

## Training and Support Program Tool

<b>Section A, Part 1: General Information on Current Training Practices</b>	
<b>Instructions:</b> Please provide the following information about the training you currently provide for your health education staff.	
<b>A1.</b> How many hours of training do you currently provide to your educators to prepare them to deliver your curriculum?	
<b>A2.</b> Please describe how you train your educators to implement your curriculum (e.g., methods used such as videos, paired-practice, role plays, mentoring, etc.).	
<b>A3.</b> Would you recommend any of the materials you use to other sites?	<input type="checkbox"/> Yes <input type="checkbox"/> No      If yes, which ones would you recommend?
<b>A4.</b> Please indicate what topics are covered during your trainings.	

<b>Section A, Part 2: Current Training Practices</b>							
<b>Instructions:</b> Think about the training you currently provide for your health education staff. For each of the statements listed below, rate how well your current training practices address each area. Circle one response for each statement.							
Type of Training Provided to Health Education Staff	Example	How well does this happen at your agency?					List 1 –2 changes you can make to enhance your Training and Support efforts (practices) in this area.
		Not Well		Some-what Well		Very Well	
<b>A5.</b> Staff are adequately prepared to deliver the core elements of the curriculum.	Staff receive formal training (e.g., 2-3 days) on the goals and objectives, core elements, and delivery methods of the curriculum. The training also provides opportunities for staff to practice delivering the curriculum, and discuss other important issues for effective implementation.	1	2	3	4	5	
<b>A6.</b> Staff are given clear expectations to adhere to curriculum content and program delivery as planned to the best of their ability.	The core elements of the intervention are clearly defined and maintained in the delivery of the curriculum. Staff follow a curriculum manual that identifies the core elements.	1	2	3	4	5	

**Section A, Part 2: Current Training Practices**

**Instructions:** Think about the training you currently provide for your health education staff. For each of the statements listed below, rate how well your current training practices address each area. Circle one response for each statement.

Type of Training Provided to Health Education Staff	Example	How well does this happen at your agency?					List 1 –2 changes you can make to enhance your Training and Support efforts (practices) in this area.
		Not Well		Some-what Well		Very Well	
<b>A7.</b> Staff are adequately trained to deal with/address sensitive and controversial issues of the content.	Staff are trained to maintain confidentiality, respond to parent inquires, address disclosure issues, and create a comfortable/safe atmosphere.	1	2	3	4	5	
<b>A8.</b> Staff receive training about the population and/or setting being served.	Staff are aware of the various factors that might affect how the curriculum is received by the population (e.g., cultural, developmental), and are able to use that information when implementing (e.g., use more visuals for lower literacy populations).	1	2	3	4	5	
<b>A9.</b> Staff are trained to use a variety of interactive teaching strategies and methods that address different learning styles.	Staff are skilled in using multiple teaching strategies, such as lecture, large and small group discussion, role-plays, paired group activities, etc. Staff have the ability to adjust activities to learning needs of population.	1	2	3	4	5	
<b>A10.</b> Staff receive booster trainings on a regular basis (e.g., every year).	Staff receive updated information addressing the core elements of the curriculum, implementation, and receive up-to-date health information as it relates to the content.	1	2	3	4	5	

## Training and Support Program Tool

<b>Section B: Support</b>							
<b>Instructions:</b> Think about the type of support you currently provide to your health education staff. For each statement, rate how well your current support practices address each area. Circle one response for each statement.							
Type of Support Provided to Health Education Staff	Example	Rate how well this happens at your agency.					List 1 –2 changes you can make to enhance your Training and Support in this area.
		Not Well		Some-what Well		Very Well	
<b>B1.</b> Opportunities for observation and feedback.	The project coordinator or lead health educators observe curriculum delivery performance of other health educators and provide feedback on ways to improve their delivery.	1	2	3	4	5	
<b>B2.</b> Opportunities to debrief with other educators.	There are regular group discussions with other health educators to discuss implementation issues.	1	2	3	4	5	
<b>B3.</b> Opportunities for professional development.	There are opportunities for health educators to receive additional training or attend professional conferences to improve their skills.	1	2	3	4	5	
<b>B4.</b> Opportunities for educators to assess their individual needs regarding training and support and share these with their supervisors.	There are mechanisms for staff to reflect on specific needs relevant to delivery of the curriculum, content, population or setting, culture, age-level, etc., and identify their training and support needs.	1	2	3	4	5	
<b>B5.</b> Mechanisms to provide educators with access to up-to-date health information relevant to the core content areas of the curriculum.	Staff have easy access to or receive regular updates on health-related information or statistics relevant to the core content areas from reliable sources.	1	2	3	4	5	

