

Self-Study Modules on Tuberculosis, 1-5 Slide Sets

Facilitator Guide

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Centers for Disease Control and Prevention

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention

Division of Tuberculosis Elimination



Atlanta, Georgia
2010



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Self-Study Modules on Tuberculosis, 1-5 Slide Sets Facilitator Guide

Introduction

Purpose

The purpose of this guide is to provide facilitators guidance and tips for leading a training using the *Self-Study Modules on Tuberculosis, 1-5 Slide Sets*.

Slide Set Training Package

The *Self-Study Modules on Tuberculosis, 1-5 Slide Sets* training package consists of:

- Facilitator guide
- Presentation slides for each module
- Participant slide handouts for each module

Facilitator Guide

The facilitator guide is divided into sections that contain

- An overview of the *Self-Study Modules on Tuberculosis, 1-5 Slide Sets*
- Preparation information for conducting a training
- Training basics
- Sample agenda
- Additional information
- Facilitation tips for each of the five module presentations
- Sample course evaluation

Overview

Target Audiences

The target audiences for trainings using the slide set modules are outreach workers, nurses, physicians, administrators, health educators, and students from a variety of settings, including

- Tuberculosis (TB) programs
- Managed care organizations
- Correctional facilities
- Community-based organizations
- Homeless shelters
- Migrant clinics
- Substance abuse facilities
- Nursing and medical schools
- Other facilities and programs serving persons with or at risk for TB

About the Slide Sets

The *Self-Study Modules on Tuberculosis, 1-5* are a series of modules designed to provide education on TB in a self-study format. The *Self-Study Modules on Tuberculosis, 1-5 Slide Sets* were developed as an accompaniment to the print-based modules to aid in the presentation of module content in a facilitator-led training.

The *Self-Study Modules on Tuberculosis Slide Sets* consist of five presentations:

- *Module 1: Transmission and Pathogenesis of Tuberculosis*
- *Module 2: Epidemiology of Tuberculosis*
- *Module 3: Targeted Testing and the Diagnosis of Latent Tuberculosis Infection and Tuberculosis Disease*
- *Module 4: Treatment of Latent Tuberculosis Infection and Tuberculosis Disease*
- *Module 5: Infectiousness and Infection Control*

The content and organizational flow of the slide sets matches that of the print-based modules. Each module presentation contains the following sections:

- **Overview and Objectives:** A guide to the information participants should learn from the module.
- **Learning Material:** The material for the module, including bullet points, diagrams, charts, illustrations, and photographs.
- **Study Questions:** Sets of questions, spread throughout the presentations, designed to help participants assess how well they have learned the content of the module.
- **Case Studies:** Case studies designed to help participants apply the concepts they have learned in the module.

*Note: The study questions and case studies in the slide sets are the same as those in the print-based modules (e.g., study question 1.1 is the same in both the print-based module and the slide set presentation). Answers to the study questions and case studies are animated and appear on-click throughout the presentations. Answers are also provided in the facilitation notes and at the end of each print-based module. Participant handouts **do not** contain answers to study questions or case studies.*

Customizing the Slide Sets

The *Self-Study Modules on Tuberculosis, 1-5 Slide Sets* are in the public domain and therefore you are free to adapt and revise these materials. For example, content and images may be removed or added based on the training needs and background of the participants. However, you must remove the Department of Health and Human Services (DHHS) and Centers for Disease Control and Prevention (CDC) names and logos if changes are made.

To View or Order Module Materials

To view or download the *Self-Study Modules on Tuberculosis, 1-5 Slide Set* materials (facilitator guide, presentation slides, and participant slide handouts) please visit www.cdc.gov/tb/publications/slidesets/selfstudymodules/default.htm.

To view or download the *Self-Study Modules on Tuberculosis, 1-5* please visit www.cdc.gov/tb/education/ssmodules/default.htm. If you would like to request a print copy of the *Self-Study Modules on Tuberculosis, 1-5* please use the CDC Division of Tuberculosis Elimination's online ordering system: www.cdc.gov/tb.

Preparation for Training

Know the Content

For a training to be successful, it is critical to know the content of what you are training about. Even a facilitator with the best of training skills cannot hide the fact that he or she does not know the content.

