. It is evident from the evaluation and post-workshop feedback that the TtT achieved this aim.

FETPs are widely accepted internationally as models for strengthening global health security. To ensure program quality and therefore quality field epidemiology graduates the confidence and skills of their trainers must be prioritised. However, there is little investment in skill development of FETP faculty in the region, who have highlighted a need for knowledge and skill development in training, mentoring and additional technical skills. This workshop was initiated from the expressed needs of FETP faculty in the Asia-Pacific region. The evaluation and immediate post-workshop feedback has demonstrated its translational impact on participants.

Greater recognition of the role of FETP faculty, acknowledgment of their primary work responsibilities and investment in building their skills, knowledge and - as a result - confidence, will lead to higher quality FETPs and ultimately higher quality graduates working to mitigate health security challenges in the region.

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APENDIX ONE

MONDAY

9:00 COURSE OVERVIEW

Objectives: Describe course goal, objectives, agenda; Identify trainers' and participants' roles and responsibilities; Identify group norms; Name evaluation methods that will be used throughout the course.

Methods: presentation and large-group discussion.

10:10 SELF-ASSESSMENT QUESTIONNAIRE

Objectives: Assess knowledge and attitudes for training and mentoring.

Methods: self-assessment questionnaire

10:30 BREAK

10:50 HOW DO WE LEARN?

Objective: Relate the Experiential Learning Theory to training.

Methods: Small-group discussion, lecturette, small-group assignment.

12:30 LUNCH—AUSSIE BARBECUE!

14:00 HOW DO YOU LEARN?

Objective: Present the characteristics of your learning style.

Methods: Large-group discussion, self-assessment, small-group presentations.

15:45 BREAK

16:00 DAILY EVALUATION

Objective: Share reflections on the course today.

Methods: Fill-in-the-blank and written.

16:30 GROUP WORKSHOPS INTRODUCTION AND PLANNING

Objective: Design, implement, and evaluate a 90-minute workshop.

Methods: Small-group assignment.

FACILITATORS' DEBRIEF

TUESDAY

(GROUP THREE LOGISTICS)

8:00 DAILY ICEBREAKER GROUP TWO

Objectives: Participants' choice

Methods: Participants' choice

8:30 THE TRAINING ENVIRONMENT

Objectives: Summarize the ways trainers consider physical and emotional comfort when creating the training environment.

Methods: Brainstorm, large-group discussion

9:10 SETTING THE COURSE: GOALS AND OBJECTIVES

Objective: Demonstrate application of Bloom's Wheel to write an appropriate learning objective.

Methods: Go-around brainstorm, demonstration return-demonstration.

10:15 BREAK

10:35 FEEDBACK: A POWERFUL TOOL

Objectives: Experiment with effective constructive feedback to motivate behavioural change.

Methods: SHOWED discussion, role play

12:10 LUNCH

13:00 THE FACILITATOR'S TOOLKIT

Objectives: Analyse the implementation of facilitation tools during live discussions.

Methods: Sticky-note brainstorm, coffee grinder, fishbowl

TBDBREAK

16:00 DAILY EVALUATION GROUP ONE

Objective: Share reflections on the course today.

Methods: Participants' choice and written

17:00 GROUP WORKSHOP PLANNING

Objective: Design, implement, and evaluate a 90-minute workshop.

Methods: Small-group assignment.

FACILITATORS' DEBRIEF

WEDNESDAY

(GROUP FOUR LOGISTICS)

8:00 DAILY ICEBREAKER GROUP ONE

Objectives: Participants' choice

Methods: Participants' choice

8:30 ICEBREAKERS, ENERGIZERS, BREAKS, AND CLOSING ACTIVITIES

Objectives: Summarize the considerations for icebreakers, energizers, and closing activities in training courses.

Methods: Lecturette

9:00 TRAINING COURSE EVALUATION

Objectives: Critique a training course evaluation plan.

Methods: Drawing, panel discussion, case study, small-group assignment.

TBDBREAK

12:15 LUNCH

13:15 TRAINING METHODS

Objectives: Evaluate the implementation of a training method.

Methods: Game, demonstration, teachbacks, group self-evaluation

TBDBREAK

16:15 DAILY EVALUATION GROUP TWO

Objectives: Assess knowledge and attitudes for training and mentoring.

