Case Management for Recovering Drug Users in Vietnam: A Training Curriculum

Trainer's Manual

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If you would like copies of the Trainer's Manual and Participant's Manual, please contact FHI at 84-4-934-8560.

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PART I—TRAINER'S ORIENTATION

Introduction

This training curriculum provides case workers employed by Vietnam's Ministry of Labour, War Invalids, and Social Affairs/Department of Labour, Invalids, and Social Affairs (MOLISA/DOLISA) with the knowledge and skills they need to improve their case management services to those who use drugs, particularly those with or at risk of contracting HIV/AIDS.

DOLISA workers typically have had little opportunity to get training in social work concepts (including case management), counseling skills, or the science of addiction and its relationship to HIV/AIDS. Many DOLISA workers have requested training in these areas. This curriculum meets this training need.

Background

The Vietnam Ministry of Health (MOH) reports that adult HIV prevalence is low, but is slowly rising in Vietnam. Prevalence is now approximately 0.51 percent of the total population, up from 0.44 percent in 2003. The actual number of people living with HIV/AIDS is thought to be far higher than the reported number. Estimates range from 218,000 to 308,000, and 85 percent of those infected are thought to be male.

Although the rate is rising slowly overall, there has been a rapid increase in HIV prevalence among injection drug users (IDUs).

The first HIV infection in Vietnam was reported in 1990 in Ho Chi Minh City. In the early 1990s, the HIV/AIDS epidemic was confined primarily in the south, among older heroin IDUs and among female sex workers (FSWs) in An Giang Province adjacent to Cambodia. Using the World Health Organization's definition, the current HIV epidemic in Vietnam is concentrated among the most-at-risk populations, including FSWs, men who have sex with men (MSMs), and IDUs. However, HIV is becoming more prevalent in the general population.

Injection drug use is an increasing problem in Vietnam. The official number of addicted drug users tripled between 1994 and 2004. Drug use among youth came relatively late to Vietnam, but in 1998 an explosive epidemic of HIV broke out among young drug users in Guangxi Province, China, on the Vietnam border, which also includes northern Vietnam.

The main route of HIV transmission among IDUs in Vietnam is sharing needles, syringes, and other injecting equipment. According to the MOH report/HIV surveillance system, the overall HIV prevalence among IDUs in 2007 was 23 percent and as high as 60 percent in some provinces (e.g., Hai Phong and Quang Ninh).

UNAIDS reports that "there is strong support from high-level officials in the Communist Party, the National Assembly, and the Government to move towards universal access to prevention, treatment, care, and support by 2010." Reaching and treating people who use drugs, particularly IDUs, is critical to an effective response to HIV/AIDS.

Case management for people who are addicted is critical. Addiction affects so many areas of an addicted person's life that support services are essential to help the individual maintain long-term recovery while managing to live in the community. No one program or system can meet all the needs of people who use drugs. In most places around the world, services tend to be scattered and difficult for recovering people to access on their own. DOLISA case workers are in a unique position to help.

Overall Training Goal and Objectives

Overall goal

To increase the knowledge base and skill level of DOLISA case workers to enhance the effectiveness of their work with drug users.

Objectives

Participants who complete the training will be able to:

- Describe at least four basic principles of social work and at least five guidelines for professional social work conduct;
- Discuss the role of case management practices in their work;
- Identify major classes of drugs of abuse;
- Discuss the effects and consequences of major drugs of abuse;
- Discuss the concept of addiction as a chronic relapsing "brain disease";
- Identify the relationship of drug use and HIV/AIDS;
- Discuss the stages of change and basic strategies to engage clients and increase motivation;
- Demonstrate basic skill in techniques such as active listening and teaching problem-solving skills and goal-setting strategies;
- Identify at least three main strategies of effective relapse prevention;
- Demonstrate ability to assess client needs and develop a referral plan to match the need;
- Identify resources to develop a comprehensive referral list and discuss strategies to enhance the effectiveness of referrals and other case management activities;

- Understand the importance of self-care; and
- Develop a plan to integrate new learning into practice.

The Trainer

This curriculum can be implemented by those with little previous training experience. However, the trainer should have taken this or a similar training and be familiar with the subject matter. A trainer for this course should have the following knowledge and skills:

- A working knowledge of the curriculum contents;
- Experience working with the client population;
- Experience using the techniques taught in the course;
- Ability to facilitate a group;
- Understanding of and sensitivity to cultural issues specific to both the participants and the participants' treatment populations; and
- Ability to work with participants in a positive, empathetic manner.

Two trainers are essential for the 5-day training course. In addition, a support person to help with logistics is ideal, particularly with large (20 or more participants) training groups.

The Curriculum Package

The curriculum package includes this Trainer's Manual, a Participant's Manual, and a CD-ROM with PowerPoint presentations.

