

Getting Ready for the Workshop

The workshop is designed to be taught in a consecutive 3-day period, but you may need to break the training up differently to accommodate your community members. The intended audience is medical providers, teachers, daycare workers, and other community members who are interested in improving the oral health of children in your community. The training will be most effective for groups of 10-40 people; however, it can be used successfully with larger groups.

Summary of Modules

Day One

Welcome, Overview, and Introductions 60 minutes

The welcome sets the mood and expectations for the course. It consists of introductions, reviewing the agenda, and learning objectives for the session, housekeeping information (where the bathrooms are located, turning off cell phones, when to expect breaks), and a “call to action” to get participants interested in improving children’s oral health.

Module 1: The Caries Balance 60 minutes

This module is loaded with science-based information on the pathological and protective factors involved in the development of dental caries. Various preventive strategies are outlined and the overall importance of prevention is further supported.

Module 2: Caries Risk Assessment 60 minutes

This module provides information about how to perform both an individual and community-based caries risk assessment.

LUNCH

Module 3: Oral Health Screening and Fluoride Varnish for Infants and Young Children 120 minutes

This module includes a CD and PowerPoint presentations to describe how to provide an oral health screening and fluoride varnish treatment for infants and young children. Tips for behavior management of young children are included in this module.

Module 4: Effective Health Education and Community Oral Health Messages 60 minutes

This module includes a presentation on effective health education and community oral health messages.

Day Two

Module 5: Systemic Fluoride Interventions

60 minutes

This module will be provided by experts on salt fluoridation and water fluoridation and their use in Central American countries.

Module 6: Topical Fluoride Interventions

30 minutes

This module will review topical fluoride interventions with a focus on fluoride varnish and fluoride toothpaste beginning with eruption of the first primary tooth.

Module 7: Effectives of ART in a Prevention Program

60 minutes

This module will discuss the use of sealants and ART used in conjunction with a prevention program for young children. This session should be taught by someone familiar with the PRAT program in Central America.

LUNCH

Module 8: Infection Control

60 minutes

This module will be a combination of lecture and case studies to outline appropriate infection control in community settings as relates specifically to oral health screening and fluoride varnish treatments for infants and young children.

Module 9: Working with Infants and Children

120 minutes

This is a clinical module where you will demonstrate and then the participants will practice providing oral health screening and fluoride varnish applications on infants and young children.

Day Three

Module 10: Presentation and Discussion of Community-Based Oral Health Plan

60 minutes

This is the opportunity for the trainer to present his/her Community-Based Oral Health Plan from the Train the Trainer Training and use community feedback to modify the plan and develop the interventions.

Group Exercise: Roles and Responsibilities

60 minutes

This group exercise will give the community members an opportunity to more carefully outline their individual roles and responsibilities as relates to the Community-Based Oral Health Plan

Group Exercise: Community Oral Health Messages

30 minutes

This group exercise will give the community members a chance to have input in 2-3 community oral health messages to promote in their communities.

LUNCH

Module 11: Discussion: Creating Sustainable Systems to Support Oral Health Program Plans

60 minutes

This discussion and group exercise will give community members a chance to think about how you will make the interventions sustainable over time.

Review of Community Workshop Learning Objectives

60 minutes

Closing Exercise and Evaluation

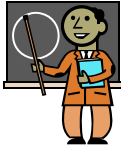
60 minutes

The final section of the training provides you an opportunity to engage the participants in an exercise that will provide them feedback about their strengths. After the exercise, you will provide some closing statements and make sure they complete evaluation forms.

Note: Lunch breaks are already figured into the agenda. Be sure to also include a mid-morning and mid-afternoon break each day. The times for each module are approximate and will vary by trainer and group that you are working with.

How to Use the Trainers' Guide

The Trainer's Guide, combined with the PowerPoint presentations, CD, and training packet, provide the trainer with everything he/she needs to provide the three-day workshop. The entire training is scripted, but we encourage you to add local facts, and your own stories and tips to personalize the materials.



This icon alerts you to “training tips.”

This information is not intended to be said aloud, but rather used to help you with the flow of material and the management of the different learning methods like discussions, exercises, and so on.

Training Teams

We recommend that you secure at least two trainers. One person may be able to cover the material adequately, but the trainees will likely benefit from the style of two different trainers. It is very tiring if only one trainer is used and you may lose some of your enthusiasm and energy as the hours tick by. With two trainers, you have one person always available to coordinate the audiovisuals and lighting in the room, adjust the temperature, and handle any unanticipated problems like missing materials or emergency messages to participants.