- Know the content prior to the training (not at the last minute) so you will be prepared.
 - Read the print-based *Self-Study Modules on Tuberculosis, 1-5*
 - Read the *Self-Study Modules on Tuberculosis, 1-5 Slide Sets* facilitator guide
 - Work through study questions
 - Work through case studies
 - Review *Self-Study Modules on Tuberculosis, 1-5* presentation slides
- Anticipate areas of confusion
- Be prepared to answer questions and explain concepts
- Think about topics participants may find confusing
- Plan ways to help with difficult sections and topics and how to answer any possible questions

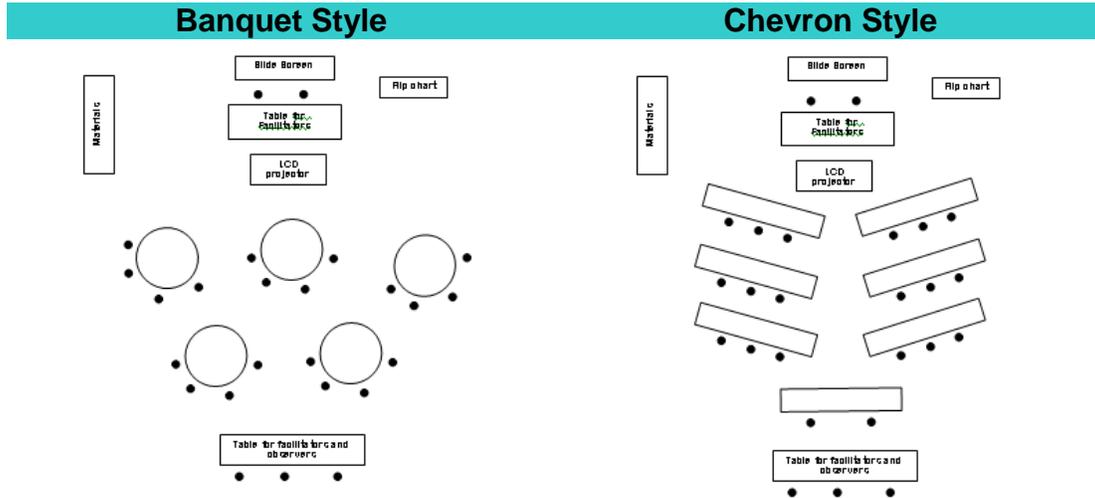
Event Set-Up

It is important to have a comfortable learning environment during the training. The room should be set up in such a way as to allow for group discussions and so that each participant can easily see the presenters and the slides. Two recommended styles include the banquet or chevron style (Figure 1). Generally, the U-shape is not recommended because it can limit some participants' ability to see the slides and presenters.

Before the training, it is important to prepare the training room. This includes:

- Checking the room before the training day (if possible)
- Ensuring materials and supplies are available
- Making sure equipment works
- Arriving at least an hour early on the training day

Figure 1 Room Set-Up Styles.



Materials Checklist

You should have the following materials when you conduct a training on the *Self-Study Modules on Tuberculosis, 1-5*:

✓	Materials and Supplies
Materials and Supplies for Facilitator	
	<i>Self-Study Modules on Tuberculosis, 1-5 Slide Set</i> presentations (electronic and print)
	Facilitator guide for use during presentations
	Pens and/or pencils
	Print-based <i>Self-Study Modules on Tuberculosis, 1-5</i> for reference
Materials and Supplies for Participants	
	Participant handouts of <i>Self-Study Modules on Tuberculosis, 1-5 Slide Set</i> presentations
	Print-based <i>Self-Study Modules on Tuberculosis, 1-5</i> (optional)
	Course evaluations
Materials and Supplies for Training Classroom	
	Projection monitor (LCD) compatible with computer
	Computer
	Screen or wall for viewing presentations
	Extension cord
	Dry erase board, poster paper, or flip chart with markers
	Sign in sheet for participants
	Name tags/tents
	Pens and/or pencils

Training Basics

Understand Your Role as the Facilitator

The facilitator plays a unique role in facilitating the learning experience. One of the most important things a facilitator can do is to create a safe and supportive environment for participants. Participants need to feel comfortable to

- Ask any questions – even simple questions
- State answers to the study questions and case study questions – even if the answers might be wrong

Know Your Audience

One of the most important aspects of training is knowing who your audience is. Knowing your target audience will help you know how to design your training. Things to think about in terms of your audience include:

- Knowledge regarding topic (i.e., are participants new to the topic area or do they have pre-existing knowledge?)
- Training needs
- Skills
- Attitudes
- Experience
- Jobs/positions

There are various ways to get to know your audience. You could get to know your audience by doing a “get-to-know-you” exercise at the beginning of the training. It is also a good idea to share what their expectations of the course are.

Apply Adult Learning Principles

Adults learn differently from children and therefore require different training approaches. Knowing how adults learn is critical to the success of the training course. Understanding adult learning principles helps you to use the right training techniques to enhance learning.

The following table provides principles of adult learning and describes some important training techniques you can use to engage the course participants.