## Training and Support Program Tool

<b>Section C: Health Educator Characteristics</b>							
<b>Instructions:</b> Think about the characteristics of your health education staff. Below is a list of key characteristics of effective health educators. For each statement listed below, rate how true these characteristics are of your health education staff. Circle one response for each statement.							
Characteristics/Skills of Effective Health Educators	Example	How true is this for your health educators?					List 1 –2 changes you can make to your training and support practices to make this more true for all educators at your agency in this area.
		Not True For Any		True For Some		True For All	
<b>C1.</b> Experience with population, group or setting being served.	Sensitive and experience with cultural and social diversity. Use teaching methods that are culturally appropriate.	1	2	3	4	5	
<b>C2.</b> Ability to relate to population and or setting being served.	Establish trust and rapport, and are viewed as credible among the population, community, etc.	1	2	3	4	5	
<b>C3.</b> High level of comfort with content, including sensitive and controversial topics.	Establish ground rules, create safe atmosphere, use appropriate language, etc.	1	2	3	4	5	
<b>C4.</b> Personal beliefs and values are not in conflict with key messages of curriculum.	Awareness of his/her values, and the impact they may have on teaching about sexuality.	1	2	3	4	5	

## Health Educator Self-Assessment Tool

Since what date have you been a health educator with this agency? \_\_\_\_\_  
(month) (year)

At which site do you teach? \_\_\_\_\_

*Directions:* For questions 1-21, please select a rating from 1 to 5, or select NA if a question does not apply to you.

Perceived Comfort									
How comfortable do you feel...	Not at all comfortable	1	2	Somewhat comfortable	3	4	Very comfortable	5	Not applicable
1. working with the population you are teaching?	1	2	3	4	5	NA			
2. with the content of the curriculum you are teaching?	1	2	3	4	5	NA			
3. with the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to deliver the curriculum?	1	2	3	4	5	NA			
4. creating a safe environment that allows participants to take part in the discussions?	1	2	3	4	5	NA			
5. addressing classroom management issues (e.g., disruptive behavior by participants)?	1	2	3	4	5	NA			
6. addressing controversial or sensitive topics that your participants may bring up?	1	2	3	4	5	NA			
7. providing one-on-one risk assessment/education?	1	2	3	4	5	NA			
Perceived Preparedness									
How prepared do you feel to...	Not at all prepared	1	2	Somewhat prepared	3	4	Very prepared	5	Not applicable
8. work with the population you are teaching?	1	2	3	4	5	NA			
9. teach the content of the curriculum you are teaching?	1	2	3	4	5	NA			
10. use the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to deliver the curriculum?	1	2	3	4	5	NA			
11. create a safe environment that allows participants to take part in the discussions?	1	2	3	4	5	NA			
12. address classroom management issues (e.g., disruptive behavior by participants)?	1	2	3	4	5	NA			
13. address controversial or sensitive topics that your participants may bring up?	1	2	3	4	5	NA			
14. providing one-on-one risk assessment/education?	1	2	3	4	5	NA			

<b>Perceived Adequacy of Training</b>						
<b>How adequate is the training you receive to...</b>	<b>Not at all adequate</b>		<b>Somewhat adequate</b>		<b>More than adequate</b>	<b>Not applicable</b>
15. work with the population you are teaching?	1	2	3	4	5	NA
16. teach the content of the curriculum you are teaching?	1	2	3	4	5	NA
17. use the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to deliver the curriculum?	1	2	3	4	5	NA
18. create a safe environment that allows participants to take part in the discussions?	1	2	3	4	5	NA
19. address classroom management issues (e.g., disruptive behavior by participants)?	1	2	3	4	5	NA
20. address controversial or sensitive topics that your participants may bring up?	1	2	3	4	5	NA
21. provide one-on-one risk assessment/education?	1	2	3	4	5	NA

*Directions:* For questions 22-27, please select a rating from 1-4 to rate your need for additional training. Select NA if a question does not apply to you. Your answers will help your agency plan for future training opportunities.