The Trainer's Manual

This Trainer's Manual has five parts:

Part I—Trainer's Orientation (this section)

Part II—Master Agenda

Part III—Evaluation Forms

Part IV—Training Modules

Part V—Appendices

Part II—Master Agenda is included for planning. The training can be delivered over 5 consecutive days, as reflected in the agenda. However, the modular structure allows for flexibility. If necessary, the training could be offered (with some modifications) over several weeks or months, though all 12 modules should be delivered in the order in which they are presented in the manual.

The times indicated for module activities are guidelines. Actual times will depend on each training group's size and participation level. Based on participants' learning needs, a trainer can spend more or less time than is indicated on a particular topic.

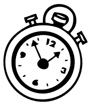
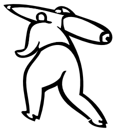
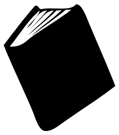
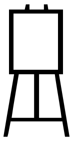
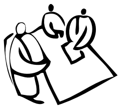
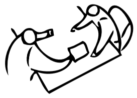
Part III—Evaluation Forms includes two forms—one for participants to complete at the end of each day of training and an overall evaluation form to be used at the end of the training. The daily form helps the trainer identify whether adjustments need to be made during the course. The final evaluation provides an overall look at participants' experiences. Participants need to know that completing the forms is important and that their feedback will help improve training content and delivery over time.

Part IV—Training Modules provide instructions for presenting 12 modules (11 training modules and 1 follow-up module). Module 12 is a follow-up module to be held 3 to 6 months after the last training session. The follow-up module enables participants to evaluate how they are applying new skills and provides the trainer with an opportunity to affirm and reinforce the changes participants make.

Each module in the manual includes:

- A preparation checklist;
- An overview, including goals, objectives, and timeline;
- Presentation and exercise instructions;
- Exercise materials;
- Copies of Resource Pages from the Participant's Manual; and
- Copies of the PowerPoint slides, six to a page.

Presentation instructions are presented in a two-column format. The left column contains icons that offer visual cues (see below). The right column contains detailed instructions.

Icon	Indicates
 30 minutes	The approximate time for the section.
	The trainer introduces a journal or other writing exercise.
	The trainer refers to the Participant’s Manual.
	The trainer uses newsprint.
	The trainer introduces a small-group exercise.
	The trainer introduces a two-person exercise.
PPT 1.1 ⇨	The trainer shows the indicated PowerPoint slide.

Presentation notes are written as directions (i.e., “Explain to participants that” or “Ask participants to turn to Module X in their manuals”). The trainer should feel free to use his or her own words and to add examples. Adding real-life examples enriches the training experience. Trainer notes throughout the modules offer alternative approaches, special considerations, and special instructions.

Trainer notes look like this.

Part V—Appendices includes:

- Appendix A—Energizers (a list activities to reinvigorate the group after lunch);
- Appendix B—Dealing With Difficult Participants During Training; and

The Participant's Manual

The trainer must tell participants to bring their manuals with them each day. The Participant's Manual contains a participant orientation and for each module:

- Goals and objectives;
- Content and timeline;
- PowerPoint slides printed three to a page with space for notes; and
- Resource Pages containing additional information or exercise instructions.

The trainer also provides each participant with a notebook. Participants will use the notebook as a journal, for specific writing exercises, and to note:

- Topics they would like to read more about;
- A principle they would like to think more about;
- A technique they would like to try;
- Possible barriers to using new techniques; and
- Ways to use their new skills and knowledge in their practice.

The CD-ROM

The CD-ROM contains a PowerPoint presentation for Modules 1–10 and three "concert review" presentations. These concert review presentations are designed to be viewed with accompanying music. Make sure the slide show is set to advance slides automatically with 6 seconds between each. These presentations allow participants to periodically review material in a relaxed atmosphere that aids retention.

The Learning Approach

Although some didactic presentation by the trainer is necessary, the curriculum relies heavily on collaborative exercises and other learner-directed activities. Adults have a great deal to offer the learning process, having already accumulated knowledge through their education, work, and other experiences. The curriculum provides opportunities for the trainer to encourage participants to share their relevant experience and knowledge with others and to connect it with the material.

The learning approach includes:

- Trainer-led presentations and discussions;
- Frequent use of creative learner-directed activities, such as small-group and partner-to-partner exercises and presentations;
- Reflective writing exercises;
- Skills role plays;
- Periodic reviews to enhance retention; and
- Learning assessment exercises.

Role plays and other exercises are important parts of the training approach. The trainer can help participants feel safe during and learn from these experiences by:

- Ensuring that participants understand what they are to do or observe;
- Affirming role players' willingness to participate;
- Offering assistance as needed; and
- Using nonjudgmental language and tone during debriefings (e.g., "What was it like for you being the client?" "What was the hardest part for you as the worker?").

The trainer should consider using small gifts and prizes. Receiving a gift or winning a prize can add a lot of fun and motivation to a training event. Ways to use gifts and prizes include:

- A welcome gift to start a training;
- A thank-you-for-participating gift at the end of the training and a certificate of completion;
- Small prizes for learning assessment competitions to enhance motivation; and
- Prizes for energizers and other games to encourage enthusiasm.

