

**PRA Training:
Facilitators'
Handbook
CHIWOS – Spring 2013**

By Jo Lemay and the CHIWOS Team

Table of Contents

CHIWOS PRA Training Agenda, Days 1 - 4	4
Day One	4
Day Two	5
Day Three.....	6
Day Four.....	7
Checklist of Materials	8
Day One Activities	10
Welcome: Facilitator’s Speaking Notes	10
Group Guidelines	10
Introductions: What I Love Scavenger Hunt and Map.....	11
Facilitator’s Speaking Notes	11
What I Love Scavenger Hunt: Handout.....	13
Learning Outcomes and Agenda.....	14
Facilitator’s Speaking Notes	14
Orientation.....	14
Facilitator’s Speaking Notes	15
The Background: Women and HIV.....	15
Provincial Update	16
About CHIWOS	16
CHIWOS’ Guiding Frameworks and Principles.....	17
The Study.....	18
Summary	20
Roadmaps for Connection.....	21
Poem: turning to one another.....	21
Roadmap Activity.....	22
Handout: Roadmap Instructions for PRAs	22
Closing.....	24
Concept Map	24
Evaluation: Muddiest Point.....	24
Tomorrow	25
Day 2 Activities	26
Opening: Facilitator’s Speaking Notes	26
Successful Surveying	27
Brainstorm	27
Demonstrations	27
Survey Process Checklist.....	28
Survey Rationale: Question and Answer.....	29
Surveying Practice and Feedback.....	31
Closing.....	32
Concept Map	32
Next Session	32

Day 3 Activities	33
Opening: Facilitator’s Speaking Notes	33
Project Details Scavenger Hunt	34
How-To’s	35
Checklist: What to Bring to the Survey	36
Safety and Wellbeing	37
Problem-Solving Challenging Scenarios.....	39
Survey Rationale.....	40
Closing.....	41
Day Four Activities	42
Opening	42
Problem-Solving Scenarios, Continued	42
Review Informed Consent Process	42
Review of How to Close the Survey	44
Resource Short-List.....	45
Oracle and FluidSurveys Training.....	46
Practice Surveying.....	47
Closing.....	47

CHIWOS PRA Training Agenda, Days 1 - 4

Day One

Time	Topic	Facilitator
9-10am	Welcome <ul style="list-style-type: none"> ○ Acknowledgement of First Nations territories ○ Group Guidelines ○ Introductions via 'What I Love' Scavenger Hunt ○ Learning Outcomes and Agenda 	
10-12:15pm	Orientation to Project <ul style="list-style-type: none"> ○ Project Background ○ Provincial HIV and Women Status Update ○ Study Justification and Goals ○ Guiding Frameworks and Principles ○ 15 minute break ○ Study Design and Timeline 	
12:15-1:15pm	Lunch	
1:15-3:30pm	Roadmaps for Connection <ul style="list-style-type: none"> ○ Poem: Turning to One Another ○ Storytelling Roadmaps Activity ○ 15 minute break 	
3:30-4:30pm	Closing <ul style="list-style-type: none"> ○ Review: Concept Map ○ What We'll Do Tomorrow ○ Evaluation: Muddiest Point ○ Closing Round: "One Idea I'm Leaving With" 	
4:30-6pm	Time for trainers to debrief	

Day Two

Hour	Topic	Facilitator
9-10am	Opening: <ul style="list-style-type: none">○ Welcome○ Acknowledgement of First Nations territories○ Agenda○ Question and Answer Period: Clarifying 'Muddiest Points'	
10am-12pm	Successful Surveying: <ul style="list-style-type: none">○ Brainstorm Skillful/Unskillful survey practices○ Demonstration○ Discussion○ Rationale of Survey Design○ 15 minute break	
12-1pm	Lunch	
1-3:45pm	Practice and Give Feedback on Survey <ul style="list-style-type: none">○ 15 minute break	
3:45-4:30pm	Closing: <ul style="list-style-type: none">○ Concept Mapping: Debrief on Survey Process and Experiences○ Next Training○ Closing Round: Head, Heart, Hands and Health	
4:30-6pm	Time for trainers to debrief	

Day Three

Time	Topic	Facilitator
9:00-10:00	Welcome/Opening <ul style="list-style-type: none">○ Welcome○ Acknowledgement of First Nations territories○ Agenda○ Review of last training○ Project Details Scavenger Hunt	
10:00-12:00	How To's <ul style="list-style-type: none">○ The job○ Recruitment○ Appointment logistics○ What to bring (practice organizing materials)○ 15 minute break	
12:00-1:00	Lunch	
1:00-2:30	Safety and Wellbeing <ul style="list-style-type: none">○ Supports for Participants and PRAs○ Emotional/Psychological precautions○ Boundaries and triggers○ Self-care plans○ 15 minute break	
2:30-4:00	Problem-Solving Scenarios	
4:00-4:30	Closing <ul style="list-style-type: none">○ Reviewing through concept map○ Evaluation: Muddiest Point	
4:30-6pm	Time for trainers to debrief	

Day Four

Hour	Topic	Facilitator
9:00-9:45	Welcome/Opening <ul style="list-style-type: none">○ Welcome○ Acknowledgement of First Nations territories○ Agenda○ Respond to Muddiest Points○ Elevator Speeches	
9:45-10:45	Survey Rationale <ul style="list-style-type: none">○ Go through the survey section-by-section, explaining the rationale behind the survey questions *15 minute break*	
11:00-12:00	Review Informed Consent Process <ul style="list-style-type: none">○ Demo○ Practice How to Close the Survey <ul style="list-style-type: none">○ Resources for Participants○ Demo○ Practice	
12:00-1:00	Lunch	
1:00-2:00	FluidSurvey/Database Training	
2:00-4:00	Practice Surveying	
4:00-4:30	Closing <ul style="list-style-type: none">○ Next steps for work and training○ Round: Heart, head, hands and health	
4:30-6pm	Time for trainers to debrief	

Checklist of Materials

Binders of Handouts for PRAs

- Welcome Letter
- CHIWOS Team Contact List
- Backgrounders on CHIWOS (one-pager, frameworks, etc.)
- Information on logistics of flights, hotels, meals, etc.
- Learning Outcomes
- Full Up-to-Date Training Agenda
- List of Community Resources
- All the handouts and resources referred to in the Day 1-4 lists below

All Days:

- Flipchart stand, paper and felts/whiteboard and felts
- Nametags
- Watch/clock
- Water bottle
- Pens
- Paper
- Projector/screen/laptop
- Extra copies of PRA binders
- Flipchart paper on the wall with a list of acronyms` meanings, which you can add to as the training progresses. Repost at each training session.
- Flipchart paper where questions can get parked throughout training and answered at Q and A sessions.
- Post-it notes for PRAs to write down questions/muddiest points throughout training as well as at the ends of days.