<b>Group Facilitation Skills: Training Needs</b>					
<b>I could benefit from training in the following skill area (s):</b>	<b>Very little need</b>			<b>Very high need</b>	<b>Not applicable</b>
22. Listening effectively (e.g., look at the person who is talking, do not interrupt, check for understanding/reflect back).	1	2	3	4	N/A
23. Functioning effectively as a facilitator (e.g., creating a safe environment, establishing ground rules, connecting with participants).	1	2	3	4	N/A
24. Managing large group discussions (e.g., asking open-ended questions, non-verbal techniques to encourage participation).	1	2	3	4	N/A
25. Managing small group activities (e.g. role plays, paired activities).	1	2	3	4	N/A
26. Classroom management (e.g., keeping participants engaged, handling disruptions).	1	2	3	4	N/A
27. Recognizing and handling sensitive issues and questions (e.g., disclosures issues).	1	2	3	4	N/A



## Training and Support Program Tool Peer Educator Version

<b>Section A, Part 1: General Information Current Training Practices</b>	
<b>Instructions:</b> Please provide the following information about the training you currently provide for your peer education staff.	
<b>A1.</b> How many hours of training do you currently provide to your peer educators to prepare them to deliver your curriculum?	
<b>A2.</b> Please describe how you train your peer educators to implement your curriculum (e.g., methods used such as videos, paired-practice, role plays, mentoring, etc.).	
<b>A3.</b> Would you recommend any of the materials you use to other sites?	_____Yes      _____No      If yes, which ones would you recommend?
<b>A4.</b> Please indicate what topics are covered during your trainings.	

<b>Section A, Part 2: Current Training Practices</b>							
<b>Instructions:</b> Think about the training you currently provide for your peer educators. For each of the statements listed below, rate how well your current training practices address each area. Circle one response for each statement.							
Type of Training Provided to Peer Educators	Example	How well does this happen at your agency?					List 1 –2 changes you can make to enhance your Training and Support efforts (practices) in these areas.
		Not Well		Some-what Well		Very Well	
<b>A5.</b> Peer educators are adequately prepared to delivery the core elements of the curriculum.	Peer educators receive structured training on the goals and objectives of the curriculum and on specific content related to the curriculum [e.g., reproductive anatomy and physiology, contraception, HIV, sexually transmitted infections (STIs), etc.].	1	2	3	4	5	
<b>A6.</b> Peer educators are given clear expectations about their roles.	Peer educators are provided written information about their role as peer helpers, and other program requirements (e.g., time commitment, attendance requirements, etc.)	1	2	3	4	5	

**Section A, Part 2: Current Training Practices**

**Instructions:** Think about the training you currently provide for your peer educators. For each of the statements listed below, rate how well your current training practices address each area. Circle one response for each statement.

Type of Training Provided to Peer Educators	Example	How well does this happen at your agency?					List 1 –2 changes you can make to enhance your Training and Support efforts (practices) in these areas.
		Not Well		Some-what Well		Very Well	
<b>A7.</b> Peer educators are trained to deal with/address sensitive and controversial issues.	Peer educators receive training on maintaining confidentiality, how to address disclosure issues, how to handle questions from youth around sensitive topics.	1	2	3	4	5	
<b>A8.</b> Peer educators are trained to use a variety of communication skills.	Peer educators receive training and practice in communication skills (e.g., active listening, problem solving, decision-making etc.).	1	2	3	4	5	
<b>A9.</b> Peer educators are trained to use a variety of facilitation skills.	Peer educators receive training and practice in using multiple teaching strategies and group facilitation skills such as leading large/small group discussions, role-plays, games, skits and other learning activities, etc.	1	2	3	4	5	
<b>A10.</b> Peer educators receive training in values clarification.	Peer educators receive training/given the opportunity to examine one's personal values and the ability to accept another's values without judgment.	1	2	3	4	5	