Gifts and prizes don't have to be expensive, but they must be in good taste. Suggestions include:

- Business card holders;
- Fancy food items;
- Tokens;
- Tiny statues;
- Photo frames; and

- Music CDs.

Preparation

Major training preparation tasks include:

- Logistical planning, including scheduling, selecting the site, and obtaining or arranging for equipment and supplies at the site;
- Selecting and preparing participants; and
- Becoming thoroughly familiar with the curriculum.

Logistical planning

Scheduling and site selection are connected. If a hotel site is used, planning needs to begin several months ahead of time.

The Training Space

An attractive, well-organized training space can enhance a participant's learning experience. The room must be large enough to accommodate all participants and small groups. Seating small groups at round tables is ideal. The trainer must be able to rearrange the room and seating for particular presentations and exercises. Additional small tables around the edges of the room can hold supplies, learning materials, and trainer's materials.

The ideal space is not always possible, however. If the space is not large enough to accommodate tables, small groups can always push back chairs and work on the floor. Using more than one room at a site can help with space for small-group activities. The training space must provide privacy for role plays and other activities.

The trainer can create colorful posters or mobiles to add life to the training room. Posters can present key concepts, such as the stages of change graphic (Day 3, PPT 6.7). Playing music softly as participants enter the training room (and, when appropriate, during some activities) creates an inviting atmosphere and relaxes participants.

Providing tea, coffee, water, and snacks for refreshment breaks encourages participants to mingle and talk with one another during breaks. Participants will need information on where to get lunch, if it is not provided.

Equipment and supplies

The PowerPoint presentations require a laptop computer, LCD projector, and screen. A remote control for the projector lets the trainer move freely around the room.

If a PowerPoint projector is not available (or breaks down during the training!), the training can continue without it. The Participant's Manual has copies of all slides, and the Trainer's Manual has all the information to explain each slide.

At least one white board with markers, newsprint, and clips are essential to the training. Colored paper and markers are essential for the creative group presentations. The Preparation Checklist indicates the specific supplies needed for each module.

Master supplies list

This list includes all supplies required or suggested for every module in the curriculum.

- Newsprint (you will need A LOT!)
- One Participant's Manual for each participant
- One copy of the overall training schedule and agenda for each participant
- One notebook for each participant
- Index cards
- Colored paper
- Colored markers (multiple colors, one set per table)
- Scissors (one pair per table)
- Tape (one or two rolls of masking tape for hanging newsprint; one roll of cellophane tape per table for exercises)
- One or two Kooshᵀᴹ or other soft balls
- Two funny hats or other unusual items to use during exercises
- Poster board (optional for exercises; newsprint can be substituted)
- Timer or watch with a second hand
- "Counters" (beans, marbles, small candies, or other small objects)
- Gifts and prizes

★Also check Appendix A—Energizers. Some energizers use items not listed here.

Selecting and preparing participants

Ideally, the training group should be large enough to be split into at least five small groups of three to four participants each, but the training materials can be adjusted for smaller training groups. The training group should not be larger than 25 participants and should comprise the same members throughout the 11 training sessions and 1 follow-up session.

A training group that includes a mix of participants with various degrees of experience often facilitates peer-to-peer teaching and learning. Ideally, all participants will be enthusiastic and ready to learn. Unfortunately, that is usually not the case! The trainer can prepare participants for learning and increase their positive expectations before the training begins by sending participants a pretraining package that contains items such as:

- A friendly, enthusiastic welcome letter;
- The training agenda;
- Training goals and objectives;
- A short list of provocative questions that will stimulate interest in the material (e.g., Is addiction really a disease?);
- A pretest that they can either send back or bring with them to the first session; and/or
- A list of positive (anonymous) comments about the training from past participants.

The trainer should ask participants to bring a picture or object that makes them feel relaxed and that can be used to decorate the training space. The energizer on the first day could involve discussing participants' pictures/objects with the group and placing them in the room. This activity indicates that:

- The trainer care about participants' comfort; and
- The training may be different from what they are accustomed to.

A personal call or e-mail from a trainer can engage participants and gives the trainer useful information about them and their level of interest and motivation.

Becoming familiar with the curriculum

The trainer should read the curriculum, study it, and make sure he or she understands the goals and objectives of each module and is fully prepared to facilitate the exercises. The better a trainer knows the material, the more he or she can focus on the participants. Solid preparation helps a trainer relax and be more engaging.

Co-trainers should strategize their roles and responsibilities ahead of time. The timeline and content box in each module has a column labeled "Responsible Person." Co-trainers can specify in this space the training sections for which each will take primary responsibility.

Customizing the Curriculum

A trainer should be prepared to share his or her own examples. Whenever possible, a trainer should describe his or her experiences with particular techniques used with clients. The trainer should discuss any adaptations that were necessary for applying techniques to members of particular ethnic, cultural, or gender groups. The trainer should also ask participants to share experiences from their work to ensure that the training addresses specific concerns.

