

From Stanford to Ss2Q

Essential information for
Tutors, Trainers and
Coordinators in England

A comparative overview of the fidelity and quality
assurance requirements of Stanford University
and Ss2Q

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The National Register
of Self-Management



Comparative terminology	Stanford	Ss2Q
Self management program/programme	Six-week community workshop	The intervention and infrastructure used to support the delivery of 6-week courses
Weekly Stanford University self-management intervention	Workshop	Course
People who deliver community workshops/courses	Leaders	Tutors
People who train Leaders/Tutors	Master Trainers	Lead Trainers
People who train Master Trainers/Lead Trainers	T-Trainers	Trainers of Lead Trainers (TOLTS)
People who train T-Trainers/TOLTS	Certifying T-Trainers	Certifying T-Trainers
People who accredit Tutors	n/a	Assessors
Coordinator	'This is where the buck stops'	The person, or their equivalents who have day to day management responsibility for the programme
Manual to facilitate community workshops/courses	Leader manual	Tutor manual
Manual to be used in training Leaders/Tutors	Master Trainer manual	Lead Trainer manual
Manual to be used for training Master/Lead Trainers	T-Trainer manual	T-Trainer manual
A set of minimum and developmental standards	Fidelity manual	Ss2Q
Minimum Standards	Fidelity manual Must do	Ss2Q Minimum Requirements
Developmental standards	Fidelity manual Nice to do's	Ss2Q Intermediate and Advanced level requirements
What is needed to develop a program/programme	Fidelity plan	Ss2Q Action Plan
A range of tools and templates to be used to support the implementation of the program/programme	Fidelity Tool Kit	Stepping Stones Supporting information
The body set up to develop standards and accredit a range of providers of self management education and training services in England	n/a	Quality Institute for Self Management Education and Training (QISMET)
Certification	n/a	The process whereby an independent body (QISMET) assesses an organisations quality management system for compliance within an agreed standard (Ss2Q) and certifies (approves) that organisation if it meets the standard ¹
QISMET Auditor	n/a	The people trained to identify and consider appropriate evidence so that they can come to a reasoned decision as to whether an applying organisation meets the Minimum Requirements of Ss2Q ²
Community of volunteers and professionals who are committed to delivering high quality self-management courses to people living with long term health conditions across England	n/a	National Register for Self Management

¹ QISMET Auditors' Guidance, March 2010

² Ibid

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1. Background to quality assured lay led self-management in England

Stanford University, California has been developing self-management programmes for people living with long-term conditions since the 1970's. Arthritis Care was the first national organisation in the UK to utilise Stanford programmes. In the late 1990's Arthritis Care and a number of other voluntary sector organisations worked with the Long-term Medical Conditions Alliance (now National Voices) to expand the use of the most well known Stanford programme, the Chronic Disease Self-Management Programme (CDSMP).³ Concurrently, the Chief Medical Officer for England pioneered the establishment of the NHS Expert Patients Programme (EPP), which was launched in 2002. Over the next five years EPP delivered courses and built capacity among third sector agencies and Primary Care Trusts (PCTs) in England, while the development of self-management within the rest of the UK was taken forward by initiatives within each of the Nations. On 1 April 2007 the Expert Patients Programme Community Interest Company (EPP CIC) was created. It was set up by the Department of Health to market, support and deliver a range of self-management services in England for people living with long-term conditions.⁴ In addition to the CIC, delivery of Stanford University community courses is also carried out by providers in the NHS, private, voluntary and community sectors.

Over the past 20 years that Stanford programmes have been utilised in the UK, staff and volunteers have developed a wealth of knowledge and expertise about the best way in which to develop, market and implement self-management courses. In 2001 a coalition of organisations (across the NHS and third sector), and people living with long-term conditions embarked on a journey to develop Ss2Q, a quality assurance framework for the systematic development and implementation of the CDSMP and other Stanford programmes. Since its publication in June 2007, Ss2Q has become the quality assurance framework of choice for organisations delivering Stanford University programmes in England. At present Ss2Q is a voluntary and self assessed code of practice, however, during 2011 organisations working within Ss2Q will be able, if they so wish, to demonstrate independent verification of their programmes through the Ss2Q

³ Cooper J. Successful Partnerships for Self-management: The report of the Lill project. LMCA, 2001 and Cooper J. From Patient to Person: The report of the Living Well Project. LMCA, 2004

⁴ www.expertpatients.co.uk

Certification Scheme currently being developed by the Quality Institute for Self-Management Education and Training (QISMET).⁵

⁵ www.qismet.org.uk

2. Essential information for Tutors, Trainers and Coordinators

It is essential that Tutors, Trainers and the people that support them, their Coordinators are aware of established good practice in the development and implementation of lay led self-management programmes. In England established best practice is contained within Ss2Q, however it is useful for implementers to be aware of the Stanford fidelity guidelines, particularly where they have chosen to purchase their training from Stanford University. The aim of this brief paper, commissioned by EPP CIC is to:

- ❑ Provide an overview of, and signpost, to the respective programme fidelity and quality assurance configurations of Stanford University and Ss2Q
- ❑ Support Stanford University trained Leaders and Master Trainers to work within the requirements of Ss2Q
- ❑ Facilitate seamless implementation of programmes among provider agencies purchasing training services from those using the Stanford fidelity guidelines

This document is intended for use as reference tool and to be read in conjunction with all the resources signposted within. It has been produced in cooperation with the National Register of Self Management, the UK T-Trainer Group, QISMET and the Talking Health Network.

A word about numbers

Of common agreement between Stanford and Ss2Q is that Leaders/Tutors and Trainers are the most valuable resource; and they become more skilled the more they deliver. It is therefore good practice to plan how many people are needed before training commences so that use the most precious resources are used efficiently. Some very useful guidance is provided in the *Stanford Program Fidelity Manual*⁶ in relation to the numbers of Leaders and Master Trainers needed to ensure that organisations are excellent at programme delivery. These guidelines have been translated to the English context below and offer guidance on the capacity needed to deliver to over 400 people in year 1 of a programme. These figures assume that each Tutor and

⁶ <http://patienteducation.stanford.edu/licensing/Implementation>

Trainer works to their capacity, so it is useful to build in some slack to allow for the ups and downs of life!

What capacity will you need to deliver community courses to over 400 people in year 1 of your programme?