Day One:

- CHIWOS Orientation PowerPoint
- Roadmap Activity Flip-chart Papers
- Scavenger Hunt Handout
- Speaker's Notes from Orientation Presentation
- Example of PRA invoice form
- Copies of poem 'Turning to One Another' by Margaret Wheatley
- Roadmap Activity Instructions

Day Two:

- Survey Process Checklist

Day Three:

- Project Details Scavenger Hunt handouts
- Copies of the How-to Guide for PRAs

- Safety and Wellbeing PowerPoint
- Handouts about grief
- Support list for PRAs handout
- Emotional/psychological wellbeing policies
- Policies on how to handle challenging scenarios
- Problem-solving scenarios printed in a large font, each on their own sheet of paper
- A jug of water and cups
- 'Cups and Jug' handout

Day Four:

- What to Bring to Survey handout
- Full sets of surveying supplies (what is on the list of what to bring)
- PRA invoice example
- Resource Short-List handout
- Survey Process checklists
- PRAs computers and accessories
- Oracle and FluidSurveys handouts
- Print-outs of Problem-Solving Scenarios (one scenario per page)
- Script for informed consent
- Certificates of Achievement/letters of recommendations

Day One Activities

Welcome: Facilitator's Speaking Notes

5 minutes

Congratulations on your new position and welcome to the training! We are honoured to be hosting this training on the traditional First Nations territory of [insert local First Nations, i.e. Coast Salish, Musqueam, Tseil Waututh, Squamish, Iroquois, Mohawk, the Mississauga of the New Credit, etc.].

This is the first day of a four-day training. This training will orient you to this job and the team and prepare you to work with the community on the CHIWOS survey.

This morning we'll be getting to know each other and learning more about the CHIWOS project as a whole.

You are welcome and encouraged to share your thoughts and questions throughout this training. You are also encouraged to take care of your own needs for washroom breaks, stretches, etc., while being respectful of the group. Here's where to get water, snacks and find the washrooms. We will take breaks as a group about every 1.5 hours.

Group Guidelines

15 minutes

Being a PRA is a job—a supportive, flexible job, but still a job. The guidelines you are about to make should reflect those of a team of co-workers, not schoolmates or a support group. In order to set us up for success as a group of co-workers, let's talk about what guidelines we'll need to work together well. We all want to be respected. What does respect look like to you? How can you tell if you are being respected?

[Write up their responses on the flipchart and post it up afterwards. Usually participants will name these, but make sure that the following are covered: being on time; cell phone use; awareness around triggering others through retelling drug/drinking/abuse stories; sharing the space, speaking up more if you are quieter, listening more if you talk easily, parking questions by using sticky notes.]

Later on, if someone wants to add something please feel free to bring it up. We can continue to develop these guidelines as we go forward.

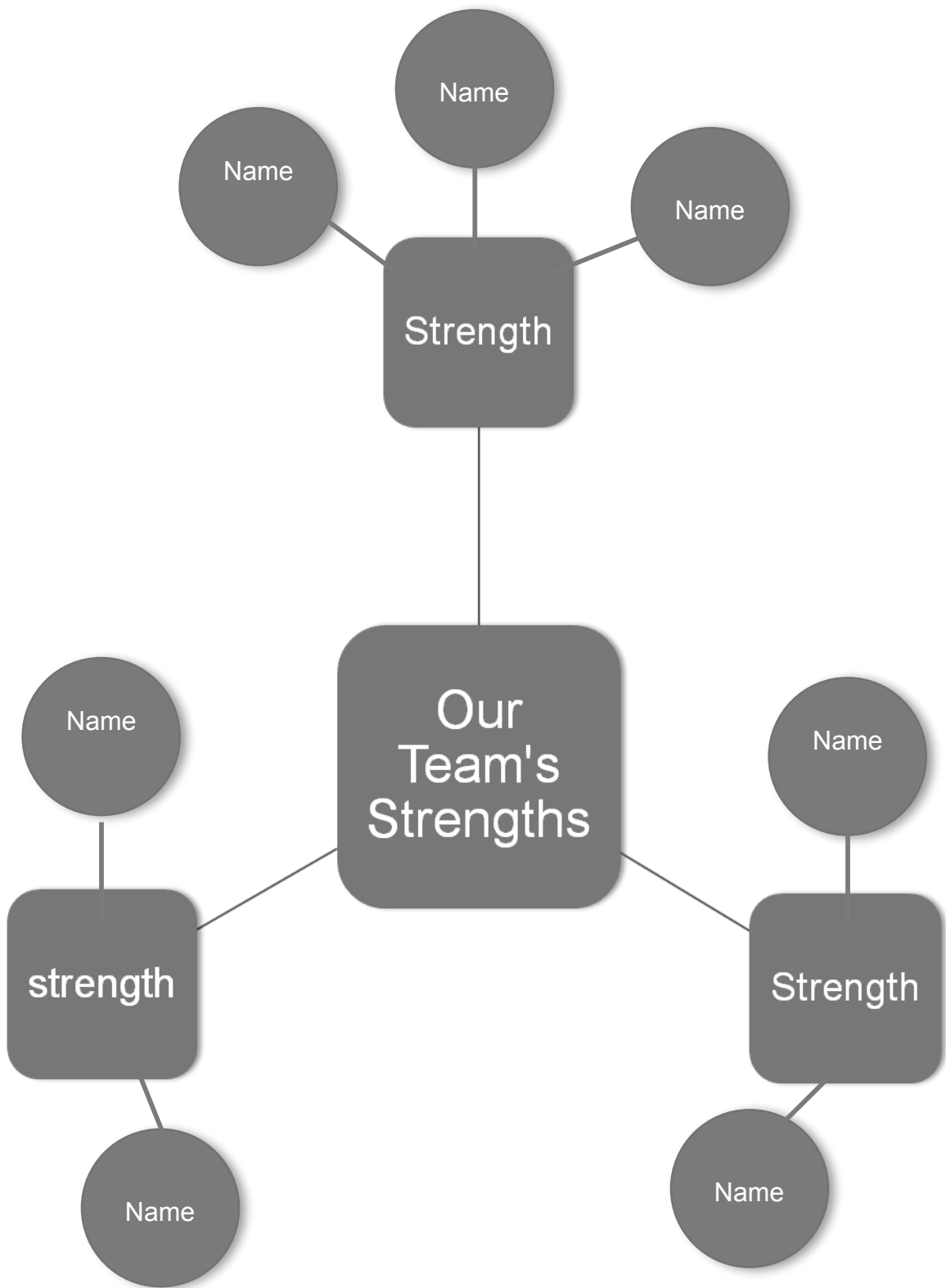
Can I see a show of hands if you can agree to all these guidelines? [Work on the guidelines until there is consensus and everyone can agree to uphold them.]