The trainer also must have a good understanding of the needs of the training group and be prepared to adapt the training accordingly. For example, the trainer may need to:

- Simplify the language (particularly clinical terms and jargon) to make concepts easier to understand;
- Allow more time for participants to understand concepts that may be foreign to their cultural worldview;
- Adapt writing exercises for those with lower levels of literacy; and
- Be creative (e.g., use metaphor or traditional storytelling to make a point).

Important!
Although the curriculum can and should be adapted to suit participants' needs and trainers' personalities and training styles, trainers must maintain the integrity of the content. For example:

- The logistics of an exercise may be changed, but the learning objectives should remain the same and be met.
- Group discussion is a valuable part of learner-directed training, but trainers need to manage the time well and not let undirected discussion replace information dissemination or practice exercises.
- Trainers should not assume that participants already know certain information; sections should not be skipped.

This is a course for new case workers, and participants need all the information in the curriculum.

Getting Started: Preparation Checklists

1 to 2 months before the first session

- ☐ Determine who will attend the training.
- ☐ Develop a pretraining package for trainees.
- ☐ Develop an overall schedule for the training, including dates and times for each module.
- ☐ Arrange for the training space and audiovisual equipment.
- ☐ Obtain all necessary training materials.
- ☐ Make arrangements for refreshments, including lunches if they are provided.
- ☐ Prepare a list of local resources for further training and support for participants. The list could include:
    - ○ Other training programs that are or will be available;
    - ○ Names of local individuals or programs that may be helpful; and
    - ○ The trainer's e-mail address or telephone extension and an invitation for participants to contact the trainer with questions or issues (if appropriate).

1 to 2 weeks before the first session

- ☐ Confirm participants' registration.
- ☐ Select background music.
- ☐ Get enough copies of the Participant's Manual.
- ☐ Check space and equipment arrangements.
- ☐ Load the PowerPoint presentations onto the laptop computer.
- ☐ Purchase gifts and prizes.
- ☐ Read through the entire training manual.
- ☐ Select energizers to use and obtain required supplies.

The trainer can select an energizer from Appendix A, use one of his or her own, or have participants design and facilitate an exercise.

1 to 2 days before the first session

☐ Finalize room and equipment arrangements.

☐ Set up the room.

☐ Prepare name badges, if necessary.

☐ Make copies of the first day's evaluation form.

☐ Make copies of the overall training schedule/agenda.

☐ Gather all supplies, including the Participant's Manuals and evaluation forms.

☐ Review "Before Every Session" (below).

Before every session

Review this checklist before presenting each module.

The training space

☐ Arrange chairs for each session in a comfortable way, keeping in mind that space is needed for both small- and large-group exercises.

☐ Prepare posters illustrating key concepts and terms, and post them around the training room.

☐ Save and repost key newsprint pages and posters generated during the training to use for review.

☐ Create a relaxed atmosphere by playing background music as participants gather.

Equipment and materials

☐ Tape or CD player for instrumental background music.

☐ Computer, LCD projector, and screen.

☐ Newsprint pads, easel, and crayons or markers.

☐ Evaluation forms.

☐ Pins, tacks, or tape to post newsprint on walls.

☐ All other materials needed for the session.

☐ A timer (optional).

General Preparation

☐ Review the preparation checklists and the modules.

☐ Assemble and test necessary equipment, materials, and supplies.

☐ **Have fun!**

PART II—MASTER AGENDA

DAY 1 Date: ________________________

Module 1—Training Introduction		
Time		Content
08.00–08.10	10 minutes	Ceremonial welcome
08.10–08.20	10 minutes	Trainer welcome, housekeeping, and ground rules
08.20–09.30	70 minutes	Exercise: Introductions and training expectations
09.30–09.40	10 minutes	Presentation: Why this training?
09.40–09.50	10 minutes	Presentation: Training agenda and materials
09.50–10.05	15 minutes	Break
10.05–10.30	25 minutes	Exercise: Personal change
10.30–10.45	15 minutes	Presentation: Introduction to the concepts of motivation and readiness for change
10.45–11.00	15 minutes	Exercise: Readiness ruler
Module 2—Introduction to Social Work and Case Management		
Time		Content
11.00–11.10	10 minutes	Introduction to Module 2
11.10–12.10	60 minutes	Exercise: The history of social work
12.10–13.40	90 minutes	Lunch
13.40–13.55	15 minutes	Energizer
13.55–14.05	10 minutes	Presentation: Overview of social work practices
14.05–14.50	45 minutes	Exercise: Principles of social work
14.50–15.30	40 minutes	Interactive presentation: Introduction to case management
15.30–15.45	15 minutes	Break
15.45–16.35	50 minutes	Exercise: Professional codes of conduct
16.35–16.45	10 minutes	Journal writing
16.45–17.00	15 minutes	Learning assessment game
17.00–17.10	10 minutes	Day 1 evaluation and wrap-up

