

Program Overview

Background Information

In September 2006, the United States Department of Health and Human Services (DHHS) established a cooperative agreement with the Gorgas Memorial Institute on Health Studies, in Panamá City, to support the development of a Regional Health-Care Training Center (RHCTC) in Panamá City to provide training to enhance the knowledge and skills of community health workers and clinicians from Central and South America. From 2007 until the conclusion of the most recent course in December 2008, over 431 health professionals from Central America and Panamá have received instruction in courses that lasted from three days to two weeks. In total, more than 1,505 individuals, including medical students and non-medical personnel, have participated in courses at the RHCTC.

Through technical-cooperation funds from the Pan American Health Organization, DHHS is offering the *Workshop on Caries Prevention for Communities in the Region of Americas / Taller de prevención de caries para comunidades en la Región de las Américas*. The course will offer an adaptation of techniques and curricula developed by the DHHS Indian Health Service (IHS) on oral health promotion/disease prevention methodologies. A key aspect of the training will be the provision of dental sealants and varnishes. Another key aspect of the training will be discussion about community-based oral health programs and upon completion of the course, those trained will be able to apply skills learned at the RHCTC in their own communities.

Educational Methodology

Train-the-Trainer is an educational methodology whereby key individuals transfer knowledge and skills to others. The underlying principle for using “Train the Trainer” is to empower dentists and dental auxiliaries who have caries prevention expertise to plan sustainable strategies to improve the oral health of children and adults who live in their countries. **Train-the-Trainer** enables dentists and dental auxiliaries to present workshops to teach proven dental caries prevention practices, and to facilitate collaboration to implement a community-based oral health plan. Healthcare workers, parents, teachers, and other community members would be the intended audience for these workshops.

Train-the-Trainer is an intensive three-day, skill-development, interactive process that uses the following educational techniques:

- Explaining
- Demonstrating
- Discussing
- Questioning
- Modeling
- Collaborating

Instructors

Criteria for Instructors for Train-the-Trainer

- 1) Dentists and dental auxiliaries who work in public health settings or dental schools
- 2) Experienced in training health professionals and community members
- 3) Speak Spanish, preferably bi-lingual in English

Educational Resources

At the conclusion of the **Train the Trainer**, dentists and dental auxiliaries will have a written plan customized to meet their community's unique needs. They will receive the tools to recruit community members. They will have a training manual and a CD that includes curriculum, presentations, and handouts.

Sustainability

Staff from the Gorgas Institute will have roles in **Train-the-Trainer** and these staff will support the people trained as they return to their communities to provide Community Workshops. The staff from Gorgas Institute will then be able to replicate **Train-the-Trainer** with new groups as needed.

Impact

The development of sustainable systems to prevent dental caries in seven Pan American countries will positively impact the oral health of all age groups. Additionally, having dentists and dental auxiliaries who are competent and confident to plan community-based programs and conduct training workshops create opportunities to improve the overall health in communities in the Region of the Americas.

Partners

The Train-the-Trainer and Community Workshop on Caries Prevention for Communities in the Region of the Americas was developed in cooperation with the following partners:

PAHO

U. S. Department of Health and Human
Services, U.S. Public Health Service,
Indian Health Service, Division of Oral
Health

Gorgas Institute

Criteria for Train-the-Trainer

Dentists and dental auxiliaries 1) working in public health, dental schools, or community settings, and 2) who are in a position to influence oral health policy or funding.

Criteria for Community Workshops

Potential participants may include Individuals who work in schools, daycare centers, health programs, or other settings where they can implement caries prevention programs. Potential participants may also be community members who can influence oral health policy and funding.

Evaluation

Assessing training effectiveness of **Train-the-Trainer** will involve a four-level model developed by Donald Kirkpatrick (1994). Each successive level represents a more precise measure of the effectiveness of the training program. The evaluation will be provided by an external reviewer.

Level 1 Evaluation - Reactions

Just as the word implies, evaluation at this level measures how participants in a training program react to it. It attempts to answer questions regarding the participants' perceptions: Did they like it? Was the material relevant to their needs? Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility.