Introductions: What I Love Scavenger Hunt and Map

30 minutes

Facilitator's Speaking Notes

Before going any further with the training, we are going to get to know each other. We are going to do a scavenger hunt to find out some of the strengths and passions in the room. Using the handout we are going to give out in a minute, go around, introduce yourself to people and find out who loves to do the things on this list. You can only put down each person's name twice (or three times if it is a smaller group). You'll have to talk to everybody to complete this list. Everyone should participate, including facilitators and other team members.



What I Love Scavenger Hunt: Handout

Instructions:

- Introduce yourself to someone in the group.
- Find out one thing that they love to do on the list below.
- Write their name next to the things they love to do.
- Share two things with them that you love to do on this list.
- Go to another person and repeat until your worksheet is full.

I LOVE TO:	NAME :
1) J'aime lire/I love to read.	
2) J'aime faire du sport/ I love to play sports.	
3) J'aime partager des idées/I love to share ideas.	
4) J'aime contempler le soleil couchant/I love to watch the setting sun.	
5) J'aime vivre des aventures/I love to have adventures.	
6) J'aime courir sous la pluie/I love to run under the rain.	
7) J'aime me déguiser à l'Halloween/I love to dress up for Halloween.	
8) J'aime faire de la musique/I love to play music.	
9) J'aime aller à la cueillette des pommes/I love to pick apples	
10) J'aime les animaux/I love to spend time with animals.	
11) J'aime passer du temps avec les enfants/I love to play with kids.	
12) J'aime jouer dans les feuilles mortes à l'automne/I love to play in autumn leaves.	
13) J'aime cuisiner/I love to cook.	
14) J'aime apprendre de nouvelles choses/I love to try new things.	
15) J'aime/I love to...	
16) J'aime/I love to...	

Learning Outcomes and Agenda

15 minutes

Facilitator's Speaking Notes

When you are working in your new job as a Peer Research Associate, we expect you to:

- Effectively represent and speak for CHIWOS in the community
- Demonstrate familiarity with the project, background, context, and team
- Survey and assist research in a confident, independent, and professional manner
- Apply ethics, principles and teamwork in practice
- Communicate constructively with survey participants and with the CHIWOS team
- Practice self-care, communication, debriefing, and safety precautions
- Make informed decisions about the impact on yourself of doing the research

We hope that this job will be a place where you can:

- Empower yourself and act in a community leadership role
- Build capacity and translate what is learned through CHIWOS to other contexts

We've designed this training to prepare you for these responsibilities. That is how we decided on the agenda for this training. [Pass out paper copies of the agenda and the training outcomes.] Take a minute to read this information.

Think for 30 seconds about whether there are additional things you'd like to see from this training for yourself in your new job. Turn to the person next to you, introduce yourself, and share your thoughts for a minute each. Return to the large group, and discuss. [Facilitator should write up the list on flipchart to be addressed/woven in to training later.]

Orientation

2.25 hours

Use the accompanying PowerPoint, 'Orientation to CHIWOS', to illustrate this discussion. Use the speaking notes below to remind you of what to cover verbally. Some words are underlined to remind you to pause and breakdown the vocabulary so that everyone understands. There are lots of points where it is important to stop and have a group discussion, as this will engage the trainees and help them understand and apply the new information.

Facilitator's Speaking Notes

I am now going to share information about CHIWOS with you so that you know more about the project. We'll go over:

- The Background: Women and HIV
- Provincial Update on Women and HIV
- About CHIWOS
- Guiding Frameworks and Principles
- Study Design and Timeline

The Background: Women and HIV

Why are more women living with HIV now?

- Women now make up more than half of the world's HIV-positive population
- In Canada, 22% of people living with HIV are women
- Women's risk of HIV infection is rapidly increasing
- 26% of new infections in Canada in 2008 were women (double what it was in 1999)
- The gendered dynamics of HIV must be included and addressed in research and care practices

Group Discussion: Why do you think the rates are going up?

Who Has Reduced Access to Support and Care?

- Marginalized women are even more vulnerable to infection and less able to access care
- In Canada, Aboriginal women, ACB women, Trans women, young women, women from countries with high HIV rates, and women who are or have been in prison, involved in sex work, or involved in injection drug use often have less access to support and care

Group Discussion: Why do you think this is?