DAY 2 Date: ______________________

Module 3—Drugs of Abuse: Characteristics and Consequences		
Time		Content
08.00–08.15	15 minutes	Welcome, concert review of day 1, Module 3 introduction
08.15–08.30	15 minutes	Presentation: Drugs of abuse: Introduction
08.30–10.00	90 minutes	Exercise: Characteristics, effects, and health consequences of specific drugs
10.00–10.15	15 minutes	Break
10.15–11.00	45 minutes	Exercise: Consequences of drug use
11.00–11.15	15 minutes	Presentation: Drug use and HIV/AIDS
11.15–11.30	15 minutes	Presentation: Drug use in Vietnam
Module 4—The Science of Addiction		
Time		Content
11.30–11.40	10 minutes	Introduction to Module 4
11.40–12.00	20 minutes	Small-group exercise: What is addiction?
12.00–13.30	90 minutes	Lunch
13.30–13.45	15 minutes	Energizer
13.45–14.05	20 minutes	Presentation: The science of addiction 1
14.05–14.45	40 minutes	Exercise: Brain communication
14.45–15.00	15 minutes	Presentation: The science of addiction 2
15.00–15.15	15 minutes	Break
15.15–15.45	30 minutes	Exercise: Drugs and brain communication
15.45–16.40	55 minutes	Small-group exercise: Stigma
16.40–17.00	20 minutes	Learning assessment
17.00–17.15	15 minutes	Day 2 evaluation and wrap-up

DAY 3 Date: ______________________

Module 5—Treatment For Drug Addiction: Overview		
Time		Content
08.00–08.30	30 minutes	Exercise: Module 4 review
08.30–08.35	5 minutes	Module 5 introduction
08.35–08.50	15 minutes	Interactive presentation: Two broad goals of drug treatment: Recovery and risk reduction
08.50–09.20	30 minutes	Exercise: Elements of drug treatment
09.20–09.50	30 minutes	Exercise: Principles of effective drug treatment
09.50–10.10	20 minutes	Presentation: Treatment models
10.10–10.25	15 minutes	Break
10.25–11.10	45 minutes	Interactive presentation: Family involvement in treatment and case management
11.10–11.25	15 minutes	Exercise: Treatment options in Vietnam
11.25–11.35	10 minutes	Presentation: Continuum of intervention: A pilot program in Vietnam
11.35–12.00	25 minutes	Small-group exercise: Influences on treatment outcomes
12.00–13.30	90 minutes	Lunch
Module 6—Motivation and the Stages of Change		
Time		Content
13.30–13.45	15 minutes	Energizer
13.45–13.50	5 minutes	Module 6 introduction
13.50–14.00	10 minutes	Exercise: Personal change
14.00–14.25	25 minutes	Interactive presentation: The nature of motivation
14.25–14.45	20 minutes	Presentation: Introduction to the stages of change model
14.45–15.15	30 minutes	Small-group presentations I—Preparation: Characteristics of clients and appropriate strategies for each of the stages of change
15.15–15.30	15 minutes	Break
15.30–16.00	30 minutes	Small-group presentations II—Presentation: Characteristics of clients and appropriate strategies for each of the stages of change
16.00–16.30	30 minutes	Exercise: Introduction to worker style
16.30–16.45	15 minutes	Learning assessment
16.45–17.00	15 minutes	Day 3 evaluation and wrap-up

DAY 4 Date: ________________________

Module 7—Skill Building: Engaging Clients	
Time	Content
08.00–08.20 20 minutes	Welcome, concert review of days 2 and 3, Module 7 introduction
08.20–09.05 45 minutes	Exercise: Working with drug users: Basic principles
09.05–09.20 15 minutes	Presentation: Establishing rapport: Reflective listening
09.20–10.20 60 minutes	Exercise: "Slow-motion" reflective listening role plays
10.20–10.35 15 minutes	Break
Module 8—Skill Building: Basic Strategies of Motivational Enhancement	
Time	Content
10.35–10.40 5 minutes	Module 8 introduction
10.40–10.45 5 minutes	Exercise: Readiness ruler
10.45–11.15 30 minutes	Interactive presentation: Five basic strategies
11.15–12.15 60 minutes	Exercise: Basic strategies role plays
12.15–13.45 90 minutes	Lunch
Module 9—Skill Building: Helping Clients Develop Replapse-Prevention Skills	
Time	Content
13.45–13.50 5 minutes	Module 9 introduction
13.50–14.20 30 minutes	Interactive presentation: Introduction to relapse triggers and relapse prevention
14.20–14.30 10 minutes	Skills training exercise: Preparation
14.30–14.45 15 minutes	Break
14.45–16.45 120 minutes	Exercise: Skills training
16.45–17.05 20 minutes	Day 4 learning assessment
17.05–17.15 10 minutes	Day 4 evaluation and wrap-up