2 Lead Trainers⁷



3 Tutors trainings⁸



36 trained Tutors⁹



36 courses per year¹⁰



432 people attending a course each year

⁷ Assumes each Lead Trainer trains three times per year

⁸ Assumes 12 people per Tutor training

⁹ Assumes each Tutor delivers 2 courses

¹⁰ Assumes 12 people per course

Resources

The following resources were used to develop the content of this briefing paper and should be used as companion reading. They are listed in chronological order:

Title	Purpose	Where you can find it
Stepping Stones to Success: An Implementation, Training and Support Framework for Lay Led Self-Management (2005)	A strategic and operational guide for those developing and implementing lay led self-management programmes	http://selfcareconnect.co.uk
Ss2Q – Stepping Stones to Quality: A quality framework and audit tool for lay led self-management programmes (2007)	A set of standards and self assessment tool for organisations delivering Stanford University self-management courses	http://selfcareconnect.co.uk
Stepping Stones Supporting Information (2007)	A set of templates and documents to support organisations implement their lay led self-management programme	http://selfcareconnect.co.uk
Ss2Q Best Practice Briefing No 1: Training, Accreditation and Support for Tutors delivering Stanford University self-management courses (2008)	A guidance paper outlining FAQ's in relation to training, accreditation and support of Tutors	http://selfcareconnect.co.uk
The Stanford Self-Management Programs Implementation Manual (2008)	Guidance on developing the Chronic Disease Self-Management Programme (CDSMP) and any of the other Stanford small group programmes	http://patienteducation.stanford.edu/licensing/Implementation_Manual2008.pdf
The Stanford Program Fidelity Manual (2010)	Details the Must Do fidelity strategies (standards) which are requirements of anyone planning, coordinating, or overseeing a program	http://patienteducation.stanford.edu/licensing/Implementation
Stanford Self-Management Fidelity Tool kit (2010)	A check list of all the fidelity Must Do's and sample documents	http://patienteducation.stanford.edu/licensing/Implementation

3. Stanford University fidelity strategies

At present there are three documents that have been made available by Stanford University which provide guidance on fidelity to those developing and implementing Stanford small group programmes. They are the:

- ❑ *Stanford Implementation Manual (2008)* - provides guidance on developing the Chronic Disease Self-Management Programme (CDSMP) and any of the other Stanford small group programmes
- ❑ *Stanford Program Fidelity Manual (2010)* – a companion document to the Implementation Manual which details the ‘Must Do’ fidelity strategies (standards) which are requirements of anyone planning, coordinating, or overseeing a program, including Master Trainers, T-Trainers and Leaders (where appropriate)
- ❑ *Stanford Self-Management Fidelity Tool kit (2010)* – which contains a check list of all the fidelity Must Do’s and sample documents to support the ability of organisations to adhere to the standards within the Fidelity Manual

The Stanford Self-Management Programs Implementation Manual

The *Stanford Self-Management Programs Implementation Manual* provides a useful description of what is needed to implement the CDSMP and contains the following information:

Topic	Content
The CDSMP	The Development, evaluation and potential benefits of the CDSMP, including cost savings
Implementation	An overview of the physical and personnel resources needed to run a CDSMP
Course Leaders (Tutors)	How to recruit, train, monitor and retain Leaders
Participants	Recruitment strategies and tips
Courses	Timings, locations and tips on marketing courses in local communities
Professional backup	How to manage emergencies and specific medical questions
Materials	The resources needed to run a workshop (course)
Licensing	Overview and costs
Cultures	Special considerations when working with cultural differences

Evaluation	Tools for evaluating programmes and fidelity strategies
Costs	Items to consider when costing a programme

Stanford defines programme fidelity as the extent to which staff and others (i.e. Leaders, Trainers and Coordinators) follow the program as written by the developers. By following the Manual as it is written the desired outcomes of the program are achieved, on the other hand poor fidelity adherence can result in a number of unintended effects for participants and Leaders. It is for this reason that the monitoring of Leaders is a key issue in Stanford's guidelines. The *Implementation Manual* provides a detailed synopsis of the training and support requirements for Leaders and Master Trainers.

In May 2010 Stanford made available two new sets of guidance, the *Stanford Program Fidelity Manual* and the *Stanford Self-Management Fidelity Toolkit*.

The Stanford Program Fidelity Manual

The *Stanford Program Fidelity Manual* is a companion document to the earlier *Implementation Manual*. The target audiences for the *Fidelity Manual* are:

- ❑ Those planning, coordinating or overseeing a Stanford Self Management Program
- ❑ All Master Trainers and T-Trainers
- ❑ Leaders who are involved in planning, coordination and fidelity monitoring

While the quality of Leaders is seen as key to programme fidelity Sanford recognises that fidelity can cover every aspect of the program, including implementation, recruitment of Leaders and Trainers and gathering participant feedback. The *Fidelity Manual* is divided into sections (see below) all of which contain a list of 'Must Do's' (standards) and 'Nice to Do' fidelity strategies. See Appendix 4 of this document for an overview of all the above fidelity Must Do's and information about where to find the nice to Do's within the *Fidelity Manual*.

Content of the Stanford University Fidelity Manual	
Section 2: Fidelity in choosing personnel	<ul style="list-style-type: none"> ❑ Programme Coordinator ❑ Leaders ❑ Master Trainers ❑ T-Trainers
Section 3: Fidelity before Leader or Master Training	
Section 4: Fidelity during training	<ul style="list-style-type: none"> ❑ Leader training ❑ The special role of practice teaching and fidelity ❑ Counselling leaders out of programs
Section 5: Fidelity after training	<ul style="list-style-type: none"> ❑ Leaders ❑ Master Trainers
Section 6: Fidelity during workshops	
Section 7: Fidelity for Leader and Master Trainer Retention	
Section 8: Opportunities for fidelity after workshops	

The Stanford Self-Management Fidelity Toolkit

The *Stanford Self Management Fidelity Tool Kit* contains a fidelity checklist, which is basically a list of the Must Do's against which a 'short note about what you are doing or will do to meet that standard' should be written, 'Then, every six months but no less than once a year, revisit your plan to determine how well you have met each standard. [...] If you find you are weak in an area, then discuss how this might be strengthened. Only by continually circling back to your fidelity plan will you have the best program possible.' (p.6)

4. Ss2Q – Quality Assurance Framework

Over the past 10 years lay led self-management in England has been underpinned by the development of a set of quality standards and self-assessment tool. Ss2Q (*Stepping Stones to Quality*)¹¹ was created out of the collective knowledge and expertise of Tutors, Trainers and Coordinators within the NHS and third sector.