Methods: Participants' choice and written

16:45 GROUP WORKSHOP PLANNING

Objective: Design, implement, and evaluate a 90-minute workshop.

Methods: Small-group assignment.

FACILITATORS' DEBRIEF

THURSDAY

(GROUP ONE LOGISTICS)

- 8:00 DAILY ICEBREAKER GROUP FOUR
Objectives: Participants' choice
Methods: Participants' choice
- 8:20 GROUP ONE WORKSHOP
- 9:50 BREAK (GROUP TWO SET UP)
- 10:20 GROUP ONE FEEDBACK
- 10:35 GROUP TWO WORKSHOP
- 12:05 LUNCH (GROUP THREE SET UP)
- 12:50 GROUP TWO FEEDBACK
- 13:05 GROUP THREE WORKSHOP
- 14:35 BREAK (GROUP FOUR SET UP)
- 15:05 GROUP THREE FEEDBACK
- 15:20 GROUP FOUR WORKSHOPS
- 16:50 BREAK
- 17:05 GROUP FOUR FEEDBACK
- 17:20 DAILY EVALUATION GROUP THREE
Objectives: Assess knowledge and attitudes for training and mentoring.
Methods: Participants' choice and written
- 17:50 GROUP WORKSHOP DEBRIEF
- FACILITATORS' DEBRIEF

FRIDAY

(GROUP TWO LOGISTICS)

- 8:00 DAILY ICEBREAKER GROUP THREE
- 8:30 GROUP WORKSHOP REPORT BACK
- 9:00 WHAT DO WE MEAN BY MENTORING?
Objectives: Prioritize the characteristics of effective mentors.
Methods: Writing, small-group project, voting.
- 10:00 MENTOR ASSESSMENTS
Objectives: Recommend concrete actions to improve mentoring characteristics.
Methods: Paired interviews.
- 11:10 BREAK
- 11:30 TRAINING AND MENTORING: WHAT IS THE LINK?
Objectives: Formulate mentoring guidelines for field epidemiology training.
Methods: Committees, gallery walk.

- 12:30 LUNCH
- 13:15 WORK PLANS: A TOOL FOR PROGRESS
Objectives: Appraise the value of work plans for mentoring trainees.
Methods: Coaching
- 15:00 BREAK
- 15:20 ACTION PLANS: WHAT WILL YOU DO NOW?
Objectives: Construct an action plan that describes how you will implement new knowledge and skills in the workplace.
Methods: Individual assignment
- 16:20 DAILY EVALUATION GROUP FOUR
- 16:50 SELF-ASSESSMENT QUESTIONNAIRE
Objectives: Assess knowledge and attitudes for training and mentoring.
Methods: self-assessment questionnaire
- 17:05 COURSE EVALUATION
Objective: Share reflections on the overall course.
Methods: Written.
- 17:30 CLOSING ACTIVITY
- 17:45 FACILITATORS' DEBRIEF

College of Health & Medicine / Rsch School Population Health

Contact Officer:

Telephone:

Email: rsph.fn@anu.edu.au

Our Reference: RPH51041

Your Reference:

Dear Sir/ Madam

Re: DFAT - Field Program Asia Pac

A Certified Statement of Income and Expenditure for the period 01 February, 2019 to 31 May, 2019 is attached.

Yours faithfully

Timothy Yap
A/g College Finance Manager
Science, Health Medicine

Date: 14 June 2019

Fund No: RPH51041
Project: DFAT - Field Program Asia Pac
Donor Ref:
Chief Investigator: Tambri Housen

STATEMENT OF INCOME AND EXPENDITURE
For the Period 01 February, 2019 to 31 May, 2019

	Current Period
	\$
	<hr/>
Unspent Balance as at 01 February, 2019	0.00
<u>Add</u>	
Other Income	83,301.60
Total Income	<hr/> 83,301.60
Total Available Funds Before Expenditure	<hr/> \$83,301.60
<u>Less</u>	
International Participants	67,390.02
Domestic Participants	1,489.82
Training Consultant	10,693.17
Materials	1,434.45
Catering	5,380.72
Overheads	8,272.73
Total Expenditure	<hr/> 94,660.91
Overspent Balance as at 31 May, 2019	<hr/> (\$11,359.31) <hr/>