

Introduction

A Kaleidoscope of Care: Responding to the Challenges of HIV and Substance Use Second Edition

Background

The curriculum, *A Kaleidoscope of Care: Responding to the Challenges of HIV and Substance Use* is a product of a larger initiative spanning four years and funded by the Health Resources and Services Administration's HIV/AIDS Bureau as a Special Project of National Significance (SPNS). The purpose of the SPNS initiative was to understand the state-of-the-art in serving HIV-infected substance users nationwide; to develop performance guidelines for HIV medical care, substance abuse treatment, case management and outreach providers serving HIV-infected substance users; to identify innovative program models and strategies to serve this population; and to develop and implement a training curriculum. Visit the website <http://hdwg.org> to view products related to the overall initiative.

The Training Curriculum

The Original Version

The Health and Disability Working Group (HDWG) of the Boston University School of Public Health, working with a group of content and training experts, developed the original version of *A Kaleidoscope of Care* as a cross-disciplinary training curriculum to increase knowledge and awareness of the relationship between HIV infection and substance use. The training curriculum was designed for HIV medical and substance abuse treatment providers as a Training of Trainers (TOT), with the goal of enhancing their ability to provide interdisciplinary care to their common clients, HIV-infected substance users.

The original version of *A Kaleidoscope of Care* was delivered and evaluated by a diverse national and interdisciplinary audience of sixty-two participants in January, 2003. Over a two and a half day period, participants attended three didactic sessions and two of the training modules. The curriculum is comprised of four core modules including:

- Health Promotion and Adherence
- Incorporating Harm Reduction into Our Work
- Interdisciplinary Care
- Strategies for Engagement and Retention in Care

In the seven months following the TOT, thirty-six participants replicated selected components of the curriculum by conducting trainings in their local communities of six states and Puerto Rico. Over three hundred people from interdisciplinary backgrounds in substance abuse treatment, clinical care, mental health, corrections, domestic violence, outreach, housing and faith-based programs attended and evaluated these local training sessions. The *Kaleidoscope of Care* curriculum was evaluated as having equipped both the national and local training participants

with overall increased knowledge and skills to strengthen their capacity to be more responsive in caring for their HIV-infected and substance using clients.

The Second Edition – This Version

With the intent and purpose of making the core curriculum modules as accessible and usable as possible, the modules have been revised and are contained herewith.

- II – Strategies for Engagement and Retention in Care
- III – Incorporating Harm Reduction into Our Work
- IV – Health Promotion and Adherence (three versions)
- V – Interdisciplinary Care
- Appendix A: Trainers’ Tips

Following the evaluation of the original curriculum, this second edition includes:

- Adjusted time allocations to present information and conduct exercises and activities;
- Suggestions for use of the materials in shorter blocks of time;
- The identification of Trainers Tips and Teach Back opportunities when used as a TOT;
- The Health Promotion and Adherence module has been broken down into three versions; one as a TOT, and two suggested replication trainings – one for a primary audience of clinicians, and a second for a mixed audience of clinicians and non-clinicians; and
- References and resource materials, including websites to obtain relevant and current information.

Use of the Curriculum

The goal of producing this version of the cross-disciplinary curriculum is to make it widely available and promote its use by individuals and organizations involved in the care of HIV-infected substance users. All users of the curriculum are required to acknowledge the source of the curriculum materials with proper citation as follows:

“Materials used were taken from the curriculum, *A Kaleidoscope of Care: Responding to the Challenges of HIV and Substance Use*, funded by a grant from the Health Resources and Services Administration, U.S. Department of Human Services, grant #4H97HA001580201 and developed by the Health and Disability Working Group at the Boston University School of Public Health.”

There is no prescribed order to the modules, and users are encouraged to select and organize modules and activities/presentations for trainings based on the needs of the intended audience. The activities and exercises build upon participants’ existing knowledge and enhance this knowledge through interaction with individuals from other disciplines. You will find suggestions for cross use of module segments that relate to one another within the modules.

Case studies are used in several modules to illustrate key points or highlight issues that are particularly challenging for providers. Clients presented in these case studies are composites drawn from experiences of the curriculum development team. In adapting this curriculum, it is important for trainers to adapt these case studies to local conditions with examples from their own local practices.

Important Guidance

Presenting training materials to a cross-disciplinary audience is challenging and requires an appreciation and understanding of the principles of adult learning and the ability to translate the principles into practice when training. The modules incorporate a range of learning styles using visual slides and handouts, didactic presentations, interactive exercises and activities. Two key lessons learned from trainers who have used this curriculum are the importance of preparing for trainings in order that the materials meet the needs and engage the audience and that the trainer is adept in strong facilitation skills and conflict resolution to accommodate the diverse learning styles, backgrounds and expectations of the intended cross-disciplinary audience.