Ss2Q – Overview

Ss2Q is a straightforward and practical quality assurance system that helps ensure that lay led self-management courses are being developed and implemented consistently and effectively for the benefit of people living with one, or more long-term conditions. The standards contained within Ss2Q are aimed at supporting consistency of provision and ongoing programme improvement. They do this by focusing on increasing the involvement of people living with long-term conditions in the development and implementation of programmes. Ss2Q is built on the four steps identified as necessary to building a successful lay led self-management programme as set out in *Stepping Stones to Success: An Implementation, Training and Support Framework for Lay Led Self-Management*.

The Stepping Stones to developing a quality lay led self-management programme	
Step 1	Adhere to the core values and principles of lay led self-management
Step 2	Generate support for your programme within your organisation and the communities you serve
Step 3	Identify a self-management coordinator
Step 4	Recruit, train and support people living with long-term conditions, and those who care for them, to deliver lay led self-management programmes.

Ss2Q contains sixteen quality areas that focus on the things that organisations need to attend to in order to run a programme well and to achieve beneficial outcomes for participants. Each quality area begins with an expectation (the standard) and an explanation of what that expectation means. Organisations are then asked to self-assess themselves against a series of questions (quality indicators) and collate evidence to demonstrate compliance with the

¹¹ <http://selfcareconnect.co.uk>

standard. Potential sources of evidence are provided to point the way, but organisations are invited to gather and collate their own supporting evidence. According to the answers given, the programme will be ranked at one of three levels, Minimum, Intermediate and Advanced. Organisations are then invited to make Action Plans to help achieve their required level.

QISMET (The Quality Institute for Self Management Education and Training)

At present Ss2Q, like the *Stanford Fidelity Manual* is self assessed quality assurance tool. However, and unlike the US, providers in England have asked for their self-management programmes to be independently kite marked. The Quality Institute for Self Management Education and Training (QISMET) is working with West Midlands Strategic Health Authority (SHA) to pilot a certification process for West Midlands accredited providers of the Chronic Disease Self-Management Programme (CDSMC). As part of this process QISMET has recruited and trained a cohort of QISMET Auditors who will identify whether organisations are achieving compliance with Ss2Q Minimum Requirements. It is anticipated that the first audits will be carried out in West Midlands in March 2011, after which the QISMET Certification scheme will be available to all providers of Stanford University programmes up to, in the first instance, Ss2Q Minimum Requirements (see Appendix 3 for details of the Ss2Q Minimum Requirements). Ss2Q will remain a voluntary code of practice and Ss2Q Certification will not be compulsory, however the aspiration will be to establish the Ss2Q 'kite mark' as the guarantee of good practice.

Training and Support

As we have already seen effective recruitment, training and support of Tutors and Trainers is integral to developing and maintaining high quality self-management programmes. The original training framework for Tutors and Trainers was developed by Arthritis Care in the mid 1990's and adapted over the years through user feedback into the training grids contained within Step 4 of Ss2Q (see Appendix 2). More recently the EPP CIC has worked with Skills for Health to develop a set of competencies for Tutors and Trainers based on the requirements contained within Ss2Q (these can be accessed on www.selfmanagement.co.uk). In addition accredited Tutors in England can apply for Learning Credits (equivalent to 'A' level standard) through the National Register of Self Management.

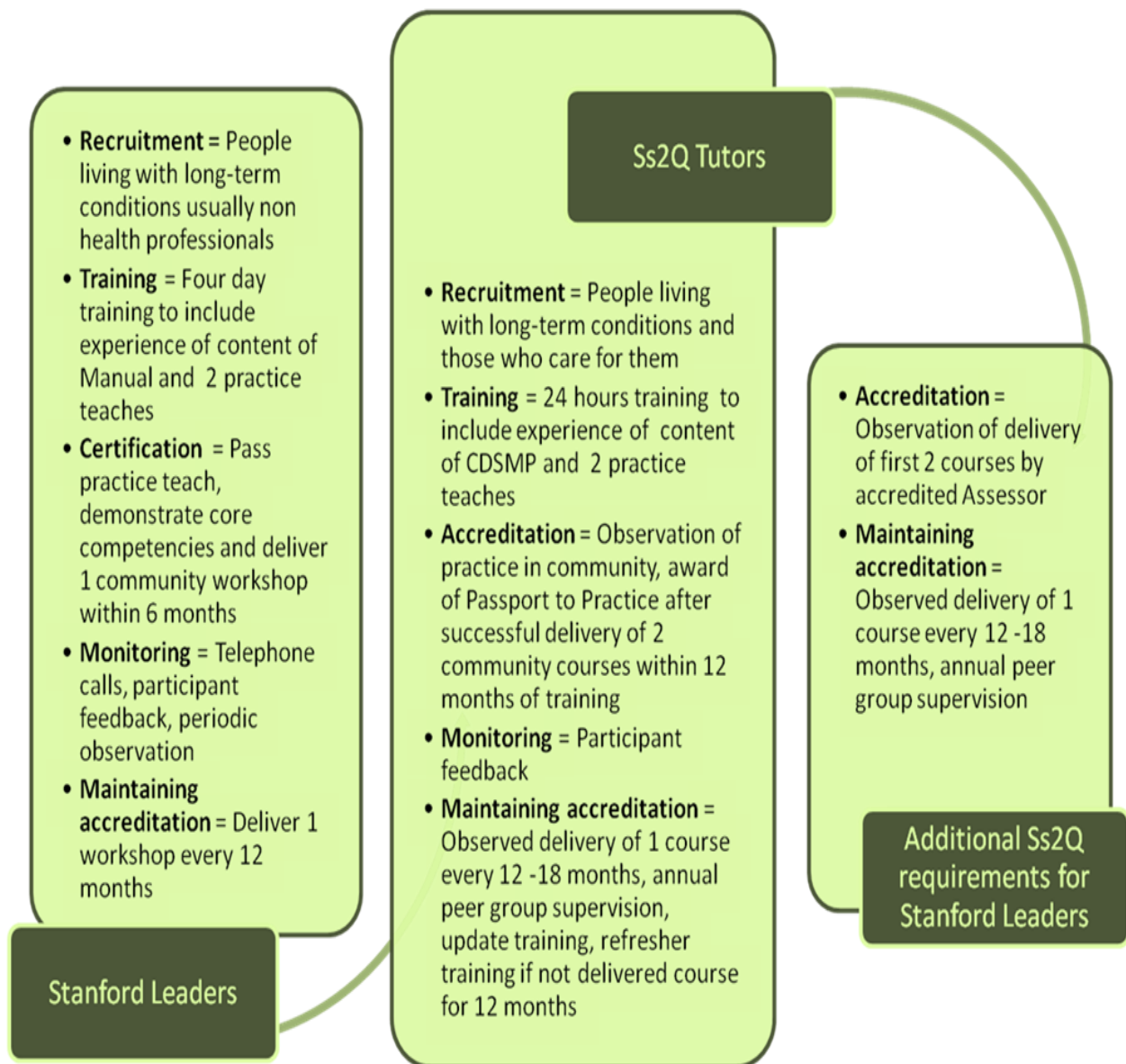
The National Register of Self-Management

