



# TRAIN-THE-TRAINER GUIDE



*A facilitation guide for Healthcare Providers*



## PROJECT PARTNERS



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Women's Hands CHC



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AIDS Prevention



HIV Edmonton

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# TRAIN-THE-TRAINER GUIDE

## TABLE OF CONTENTS

INTRODUCTION .....	3
SECTION A: GENERAL PRESENTATION GUIDELINES .....	4
• BEFORE THE TRAINING .....	4
• DURING THE TRAINING .....	5
• AFTER THE TRAINING .....	7
SECTION B: PROJECT-SPECIFIC GUIDELINES.....	8
• Training 1: The Impact of Cultural History on African, Caribbean and Black (ACB) Health .....	9
• Training 2: The Intersection of Anti-Black Racism and Sexual Reproductive Health (SRH) Care .....	11
• Training 3: Barriers to Sexual and Reproductive Health (SRH) in African, Caribbean and Black (ACB) Canadians .....	12
• Training 4: Sexual and Reproductive Health Care through a Gendered Lens .....	13
CONCLUSION .....	15
ACKNOWLEDGEMENTS .....	15
REFERENCES .....	16

# INTRODUCTION

This document has been designed as a resource by the Canadian HIV/AIDS Black, African and Caribbean (CHABAC) Network on the *Promoting Black Sexual and Reproductive Health* project.

It is to serve as a guide for healthcare providers who would be delivering capacity-building trainings or workshops to other healthcare providers on the project.

The guide is divided into two main sections: Section A which provides general tips on facilitating trainings<sup>1</sup>, and Section B which provides specific tips for facilitating the trainings designed on the project.

Facilitators or trainers on this project will be providing others with the knowledge needed to enhance their professional development and support them in delivering culturally-appropriate sexual and reproductive health services to members of the African, Caribbean, and Black community in Canada. A detailed review of this tool is one way of ensuring adequate preparation.

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<sup>1</sup> Many of the general guidelines in Section A were adapted from the Train-the-Trainer Manual (2020) by the Alameda County Public Health Department ([www.acphd.org](http://www.acphd.org)).

# SECTION A: GENERAL TRAINING GUIDELINES

## BEFORE THE TRAINING

*"The best preparation for tomorrow is to make sure today's work is superbly done."*

- African Proverb

- **PREPARATION:**

Excellence does not happen by chance; it takes a great amount of effort and devotion. Before facilitating any training, it is crucial to prepare, both as an individual and with your team where applicable. Below are some recommendations for preparation:

- ✓ Devote the needed time to prepare. Usually, every hour of training requires at least three hours of preparation.
- ✓ Learn the material. Do some background research where necessary to familiarize yourself with the content.
- ✓ Convey the central points in your own words. Avoid reading verbatim from the slides as much as possible.
- ✓ Prepare to use personal anecdotes where possible to better illustrate the points in the training.
- ✓ For team or joint trainings, be sure to meet with your co-trainer(s) at least one week before the training to assign roles, divide up the modules, discuss training approach and other important things about the training.

*"One important key to success is self-confidence. An important key to self-confidence is preparation." - Arthur Ashe*

- **BUILDING CONFIDENCE:**

A large aspect of communication is non-verbal. One's body language (posture, gesture, and facial expression) makes up more than 50% of communication while one's voice (volume, pace and pitch) and words make up the rest (Alameda County Public Health Department (ACPHD), 2020). This also applies when facilitating a training. Remember that it's just not what you say that matters, but how you

say it so adopt the right body language and speak with a big voice that exudes confidence.

Building confidence involves demonstrating your credibility as a trainer to the audience. Being honest and unbiased is one way of showing that. Presenting only verified information and sticking to the allotted time frame are other ways of demonstrating credibility. Managing your stage fright plays a critical role in building confidence. Do well to practice ahead of time, rest and eat well, focus more on the topic being taught instead of yourself, and adopt whatever relaxation/calming techniques work best for you ahead of the training. You got this!