In modifying the modules for this second edition, efforts were made to better incorporate and strengthen trainers' facilitation of the module contents and materials. In addition to the original Appendix C: Trainers' Tips, we are including a set of tools to this Introduction as Attachments A – C to assist trainers in planning training sessions. They are:

- A. Kaleidoscope Trainer Checklist (Page v)
- B. Pre-Training Needs Assessment (Page vii)
- C. Trainers Planning Form (Page viii)

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Attachment A
KALEIDOSCOPE TRAINER CHECKLIST

Before the event, have you (or the organizers of the training):	YES	N/A
Conducted a Pre-Training Needs Assessment? (Attachment B)		
Completed a Training Planning Form? (Attachment C)		
Prepared & Provided a Training Title, Description, and Bio?		
Arranged for the set-up and familiarized yourself with the training room?		
Arranged for any special participant accommodations?		
Developed objectives and a corresponding evaluation form?		
Arranged for the equipment you need and prepared to operate it?		
Equipment and Supplies Needed:	YES	N/A
➤ Overhead or LCD projector and screen		
➤ Overhead projector transparencies or PowerPoint slides, PC floppy discs, etc.		
➤ Flip charts and stands		
➤ Marker pens		
➤ Video player, tapes, and monitor		
➤ Extension cord for inaccessible plug sockets		
➤ Microphone/Podium		
➤ Spare pens, paper, name tags, and post-its		
➤ Evaluation Forms		
➤ Clock/Time Keeping Device		
Have back up materials in different formats (for example: have flipchart <i>and</i> overhead available)?		
Arranged Handouts, Overheads, and/or Flipcharts for ease of use during training?		
Prepared for back-up activities with corresponding materials?		
Rehearsed Your Presentation?		
Rehearsed Your Presentation Again?		
On the day of and throughout the training, will you:	YES	N/A
Arrive early enough to personally check that the equipment and room are satisfactory?		
Arrange the room in the most comfortable and effective way, laying out any materials before participants arrive?		
Tell students where restrooms, breaks and food are located?		
Post a large sheet of newsprint near the front of the room and write "Parking Lot" reminder list?		
Open with a welcome and greeting?		

Provide a rapport-building “icebreaker exercise”?		
Provide an opportunity for participants to share what they know/want to know about the training topic(s)?		
Relate training goals and objectives to participant needs?		
Gain agreement on “ground rules” with participants?		
Provide knowledge at participants level?		
Use humor and share anecdotes when they are appropriate?		
Communicate confidently and enthusiastically?		
Keep a neutral tone and moderate your voice and speed?		
Keep the group moving forward and treat participants as professionals?		
Use names when asking or responding to a question?		
Encourage involvement. Repeat questions asked by participants, and probe for clarity?		
Continuously gage participants’ needs and adjust accordingly?		
Handle difficult situations?		
Review and relate to information covered previously?		
Provide lists of local resources, websites and referral information?		
Provide an opportunity for the exchange of contact information?		
Thank students for attending?		
Collect all required documentation from the participants?		
After the event, have you:	YES	N/A
Returned the room to its original layout?		
<i>Evaluate!</i> Read and collate the evaluation responses?		
Critically reflected on ways to improve the training?		
Followed up on participant questions you could not answer?		

Attachment B
PRE-TRAINING NEEDS ASSESSMENT TOOL

Purpose of Conducting a Pre-Training Needs Assessment:

- For learning to take place, the learner must be actively involved in the experience. Using a pre-training needs assessment engages the learners prior to the actual learning experience.
- Adults relate current learning to what they already know and Trainers benefit from knowing the background of their participants.
- Learners benefit from an opportunity to identify their own learning needs.

To gather relevant information, simply ask the following questions, and any others you would find useful, of the individual participants who will attend your training presentation. Individual input can be collected in the most convenient format (in-person, phone, email or via fax).

How long have you worked in the field of _____?

What is the highest educational level you completed?

What is the title of your job and what are the three most important tasks that you do in your job?

What do you hope to learn from the training?

What are the ways you learn best?

Are there any accommodations that would make a training session most comfortable for you?

Attachment C

TRAINER'S PLANNING FORM

Purpose of Using a Planning Form:

After conducting a Pre-Training Needs Assessment of the training participants, this form is useful to establish the goals, objectives and initial planning and development of a training session. Having thought through and answered all of the questions below will help to ensure a successful training!

- 1) **Who is the audience? Compile the Results of Pre-Training Participant Needs Assessment.**
- 2) **Determine the Overall Training Goals by answering the question:
As a result of this training, participants will**
- 3) **Develop Overall Learning Objectives by answering the following:
In order to achieve the previously determined overall training goals; participants will need:**
 - To do what?**
 - To know or understand what?**
 - Possess Attitude(s) of?**
- 4) **What are the specific content areas for the training?**
- 5) **How will the audience learn the content? What sections of the curriculum do you need and want to use to achieve the goals and objectives?**
- 6) **What modifications to the curriculum need to be made?**
- 7) **When is the training to be held? (Date, time, and length of session)**
- 8) **Where will it be held? Describe the location and environment for the session, including room set-up.**
- 9) **Structure the training? (Detail your agenda and training plan with timeframes to include breaks, meals and evaluation.)**
- 10) **What are the training supports, materials, and supplies needed and how will they be arranged for?**