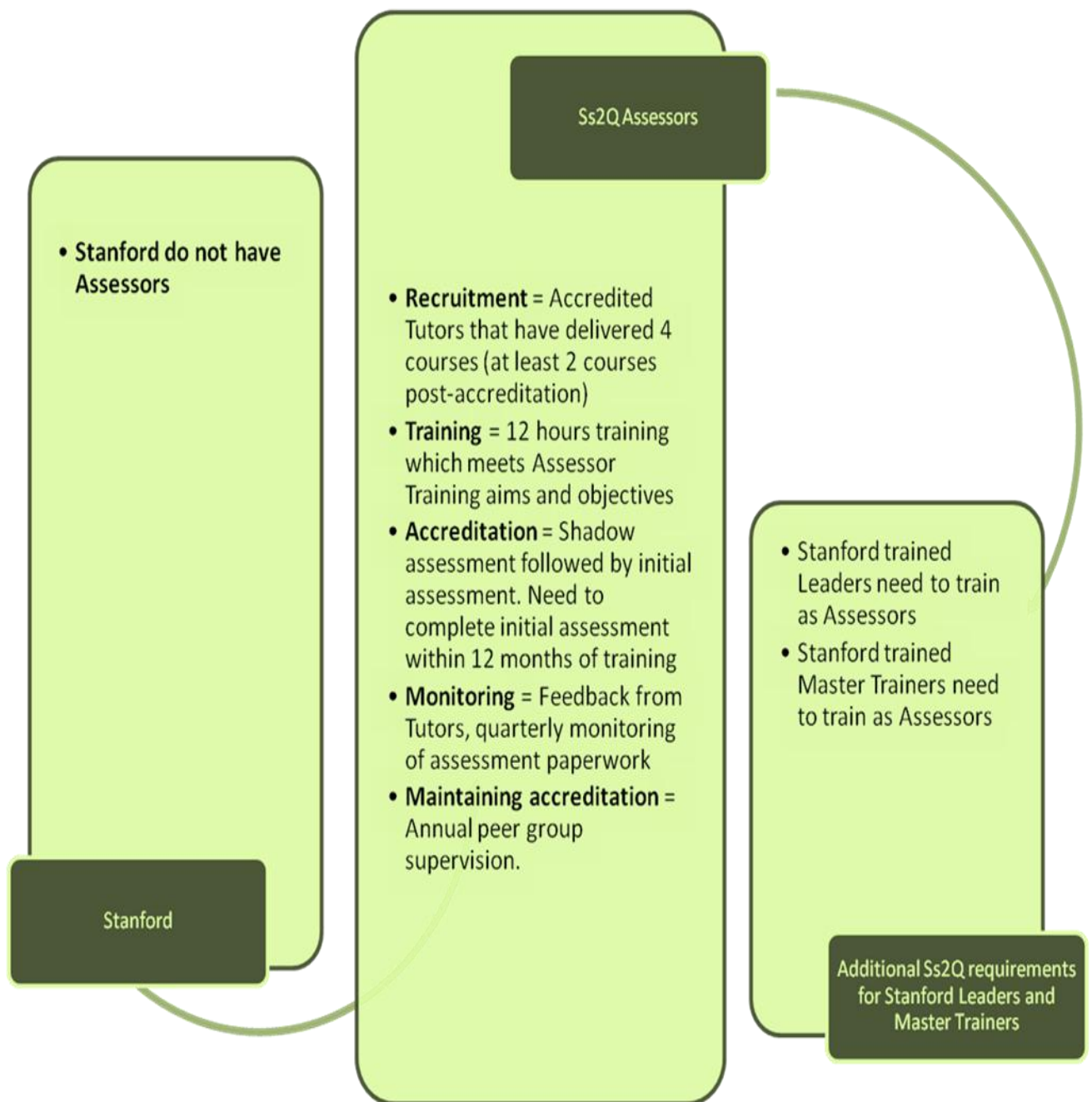
The National Register of Self Management¹² has been established to support the development of a cadre of highly trained Tutors and Trainers. It does this by holding the details of accredited Tutors, Trainers, Assessors and Lead Trainers delivering Stanford courses. The National Register also has responsibility for quality control checks on course materials and manuals, the distribution of those materials; and the carrying out of regular audits across the NHS to evaluate the courses.

