



The Power of Train the Trainer Model in Global Health

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Learning Objectives

- ~Describe the basic structure of the Train the Trainer Model
- ~Apply the model to missions, both locally and globally
- ~Explain the concept of Low Dose High Frequency training
- ~Discuss the benefits of the model to long-term capacity building in low-resource, high mortality countries
- ~Discuss the ethical considerations for sustainable mission work

I declare I have no conflict of interest in this subject

Benefits to capacity building long-term

- Reduces the need to continually bring in external trainers, which can be expensive, and creates a self-sufficient internal training system that can grow and adapt.
- Empowers the people you trained to take ownership of their professional development and contribute to a culture of continuous learning and sharing knowledge.
- Ensures training is relevant to specific organizational needs and contexts, allowing for customization of content for different settings and cultures.
- "Learning by teaching" can deepen the trainers' own understanding and retention of the material.

Biblical Concepts of Generosity, Kindness, Goodwill

- Generosity is a heart-transforming quality that involves giving time, resources, and love to others without expecting anything in return, mirroring God's generous nature towards humanity.
- Benevolence is a disposition or attitude of kindness, goodwill, and desire to do good for others.

In missions, we sow into the lives of others to be a blessing

- Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously. ~2 Corinthians 9:6-8
- In everything set them an example by doing what is good ~Titus 2: 7



Train the Trainer Model

- Fits the model of Generosity
- Fits the model of Missions
- Fits the model of Titus 2
- Fits the model of Cognitive Apprenticeship



Cognitive Apprenticeship

- **Making Thinking Visible (Modeling):** Experts explicitly verbalize their internal thought processes, strategies, and "troubleshooting" while performing tasks, allowing learners to observe how experts think, not just what they do.
- **Situated Learning (Authentic Context):** Learning takes place within the context of real-world, complex tasks rather than abstract, decontextualized instruction.
- **Scaffolding:** Teachers provide intense support and guidance during early stages, which is gradually reduced as the learner gains competence, fostering independence.

Cognitive Apprenticeship

- **Coaching:** The teacher observes the learner, providing hints, feedback, and modeling to guide them toward expert-level performance.
- **Articulation:** Learners are required to articulate their own knowledge, reasoning, and problem-solving strategies, which helps solidify their understanding.
- **Reflection:** Students analyze their own performance by comparing it to the expert's performance or their own previous attempts.
- **Exploration:** Encouraging students to set their own goals, formulate their own problems, and explore strategies independently.

Initial Training

- A master trainer or external consultant provides in-depth training on a specific subject or skill to a selected individual or individuals



Skill Development

- The trainee learns not only the subject matter but also the techniques for effective teaching, including presentation skills, facilitation, and how to handle various learning styles



Co-Teaching

- The new trainer may then co-teach with the master trainer, allowing for observation and feedback on their delivery



Independent Delivery

- The trainer gradually takes over teaching responsibilities, delivering the curriculum to other colleagues and staff within their own healthcare setting



Internal Expertise

- The newly trained individuals become on-site experts, building the organization's internal capacity for ongoing education and development.



A new way of doing medical missions

- Contrast this model with models that are power imbalanced, culturally insensitive, and hierarchical

Evidence Based and Ethical

- Equips healthcare professionals to teach and implement evidence-based decision-making in their daily work.
- Spreads the power of education rather than hoarding it.
- A culturally intelligent way to share knowledge
- Can help many and save lives by multiplication principle



Low Dose, High Frequency

- The concept is to practice often for short periods of time.
- Require regular practice sessions for new skills
- Man overboard drills - always appropriate!



Practice in Clinical Space

- Do the training in the place where clinical care actually takes place when possible.
- Set up a plan and a schedule for staff to hold regular low-dose, high frequency “man overboard drills” after you leave, and follow up.













MERCY IN ACTION



Healthy Babies
Bright Futures

This model demonstrates Generosity and Benevolence

- Generosity can be viewed as a facet of "goodness" or a manifestation of spiritual love in the list of fruits of the spirit found in Galatians 5:22-23.
- “Benevolence is the heart that desires good for others, while generosity is the hand that gives it—both are expressions of the Spirit’s fruit of goodness.”



Questions?

On the Train the Trainer Model