Research and Care Must Address Needs of Women

- Most HIV research studies have focused on a mostly male population
- A review of HIV literature show mostly male-focused and less than 8% of articles and abstracts were women-centred; over a quarter did not distinguish between sex
- Result: Many of women's needs are unmet

Women's Unique Medical Needs

- Medical conditions that are unique to women may be prioritized less
- Medical conditions and treatments that manifest differently in women may be treated the same as in men
- Obstetric, gynecological, and fertility care may not be addressed at all

- Women struggling with trauma, depression, and other mental health issues may not be supported

Women's Unique Social Needs

- Women's social positions often result in distinct needs that should be considered when providing care or conducting research
- The roles that women often hold within families and communities may impact their use of and access to care and services
- Programs must address women's mental, medical and emotional needs in a supportive, non-judgmental, and non-stigmatizing way

The Potential of Women-Centred HIV/AIDS Care

- Previous studies have shown that women-centred HIV/AIDS care:
 - May offer better care for women
 - Are desired by women living with HIV
 - Could assist in addressing the holistic health needs of women

Understanding Women-Centred HIV/AIDS Care I

- Existing articles about women-centred HIV/AIDS care call for services that are:
 - Attentive to women's diversity and lived experiences
 - Supportive of women's agency and active participation in their care
 - Focused on gender-specific medical conditions, social needs, and help seeking patterns

Understanding Women-Centred Care II

- The formative phase of CHIWOS worked to develop a community-based definition
- These are some of the themes that emerged from the focus groups:

Group Discussion: Do you see a need for women-centred care? What do you think would be possible if it was available?

Provincial Update

[To be added on location.]

About CHIWOS

The Name CHIWOS

- The Canadian HIV Women's Sexual and Reproductive Health Cohort Study

Study Goals

- To assess patterns in what helps or stops women from using women-centred HIV/AIDS care

- To assess the impact of use/lack of use of women-centred care on sexual, reproductive and mental health among HIV-positive women

Hypothesis

- Use of women-centred care will: a) Be lower among more marginalized and stigmatized communities, and b) Be shown to correlate with improved sexual, reproductive, mental and women's health outcomes

History and Funding

- Submitted to Canadian Institute for Health Research's (CIHR) Gender, Sex Health Committee for funding in Sept 2010
- Announced February 2011
- Successful: 1.2 million dollars over 5 years
- Affiliated with CANOC (Canadian Observational Cohort Study)
- Also supported by the CIHR Canadian HIV Trials Network (CTN)

National Study

- Study is starting in British Columbia, Québec, and Ontario
- The three provinces with highest HIV rates
- The plan is to expand to Nova Scotia, Manitoba, Saskatchewan, and Alberta
- Co-investigators from these provinces already on board

CHIWOS' Guiding Frameworks and Principles

Group Discussion: What is a 'framework'?

CHIWOS' Frameworks

- Critical Feminism
- Anti-Oppression and Social Justice
- Social Determinants of Health

Critical Feminism

- Women face structural inequalities, marginalization and oppression.

Group Discussion: What do you think this means? Examples?

- Women's individual and collective experiences are shaped by their identities, as well as the contexts they live in.

Group Discussion: What do you think this means? Examples?

- Sexism, racism, classism, ableism, homophobia, transphobia, HIV-related stigma and other forms of oppression intersect

Group Discussion: What do all these words mean? What do you think this statement means? Can you give examples?

Anti-Oppression and Social Justice

- Principles of anti-oppression emphasize that women within and between societies have varying degrees of power and privilege - and these shift depending on the situation
- We are impacted differently by the complexities of privilege and power relations
- The goals are to create meaningful change, challenge oppression, share power more fairly, improve health, and further social justice

Group Discussion: How do you think the CHIWOS project might bring us closer to social justice?

The Social Determinants of Health

- Social factors have huge impacts on health
- Simply giving medical treatment is often not enough to improve health
- Poverty, gender inequity, and many other factors have a major impact on women's health and (in)ability to access care and support

Group Discussion: Can you think of other social determinants of health experienced by women living with HIV in Canada?

Community Based Research (CBR)

- The study is also guided by principles of CBR
- Women living with HIV are equal partners in all stages of the project
- Community members and academics form partnerships in order to share input on study goals and design and to disseminate or put into practice the results of the research
- The Steering Committee includes many representatives of stakeholder communities who have traditionally been marginalized and silenced, particularly women living with HIV (WLWHIV)
- Community Advisory Boards (CABs) were formed in each study province to collaborate and speak to local needs
- Last year, Peer Research Associates (PRAs) were hired to recruit for and facilitate focus groups and have continued to be involved in informing analysis and study design
- More recently, PRAs were hired to do the survey in the community (that's you!)

The Study

Study Design

The study was designed through a process of:

- E-scan to assess availability and range of women-centred HIV/AIDS care

- Focus groups with HIV-positive women to develop a definition of ‘women-centred HIV/AIDS care’
- Survey development teams made up of various stakeholders
- Focus groups with HIV-positive women to pilot and receive community feedback on the survey

The facilitator can go through the study section-by-section, answer questions, and explain the reasoning behind each section.

The Study

- Five year national cohort study that will roll out in Québec, Ontario and British Columbia
- Recruitment will happen at clinics, HIV/AIDS Service Organizations (ASOs), etc.
- Aims to enroll 550 participants in Ontario
- 350 women in both Québec and British Columbia
- The survey was written with input from community stakeholders

Survey Timeline

- Participants will do:
 - a. An in-person survey at baseline
 - b. Another in-person survey after 18 months

Sharing Survey Results

- The findings will be published in journals to contribute to the body of knowledge on the subject
- The findings will also be made accessible and available to community members. For example, through:
 - Twitter
 - Facebook
 - Website
 - CHIWOS Newsletter
 - Webinars
 - Presentations at local, national and international conferences/meetings
 - Publications in academic journals (open-source/free?)
 - Fact sheets, plain language summaries, press releases, etc.
 - Contributions to online and print HIV magazines, blogs, newsletters, etc.
 - Prepared slides for use by stakeholders
- Changes to policy or practices will be recommended to care providers, ASOs, etc.
- Ideally, this will improve care and support for women living with HIV

Summary

- You have one minute to write down three important things you remember from what we've covered so far. [Hand out small pieces of paper.]
- Each person will share with the whole group.

Roadmaps for Connection

Poem: turning to one another

15 minutes

Give out copies of the Margaret Wheatley poem, 'Turning to One Another' (below). Read it out loud. Explain that the afternoon session is going to be focused on how to build connections, even in challenging situations. After you've read the poem, ask and discuss: *What do you find meaningful in this poem? Why? What do you think 'turning to one another' has to do with CHIWOS and this training?*

turning to one another

By Margaret Wheatley (2002)

There is no power greater than a community discovering what it cares about

Ask: "What's possible?" not "What's wrong?" Keep asking.