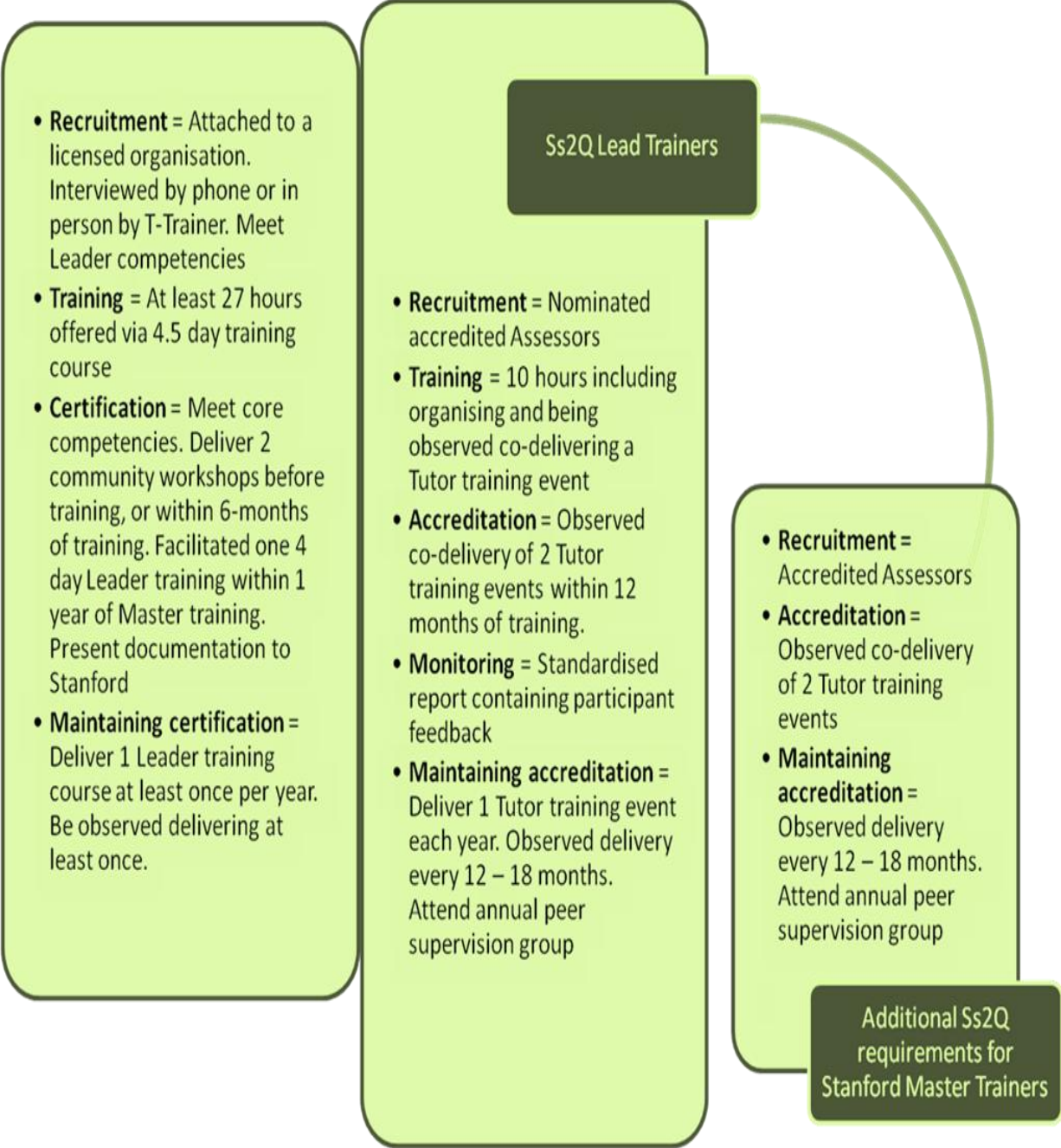
¹² www.selfmanagement.co.uk

Appendix 1: A comparative overview of Stanford and Ss2Q requirements

The following four charts are intended to provide an easy reference point to the key fidelity and quality assurance criteria for the recruitment, training and accreditation of personnel needed to support the front line delivery of courses i.e. the Leaders/Tutors and Trainers. Each chart has three columns outlining, from left to right, Stanford University fidelity requirements, Ss2Q training framework requirements and the things people that have been trained by Stanford need to do to be ss2Q compliant. The content of each chart should be cross referenced with the full guidance offered by Stanford and Ss2Q as outlined in all the resources highlighted in the table on page 8 of this document.







- **Recruitment** = Attended Master Training course. Approval from organisation to offer Master training at least 1 week per year. Delivered at least 3 Leader training events in past two years, 3 community courses (1 in last year) and co-taught a Master Training event with a T-Trainer in past year
- **Training** = Apprenticed for full 4.5 day Master training under supervision of Certifying T-Trainer
- **Certification** = Signed off by Certifying T-Trainer
- **Maintaining Certification** = Conduct 1 Master Training within 6 months of certification. Deliver 1 Master Training per year. Join T-Trainer list serve.

Stanford T-Trainers

Ss2Q Trainers of Lead Trainers

- **Recruitment** = Accredited Lead Trainers that have trained Assessors. Interview and presentation
- **Training** = Co-train with TOLT at Tutor, Assessor and Lead Trainer events. Lead a training event for external organisation. Support development of national programmes
- **Accreditation** = Complete all above 3 stages of training and 'signed off' by TOLT Assessor
- **Maintaining accreditation** = Present at conferences. Deliver at least 1 Lead training event per year. Ongoing involvement in assessing Assessors and Lead Trainers. Peer networking. Attend national meeting of TOLTS

- **Recruitment** = Accredited Assessors that have trained Assessors. Interview and presentation
- **Training** = Co-trained at Assessor training event. Lead a training event for an external organisation. Support development of national programmes
- **Accreditation** = Complete 3-stage 'sign off'
- **Maintaining accreditation** = Present at conferences. Ongoing involvement in assessing Assessors and Lead Trainers Peer networking. Attend national meeting of TOLTS

Additional Ss2Q requirements for Stanford T-Trainers

Appendix 2: Ss2Q training grids for self-management Tutors and Trainers

SELF-MANAGEMENT VOLUNTEER TUTORS

Role Description: To deliver lay led self-management courses

<i>PROCESS</i>	<i>TASK</i>	<i>AIM</i>
RECRUITMENT	<ul style="list-style-type: none"> • Advertise for volunteer Tutor (prior attendance at a CDSMC optional/preferable) • Recruitment Pack sent out • Short listing and interviews • References taken up • Letter of Acceptance/Rejection • Induction to organisation • Registration (To be agreed) • Enhanced Criminal Records Bureau (CRB) Check 	<p>To provide transparent processes for recruiting volunteer Tutors.</p> <p>To recruit a diverse and representative cohort of people from local communities</p>
TRAINING	<ul style="list-style-type: none"> • Options for training • Attendance at standardised training course • Practice delivery skills assessment and feedback given • Feedback given to the sponsoring organisation 	<p>To gain familiarisation with the CDSMC manual, development and ethos of the Programme. To develop delivery skills and have the opportunity to practice delivery</p>
DELIVERY	<p>First Course: Planned and delivered within 3 months of initial training.</p> <ul style="list-style-type: none"> • Assessment visit and feedback <p>Second Course: Planned and delivered within 12 months of initial training.</p> <ul style="list-style-type: none"> • Assessment visit and feedback <p>Refresher training for those who do not deliver their first course within 6 months of training</p>	<p>To build on the initial training and to gain confidence and expertise through delivery</p>
ACCREDITATION	<ul style="list-style-type: none"> • Certificate issued upon successful delivery of two courses by training organisation • Name entered on database of accredited Tutors by sponsoring organisation 	<p>To build capacity in communities and ensure consistent practice</p>
ONGOING	<ul style="list-style-type: none"> • Monitoring of delivery through assessment visits every 12-18 months • Updates and further training opportunities • Attendance at one good practice review group per year (peer group supervision) • Refresher training, or co-training with experienced Tutor for those who have not delivered for 12 months 	<p>Cement skills in further delivery using this as a stepping stone to other opportunities i.e. Assessor, Lead Trainer etc</p>

