DeCIsion training description containing training components, definitions and associated theory

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| Training component | Definition/example | Theory |
| **PRE-TRAINING** | | |
| **Pre-training planning/preparation** | | |
| Adequate resources to implement training | Ensure adequate resources to implement the training objectives in practice. e.g. consider whether there is adequate time and money to support the behaviour change in practice | Practicalities (resources) |
| Anticipate barriers to implementation | Consult the literature or ask target recipients about barriers to implementation and plan training so that it addresses these barriers | Relevance (content clear and relevant) |
| Identify most appropriate type of intervention | Identify the reasons for suboptimal performance of the behaviour before deciding whether training is the most appropriate intervention | Relevance (preparation) |
| Organisational awareness | Obtain an awareness of the organisations the target recipients work in, e.g. conduct site visits to become familiar with working practices of the organisation | Relevance (preparation)  Practicalities (training practicalities) |
| Organisational buy-in | Obtain commitment from the organisation to support the training and implementation e.g. ensure the management is supportive of the training and of the implementation of any behaviour change as a result of the training | Relevance (preparation) |
| Plan implementation procedures | Identify procedures for implementation of the behaviour e.g. consult with the target recipients on how the intervention can be implemented in practice | Relevance (content clear and relevant)  Practicalities (working practices) |
| Pre-training evaluation | Conduct pre-training evaluation on target recipients, e.g. assess trainees learning needs, expectations, past experiences, knowledge and skill, motivation, intention and self-efficacy | Relevance (preparation) |
| Review training content | Ask an expert or a target recipient to review the content of the training to assess the appropriateness or relevance of the content | Relevance Content clear and relevant) |
| Tailoring content to learning needs | Tailor the training to the learning needs of the target recipients e.g. incorporate pre-training evaluation, needs assessment findings or pre-identified learning objectives into the development of the training content | Relevance Content clear and relevant, grounded in reality, preparation)  Practicalities (working practices) |
| Working environment amenable to change | Ensure that the working environment of trainees is fully prepared and equipped for implementation of the behaviour change, e.g. consider whether the skill(s) the training aims to implement is possible to implement in the target recipients organisation and what changes may be needed | Practicalities (environment) |
| **Incentives to attend training** | | |
| Certificates of attendance | Inform target recipients that they will receive a printed and signed training certificate of attendance | Practicalities (reinforcement & incentives) |
| **TRAINING DELIVERY** | | |
| **Content** | | |
| Address barriers to implementation | Identify and address barriers to implementing the new skill or behaviour in practice e.g. ask trainees what the main barriers to implementation are and facilitate problem solving among the group | Relevance (content clear and relevant)  Practicalities (working practices) |
| Dedicating training time to implementation | Ensure that there is time dedicated to addressing implementation issues e.g. schedule a section of the training to addressing implementation and communicate this to trainees so that it will be a memorable part of the training | Information processing (memory) |
| Identify learning objectives | Ask trainees what they would like to learn or what skills they would like to obtain during the training, e.g. at the start of the training, ask trainees to discuss what they would like to get out of the training (expectations/aims) and report back to the wider group | Relevance (grounded in reality) |
| Structuring training | Deliver training that is structured by having clear objectives and timescales, communicating these to trainees and ensuring they are covered | Relevance (structure) |
| **Training methods (exercises, activities, modes of delivery)** | | |
| Case studies | Provide trainees with examples of different patients with a particular condition covering their social, psychological and physical experiences | Relevance (grounded in reality)  Information processing (absorbing information) |
| Case study discussions | Prompt discussions of case studies in small or large groups, e.g. ask trainees how they would intervene | Social interaction (learning from other people)  Relevance Content clear and relevant)  Information processing (memory) |
| Case presentation  (video) | Show video recordings of patients discussing their conditions | Relevance (grounded in reality) |
| Discussion (small group) | Arrange trainees into small groups and ask them to discuss their views and experiences on a particular topic | Social interaction (learning from other people) |
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| Exercises linked to practice | Ensure exercises are directly linked to clinical practice when appropriate e.g. ask trainees to consider how they would apply the skills in clinical practice whilst undertaking the exercise | Relevance (grounded in reality) |