Written evaluation of the trainers' presentations, the educational methodology, and usefulness of the course content and materials will be collected and analyzed. The outcome of Level 1 evaluation will be to provide specific information for improving **Train-the-Trainer**.

Level 2 Evaluation - Learning

Assessing at this level moves the evaluation beyond learner satisfaction and attempts to assess the extent participants have advanced in skills, knowledge, or attitude. Pretest and post test assessment is a typical method to determine what participants learned.

In the **Train-the-Trainer** course application, participants are asked several questions. Three of the questions will be asked again at the end of **Train-the-Trainer**.

1. Does your community currently have a written oral health plan to prevent dental caries?
2. What specific interventions would you like to see implemented in your community to improve oral health?
3. On a scale of 1-5, how prepared are you to conduct community caries prevention workshops?

The outcome of Level 2 evaluation will be to describe specific changes that occurred during **Train-the-Trainer**.

Level 3 Evaluation - Transfer

This level measures the transfer that has occurred in participants' behavior due to the training program. Evaluating at this level attempts to answer the question: Are the newly acquired skills, knowledge, or attitude being used?

The expectation to provide at least one Community Workshop six months after **Train-the-Trainer** course was stated in the course application. The outcome of Level 3 evaluation will be to identify how many participants conducted Community Workshops; what challenges they encountered; how well prepared they were to conduct the workshops; how they used the Train-the-Trainer and Community Workshop materials; and what linkages were established. This will be done by sending out questionnaires 6 months after the completion of **Train-the-Trainer**.

Level 4 Evaluation- Results

Frequently thought of as the bottom line, this level measures the success of the **Train-the-Trainer** in terms that managers can understand. Evaluating at this level answers the questions about whether a program made a difference: Does a community have improved oral health and specifically, does a community have a decrease in caries? This type of evaluation would require an oral health status survey. This type of evaluation is outside the scope of this project at this time; however, would be recommended if funding and circumstance permit. An alternative would be for communities to use any oral health data currently collected for other purposes

Train-the-Trainer Application

**Workshop on caries prevention for communities in the Region of the Americas
Taller de prevención de caries para comunidades en la Región de las Américas**

Name and Title:

Employer:

Address:

Telephone Number:

Email Address:

1. Why are you interested in attending this training?

2. Describe how you would use this training to improve the oral health of people in your community.

3. Does your community currently have a written oral health plan to prevent dental caries?
YES _____ NO _____

Explain:

4. What challenges or barriers do you anticipate in implementing training in your community?

In return for this training, you will be expected to provide caries prevention Community Workshops for people in your community. More specifically, we will ask you to plan at least one Community Workshop within six months from the date you complete Train-the-Trainer.

5. On a scale of 1-5, how prepared are you to conduct caries prevention Community Workshops? _____
6. What do you see as the primary oral health problem in your community?
7. What specific interventions would you like to see implemented in your community to improve oral health?
8. Who would you like to train in your Community Workshops and why? Please be specific about whether you will be training health workers, parents, teachers, etc., how many people you would like to train, and why you chose this group.
9. How will you recruit people to attend your training?
10. Can you think of ways that you could evaluate your interventions after they are implemented for a year or more?

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Train-the-Trainer Learning Objectives

Overall Goal

Create community-based sustainable systems to prevent dental caries. Dentists and auxiliary personnel will be empowered to develop plans for improving oral health in their communities along with an understanding of how to recruit volunteers and implement training to get other community members involved in caries prevention.

After completing this workshop, participants will be able to:

1. Identify pathological and protective factors for dental caries.
2. List best practices for caries prevention specific to different age groups.
3. Describe a caries risk analysis for individuals and groups.
4. Demonstrate an oral health screening for infants and toddlers using the principles of infection control.
5. Explain appropriate protocols for application of fluoride varnish and PRAT for each age group.
6. Describe ways to improve the effectiveness of oral health education.
7. Develop a community-based oral health plan that includes training parents, teachers, and other community members.
8. Choose strategies to evaluate the effectiveness of their community-based oral health plans.
9. Discuss ways to create sustainable systems to support the community-based oral health plans.
10. Demonstrate use of the training materials and ways to improve training effectiveness.