Notice what you care about.

Assume that many others share your dreams.

Be brave enough to start a conversation that matters.

Talk to people you know.

Talk to people you don't know.

Talk to people you never talk to.

Be intrigued by the differences you hear.

Expect to be surprised.

Treasure curiosity more than certainty.

Invite in everybody who cares to work on what's possible.

Acknowledge that everyone is an expert about something.

Know that creative solutions come from new connections.

Remember, you don't fear people whose story you know.

Real listening always brings people closer together.

Trust that meaningful conversations can change your world.

Rely on human goodness. Stay together.

Roadmap Activity

1.25 hours

Before the session, get five pieces of flip chart paper. Across the middle of the paper, draw a pathway. At the top of each piece, write one of these titles:

- Roadmap for Bridging Our Differences
- Roadmap for Unlearning Prejudices
- Roadmap for Self-Care
- Roadmap for Changing Roles

Break the large group into four smaller groups. Put the storytelling roadmaps on four tables or up on different walls (depending on the type of space you are using). Explain the instructions for the activity (as described below) and give the instructions out as a handout as well.

Spend a total of 20 minutes creating the roadmaps. Make sure everyone has a chance to share and has her ideas represented on the roadmap.

After the roadmaps are created, spend forty-five minutes going through the roadmaps, debriefing the activity, and applying what was learned to their future roles in CHIWOS. Brainstorm about how each of these roadmaps might be important in working on CHIWOS and scenarios where this wisdom, knowledge and skill will be needed.

Handout: Roadmap Instructions for PRAs

- The point of this exercise is to create roadmaps for how to navigate four challenging human experiences based on the shared wisdom of this team.
- Each group will respond to one of the questions below.
- Later, we'll discuss it and the other groups can add their ideas to the roadmap too.
- Decide on a facilitator for the discussion—someone who will make sure everyone's voice is heard. Also, decide on someone to write your answers up on the paper.
- Each person in the group should briefly share a story based on the prompt.
- Based on your stories, ideas and experiences, write up notes on the big paper to try to create a "roadmap" that others could follow.
- As a group, you will spend 20 minutes on your roadmap.
- Afterwards, we will discuss as a whole group and you can add your ideas to the other groups' roadmaps.

Roadmap Questions

Roadmap for Bridging Our Differences

- Tell a story about a time when you created a bridge between you and someone very different from you. What worked well?

Roadmap for Unlearning Prejudices

- Tell a story about a time when you judged someone at first. Then, you had to find a new way of seeing that person. What worked well?

Roadmap for Self-Care

- Tell a story about a time when you took good care of yourself in an emotionally difficult situation. What worked well?

Roadmap for Changing Roles

- Tell a story about a time when you had a new role or position in your family/community and how you navigated that change. What worked well?

Closing

Concept Map

For about ten minutes at the end of each day, we will work as a group to map out all the new information and learning that the trainees can remember from the day by drawing out a concept map on very large paper stuck up on the wall. Someone's suggestion will spark a recollection for another person, and so forth. Facilitators can provide feedback and help fill in any gaps by giving hints of other aspects of the day's training. For a visual of what a concept map is, you can find an example at the website:

<http://cmap.ihmc.us/publications/researchpapers/theorycmaps/Fig1CmapAboutCmaps-large.png>

We will use concept mapping as a tool to review, share and solidify learning. We will save all the concept maps so that we can review the complete set of concepts learned at future trainings. This is an excellent tool for helping achieve all the learning outcomes, to learn from one another, and emphasize a feeling of accomplishment.

Evaluation: Muddiest Point

The Muddiest Point is a strategy to find out what the trainees are still unclear about or questions they may have. PRAs can write down questions or concerns throughout the day on sticky notes. In addition, for a few minutes at the end of the day, they will write down items they'd like more clarity on, otherwise known as their "muddiest point". The facilitators will then have vital information about what questions need to be answered, how to adapt the training, and what to cover in further trainings. On the morning of the next day of training, there will be time set aside to clarify the Muddiest Points methodically. Points that fit better by being woven into the training (or that are going to be covered anyways) will be left out of this 'Q and A' type response time.

In addition to being a guiding source of information for the facilitators, the trainees will have a place to voice their confusion and questions in a safer way, communicating respect for both their learning and their dignity. This strategy supports all the learning outcomes because it ensures that real learning can take place and that the PRAs can start their new jobs with minimal murky areas. One of the drawbacks may be that some of the muddiest points are not on topic or not helpful for the whole group to return to. However, there are ways of working around this, such as making time to answer questions one-to-one as well or redirecting the trainees to their orientation handbook to find that information.

Closing Round

End the day by giving each person a chance to speak. Go around the room and have everyone share one idea they are leaving with.

Tomorrow

Remind the PRAs where and when to meet the next day and what the agenda will be.

Day 2 Activities

Opening: Facilitator's Speaking Notes

1 hour

- Welcome to your second day of training.
- Today the focus is on how-to do the surveys. We'll give you a demonstration and you'll have lots of time to practice, get/give feedback, and ask questions.
- Before we do that, we will spend some time answering questions and clarifying ideas we explored yesterday. We are going to spend some time going through the 'Muddiest Points' that you shared last night, and then we'll have time to discuss other questions or comments you have.

Successful Surveying

Brainstorm

15 minutes

Begin by facilitating a group brainstorm about skillful and unskillful survey practices—ask them to think about times when they've been interviewed or surveyed and what they liked or didn't like.

Demonstrations

1 hour

Next, two experienced and prepared PRAs/facilitators demonstrate a highly successful survey including pre-survey, greeting, introductions, consent, survey, closing, recommending resources, information on next steps, administering honoraria—keep the first example simple and straightforward.

Debrief with the group about what worked well. Have them name what happened specifically. Discuss any questions/ comments they have.

Then, repeat the consenting process and break down exactly how to do that. Show the script.