## Training and Support Program Tool for Peer Educators

<b>Section B: Support</b>							
<b>Instructions:</b> Think about the type of support you currently provide to your peer educators. For each statement, rate how well your current support practices address each area. Circle one response for each statement.							
Type of Supervision and Support Provided to Peer Educators	Example	Rate how well this happens at your agency.					List 1 –2 changes you can make to enhance your Training and Support in these areas.
		Not Well		Some-what Well		Very Well	
<b>B1.</b> Opportunities for observation and feedback.	The project coordinator regularly observes curriculum delivery performance of peer educators and provides feedback on ways to improve their delivery.	1	2	3	4	5	
<b>B2.</b> Opportunities to debrief with other peer educators.	There are regular group discussions with other peer educators to share experiences, learn from and support each other on implementation issues.	1	2	3	4	5	
<b>B3.</b> Peer education staff receive booster trainings on a regular basis (e.g., every year).	Peer educators receive updated information addressing the core elements of the curriculum, implementation, and receive up-to-date health information as it relates to the content.	1	2	3	4	5	
<b>B4.</b> Opportunities for peer educators to assess their individual needs regarding training and support and share these with their supervisors.	There are mechanisms for peer educators to identify specific needs relevant to facilitation skills, topics covered, population or setting, culture, age-level, etc., and identify their training and support needs.	1	2	3	4	5	
<b>B5.</b> Mechanisms to provide peer educators with access to up-to-date health information relevant to the core content areas of the curriculum.	Peer educators receive regular updates on health-related information or statistics relevant to the core content areas from reliable sources.	1	2	3	4	5	

## Training and Support Program Tool for Peer Educators

<b>Section C: Peer Educator Characteristics</b>							
<b>Instructions:</b> Think about the characteristics of your peer education staff. Below is a list of key characteristics for peer educators. For each statement listed below, rate how true these characteristics are of your peer educators. Circle one response for each statement.							
Characteristics/Skills of Peer Educators	Example	How true is this for your health educators?					List 1 –2 changes you can make to your training and support practices to make this more true for peer educators at your agency.
		Not True For Any		True For Some		True For All	
<b>C1.</b> Reflect gender, social and cultural background of population being served.	Peer educators are recruited/selected from population or community being served. Establish trust and rapport, and are viewed as credible among the population, community, etc. Ability to relate to population being served.	1	2	3	4	5	
<b>C2.</b> Strong interest and desire to help other people.	Through a structured interview process and/or referrals from others, peer educators have the following characteristics/skills: trustworthiness, concern for others, ability to listen and follow through, positive attitude, liked and respected by others.	1	2	3	4	5	
<b>C3.</b> Responsibility/commitment to role of peer educator and program.	Willingness to sign an agreement about role in program and length of commitment. Maintains at least a ‘C’ average in school. Responsible.	1	2	3	4	5	
<b>C4.</b> Personal beliefs and values are not in conflict with key messages of curriculum.	Awareness of his/her values, and the impact they may have on teaching about sexuality and sensitive topics.	1	2	3	4	5	

## Peer Educator Self-Assessment Tool

How long have you been a peer educator with this agency? \_\_\_\_\_  
(month)      (year)

At what site(s) do you teach? \_\_\_\_\_

*Directions:* For questions 1-12, please select a rating from 1 to 5, or select NA if a question does not apply to you.