- **SETTING THE STAGE:**

*“If you wish to move mountains tomorrow, you must start by lifting stones today.”  
– African Proverb*

Facilitating a training in a conducive atmosphere makes participants more relaxed and receptive. If the training would be held in a space accessible to you, be sure to confirm seating arrangements and space layout, appropriate heating and/or ventilation, presence and functionality of audiovisual equipment, and other physical elements that may affect your audience’s concentration or active participation. If on the other hand you don’t have access to the space to be used or you would be going outside your office to deliver the training, be sure to call ahead to inquire about specific details that would aid smooth delivery of the training.

## **DURING THE TRAINING**

- **SETTING THE TONE:**

Creating a good first impression is central to the participant’s whole experience at the training. The facilitator has the opportunity to set the tone for the training right from the start.

Arriving early at the venue to set up and being present to welcome participants personally (with a smile) creates a good first impression. Introduce yourself, ask participants to create name tags and fill out necessary participation forms where applicable.

The use of ice breaking activities typically gets the audience comfortable. Do well to choose an activity well suited to your audience, ensuring it is one which everyone (including yourself) can participate in.

Another important component that sets a good tone is sharing participation guidelines or ground rules for the training with your audience. These guide interactions among attendees throughout the training. It helps to have come up with these before the training however, asking participants if they would like to add any guidelines is also a good way of promoting engagement.

- **FACILITATING DISCUSSIONS:**

Making the training interactive encourages audience participation and increases the chances of retaining the information and knowledge application. Leading the training draws ideas out of participants and is a skill that must be worked on for effective delivery of trainings.

It is important to give room for audience contributions. Using open-ended questions is a way to achieve this. Be sure to allow participants to think about answers to questions asked before offering possible answers. You could prompt the audience with your own contributions if no one is forthcoming with an answer to a question asked for instance, but be sure to keep it brief.

- **ANSWERING QUESTIONS ASKED:**

As a good trainer, you should create space for questions both during the training and after. This ensures that concepts being taught are well understood and helps you to get a feel of participants' thoughts. It could also be a good way for you as the trainer to learn something new.

If the question asked can be answered by your audience, allow them to do so in order to promote active learning. If, by chance, an incorrect answer is given, do well to respond by acknowledging the contribution and redirecting the group to the original question while possibly providing more clarity on the question.

For all questions asked, it is essential to employ active listening skills which include paraphrasing, encouraging, mirroring, reflecting, clarifying, summarizing and tracking, validating, and stacking.

## AFTER THE TRAINING

*“Learning expands great souls” - Namibian Proverb*

- **EVALUATION:**

At the end of the training, encourage all participants to provide feedback as this would help the trainer (and team) improve both training content and delivery. This feedback could be provided either verbally or through a previously-created survey.

Ensure that participants feel safe enough to give their feedback and all feedback given, especially verbally, should be graciously received and improvements made where necessary.

For surveys, be sure to get prior ethical approval where applicable, make either the survey link or survey itself available in an easy format to participants and walk them through filling it where necessary.

- **CLOSING:**

Letting participants know that you are available to answer further questions or make clarifications even after the training leaves participants feeling positive as they end the training. It is also a good way to encourage shy participants to ask their questions or interact with you personally at the end. If for some reason, you are not able to wait behind after the training, you could provide some contact information to help participants get the necessary support they need.

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The Train-the-trainer Manual (2020) by the Alameda County Public Health Department is a good additional resource for this section.

## SECTION B: PROJECT-SPECIFIC TRAINING GUIDELINES

The goal of the *Promoting Black Sexual and Reproductive Health* project is to increase the capacity of Sexual and Reproductive Health (SRH) Programs across four Canadian provinces to serve the African, Caribbean and Black (ACB) population through healthcare provider (HCP) and community capacity building.

Desk research/literature review as well as consultation and focus group sessions were done across the provinces to identify the gaps in SRH services and some possible solutions. Based on these findings, training materials on four selected topics were developed through a co-design process with Subject matter experts (SMEs) and ACB community members.