Then, show the closing process again and repeat how to upload the survey, give honoraria, recommend resources, check-in and close the session in a good way.

Again, debrief with the group about what worked well. Have them name what happened specifically. Discuss any questions/ comments they have.

Go over the Survey Process Checklist to specify the steps that the PRAs need to take (below).

Survey Process Checklist

Survey Steps	Done ?	Suggestions	Strengths
Greet the participant			
Introduce yourself			
Honor and give thanks to participant for coming			
Housekeeping (~2 hours long, washrooms, breaks, smoking, etc.)			
Comforts (what's shared is confidential, stop at any time, stuff is going to come up & that's normal, time during and at end to debrief, ask questions, etc.)			
Carry out consenting process			
Respond to questions			
Obtain written consent			
Repeat about breaks, pausing, questions			
Enter personal details into Oracle database			

Ask survey questions and enter responses into FluidSurveys			
Upload completed survey			
Enter visit details into Oracle database & check box saying "completed"			
Honor and give thanks to participant for completing the survey			
Inform participant about next steps			
It is normal for stress to come up; self-care, safe coping, and doing things that make you feel good			
Provide resource list, as appropriate			
Administer participant's honoraria and obtain signed receipt			
End session			

Comments:

Survey Rationale: Question and Answer

30 minutes

Spend more time answering questions about the survey. This survey was reviewed by over 200 people, informed by community members and arose out of the project's goals. Do you have any questions or concerns about the survey design? Do you have questions or comments about particular questions?

Surveying Practice and Feedback

2.5 hours

For forty minutes, in pairs, one of the pair-members practices introducing themselves, seeking informed consent, asking the survey questions, ending the session, giving information on supports, and administering honoraria (the other PRA role-plays a survey participant).

During the survey process, the 'participant' makes feedback notes on the checklist. It is very important that they save their feedback until the end and do not interrupt the PRA doing the survey. They will use Survey Process Checklist (available earlier in this document) for giving constructive feedback to their partner on whether each step of the process was completed, the strengths the PRA demonstrated and suggestions for improvement. After the survey practice, for twenty minutes the pair debriefs the session and the 'participant' gives constructive feedback to their partner using the feedback checklist.

The PRAs will switch partners/roles to new pairing. Repeat again, this time in their opposite role.

Closing

1 hour

Concept Map

For about ten minutes at the end of each day, we will work as a group to map out all the new information and learning that the trainees can remember from the day by drawing out a concept map on very large paper stuck up on the wall—for Day Two, this should be focused on debriefing and analyzing their experiences and new knowledge with the survey process. Someone's suggestion will spark a recollection for another person, and so forth. Facilitators can provide feedback and help fill in any gaps by giving hints of other aspects of the day's training. For a visual of what a concept map is, you can find an example at the website:

<http://cmap.ihmc.us/publications/researchpapers/theorycmaps/fig1CmapAboutCmaps-large.png>

We will use concept mapping as a tool to review, share and solidify learning. We will save all the concept maps so that we can review the complete set of concepts learned at future trainings. This is an excellent tool for helping achieve all the learning outcomes, to learn from one another, and emphasize a feeling of accomplishment.

Closing Round

End the day by giving each person a chance to speak. For a holistic oral evaluation of the training experience, go around the room and have everyone share the impact on the day on their head (intellect/thoughts), heart (emotions/spirit), hands (actions/skills), and health (overall, holistic wellbeing).

Next Session

Remind the PRAs where and when to meet for the next training session and what the agenda will be.

Day 3 Activities

Opening: Facilitator's Speaking Notes

30 minutes

- Welcome to the third day of training for your new job.
- Acknowledgement of First Nations territories. We are honoured to be hosting this training on the traditional First Nations territory of [insert local First Nations, i.e. Coast Salish, Musqueam, Tseil Waututh, Squamish, Iroquois, Mohawk, the Mississauga of the New Credit, etc.].
- Agenda for the day.
- Review: What can you remember from the first two days of training? [Write responses on the board/flipchart]
- Do Project Details Scavenger Hunt (description and handout below). Come back together as a whole group and go through the answers together.

Project Details Scavenger Hunt

Instructions:

- NOTE: This is not a test! You don't have to know all of these things. It is just a chance to playfully remember and learn from each other.
- Find someone in the room and ask them to tell you two things they remember.
- Write the answer.
- Help them fill out two questions on their sheet too.
- Make sure by the end of the session you've talked to everyone.

Question	Answer	Name
1) What does "CHIWOS" stand for?		
2) What is the computer program called where you'll put in the answers to the survey?		
3) What are 3 CHIWOS guiding frameworks?		
4) Who is the Principal Investigator in this province?		
5) Name three places that have provided funds for this study.		
6) What age and gender is required to participate in this study?		
7) What provinces are we starting in?		
8) What is a cohort study?		
9) Approximately how many people are on the Community Advisory Board?		

10)When did the study start?		
11)When is the expected end-date of the study?		
12)How many women will be surveyed in this province?		
13)How many women will be surveyed in total?		
14)When can you expect to start surveying?		
15)Do participants have to give their real name?		
16)Can you do a survey in a home (yours or the participant's)?		
17)Who is the main person you should call if there's a challenge?		

How-To's

1.75 hours

Spend two hours going over the practical and logistical details of the job using the three how-to PowerPoints as guides. Include information about:

- The job
 - Roles and responsibilities
 - Expectations of your time
 - How to get paid
- Recruiting participants
 - Regional plans for recruitment
 - PRA's role
- Appointment logistics
 - Vetting by the Coordinator
 - How contact will happen
 - Keeping track of schedule

- Where the appointments should happen—rules and recommendations
- When the appointments should happen
- How it will be decided which PRA gets which appointment
- How to keep your personal contact information private (cell phone, email, Facebook, etc.)
- What to bring to the interview (checklist below)
- How to keep organized—give them a pile of all the things they need to bring to the interview, and have them organize it so everything is easy to find and use
- How to get and store the participants' honoraria
- Where to store the informed consent forms
- Handling exceptions
 - Surveying over the phone
 - Surveying on paper when participants refuse electronic version

Checklist: What to Bring to the Survey

- Two copies of consent form
- Charged computer with power cord
- \$50
- Receipt form
- Pens
- Paper
- List of resources
- Paper version of survey
- Survey checklist
- Water bottle
- Snack
- Kleenex
- CHIWOS Phone Tree

Safety and Wellbeing

2 hours

- Using the Safety and Wellbeing PowerPoint, talk about the emotional and psychological safety guidelines.