DAY 5 Date: ________________________

Module 10—Effective Case Management For Substance Users		
Time		Contents
08.00–08.10	10 minutes	Welcome, concert review of day 4, Module 10 introduction
08.10–09.00	50 minutes	Group presentations: Six basic steps of case management—Preparation
09.00–09.30	30 minutes	Group presentations: Six basic steps of case management—Presentations, Part 1
09.30–10.00	30 minutes	Small-group exercise: Step 3: Developing a referral database—Preparation
10.00–10.15	15 minutes	Break
10.15–10.45	30 minutes	Small group exercise: Developing a referral database—Presentation
10.45–11.45	60 minutes	Group presentations: Six basic steps of case management—Presentations, Part 2
11.45–13.15	90 minutes	Lunch
13.15–14.30	75 minutes	Exercise: Avoiding burnout: Counselor self-care

Module 11—Integrating Learning Into Practice		
Time		Content
14.30–14.40	10 minutes	Module 11 and exercise introduction
14.40–14.55	15 minutes	Break
14.55–15.55	60 minutes	Exercise: Developing a practice integration plan
15.55–16.15	20 minutes	Learning assessment contest
16.15–16.30	15 minutes	Day 5 and overall evaluations
16.30–17.00	30+ minutes	Program completion ceremony and socializing

FOLLOW-UP Date: ________________________

Module 12—Integration Follow-Up	
Time	Contents
5 minutes	Introduction
15 minutes	Energizer
60 minutes	Small-group discussion: Evaluating progress
45 minutes	Small-group report out
30 minutes	Large-group discussion

PART III—TRAINING EVALUATION FORMS

Case Management for Recovering Drug Users in Vietnam: A Training Curriculum

DAILY EVALUATION

Date ________________ Trainer ______________________

Modules_____________ Trainer ______________________

Please complete this evaluation for today only.

Please indicate your agreement with these statements about today's training session	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The training was well organized.	5	4	3	2	1
2. The trainers were knowledgeable about the subject.	5	4	3	2	1
3. The trainers were well prepared for the course.	5	4	3	2	1
4. The trainers were open to participant comments and questions.	5	4	3	2	1
5. The training was relevant to my work.	5	4	3	2	1
6. I expect to use the information gained from this training.	5	4	3	2	1
7. I would recommend this training to a colleague.	5	4	3	2	1

Please complete the following statements

One thing I learned today that I plan to use in my work is…

What I liked best about today's training was…

I wish there had been more information about…

Today's training could have been better if…

Other comments

OVERALL TRAINING EVALUATION

Training Dates_________________

Trainer ________________________

Trainer ________________________

Please indicate your agreement with these statements about all the training sessions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The training modules were presented in logical order.	5	4	3	2	1
2. The trainers were knowledgeable about the subject matter.	5	4	3	2	1
3. The trainers were well prepared.	5	4	3	2	1
4. The trainers were open to participant comments and questions.	5	4	3	2	1
5. The training was relevant to my work.	5	4	3	2	1
6. I expect to use the information gained from this training.	5	4	3	2	1
7. I would recommend this training to a colleague.	5	4	3	2	1

Please complete the following statements

The **most** useful module was…

The **least** useful module was…

Before this training is presented again, I suggest the following changes:

I would be interested in having further training on these topics:

Other comments

PART IV—TRAINING MODULES

Pending for revision

PART V—APPENDICES

Appendix A—Energizers

Energizers on this list are from http://www.wilderdom.com/games/ unless otherwise indicated. Wilderdom.com encourages sharing!

Some energizers are cooperative, some are competitive. It is best to use some of each type, and to base your choice on the mood and functioning of the group.

Balloon Juggle & Sort

Supplies:

Balloons (1+ per person)

Challenge participants to keep all balloons in the air. This gets the group moving and cooperating. Once they've got the hang of it, make it harder by adding more balloons, placing restrictions (e.g., no hands to keep balloons up), or asking participants to keep juggling the balloons, but to sort them into colors (works best with large groups).

Balloon Frantic

Supplies:

Balloons (2–3 per person)

Stopwatch or watch with a second hand

Give each person one balloon, with the rest in a nearby pile. Everyone begins bouncing their balloons in the air. Every 5 seconds, another balloon is added. See how long the group can keep the balloons bouncing before receiving six penalties. A penalty is announced loudly (to create stress!) by the energizer leader when a balloon hits the floor (or, once on the floor, if is not back into play within 5 seconds). The leader keeps a cumulative penalty score by shouting out "one," "two," and so on. When the leader gets to six, time is stopped. After some discussion, the group tries to better its record with another attempt.

A Note About Balloon Games

- Balloons work best for games at about 85% of inflation capacity. 85% inflation also allows a handy distance for tying a thumb-knot in the neck of the balloon.
- You can turn the ideal inflation into a game and demonstration: Show the ideal inflation and walk around coaching people. Some participants may need a hand to tie the balloon; encourage cooperation among participants rather than doing it yourself.
- A hygienic alternative is to use a balloon pump for inflation.