SELF-MANAGEMENT ASSESSORS

Role Description: To carry out assessment and monitoring visits to assessing the competency of volunteer Tutors

PROCESS	TASK	AIM
RECRUITMENT	<ul style="list-style-type: none"> • Advertise among accredited Tutors • Recruitment Pack sent out • Short listing and selection • Letter of Acceptance/Rejection • Induction into organisation • Registration (To be agreed) • Enhanced CRB check 	To provide transparent processes for recruiting Assessors
TRAINING	<ul style="list-style-type: none"> • Registration for training • Letter confirming details of training course • Attendance at standardised training course • Practice delivery skills assessment and feedback given • Feedback sent to sponsoring organisation from event Trainer 	To understand and apply the quality assurance framework within the ethos and core values of lay led self-management Develop assessment skills Become familiar with Assessor information pack
SHADOW ASSESSMENT	<ul style="list-style-type: none"> • Observe the practice of an accredited Assessor • Discussion with Assessor about process 	To develop skills by observation of good practice
INITIAL ASSESSMENT	<ul style="list-style-type: none"> • Carry out an assessment • Complete assessment paperwork to satisfactory standard • Post assessment feedback from event Trainer <p>Need to have done initial within 12 months of training as Assessor</p>	To put skills into practice with and enhanced level of support and audit of initial paperwork
ACCREDITATION	<ul style="list-style-type: none"> • Certificate issued by training organisation upon successful completion of shadow and initial assessment • Name entered on database of accredited Assessors by sponsoring organisation 	To build capacity in communities and ensure consistent practice
ONGOING	<ul style="list-style-type: none"> • Updates and further training opportunities • Attendance at one good practice review group per year (peer group supervision) 	To share good practice and ensure consistency and develop practice skills

SELF-MANAGEMENT LEAD TRAINERS

Role Description: Have overall responsibility for training and assessing volunteer Tutors

PROCESS	TASK	AIM
RECRUITMENT	<ul style="list-style-type: none"> • Advertise among accredited Assessors • Recruitment pack sent out • Demonstrate suitability through observation of practice as co-Trainer at Tutor training events • Short listing and interviews • Letter of acceptance/rejection • Induction into organisation • Registration (To be agreed) • Enhanced CRB Check 	To provide transparent processes for recruiting Lead Trainers
TRAINING	<ul style="list-style-type: none"> • One day formal training event with Lead Trainers Manual • Organise and observe volunteer training event 	To develop familiarisation with the Lead Trainers manual. Opportunity to practice delivery and share experiences Further develop lay led approach within training context
DELIVERY	<ul style="list-style-type: none"> • Be observed and assessed co-delivering at Tutor training event • Be observed as a Lead Trainer at a training event • Complete standardised report after event accompanied by participant feedback forms 	Develop skills through critical feedback and demonstrate self-awareness through report of event
ACCREDITATION	<ul style="list-style-type: none"> • Certificate issued by training agency and name entered on national register (To be agreed) • Name entered on Stanford University List Serve and certificate issued by Stanford 	To build capacity in communities and ensure consistent practice
ONGOING	<ul style="list-style-type: none"> • Ongoing supervision with line manager • Attendance at one good practice review group per year (peer group supervision) • Provide feedback on development of Programme • Train as Trainer and accreditor of Assessors • Engage in further development of programme • Deliver a minimum of one volunteer Tutor training event per year 	To share experience and help develop the programme in light of practice Ensure consistency of approach Opportunity to conduct audit of process and practice Combat health inequalities

SELF-MANAGEMENT TRAINERS OF LEAD TRAINERS (TOLTS)

Role Description: To train Lead Trainers and/or Tutors and have overall responsibility for the quality of the programmes. To be the custodians of the Stanford licence and training and support framework

PROCESS	TASK	AIM
RECRUITMENT	<ul style="list-style-type: none"> • Advertise among accredited Lead Trainers who have trained Assessors • Recruitment pack sent out • Short listing and interview (to include presentation) • Letter acceptance/rejection • Induction into organisation • Registration (To be agreed) • Enhanced CRB Check 	<p>To provide transparent processes for recruiting Trainers of Lead Trainers</p> <p>To develop sustainability of national programmes</p>
TRAINING	<ul style="list-style-type: none"> • Co-train with a Trainer of Lead Trainers at one volunteer Tutor event, one Assessor event and one Lead Trainer event 	<p>Opportunity to develop practice at all levels within the programme</p>
DELIVERY	<ul style="list-style-type: none"> • Deliver a training event for an external organisation • To establish role as main contact supporting development of other national programmes 	<p>Ensure sustainability of programmes within the ethos and values of the training and support framework</p> <p>Further development comes from people who have been Tutors</p>
ACCREDITATION	<ul style="list-style-type: none"> • Certificate issued • Name entered on international register of Trainers of Lead Trainers 	<p>To build capacity in communities and ensure consistent practice</p>
ONGOING	<ul style="list-style-type: none"> • Presenting at national and international conferences • Protect and develop good practices • Lead at least one training event per year • Ongoing involvement in assessing the ability of Lead Trainers and Assessors • Link to Stanford University and peer support • Attend national meetings of Trainers of Lead Trainers 	<p>Develop and influence national health care policy in support of the ethos and values of lay led self-management</p>

Appendix 3: Ss2Q Minimum Requirements¹³

1. Programme Management

Step 1

- a) People living with long-term conditions, or those who care for them, make up one third of the representatives on any groups involved in the planning and operational management of the programme
- b) The programme is managed by a coordinator with specific responsibility for supporting the people delivering the programme
- c) The organisation has policies and procedures for supporting volunteers
- d) Training of tutors is provided by people who have themselves been through the process of delivering the programme
- e) People representing the programme participate in networks with other organisations providing lay led self-management

Step 2

- a) Opportunities are available for staff in the organisation to find out about the programme and lay led self-management
- b) The co-ordinator, graduates, tutors and trainers promote the programme
- c) Links are made with local stakeholders and relevant networks
- d) The coordinator ensures that nationally produced information and guidance are available
- e) The coordinator monitors enquiries about the programme