Have them fill out the following list of people they can turn to.

Write down the name and numbers of where YOU can you go for support.

Coordinator:
24/7 Emergency Counseling:
Counseling:
PRA Buddy:
Other Self-Care Resources:

- Ask them to define 'Boundaries' and 'Triggers'.
- Talk briefly about how grief and loss will likely come up for the CHIWOS staff and participants due to the intimate nature of the study. Also, we may experience losses during the time we work together. We are going to have an indepth training on this by the HIV Bereavement Society in the coming months. For now, we wanted to introduce some basic concepts about grief through this Well Cast video.
- Ask: what role can self-care play in helping us have healthy boundaries and responding to our triggers?

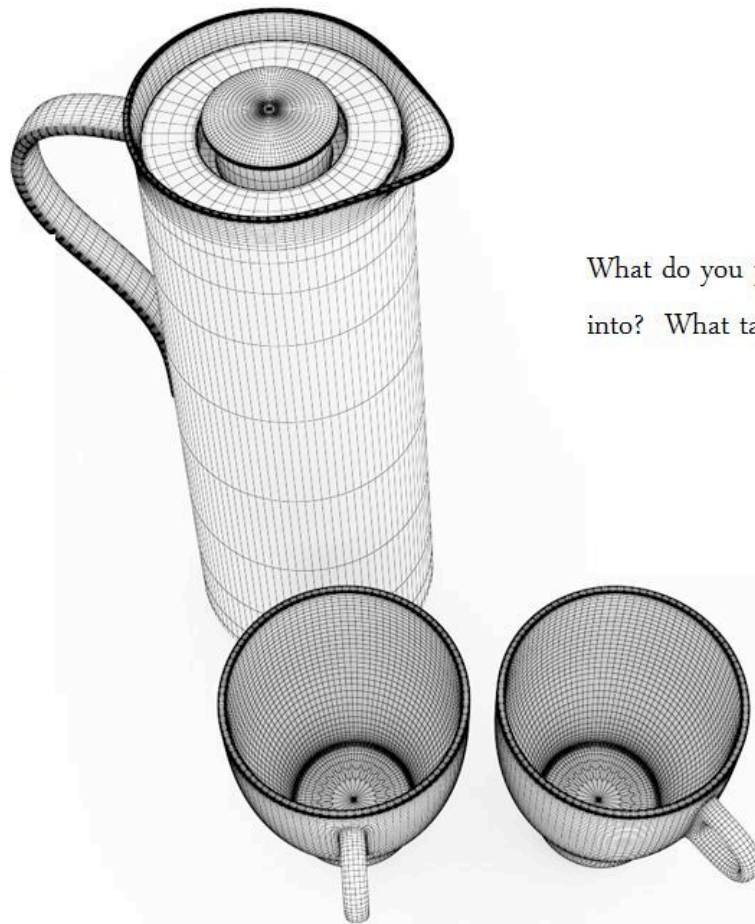
- Physically take several cups and a jug of water. Slowly pour different amounts of water into the cups.
 - Discuss with the PRAs that our life's energy is like the water in the jugs. You can think of self-care through a metaphor of a jug of water. We need and want to pour it into different areas of our life. However, the key to self-care is making sure that the jug is getting re-filled or that our energy and vitality is getting replenished. When 'our jug is full', we are more resilient, we are better able to assert healthy boundaries, and we are more equipped to respond to challenges, losses, and triggers in helpful ways.
- Ask: what fills you up with life and wellbeing?
- Hand out the 'cups and jug' worksheet. Have the PRAs work on their own to write/draw all the things they pour energy into in the area on the worksheet that has the cups. They should include both desired and undesirable energy outputs. They can note if they have any "leaky cups" that require endless energy. You can invite them to reflect on if there are any energy drains that they no longer want/need in their lives.
- Then, have the PRAs work on their own to write/draw the things that revitalize, nurture and support them in the area of the worksheet with the jug on it. They can include things they are actively doing, things they found helpful in the past, and ideas of things they'd like to bring into their lives. They should note if there are any things that are in both categories (both energy output and input).
- Lastly, have them write down a list of five strategies for self-care that will work well for them.
- Bring the group back together as a whole. Do a round, asking people to share how the activity was for them and anything they feel comfortable sharing about what they put on their worksheet. PRAs should feel welcome to borrow each other's ideas for self-care.

Source: Kara Keam created the Water Jug activity.

What fills you up with life and energy? What replenishes you?

My Five
Self-Care
Strategies:

- 1)
- 2)
- 3)
- 4)
- 5)



What do you pour your energy
into? What takes your energy?

Problem-Solving Challenging Scenarios

1 hour

The task is to find some effective approaches for dealing with challenging scenarios that the PRAs should be prepared for.

Have the PRAs group themselves in pairs. Each pair should come up and choose two of the scenarios listed below—have the scenarios printed in a large font, each on their own sheet of paper. Their task is to come up with some ways of handling the situation that they think would work well in terms of safety,

effectiveness and respect. They have 30 minutes total to do the problem solving in pairs (15 minutes per scenario).

After the pair has come up with their solutions, they will present them to the whole group. Facilitate a discussion so that the whole group can give feedback to further enhance the skills in dealing with these situations. The facilitators should be sure to correct any misinformation or ill-advised approaches (ideally, you would have a chance to do this preemptively while they are still working in pairs by going around and talking to each pair).

Afterwards, the facilitators can share any further information about CHIWOS policies for dealing with these scenarios and for preventative emotional/physical safety measures. The PRAs good ideas should be kept, added to these policies, and then shared with the team after the training.