Principles of Adult Learning

	Principle	Training Technique
1.	Adults bring a wealth of knowledge and experience which they want to share	Encourage participants to share their knowledge and experiences. Include activities that utilize their knowledge and experience
2.	Adults are decision-makers and self-directed learners	Include problem-solving activities
3.	Adults have different learning styles that must be respected	Provide multiple ways for participants to learn the material

4.	Adults want to participate rather than just listen to a lecture	Create a participatory learning environment with various types of activities
5.	Adults are motivated by information or tasks that are meaningful and applicable to their jobs	Relate the content to problems participants encounter in their jobs
6.	Adults prefer training that focuses on real- life problems	Relate content to the types of problems they encounter in their jobs
7.	Adults expect their time during training to be used carefully	Follow a realistic time schedule
8.	Adults feel anxious when participating in a group that makes them look uninformed, either professionally or personally	Avoid criticism. Acknowledge all participants' contributions
9.	Adults learn best in a positive environment where they feel respected and confident	Create a positive environment by providing positive feedback and showing respect to all participants
10.	Adults come from different cultures, life-styles, religious preferences, genders, and ages	Respect all differences and encourage participants to respect each other's differences as well

Discuss Ground Rules

At the beginning of the training, it is very helpful to discuss “Ground Rules.” These are expectations of both the participants and the trainers on basic rules of during the training.

- Ask the participants to share their ideas for ground rules for the training
- Write suggestions on a flip chart
- Review the items on the flip chart
- Use the list below as a guide. Include any of the items below if participants do not mention them:
 - Arrive on time for the beginning of each session and after each break
 - Keep each session on time
 - Switch off mobile phones while in the training room
 - Treat each other as equals in the training room
 - Show respect to everyone regardless of age, gender, religion, or culture
 - Share experience and expertise. Many participants have previous experience and background in training.
 - All questions are good questions. Feel free to ask questions at any time.
 - Only one person should speak at a time
 - Everyone should participate and contribute. To ensure that the quieter voices are heard, do not allow 1 or 2 people to dominate the conversation.
 - No side-bar conversations. Comments should be made to the whole group.
 - Provide feedback, as long as it is constructive, not critical
 - Be flexible with differences in culture and language
 - Accept mispronunciation of names
 - Wear name tags

- Mention that ground rules are used throughout the training and new rules can be added. Facilitators and participants can refer to the ground rules during the training to remind each other about what was agreed to. Also, new rules can be added during the training

Utilize the “Parking Lot”

The “Parking Lot” is a place where topics can be “parked” for later discussion. You can write questions, concerns, or topics on the Parking Lot so that it can be discussed at a later time. This is a great way to manage discussions that are taking too long, or those that are getting off topic.

Communicate Effectively and Engage Participants

Communicate Effectively

In order to be a good facilitator, you need to have good communication skills. For instance, facial expressions and tone of voice can influence the tone of the training (e.g., either friendly or unfriendly). Thus, it is important to have an approachable, friendly face during trainings so that people feel comfortable asking questions.

When conducting a training, it is important to remember to use a “trainer’s voice.” This includes:

- Projecting your voice so everyone can hear you
- Varying your pitch
- Using a comfortable and varied pace
- Speaking at the right technical level
- Using a friendly tone
- Using a microphone, if necessary

Engage Participants

It is very important to engage participants throughout the training. One way to do this is to use various types of questions to

- Encourage all participants to contribute
- Allow for differences of opinions
- Keep participants alert
- Help you determine participant’s knowledge and understanding

Types of Questions

Question Type	Description	Examples	How to use
Close-ended	Generates short final answers such as “yes” or “no” or just a few words	<ul style="list-style-type: none"> • Is it ...? • Do you need...? • Have you ever...? 	Obtain a final answer, or conclusion, or for confirmation
Open-ended	Generates descriptive answers that encourage discussion	<ul style="list-style-type: none"> • What are some ways...? • How can you...? • Why would you...? 	Encourage participation and sharing of knowledge

			and experiences
Probing	Generates additional discussion or can be used to probe for more information	<ul style="list-style-type: none"> • Tell me more about...? • Would you elaborate....? • What is an example...? 	Encourage participants to explain in greater detail about a subject

Other Methods for Engaging the Participants

Method	Description
Analogies	Compare two or more situations to help explain complex material. Analogies are helpful for teaching about a complex concept or process.
Stories	Provide real-life situations from your experience (or the experience of others you know) to explain situations or provide examples. Stories are compelling and bring the content to life.
Statistics	Provide statistics (especially from your jurisdiction) that can demonstrate the importance of collecting information or illustrate results of the data.
Energizers	Use short physical activities to increase the energy level of participants (especially after lunch or when participants are getting tired).