<b>Perceived Comfort</b>						
<b>How comfortable do you feel...</b>	<b>Not at all comfortable</b>		<b>Somewhat comfortable</b>		<b>Very comfortable</b>	<b>Not applicable</b>
1. working with the population you are teaching?	1	2	3	4	5	NA
2. teaching the topics of the curriculum you are teaching?	1	2	3	4	5	NA
3. with the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to teach the curriculum?	1	2	3	4	5	NA
4. creating a safe environment that allows participants to take part in the discussions?	1	2	3	4	5	NA
5. addressing classroom management issues (e.g., disruptive behavior by participants)?	1	2	3	4	5	NA
6. addressing controversial or sensitive topics that participants may bring up?	1	2	3	4	5	NA
<b>Perceived Preparedness</b>						
<b>How prepared do you feel to...</b>	<b>Not at all prepared</b>		<b>Somewhat prepared</b>		<b>Very prepared</b>	<b>Not applicable</b>
7. work with the population you are teaching?	1	2	3	4	5	NA
8. teach the content of the curriculum you are teaching?	1	2	3	4	5	NA
9. use the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to teach the curriculum?	1	2	3	4	5	NA
10. create a safe environment that allows participants to take part in the discussions?	1	2	3	4	5	NA
11. address classroom management issues (e.g., disruptive behavior by participants)?	1	2	3	4	5	NA
12. address controversial or sensitive topics that participants may bring up?	1	2	3	4	5	NA

*Directions:* For questions 13-18, please select a rating from 1-4 to rate your need for additional training. Select NA if a question does not apply to you. Your answers will help your agency plan for future training opportunities.

<b>Group Facilitation Skills: Training Needs</b>					
<b>I could benefit from training in the following skill area(s):</b>	<b>Very little need</b>			<b>Very high need</b>	<b>Not applicable</b>
13. Listening skills (e.g., look at the person who is talking, do not interrupt, check for understanding/reflect back).	1	2	3	4	N/A
14. Group facilitation (e.g., creating a safe environment, establishing ground rules, connecting with participants).	1	2	3	4	N/A
15. Managing large group discussions (e.g., asking open-ended questions, non-verbal techniques to encourage participation).	1	2	3	4	N/A
16. Managing small group activities (e.g., role plays, paired activities).	1	2	3	4	N/A
17. Classroom management (e.g., keeping participants engaged, handling disruptions).	1	2	3	4	N/A
18. Recognizing and handling sensitive issues and questions.	1	2	3	4	N/A

19. In what other areas would you like more training or practice (e.g., specifics topics that come up during your presentations, group facilitation skills, etc.)?

20. How can the peer educator training program be improved to better prepare you to implement the curriculum to the population that you serve?

### Training and Support Program Tool

<b>Section A, Part 1: General Information on Current Training Practices</b>	
<b>Instructions:</b> Please provide the following information about the training you currently provide for your health education staff.	
<b>A1.</b> How many hours of training do you currently provide to your educators to prepare them to deliver your curriculum?	55
<b>A2.</b> Please describe how you train your educators to implement your curriculum (e.g., methods used such as videos, paired-practice, role plays, mentoring, etc.).	First, they read and review our training manuals which cover all basic topics and individual curriculum lesson plans. Next, they receive training from the Project Supervisor on Sexuality, STIs, Birth Control, Reproductive Anatomy, and Presentation Skills. Then they must complete a number of mock presentations to Project Staff in the office. Lastly, they team teach in the classroom with a fully trained Health Educator or the Project Supervisor before being observed doing a classroom presentation on their own.
<b>A3.</b> Would you recommend any of the materials you use to other sites?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No      If yes, which ones would you recommend?  Our training manual is updated constantly and includes all the latest information on STIs, birth control methods, etc. Resources from the CDC and CFHC are also highly recommended.
<b>A4.</b> Please indicate what topics are covered during your trainings.	Sexuality, Y-CARE? (our peer educator program), Reproductive anatomy, Consequences of early sexual involvement, Debriefing a teen parent panel, Decision making and refusal skills, Self-esteem, Puberty, STIs/HIV, History of HIV/AIDS, Birth Control methods, Negotiation skills, Communication and relationships.