Ha-ha

Supplies:

None

This is a short, fun, physically engaging energizer and laughter-generating activity. However, know your audience! Some people may not be comfortable with it.

Each person lies on the floor, placing his or her head on another person's tummy, so that everyone is connected. The facilitator should set a mock serious tone to start. The first person says "Ha," then the second person "Ha-ha" and so on. The goal is to get all the way through the group without anyone laughing. It is almost impossible!

Musical Chairs

(Classic game; original source unknown)

Supplies:

Chairs (one chair per person)

Music CD and player

Small prize

Place chairs in a circle, and ask each person to stand in front of one. Remove one chair. Tell participants that when the music starts they are to start walking in a circle around the chairs. When the music stops, they are to try to sit. The person left without a chair is out of the game. Continue removing chairs and playing until only one person is left. Award a prize.

Musical Chairs Variation

Supplies:

Chairs (one chair per person)

Small prize (optional)

Place chairs in a tight circle (chairs touching each other), seats facing towards the center of the circle. Have participants sit in the chairs, then have 1 person stand in the middle — there is now a vacant chair. The person in the middle tries to sit in an empty seat. The group prevents the person from sitting by moving from seat to seat, creating a new vacant seat. The game moves fast—due to the strategic "bum-shuffling" by the group, the place of the empty seat is in constant movement, like a wave, changing directions, tempting, then moving fast—or instantly appearing on the other side if a bold cross is made by someone. Eventually the person in the middle makes a successful lunge for a seat (it can get very dramatic), and the group member who was aiming for the seat (group consensus) now goes in the middle. And so on. Award a prize to the last person sitting, if you have time to go that far. As an alternative, once four or five people are "out," stop the game and have the group come up with a "punishment" for those people.

Chicken Stretch

Supplies:

None

IMPORTANT!! Do not reveal the name of this activity until afterwards! It relies on an element of surprise.

Have participants form a circle and explain that it is important to warm up one's body from head to toe before participating in physical games and activities. Starting with legs, ask people to try to get their knee to touch their chin. Try each leg alternately. Ask for 10 knee-to-chin touches. It is not easy, some can do it, many can't.

Then move on to the arms. One side at a time, stick a thumb under the armpit and move the elbow up and down and do a side stretch. Three times on each side.

Then explain that it's important to warm up one's vocal cords for group games. Grab the skin on your neck to demonstrate and waggle it side to side. Then ask for some guttural noises, as much as possible, then ask for some animal noises.

Finally, have participants put it all together—walking around raising knees in air, flapping both arms and making animal noises (at some point start encouraging the chicken noises), and you have a clucking and squawking chicken yard. Very funny.

Simon Says

(Classic game; original source unknown)

Supplies:

None

The facilitator is "Simon" (use your own name). "Simon" instructs participants to follow his or her instructions, but ONLY if he or she says "Simon says…" first. "Simon" can have the group do anything possible and safe (e.g., "…raise your right leg" or "…turn in a circle"). If a participant follows an instruction made without "Simon says…" preceding it or doesn't follow a "Simon says" instruction, that participant is out. Continue the game until four or five participants are out, then stop the game and have the group come up with a "punishment" for those people.

Blob Tag

http://www.funattic.com/game_tag.htm

Supplies:

Small prizes

Note: You will need a fair amount of open space for this one.

Start this tag game with two people as the blob. They have to lock their arms together and cannot come apart. Once the blob tags someone, they become part of the blob and add to the end. The blob becomes bigger and bigger. Only the people on either end of the blob can tag someone, so players can run through the blob, if possible without getting tagged. Award a prize to last person (or several) standing alone.

Hot Pepper

http://www.reproline.jhu.edu/english/5tools/5icebreak/icebreak3.htm

Supplies:

Small prize

Participants sit or stand in a circle away from tables and close their eyes. The trainer gives a small ball to one participant, who is instructed to pass the ball quickly to the next person, saying "Hot!" Participants continue to pass the ball around the group. As the ball is passed from participant to participant, the trainer turns his or her back, closes eyes and calls out "Pepper!" The person who is holding the ball when "Pepper!" is called is removed from the circle. The ball continues to be passed until only one person is left.

Hidden Surprise

http://www.funattic.com/game_circle.htm#anchor2

Supplies:

Pill bottle or other container

Tape

Newspaper

Money or small prize

Dice

Take the empty pill bottle or other container and place money or a prize in it. Wrap it up with layers of newspaper and duct tape or any other kind of tape. You can even layer it with different types and make a huge tape ball. Have everyone stand in a circle. Take a set of dice and place them in a flat box. The first participant to roll a double goes inside the circle and start working on getting the tape ball apart. That person continues unwrapping until the next person rolls a double. Keep going until someone successfully opens the container and wins the prize.