The presentation topics are as follows:

- The Impact of Cultural History on African, Caribbean and Black (ACB) Health
- The Intersection of Anti-Black Racism and Sexual Reproductive Health (SRH) Care
- Barriers to Sexual and Reproductive Health (SRH) in African, Caribbean and Black (ACB) Canadians
- Sexual and Reproductive Health Care through a Gendered lens

Generally, each presentation is divided into three parts, namely:

- **Introduction:** This part of the training includes the *Title page, Outline, Land and African ancestry acknowledgement, Project overview and Process, Project Partners, and Training Objectives*. The *Outline* and *Training Objectives* slides change depending on the topic being discussed.



**TIPS:** *Plan to spend just a little portion of your allotted time in this section. Remember to keep it short and simple. You don't need to read everything on the slides.*



- **Body:** This is the part of the training that focuses on the topic being discussed. It differs for each presentation.



**TIPS:** *Many of the slides have the explanation in the Notes section. Familiarizing yourself with these is key to delivering a great training. Plan to spend the bulk of your allotted time in this section.*

- **Conclusion:** This is the part where a summary of key points from the presentation is given, the references are displayed, and the facilitator gives space for feedback from the participants as well as thanks them for their time. The project's contact and social media information are also displayed here.

The *Conclusion* and *References* slides differ per training however, the *Questions* and *Contact Information* slides are the same across board.



**TIPS:** *Be sure to leave enough time to accommodate whatever questions or further discussions that may arise from attendees. For example, for a 1-hour training time, set aside at least 15 minutes for questions.*

*If you are not able to answer a question for any reason during the allotted time, kindly offer to have it answered after the training or encourage the participant to forward their questions to the Project Coordinator through the provided project email.*

## TRAINING 1: THE IMPACT OF CULTURAL HISTORY ON AFRICAN, CARIBBEAN AND BLACK (ACB) HEALTH

The aim of this training is to increase the participants' understanding of the cultural history of the ACB population and how this impacts their Sexual and Reproductive Health (SRH).

This is our longest training for HCPs and the **body** of the presentation can be divided into about 5 parts.

1. Introduction to the ACB population:

- Definition of terms
- Statistics: The first slide gives general statistics on the ACB population in Canada while the next gives province-specific data.
- Diversity of the ACB population



**TIPS:** *On the slide with the chart, focus on the data for the province in which you are delivering the training. Devote a small portion of your allotted time to this entire Introductory section.*

## 2. Culture of the ACB population:

- Cultural Influences
- Stigma & Taboo
- Gender roles and power dynamics: Talk briefly on examples of power dynamics as it relates to gender roles. Also, on how to address the power dynamics.



**TIP:** *Familiarize yourself before hand with the presenter's notes for this section because they contain most of the detailed explanations for each slide.*

## 3. History:

- Historical trauma – Definition and explanation of how it presents itself as Intergenerational trauma in the present day are crucial.
- Historical events – Speak to one or two examples on this slide.



**TIP:** *Familiarize yourself before hand with the presenter's notes for this section because they contain most of the detailed explanations for each slide.*

## 4. Solutions

- Building Trust – Tips
- Delivery of culturally competent care

## 5. Interactive Segment

- Discussion Question
- True/False Questions



**TIPS:** *In the interactive segment, give room for engagement. If no one is responding to the discussion question, cite one or two examples from the Presenter's notes to encourage participation. For the True/False questions, give participants some time to read and answer each question before revealing the correct answer with a click.*

## TRAINING 2: THE INTERSECTION OF ANTI-BLACK RACISM AND SEXUAL REPRODUCTIVE HEALTH (SRH) CARE

The aim of this training is to increase the participants' understanding of the Anti-Black Racism (ABR), its history, manifestations, and impacts on the Sexual and Reproductive Health (SRH) of the ACB population in Canada.

The **body** of the presentation can be divided into about 5 parts.

1. Introduction
  - ACB statistics
  - Definition of Anti-Black racism (ABR)
  - Tenets of ABR – History, Invisibility, Experience, and Legacy



**TIP:** *Familiarize yourself before hand with the presenter's notes for this section because they contain most of the detailed explanations for each slide.*

2. General Health implications of ABR
  - This includes Chronic stress, Poorer health outcomes, Reduced quality of care, and Poorer service utilization. Brief explanations are in the presenter's notes.
3. Past and Present Manifestations of ABR
  - This section explores both historical and present-day examples and manifestations of ABR. One of the slides has 2 videos embedded.