| Face to face, group training | Deliver training face to face to groups | Social interaction (socialising & networking, social support, learning from other people, social influence, social anxiety) |
| Peer learning | Provide training that enables trainees to learn from each other throughout the training and afterwards if possible | Social interaction (learning from other people) |
| Interactive training | Involve the trainees throughout the training by encouraging interaction between trainees and in the wider group so that they actively contribute to the information being conveyed in the training | Social interaction (socialising & networking, learning from other people)  Relevance Content clear and relevant, grounded in reality) |
| Interactive presentations | Involve the trainees during presentations by asking knowledge questions, asking people to share experiences | Social interaction (socialising & networking, learning from other people)  Credibility (credibility of facilitators)  Relevance (content clear and relevant, grounded in reality)  Information processing (memory, engagement, absorbing information |
| Interactive questions and answer session | The facilitator poses questions to the whole group and invites trainees to respond | Social interaction (learning from other people) |
| Lecture based presentations | Deliver a didactic presentation of new information or background evidence with minimal or no interaction | Credibility (background evidence)  Relevance (content clear and relevant)  Information processing (memory, absorbing information) |
| Large group exercises | Exercises that involve the whole group, e.g. ask trainees to spend five minutes thinking through a problem then to facilitate a group discussion with the aim to generate a solution | Social interaction (socialising & networking, learning from other people, social influence)  Information processing (absorbing information) |
| Mix of lectures and interactive presentations | Include a mixture of lecture based and interactive presentations to keep the focus on trainees learning needs | Relevance (content clear and relevant) |
| Small group exercises | Exercises that involve small groups e.g. ask tables of 3-4 trainees to get together to discuss a case study and feedback their discussion to the wider group | Social interaction (learning from other people, social anxiety)  Relevance (grounded in reality)  Information processing (engagement) |
| Small group exercises (with flipcharts) | Facilitator records the outcome of the small group exercises on flipcharts so the wider group can see the outcome of other group work | Relevance (content clear and relevant) |
| Workshop training (use of multiple training methods) | Include a mix of training methods in face to face, group training including lectures, interactive presentations, training exercises and activities | Social interaction (socialising & networking, learning from other people)  Relevance (content clear and relevant)  Information processing (memory, engagement, absorbing information) |
| **Characteristics of the training provider/facilitator** | | |
| Facilitator experience (clinical) (tier 2 only) | Include a facilitator that has clinical experience relevant to the training | Credibility (credibility of facilitators)  Relevance (content clear and relevant) |
| Peer facilitator (tier 1 only) | Include facilitators from the same professional background as the trainees | Credibility (credibility of facilitators)  Relevance (grounded in reality) |
| **Characteristics of the recipients** | | |
| Context specific group size | Determine the group size according to the training objectives, content and recipient learning needs | Practicalities (training practicalities) |
| Skill mix (heterogeneous)  Note- – if healthcare and officers are trained together | Invite trainees with a mix of skill levels and experience | Social interaction (learning from other people) |
| Small group size | Deliver training to small groups of health professionals (e.g. 5-8) | Social interaction (social influence, social anxiety)  Information processing (engagement, absorbing information)  Practicalities (working practices) |
| Train collaborating people together  Note – if healthcare and officers are trained together (may not always be) | Ensure the healthcare professionals that will be collaborating to implement the training are trained together | Social interaction (socialising and networking) |
| **Length/duration** | | |
| Context specific length | Make decision about length of training in consideration of practicalities and content | Practicalities (training practicalities, working practices) |
| Ongoing training (tier 2 only) | Provide training that is ongoing rather than a one off session e.g. run a series of six two hour workshops that take place every month for six months | Relevance (grounded in reality)  Information processing (memory, absorbing information) |
| Short training | Training no longer than 4 hours | Information processing (memory, engagement)  Practicalities (working practices) |
| Shorter, more numerous sessions (tier 2 only) | Deliver training 1-4 hour training sessions split over a number of sessions if necessary | Relevance (grounded in reality)  Information processing (memory, engagement) |
| **Characteristics of the setting** | | |
| On-site training | Conduct training at the trainees workplace | Relevance (grounded in reality) |
| **POST-TRAINING** | | |
| **Leadership** | | |
| Managerial support | Ensure that trainees are supported by their managers or supervisors to implement the training objectives. | Social interaction (social support)  Practicalities (working practices, resources) |