<b>Section A, Part 2: Current Training Practices</b>							
<b>Instructions:</b> Think about the training you currently provide for your health education staff. For each of the statements listed below, rate how well your current training practices address each area. Circle one response for each statement.							
Type of Training Provided to Health Education Staff	Example	How well does this happen at your agency?					List 1 –2 changes you can make to enhance your Training and Support efforts (practices) in this area.
		Not Well		Some-what Well		Very Well	
<b>A5.</b> Staff are adequately prepared to deliver the core elements of the curriculum.	Staff receive formal training (e.g., 2-3 days) on the goals and objectives, core elements, and delivery methods of the curriculum. The training also provides opportunities for staff to practice delivering the curriculum, and discuss other important issues for effective implementation.	1	2	3	4	5 X	As long as staff come on in off-peak periods, fully training them is not an issue.

<b>Section A, Part 2: Current Training Practices</b>							
<b>Instructions:</b> Think about the training you currently provide for your health education staff. For each of the statements listed below, rate how well your current training practices address each area. Circle one response for each statement.							
Type of Training Provided to Health Education Staff	Example	How well does this happen at your agency?					List 1 –2 changes you can make to enhance your Training and Support efforts (practices) in this area.
		Not Well		Some-what Well		Very Well	
<b>A6.</b> Staff are given clear expectations to adhere to curriculum content and program delivery as planned to the best of their ability.	The core elements of the intervention are clearly defined and maintained in the delivery of the curriculum. Staff follow a curriculum manual that identifies the core elements.	1	2	3	4	5 X	
<b>A7.</b> Staff are adequately trained to deal with/address sensitive and controversial issues of the content.	Staff are trained to maintain confidentiality, respond to parent inquires, address disclosure issues, and create a comfortable/safe atmosphere.	1	2	3	4 X	5	We would like to gather more concrete examples to include in the mock presentations. We are currently developing a training on dealing with difficult/controversial questions in the classroom.
<b>A8.</b> Staff receive training about the population and/or setting being served.	Staff are aware of the various factors that might affect how the curriculum is received by the population (e.g., cultural, developmental), and are able to use that information when implementing (e.g., use more visuals for lower literacy populations).	1	2	3	4 X	5	We are thinking about bringing in an outside agency to provide diversity training.
<b>A9.</b> Staff are trained to use a variety of interactive teaching strategies and methods that address different learning styles.	Staff are skilled in using multiple teaching strategies, such as lecture, large and small group discussion, role-plays, paired group activities, etc. Staff have the ability to adjust activities to learning needs of population.	1	2	3	4 X	5	While we include a number of teaching strategies, we could enhance this by providing more information on diverse learning styles.
<b>A10.</b> Staff receive booster trainings on a regular basis (e.g., every year).	Staff receive updated information addressing the core elements of the curriculum, implementation, and receive up-to-date health information as it relates to the content.	1	2	3	4	5 X	

## Training and Support Program Tool

<b>Section B: Support</b>							
<b>Instructions:</b> Think about the type of support you currently provide to your health education staff. For each statement, rate how well your current support practices address each area. Circle one response for each statement.							
<b>Type of Support Provided to Health Education Staff</b>	<b>Example</b>	<b>Rate how well this happens at your agency.</b>					<b>List 1 –2 changes you can make to enhance your Training and Support in this area.</b>
		<b>Not Well</b>		<b>Some-what Well</b>		<b>Very Well</b>	
<b>B1.</b> Opportunities for observation and feedback.	The project coordinator or lead health educators observe curriculum delivery performance of other health educators and provide feedback on ways to improve their delivery.	1	2	3	4	5 X	
<b>B2.</b> Opportunities to debrief with other educators.	There are regular group discussions with other health educators to discuss implementation issues.	1	2	3	4 X	5	While Health Educators share ideas during staff meetings, we are considering having the Educators observe each other in the classroom to provide them with new ideas and feedback from their peers.
<b>B3.</b> Opportunities for professional development.	There are opportunities for health educators to receive additional training or attend professional conferences to improve their skills.	1	2	3	4 X	5	While we do send Educators to conferences/trainings, we would like to do so more but are limited by funding. We are looking into bringing free trainings from CFHC.
<b>B4.</b> Opportunities for educators to assess their individual needs regarding training and support and share these with their supervisors.	There are mechanisms for staff to reflect on specific needs relevant to delivery of the curriculum, content, population or setting, culture, age-level, etc., and identify their training and support needs.	1	2	3	4	5 X	
<b>B5.</b> Mechanisms to provide educators with access to up-to-date health information relevant to the core content areas of the curriculum.	Staff have easy access to or receive regular updates on health-related information or statistics relevant to the core content areas from reliable sources.	1	2	3	4	5 X	