Manage the Training

As the facilitator, you are the manager of the training and it is up to you to keep the training on schedule and under control. There may be difficult situations, difficult participants, and unexpected circumstances to deal with. It is your responsibility to keep control and manage the problem, whatever it may be.

Manage time

Participants typically enjoy group discussions and want to share their ideas and experiences. As a result, it is easy for discussions to take too much time or get focused on topics that may not be critical to the training. It is important to know when to quit discussing a topic and move on to the next part of the training.

Manage difficult participants

Throughout the training, continually assess the dynamics of the group. Occasionally, the learning environment might be disrupted by individual participants. Some characteristics of a difficult participant include

- Dominating the conversation
- Interrupting others
- Acting as a know-it-all
- Not participating

The following table includes suggestions for dealing with difficult participants.

Method	Description
Maintain control	You are the manager of the training and need to stay in control. There may be a participant who challenges this, but it is up to you to control the situation in a professional manner.
Use body language	<ul style="list-style-type: none"> • Stand next to or behind participants who are having side-bar conversations or are being disruptive • Look at someone “a little too long” if they are being disruptive • Avoid looking at a participant who tries to dominate the conversation
Use verbal cues	<ul style="list-style-type: none"> • For a participant who is dominating the conversation, thank him/her for contributing and then ask participants <ul style="list-style-type: none"> ○ “Are there any other opinions?” ○ “Can we hear from some other participants?” • Encourage participants who are quiet by <ul style="list-style-type: none"> ○ Asking for opinions from people who haven’t been commenting and then looking at those specific people
Refer to the “ground rules” and the “parking lot”	It can be helpful to remind participants of the ground rules established at the beginning of the course. You can always add to the ground rules throughout the training. If someone is talking too much about a certain topic, use the parking lot.
Give the person a specific task	If the person is busy, he/she will be less likely to be disruptive. For example, have the person write comments on the flip chart or have them help keep time.
Change the dynamics of the group by changing seating arrangements	<p>If a participant is disruptive change the seating arrangements</p> <ul style="list-style-type: none"> • Strategically seat the difficult participant up front near you. • During breaks or lunch change the seating arrangement by moving the name tents. Make a general statement when participants return: <i>“In order to help you get acquainted with as many other participants as possible, the seating arrangements have been changed.”</i> This is effective for separating participants who are having side bar conversations.

Talk to the person outside the classroom	<ul style="list-style-type: none"> • Address such behaviors in private at your earliest convenience (during a break or lunch). Tactfully tell the participant how he/she is being disruptive. Refer to the ground rules, and reinforce the importance of adhering to those rules. • Never reprimand a difficult participant in front of the larger group! When training adults, it is important to show respect. If you do not, they may become resentful and try to challenge you throughout the remaining of the training.
Never lose your “cool” or be rude	Always treat participants in a professional manner.

Sample Agenda

The *Self-Study Modules on Tuberculosis, 1-5 Slide Sets* may be used either as a complete course or as stand-alone presentations. The sample one-day agenda (below) could serve as the basis for a comprehensive training that integrates the information from all five module presentations.

Note: Times allocated for each section in the agenda are suggestions. All of the curriculum content is important; however, every training is different and the facilitator should adjust the times allocated according to the needs, knowledge, and experience of the group.

Sample One-Day Agenda

Time	Topic
8:00 – 8:30 am	Course Introduction/Overview
8:30 – 9:30 am	Module 1, Transmission and Pathogenesis of Tuberculosis
9:30 – 9:45 am	BREAK
9:45 – 10:45 am	Module 2, Epidemiology of Tuberculosis
10:45– 12:15pm	Module 3, Targeted Testing and the Diagnosis of LTBI and TB Disease
12:15 – 1:15 pm	LUNCH
1:15 – 2:45 pm	Module 4, Treatment of LTBI and TB Disease
2:45 – 3:00 pm	BREAK
3:00 – 4:15 pm	Module 5, Infectiousness and Infection Control
4:15 – 5:00 pm	Summary and Evaluations

Additional Information

Continuing Education Units

Continuing education units (CEUs), continuing medical education (CME), continuing nursing education (CNEs), and continuing education contact hours (CECH) are free of charge for the print-based *Self-Study Modules on Tuberculosis, 1-5*. For more information on CEUs for this activity, please visit the CDC Division of Tuberculosis Elimination's website at www.cdc.gov/tb/education/ssmodules/Cont_Ed_regist.htm.

Additional Information on TB

For additional information on TB, visit the CDC Division of Tuberculosis Elimination's website at www.cdc.gov/tb. If you have questions on state-specific TB guidelines, please contact your state TB control office. A list of state TB control offices can be found on the CDC Division of Tuberculosis Elimination's website at www.cdc.gov/tb.