Teaching is more than imparting knowledge, it is inspiring change.

William Arthur Ward

**Workshop on caries prevention for communities in the Region of the Americas
Taller de prevención de caries para comunidades en la Región de las Américas**

Train-the-Trainer Agenda

<u>Day One</u>	<u>Time</u>
Welcome, Overview, and Introductions	45 minutes
Review of training materials	15 minutes
Module 1: The Caries Balance	60 minutes
LUNCH	
Module 2: Caries Risk Analysis for Individuals and Groups	60 minutes
Module 3: Oral Health Screening and Fluoride Varnish for Infants and Toddlers	120 minutes
Module 4: Effective Health Education and Community Oral Health Messages	60 minutes
<u>Day Two</u>	
Module 5: Systemic Fluoride	60 minutes
Module 6: Topical Fluorides	30 minutes
Module 7: Effectiveness of ART (PRAT) in a Prevention Program	60 minutes
LUNCH	
Module 8: Infection Control	30 minutes
Module 9: Working With Infants and Children	30 minutes
POARE: A Model for Program Planning	60 minutes
Program Planning Exercise	60 minutes
<u>Day Three</u>	
Module 10: Review Program Plans	120 minutes
Module 11: Creating Sustainable Systems	60 minutes
LUNCH	
Getting Ready for the Community Workshop and Facilitation of Adult Learning	60 minutes
Training Exercise	60 minutes
Closing Exercise	60 minutes

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Community Workshop Learning Objectives

Overall Goal

Participants will receive training to understand the process of dental caries and best practices to prevent dental caries, with a focus on oral health screening and fluoride varnish for infants and young children, and the promotion of fluoride toothpaste beginning with eruption of the first primary tooth. Furthermore, participants will work together to implement a community-based oral health plan.

After completing this workshop, participants will be able to:

1. Identify pathological and protective factors for dental caries.
2. List best practices for caries prevention specific to different age groups.
3. Describe a caries risk analysis for individuals and groups.
4. Perform an oral health screening and fluoride varnish application for infants and toddlers using the principles of infection control.
5. Describe the effectiveness of systemic fluoride and list ways to promote salt fluoride use in Central America.
6. Describe the effectiveness of fluoride toothpaste and fluoride varnish and list ways to promote their use in Central America.
7. Explain appropriate protocols for application of fluoride varnish and PRAT for each age group.
8. Describe ways to improve the effectiveness of oral health education.
9. Discuss the community-based oral health plan that has been agreed upon for your community and list ways to become involved in the prevention of dental caries.
10. Describe your role in the evaluation and sustainability of the community-based oral health plan that has been chosen for your community.

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Community Workshop Agenda

<u>Day One</u>	<u>Time</u>
Welcome, Overview, and Introductions	60 minutes
Module 1: The Caries Balance	60 minutes
Module 2: Caries Risk Analysis for Individuals and Groups	60 minutes
Lunch	
Module 3: Oral Health Screening and Fluoride Varnish for Infants and Toddlers	120 minutes
Module 4: Effective Health Education and Community Oral Health Messages	60 minutes
<u>Day Two</u>	
Module 5: Systemic Fluoride Interventions	60 minutes
Module 6: Topical Fluoride Interventions	30 minutes
Module 7: Effectiveness of ART (PRAT) in a Prevention Program	60 minutes
Lunch	
Module 8: Infection Control	60 minutes
Module 9: Working with Infants and Children	120 minutes
<u>Day Three</u>	
Module 10: Presentation and Discussion of Community-Based Oral Health Plan	60 minutes
Group Exercise #1: Roles and Responsibilities	60 minutes
Group Exercise #2: Community Oral Health Messages	60 minutes
Lunch	
Module 11: Creating Sustainable Systems	60 minutes
Review of Community Workshop Learning Objectives	60 minutes
Closing Exercise and Evaluation	60 minutes