Appendix B—Dealing with Difficult Participants During Training

From: Government of Queensland, Australia, Brisbane North Institute of Technical and Further Education (TAFE)

http://www.bnitnet.com.au/taa/ADDITIONAL%20RESOURCES/Dealing%20with%20Difficult%20people.doc

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During the course of training you may experience participants who display difficult or challenging behaviour. As the trainer it is your responsibility to ensure a comfortable and safe environment for the other members of the group. Remember the following points:

- Project confidence and good humour
- Be prepared
- Don't take it personally
- Use effective communication skills
- Avoid an authoritarian/lecturing approach
- Have clear guidelines for the group
- Avoid sarcasm
- Be patient and polite
- Redirect
- Assess if you need to change your approach
- Ignore "bad" attitude

You will encounter a range of learning styles across the group. If possible, try to establish the expectations of the participants and incorporate different strategies to meet these expectations in a range of ways to engage all learning styles.

Prevention and early intervention:

- Make the environment comfortable and the program interesting.
- Explore students' motivations to be in the group.
- Establish group rules and boundaries.
- Involve participants in decisionmaking.

- Establish a positive relationship and encourage relationships in the group—modelling.
- Aim your intervention at the *behaviour* and *consequences*, **not** at the *person* (the same principle applies for groups and individuals).
- The intention isn't to apportion blame, it's to resolve the problem.

Coping strategy:

- Assess the situation—keep yourself and other students safe.
- Ignore negative or non-damaging behaviour.
- Remain calm—don't argue with the other person or make accusations; be discreet.
- Avoid ultimatums.
- Use *active listening skills* to check your understanding of the situation.
- Refer back to group rules set up at the beginning of the session—what behaviour will or will not be accepted—and don't get pushed beyond this limit.
- Be persistent and consistent in your response, which conveys to the difficult person that you mean what you say.
- Provide an opportunity for time out or a private chat.
- Believe in yourself and your ability to deal with others.
- Look for ways to reduce the causes of the behaviour.
- Monitor the effectiveness of your coping strategy, modifying it where appropriate.
- Assess the impact on others. Seek advice if necessary.

Behaviour The participant is:	Possible reasons The participant may be:	What to do
Overly talkative—to the extent that other participants do not have an opportunity to contribute.	-An "eager beaver"; -Exceptionally well informed; -Naturally wordy; -Nervous.	-Interrupt with "That's an interesting point…Let's see what everyone else thinks." -Directly call on others. -Suggest "Let's put others to work." -When the person stops for a breath, thank him or her, restate pertinent points and move on.
Argumentative—to the extent that others' ideas or opinions are rejected or others are treated unfairly.	-Seriously upset about the issue under discussion; -Upset by personal or job problems; -Intolerant of others; -Lacking in empathy; -A negative thinker.	-Keep your temper in check. -Try to find some merit in what's being said; get group to see it too, then move on to something else. -Talk to the person privately and point out what their actions are doing to the rest of the group. -Try to gain the person's cooperation. -Encourage the person to concentrate on positives, not negatives.
Engaging in side conversations with others in the group.	-Talking about something related to the discussion; -Discussing a personal matter; -Uninterested in the topic under discussion.	-Direct a question to the person. -Restate the last idea or suggestion expressed by the group, and ask for the person's opinion.
Unable to express self so that everyone understands.	-Nervous, shy, excited; -Not used to participating in discussions.	-Rephrase, restating what the person said, asking for confirmation of accuracy. -Allow person ample time to express self. -Help person along without being condescending.
Always seeking approval.	-Looking for advice; -Trying to get leader to support his or her point of view; -Trying to put leader on the spot; -Low self-esteem.	-Avoid taking sides, especially if the group will be unduly influenced by your point of view. -Show support without favouritism.

Behaviour The participant is:	Possible reasons The participant may be:	What to do
Bickering with another participant.	-Carrying on an old grudge; -Feeling very strongly about the issue.	-Emphasise points of agreement, minimise points of disagreement. -Direct participants' attention to the objectives of the session. -Mention time limits of the session. -Ask participants to shelve the issue for the moment.
Uninvolved and unwilling to commit to new tasks.	-Lazy; -Too busy already; -Feel they should not have been made to attend the session in the first place; -Unaware of own skills and abilities.	-Ask the person to volunteer for tasks (others in group must as well). -Clearly explain the purpose of the training and the benefits to individuals and the organisation. -Identify how the outcomes can be applied in the workplace. -Privately ask why the person won't become involved and is unwilling to commit to new tasks. -Provide constructive feedback and provide reassurance and encouragement.

Dealing with difficult behaviour can be emotionally tiring. Caring for yourself during this time is vital to the effective management of the situation:

- Recognise the effect an interaction has on you;
- Allow yourself recovery time;
- Be aware of things that help you to recover effectively and quickly; and
- [Use your co-trainer for support].

Sources of information

http://www.studentservices.utas.edu.au/staffresources/forms_files/Difficult%20 Behaviours%20Toolbox%20workbook.ppt#4 8/26/05 [8/17/09]

Dealing with Difficult People - Robert Cava (1993)

How to Deal with Difficult People - Ursula Markham (1994)

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Trainer’s Manual