## Training and Support Program Tool

<b>Section C: Health Educator Characteristics</b>							
<b>Instructions:</b> Think about the characteristics of your health education staff. Below is a list of key characteristics of effective health educators. For each statement listed below, rate how true these characteristics are of your health education staff. Circle one response for each statement.							
Characteristics/Skills of Effective Health Educators	Example	How true is this for your health educators?					List 1 –2 changes you can make to your training and support practices to make this more true for all educators at your agency in this area.
		Not True For Any		True For Some		True For All	
<b>C1.</b> Experience with population, group or setting being served.	Sensitive and experience with cultural and social diversity. Use teaching methods that are culturally appropriate.	1	2	3	4 X	5	Again, we hope to provide Diversity training to our staff to help in this area.
<b>C2.</b> Ability to relate to population and or setting being served.	Establish trust and rapport, and are viewed as credible among the population, community, etc.	1	2	3	4	5 X	
<b>C3.</b> High level of comfort with content, including sensitive and controversial topics.	Establish ground rules, create safe atmosphere, use appropriate language, etc.	1	2	3	4	5 X	
<b>C4.</b> Personal beliefs and values are not in conflict with key messages of curriculum.	Awareness of his/her values, and the impact they may have on teaching about sexuality.	1	2	3	4	5 X	

**Health Educator Self-Assessment Tool**

Since what date have you been a health educator with this agency? May 2004  
(month) (year)

At which site do you teach? [Name of Site]

*Directions:* For questions 1-21, please select a rating from 1 to 5, or select NA if a question does not apply to you.

Perceived Comfort						
How comfortable do you feel...	Not at all comfortable		Somewhat comfortable		Very comfortable	Not applicable
1. working with the population you are teaching?	1	2	3	<u>4</u>	5	NA
2. with the content of the curriculum you are teaching?	1	2	3	<u>4</u>	5	NA
3. with the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to deliver the curriculum?	1	2	3	<u>4</u>	5	NA
4. creating a safe environment that allows participants to take part in the discussions?	1	2	3	<u>4</u>	5	NA
5. addressing classroom management issues (e.g., disruptive behavior by participants)?	1	2	<u>3</u>	4	5	NA
6. addressing controversial or sensitive topics that your participants may bring up?	1	2	<u>3</u>	4	5	NA
7. providing one-on-one risk assessment/education?	1	2	3	<u>4</u>	5	NA
Perceived Preparedness						
How prepared do you feel to...	Not at all prepared		Somewhat prepared		Very prepared	Not applicable
8. work with the population you are teaching?	1	2	3	<u>4</u>	5	NA
9. teach the content of the curriculum you are teaching?	1	2	3	<u>4</u>	5	NA
10. use the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to deliver the curriculum?	1	2	3	<u>4</u>	5	NA
11. create a safe environment that allows participants to take part in the discussions?	1	2	3	<u>4</u>	5	NA
12. address classroom management issues (e.g., disruptive behavior by participants)?	1	2	<u>3</u>	4	5	NA
13. address controversial or sensitive topics that your participants may bring up?	1	2	<u>3</u>	4	5	NA
14. providing one-on-one risk assessment/education?	1	2	3	<u>4</u>	5	NA

Perceived Adequacy of Training						
How adequate is the training you receive to...	Not at all adequate		Somewhat adequate		More than adequate	Not applicable
15. work with the population you are teaching?	1	2	3	<u>4</u>	5	NA
16. teach the content of the curriculum you are teaching?	1	2	3	<u>4</u>	5	NA
17. use the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to deliver the curriculum?	1	2	3	<u>4</u>	5	NA
18. create a safe environment that allows participants to take part in the discussions?	1	2	3	<u>4</u>	5	NA
19. address classroom management issues (e.g., disruptive behavior by participants)?	1	2	<u>3</u>	4	5	NA
20. address controversial or sensitive topics that your participants may bring up?	1	2	<u>3</u>	4	5	NA
21. provide one-on-one risk assessment/education?	1	2	<u>3</u>	4	5	NA

*Directions:* For questions 22-27, please select a rating from 1-4 to rate your need for additional training. Select NA if a question does not apply to you. Your answers will help your agency plan for future training opportunities.