**TIPS:** *Preview and load the embedded videos before the training starts. One of the videos contains a graphic description of surgical experiments so advise your audience accordingly before*

*playing it. For more details on each slide, refer to the presenter's notes.*

4. Impacts of ABR on SRH
  - Most points on the slide are self-explanatory. Brief explanations can be found in the Presenter's notes.
5. Lived Experiences of Community members
  - These are some feedback received during community consultations on the project. Let them be read respectfully.
6. Interactive Segment
  - This contains a question for discussion with answers in the Notes section.



*TIP: Give time for responses before discussing the answers provided in the Notes.*

### TRAINING 3: BARRIERS TO SEXUAL AND REPRODUCTIVE HEALTH (SRH) IN AFRICAN, CARIBBEAN AND BLACK (ACB) CANADIANS

This training seeks to increase participants' understanding of intersecting identities and their impacts on SRH, explore some key barriers to SRH care in the ACB population, as well as discussing solutions to the problems.

The **central portion** consists the following parts:

1. Introduction to SRH
  - What is SRH
  - SRH Services
2. History of the ACB population and impacts
  - Brief statistics and history of ACB in Canada
  - Impact of historical trauma on ACB health
  - Intersectionality



*TIP: Refer to the presenter's notes for brief explanations of the slides on historical impact and intersectionality.*

3. Barriers to SRH Access
  - Barriers are divided into Individual, Community-based, and Structural & Systemic factors.

- Slides include quotes from ACB community members



**TIPS:** *Be sure to state that only HCP-related barriers from the project's literature review and ACB community engagement sessions were discussed. Also, refer to the presenter's notes for brief explanations of the slides.*

#### 4. Interactive segment

- Discussion: Includes one question for discussion and two for reflection.
- Solutions to identified barriers



**TIPS:** *Refer to the presenter's notes for explanations of the slides in this section. For the Discussion, consider encouraging engagement by telling participants to address the barriers from the three different categories (individual, community-based, and Structural & systemic factors).*

### TRAINING 4: SEXUAL AND REPRODUCTIVE HEALTH CARE THROUGH A GENDERED LENS

The aim of this training is to increase HCP's understanding of gender equality and gender equity, their links with SRH, as well as considering practical strategies on how to achieve gender transformative change in HCP service delivery.

The central portion consists the following parts:

#### 1. Introduction

- Definition of Gender equality and equity
- Differentiating equality from equity – It is important to understand the difference between gender equality and gender equity. The footnotes help with this.



**TIP:** *Refer to the presenter's notes for explanations of the image on this slide.*

- Importance of Gender Equality

## 2. Approaches to Gender Equality

- Human rights approach
- Intersectionality
- Gender transformative approach
- Application of Gender Transformative Approach
- Gender Integrated Continuum



**TIPS:** *Refer to the presenter's notes for detailed explanations of slides in this section. Also, study the Gender Integrated Continuum diagram prior to the training to understand it. This would aid your explanation of it.*

## 3. Links between Gender Equality and SRH

### 4. Interactive Segment

- Discussion
- Steps to Gender Transformative Change



**TIPS:** *Refer to the presenter's notes for explanations of the slides in this section. Also, remember to pause for participants to engage in the discussion before revealing the answers on the following slides.*

## CONCLUSION

Adequate preparation is the foundation for delivering effective training. Information required to aid the excellent facilitation of capacity-building trainings for healthcare providers within the context of this project, has been discussed in this guide.

## ACKNOWLEDGEMENTS

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## REFERENCES

Alameda County Public Health Department (ACPHD), 2020 'Train the Trainer: Basic Training Guidelines'. Available at [https://sswm.info/sites/default/files/reference\\_attachments/ACPHD%202007%20Train%20the%20Trainer%20Basic%20Training%20Guide.pdf](https://sswm.info/sites/default/files/reference_attachments/ACPHD%202007%20Train%20the%20Trainer%20Basic%20Training%20Guide.pdf)  
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