Step 3

- a) The programme has an identified coordinator
- b) There is a planned schedule of interventions for the programme
- c) The coordinator oversees the recruitment, training management and supervision of the tutors and trainers
- d) The coordinator is the main point of contact in the organisation for enquiries about the programme
- e) The coordinator makes contact with networks and keeps up to date with national developments in self-management
- f) The coordinator supports partnership working with other stakeholder agencies

Step 4

- a) There are transparent recruitment policies developed in line with good practice (for example 'Stepping Stones to Success Supporting Information' available on www.expertpatients.co.uk)
- b) Tutors are recruited as people living with, or caring for someone with, a long-term condition, rather than for their professional status or qualifications
- c) Tutors attend a standardised training event where they receive training from accredited trainers
- d) Tutors move through identified steps to become accredited, as outlined on the training frameworks (available on www.expertpatients.co.uk)
- e) Tutors are supported to maintain their Passport to Practice

¹³ QISMET Auditor's Guidance, March 2010

- f) There are processes in place for managing disputes and disagreements between tutors and between tutors and trainers and their coordinator

2. Programme Design

Step 1

- a) The programme uses the most up-to-date manuals adapted from the authorised Stanford University originals
- b) Programme design is based upon an approach that recognises that health and well-being is more than just the absence of disease (i.e. a social approach to health model)
- c) The programme design helps people living with long-term conditions, and those who care for them, to develop self-confidence and a 'toolkit' of self-managing skills
- d) Programme tutors and trainers have opportunities to influence the design of the programme

Step 2

- a) The coordinator is aware of the values, principles and best practice that underpin the design of lay led self-management
- b) The co-ordinator is aware of national developments in the design of the programme
- c) The coordinator promotes the programme and its ethos to target communities and professional networks

Step 3

- a) The induction of the coordinator includes information about:
 - The ethos of lay led self-management
 - The social model of health, and the historical development of lay led self-management
 - The national policy context in which lay led self-management operates
- b) The coordinator produces basic marketing materials for the programme

Step 4

- a) Tutors contribute to the design of the programme

3. Programme Delivery

Step 1

- a) The programme is delivered by organisations covered by a Stanford University licence
- b) The programme is delivered by people living with long-term conditions and/or those who care for them
- c) The programme is delivered by lay people
- d) The programme is generally delivered by people who are volunteers (although some organisations may offer small incentive payments)
- e) The programme allows for both self-referral and direct referral of participants

Step 2

- a) The people responding to enquiries about the programme are aware of evidence relating to the benefits of lay led self-management
- b) Marketing materials are produced

Step 3

- a) The coordinator ensures that any licensing requirements are up to date
- b) The coordinator ensures that tutors and trainers have access to, and comply with, current delivery materials
- c) The coordinator has a plan for dealing with emergencies during the programme delivery
- d) The coordinator has systems for dealing with expenses promptly and efficiently
- e) The coordinator has agreed criteria for identifying suitable venues for the programme
- f) The co-ordinator ensures that all reporting requirements to funding bodies are met

Step 4

- a) Tutors receive concrete and specific feedback to help develop their skills and gain and maintain their Passport to Practice
- b) Tutors receive a minimum of one supervision annually
- c) Processes and steps are in place to support tutors to achieve and maintain high standards of delivery

4. Programme Evaluation

Step 1

- a) The delivery of the programme is monitored
- b) The appropriateness and the effectiveness of the programme are evaluated
- c) Tutors and trainers are informed of the results of the monitoring and evaluation

Step 2

- a) The organisation is aware of the evidence of the effectiveness of lay led self-management
- b) The organisation monitors and evaluates its own programme
- c) There is a written report demonstrating the monitoring and evaluation data
- d) Monitoring and evaluation data are used to promote the programme

Step 3

- a) The coordinator has systems in place to review the effectiveness of the management and administrative procedures

Step 4

- a) Feedback is obtained from participants about their experience of the programme, including the performance of tutors
- b) Feedback is analysed, reported and used to improve the quality of the programme

Appendix 4: Brief overview of Stanford University fidelity ‘Must Do’s’

Please refer to the Fidelity Manual for further information about recommended ‘Nice to Do’s.’

Fidelity areas		Summary of fidelity Must Do’s	Page reference for Fidelity Nice to Do’s
Personnel			
	Programme Coordinator	Has dedicated time to work with Stanford programs (20%-100%) Proven administrative and program management experience or aptitude Very familiar with both the Program Fidelity and Program Implementation manuals Familiar with the terms of the licence Report necessary data in a timely manner Observed a Leader or Master Training	p.9
	Leaders	Workshops facilitated by 2 Leaders Always facilitate in pairs At least one-third of Leaders should be men Leaders should come from the same communities you want to serve Must not fear speaking in front of groups Must read, write and speak the language of the workshop participants Must be literate in the language in which they are going to facilitate Must be willing to facilitate workshops ‘off hours’ (i.e. weekends, evenings, etc) Must attend all 4 days of Leader training and successfully complete two practice teachings Facilitate within 6 months of training Commit to facilitating at least one workshop in the next year and to attend an update session if they do not deliver within 6-months of the Leader training Must have transportation to get to the workshops Must be willing to facilitate in the communities to be served Must facilitate at least once per year to remain active Must attend a new 4 day Leader training if they become inactive Must be a role model for participants	p.10
	Master Trainers	Ability to read and write the language in which they will be doing the training Fluently speak the language in which they will be training Should be interviewed by phone or in person before the Master Training so that they are clear on the expectations and commitments Attended 4.5 day Master Training	p.11