Group Facilitation Skills: Training Needs					
I could benefit from training in the following skill area (s):	Very little need			Very high need	Not applicable
22. Listening effectively (e.g., look at the person who is talking, do not interrupt, check for understanding/reflect back).	<u>1</u>	2	3	4	N/A
23. Functioning effectively as a facilitator (e.g., creating a safe environment, establishing ground rules, connecting with participants).	1	<u>2</u>	3	4	N/A
24. Managing large group discussions (e.g., asking open-ended questions, non-verbal techniques to encourage participation).	1	<u>2</u>	3	4	N/A
25. Managing small group activities (e.g. role plays, paired activities).	1	<u>2</u>	3	4	N/A
26. Classroom management (e.g., keeping participants engaged, handling disruptions).	1	2	<u>3</u>	4	N/A
27. Recognizing and handling sensitive issues and questions (e.g., disclosures issues).	1	<u>2</u>	3	4	N/A

28. Please identify one or two ways that additional training could enhance your delivery of this curriculum with this population/in this setting (e.g., specific professional development opportunities that would be helpful).

Additional training on classroom management techniques.

29. Please identify one or two ways that additional support could enhance your delivery of this curriculum with this population/in this setting (e.g., more frequent program staff meetings in which health educators can share their experiences, solutions to problems, etc. with one another).

Meetings to go over presentation feedback and sharing presentation strategies.

### **Training and Support Tools – SAMPLE Summary**

Who was involved in completing the training and support tools?

- Our newest Health Educator, [Name of Educator], was selected to complete the Health Educator Self Assessment Tool. [Name of Educator] was selected because he had most recently completed our Health Educator training.
- The Project Supervisor, [Name of Supervisor], completed the Training and Support Program Tool. [Name of Supervisor] has been with the project for over 6 years and has developed the currently used Health Educator training.

What process was used to complete the tools?

- The Health Educator and Project Supervisor filled out the tools independently.

What did you learn from the training and support data you collected?

- The Health Educator reported that he was comfortable overall with the training he had received, but only somewhat comfortable with classroom management issues and controversial and sensitive topics. He reported a need for training in classroom management techniques. The Educator also suggested having a staff meeting to discuss presentation techniques and presentation feedback.
- In completing the tool the Project Supervisor discovered a need for diversity training and training on working with challenging populations. In discussing the outcomes with the Health Educator, the Educator acknowledged that his difficulties in classroom management were in fact most challenging when working with diverse groups and in changing teaching techniques to satisfy the variety of ages we serve in the classroom. It also came to light that the Educator did not always feel comfortable answering anonymous questions that dealt with controversial and/or sensitive topics.

What changes are you most likely to make based on what you learned from the training and support data you collected?

- We asked the entire staff if they felt they too could benefit from supplemental training and, if so, what additional training they would like.
- As a result of the data we collected, we have provided staff supplemental training in classroom management and answering anonymous questions in the classroom. We decided as a team that a good way to practice answering anonymous questions was to use our archive of anonymous questions and to take turns answering them as if we were in the classroom. The Project Supervisor helped to facilitate the meeting and gave feedback on the responses as well as distinguishing how questions might be answered differently in various settings e.g. middle school vs. court and community schools.
- Staff will be attending an STD and HIV update training about which they are very enthusiastic. We have also hired a new Health Educator and will possibly be sending him and [Name of Educator] to the WRICHE training, which includes working with diverse populations.
- We have not yet scheduled a diversity training, but are very interested in offering such a training to our staff.
- We are considering having the Educators observe each other in the classroom to provide them with new ideas and feedback from their peers.
- We are looking into bringing free trainings from CFHC.