Facility

We don't always get to select our training space, but if you do, look for a room that has a convenient location for participants. You want a room that is a little larger than you think you will need with ample ventilation, good lighting, and easily controlled climate. A large open room is preferable to a “tunnel” room.

We want to promote group discussion and this will be best facilitated if you can arrange semi-circular seating with tables and chairs to provide participants a writing surface. Avoid straight rows and seating that feels cramped. A podium or table will be needed for your laptop, but avoid standing behind it all day.

Recruiting Community Members for the Community Workshop

- Review your Community Oral Health Plan to guide you in deciding who to invite to the Community Workshop.
- Include everyone who will be implementing the interventions.
- Include opinion leaders and administrators who you want to support your program.
- Include people from potential funding sources.
- Consider parents or even elders who could be volunteers in your program and add to the community spirit of the workshop.

Training Supply List

For the Trainer

- Trainer's Binder
- PowerPoint and CD with video loaded on laptop
- PowerPoint projector (a spare projector bulb if available)
- Power strip, extension cord, and duct tape to secure the cord to the floor if it is in a walking pathway
- Screen
- Table for projector
- Podium or table for laptop (remote control for laptop if you use one)
- Laser pointer if you like to use one
- Flipchart and markers unless a whiteboard or chalkboard are available
- Easel for newsprint display or tape to attach the paper to the walls of the room
- Sign-up sheets
- Name tags for yourself and the participants
- Trainers' business cards or post names and contact information prominently in the training room

For the Participants

- Training Binders with Module Handouts and PowerPoint Handouts
- Paper units for Closing Exercise
- Pencils or pens for taking notes

Training is most fun when you are organized!

Practice Session Checklist

Note: Make the practice session match your intervention strategies from your Community-Based Oral Health Plan. If you are training medical providers to apply fluoride varnish on infants, plan to have infants at the practice session. If you plan to train volunteers to apply fluoride varnish for school-age children, than have school-age children available for your practice session.

Supplies and Logistics

- ☐ Order supplies
- ☐ Have supplies delivered to the training site
- ☐ Arrange for dental assistants to help with the practice session

Location

- ☐ When checking out locations for Community Workshop make sure the meeting room accommodates the number of people you expect to attend and is large enough to be used for the practice session on the afternoon of Day 2.
- ☐ Make sure that tables and chairs can be easily moved from U-shaped arrangement for training to create spaces where participants can work with patients and their families
- ☐ Check to see restrooms are close by
- ☐ Assure the location has easy access to young children and their families
- ☐ Reserve the meeting room during the lunch hour of Day 2 for organizing the room for the practice session, and for an hour after the practice session to answer questions as well as get the meeting room ready for the last day of the training

Scheduling Patients for Practice Session

- ☐ Determine how many patients you will need estimating that each participant will work with 3 patients
- ☐ Contact potential organizations like daycare centers or schools who serve children in the age group that you want to practice with
- ☐ Create an invitation that explains the purpose of involving children and what families can expect during the practice session
- ☐ Make logistical arrangements with the organization that will provide patients and their families (transportation, keep children occupied before and after being a patient)
- ☐ Write thank you notes to the organization who helped to provide young children (may want to include photos of the families and children)

Tips for Trainers

Be prepared.

- Be thoroughly familiar with the materials.
- Conduct a dry run.
- Anticipate questions that participants might ask and possible responses to them.
- Arrive early for training.
Set up your AV equipment, arrange the seating, and practice with the lights.
- Start on time. People who are late do not expect you to wait for them.

Remain positive.

- Use your own experience with babies and young children to encourage participants to get involved.
- When you encounter objections, gently counter them with facts, your own experience, or the experience of others in the room.
- Be sensitive to the group, understanding that not everyone will agree with our ideas. On the other hand, try to motivate reluctant participants to give our ideas a try before they make a final decision.
- Use humor as appropriate to maintain balance and to keep the atmosphere friendly.

Encourage Discussion

- Encourage as much discussion as time allows.
- Use open-ended questions.
For example, instead of asking, “Do you think this program will work in your community?” you might ask “Which parts of this program do think will be easiest to implement in your own community?”
- Repeat questions before you answer them to make sure everyone hears the question.
- Try to answer all questions.
If you don’t know the answer, you can either ask the group if anyone else knows the answer, or you can get a phone number or email address and get back to the person later with an answer. Make sure you follow through!
- Encourage participants with experience to share their stories and ideas.

Greet each participant as they arrive!