		<p>Led two workshops as a Leader, either before coming to master training or within one year of master training to be certified as a Master Trainer</p> <p>Facilitated one 4 day Leader training within a year of completing master training</p> <p>Returned their signed Master Training certification form to Stanford and received notice of certification</p> <p>Lead a 4 days Leader training at least once per year to remain certified</p> <p>Given time away from their jobs to facilitate a Leader training</p> <p>Join the Stanford trainers list serve</p>	
	T-Trainers	<p>Conduct Leader and Master trainings without reading every word in the manual, using paraphrasing and personal stories</p> <p>Conducted at least 3 Leader trainings in the past two years</p> <p>Approval from their organisation to offer a Master training outside of their area for a least one week per year</p> <p>Offer a Master training within six months of receiving their T-Trainer certification</p> <p>Apprenticed for a full 4.5 day Master training under the supervision of a Certifying T-Trainer</p> <p>Must be signed off by the Certifying T-Trainer</p> <p>Deliver one 4.5 day Master training a year to remain certified</p> <p>Join the T-trainers list serve</p>	p.12
Pre Training			
	Leader training	<p>Have a fidelity plan in place</p> <p>Apply for, renew, or confirm receipt of program licence</p> <p>Verify with the holder of the licence under which you are operating that you may proceed with the training</p> <p>Adhere to recommended schedule for Leader trainings (total 4 days)</p> <p>Secure 2 certified Master Trainers who are committed to conduct the whole training</p> <p>If you are hiring Master Trainers visit the Stanford website to check they are currently 'active'</p> <p>Recruit and interview potential Leader trainees</p> <p>Do not start a Leader training with less than 12 people</p> <p>Inform participants that their full attendance and participation is required</p> <p>Ensure that by the time you complete the training you have a series of workshops scheduled and filled with participants so that each Leader can facilitate within 6 months of training</p> <p>Ask trainees to commit to leading a workshops within 6 months of the training start date</p> <p>Provide each trainee with a complete Leaders manual and set of program charts (PowerPoint presentations or overheads should not be used)</p> <p>Determine the most recent training materials are being used</p>	p.13-14
	Master training	<p>Allow 3-6 months to plan</p> <p>Apply for, renew or confirm receipt of program licence</p> <p>Review Stanford website for program overview</p> <p>Complete a Stanford master Training Request Form (http://patienteducation.stanford.edu)</p> <p>Follow the Stanford Patient Education research Center's</p>	p.15

		<p>Checklist for Master Trainings (obtained upon confirmation of training request)</p> <p>Inform participants that their full attendance and participation is required</p> <p>Ask trainees to commit to leading a workshops within 6 months of the training start date</p> <p>Make sure all trainees are attached to licensed organisations</p> <p>Ensure that by the time you complete the training you have a series of workshops scheduled and filled with participants so that each Master Trainer can facilitate 2 workshops within 6 months of training (they must do this within one year)</p> <p>Confirm the trainee will be able to co-facilitate workshop with another active Leader or Master Trainer in the area (otherwise send 2 people to training)</p> <p>Have plans to hold a Leader training within one year of Master training</p> <p>Ask trainees to commit to leading a workshop within 6 months of training start date</p> <p>Provide each trainee with a complete Leaders and Master Trainers manual, set of program charts (PowerPoint presentations or overheads should not be used), books and relaxation CDs</p> <p>Determine the most recent training materials are being used</p>	
During training		Fidelity is demonstrated by having Leaders, Master Trainers and T-Trainer follow the scripts for the workshops/training they are conducting.	
	Leader training	<p>Have fidelity plan in place</p> <p>Follow established training protocols (4 six hour days)</p> <p>Between 12 -18 participants</p> <p>Two practice teaching activities during training</p> <p>Trainees must successfully complete the second practice teaching session and demonstrate a minimum set of core competencies as observed by the Master Trainers or T-Trainers (see p.16 of Fidelity Manual). If the trainee does not meet the required standard guidelines are given for 'counselling out' a Leader (see p.17 of Fidelity Manual) the same guidelines can be used for 'counselling out' Leaders after they have facilitated one or two workshops</p>	p.17
	Master training	<p>Have a fidelity plan in place</p> <p>Training must be at least 27 hours usually offered over 4.5 days</p> <p>Training must be offered by 2 certified T-Trainers</p> <p>In determining whether or not to recommend a trainee for Master Trainer Certification, T-Trainers use the core competencies as those for a Leader (see p.17 Fidelity Manual) with some added considerations (see p.18 Fidelity Manual)</p> <p>In 'counselling out' a trainee use the same guidelines as for Leaders (see p.17 Fidelity Manual)</p> <p>If the T-Trainer feels that an individual cannot be a Master Trainer but has met all the qualifications for Leader, then the T-Trainers can recommend the person become a Leader</p>	n/a

After training			
	Leaders	Facilitate within 6-months of training Facilitate at least once per year (if not leader should be retrained) Do not let Leaders about whom there are concerns facilitate	p.19
	Master Trainers	Conduct one leader training per year Observe each new master Trainer at least once (this can be done by the Coordinator, a T-Trainer or an experienced Master Trainer)	p.19
During workshops			
	Workshops	Have a fidelity plan in place Have appropriate educational materials and supplies Ensure appropriate and accessible location and room Observe ideal group size of 10-16 participants - do not start without at least 10 people Run workshop 2.5 hours over 6 weeks Always have 2 Leaders, present for all sessions Ensure leaders use facilitation techniques appropriately and effectively Keep weekly attendance record and contact details of participants Talk with every leader between the first and third sessions Arrange to observe a Leader if there are any concerns Watch for and document problem performance	p.21
After workshops			
	Workshops	Have a fidelity plan in place Track leader activity – how many programs they facilitate, retention	p.22
Leader and Master Trainer Retention			
	Retention	Have a mentoring plan for Leaders (mentors must be Master Trainers or T-Trainers) As Leaders what kind of support they need in a systematic way Conduct exit interviews with all leaders who leave Define protocols for resolution of potential personality conflicts, communication problems, improper behaviour with participants co-Leaders or Co-Trainers	p.22

About the author

Jane Cooper is an independent consultant with over 15 years multi disciplinary experience of working within the third sector and NHS. She has been at the forefront of the development of lay led self-management for people living with long-term conditions for the past 10 years. She was Director of Self-Management at the Long-term Medical Conditions Alliance and was responsible for leading the introduction of the Chronic Disease Self-Management Course (CDSMC) to the UK voluntary sector. Jane worked for the NHS Expert Patients Programme (EPP) between 2004 and 2007 as National Lead for Quality and Partnerships during which she was responsible for leading the development of Ss2Q, a cross sector quality assurance framework and self-assessment tool for lay led self-management. She was the first Development Coordinator for the QI Project, which laid the foundations for the establishment of an independent Quality Institute for Self-Management Education and Training (QISMET). She is now a member of the QISMET Interim Steering Group and a QISMET Auditor. Jane is a founder member and Director of the Talking Health Network, a group of freelance consultants committed to supporting the development of lay led self-management programmes for people living with long-term conditions (www.talkinghealth.org). Jane has a first class degree in Health Social Science and an MSc in Medical Sociology, is listed as a freelance consultant with the Picker Institute Europe and has trained as a Transactional Analysis Counsellor. She is also a member of the Governor's Group and an External Representative for Kent LINKs. Jane is currently studying as a part-time PhD student at Coventry University, chronicling the development of SS2Q and assessing its efficacy as a tool for supporting user involvement in the development of lay led self-management programmes.