Scenarios:

- 1) The participant is looking around for things to steal out of your meeting space.
- 2) The participant is drunk or high.
- 3) The participant is angry and yelling at you.
- 4) The participant starts crying.
- 5) You, the PRA, have a huge wave of emotion and you feel really upset during the survey.
- 6) The participant is using slang terms to talk about drug-use and you don't know what they mean.
- 7) The participant is getting physically aggressive.
- 8) The participant is very tired.
- 9) The participant is using language that is discriminatory.
- 10) The participant is rushing you and wants to speed up the process.
- 11) The participant is providing responses to the survey that are contradictory.

Survey Rationale

1 hour

Go through the survey section-by-section, explaining the rationale behind the survey questions and answering questions.

Closing

30 *minutes*

Brainstorm what was learned on the concept map.

Have the PRAs jot down their muddiest points, any questions they have, things they don't understand or that are unclear to them.

End the day by thanking the PRAs for a rich learning day and explaining what to expect the next day.

Day Four Activities

Opening

1 hour

Welcome to your fourth day of training.

First off, we will spend some time answering questions and clarifying ideas we explored yesterday. We are going to go through the '**Muddiest Points**' that you shared last night.

Next, we're going to work on '**elevator speeches**'. What do you think an "elevator speech" is? If you were going to explain CHIWOS to someone who had never heard about it before in under a minute, what would you say? Think about it for a minute and write down a couple of notes, practice on the person next to you, and then each person share your 'elevator speech' with the whole group. After you've practiced a bit, write down the five key points about CHIWOS that you want to remember and put it in your wallet.

Problem-Solving Scenarios, Continued

1 hour

This is additional time to continue the problem-solving activity from the previous day and role play/discuss how to handle various situations.

Review Informed Consent Process

35 minutes

Remind the PRAs about the purpose and procedures for doing the informed consent. Be clear about whether the participants must read or listen to it in full.

Show how to summarize the information in the informed consent using the script.

Address what to do if participants don't want to read/hear the information—should the PRAs continue with survey or stop survey? Explain whether the PRAs need to name exceptions to confidentiality (harm to self or others).

Give a demonstration of a complete, smooth and successful informed consent process using the script below.

Afterwards, answer any questions. Then, have the PRAs practice obtaining informed consent with each other.

Review of How to Close the Survey

35 minutes

Give a demonstration of how to end and close the survey well. Include the following steps:

Honor and give thanks to participant for completing the survey.
Inform participant about next steps (next interview, study results, etc.).
Let them know that it is normal for stress to come up and recommend doing some gentle and restorative things to nurture themselves and help themselves cope well.
Provide resource list and recommend further resources, as appropriate.
Administer participant's honoraria and obtain signed receipt.
Say goodbye and end session.

Give the resource guide with many relevant organizations from around the province.

Say: Now, this is a rather long document if you really needed something quickly. We are going to spend some time making a go-to guide that you can use for your own region for some of the common resources that you might need. To fill out the Resource Short-List worksheet, look up resources in the longer resource guide. If you can't find anything, you could ask the other team members and/or search the Internet for a good resource.

Give an opportunity for questions. Then, pair the PRAs up and have them practice closing the survey.

Resource Short-List

Write down the names and contact information for where you would recommend to a participant if they needed help with:

Housing:
Food:
Clothing:
Recreation:
Childcare:
Education and training:
Jobs:
Immigration:
Gender and sexuality:
HIV services:
Health care:
Legal help:
Recovery from drug/alcohol use:
Abuse and violence:
Grief:
Counseling:
General Resource Lists:

Oracle and FluidSurveys Training

1 hour

Begin by repeating that the surveys will be done on a computer. The participants' personal information will be put into a program called Oracle and the answers they give to the survey questions will be put into FluidSurveys.

The participants will be able to see the PRAs screens as they input the data, as this will help them feel comfortable with the survey process. The programs are very easy to use. The personal information is stored separately from the survey responses and is very confidential. [Pause to answer questions about confidentiality here.]

The PRAs will have time now to follow a demonstration of these programs. They will also have time later today to practice doing the survey and inputting everything into the computer.

The facilitator will be demonstrating how to do each step of the process and the PRAs will have a chance to do each step immediately after the facilitator. The facilitator should have their computer hooked up to the projector, so the PRAs can see the screen and follow along.

Then, distribute the laptops with accessories (mouse, power cord, bag, etc.) Also distribute the PRAs login codes and the step-by-step visual guide for using Oracle and FluidSurveys.

Begin the demonstration and pause after each step, giving the PRAs time to mimic your demonstration. Demonstrate:

- How to plug the computer in
- How to connect the mouse
- How to turn the power on and off
- How to login
- How to open Oracle and FluidSurveys
- How to enter Oracle and input data
- How to enter FluidSurveys and input data
- How to upload the completed survey
- How to do the survey in offline mode and how to upload once connected to Internet
- How to trouble shoot other problems, like losing Internet connection part-way through a survey, or if a participant feels strongly about not doing the survey electronically

After both the facilitator and the PRAs have had a chance to go through everything in tandem, have a question and answer period about doing the surveys on the computers.

If necessary after the question and answer period, repeat the demonstrations.

Practice Surveying

1.75 hours

For forty minutes, in pairs, one of the pair-members practices introducing themselves, seeking informed consent, asking the survey questions, entering them into Oracle and FluidSurveys, ending the session, giving information on supports, and administering honoraria (the other PRA role-plays a survey participant).

During the survey process, the 'participant' makes feedback notes on the checklist. It is very important that they save their feedback until the end and do not interrupt the PRA doing the survey. They will use Survey Process Checklist (available earlier in this document) for giving constructive feedback to their partner on whether each step of the process was completed, the strengths the PRA demonstrated and suggestions for improvement. After the survey practice, for twenty minutes the pair debriefs the session and the 'participant' gives constructive feedback to their partner using the feedback checklist.

The PRAs will switch partners/roles to new pairing. Repeat again, this time in their opposite role.

Closing

30 minutes

Let the PRAs know about the next steps for their work and training.

Close by doing a round where each PRA has the floor for a couple of minutes to share what they are leaving with today in their head (thoughts/ideas), heart (feelings/emotions), hands (skills/actions) and health (holistic wellbeing).

Have each person come up, be applauded, and receive a certificate/letter of recommendation.

Give thanks and end the day.