The ASia-Pacific Initiative for Rheumatology Nurse Education (ASPIRE) Implementation Toolkit User Guide

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Glossary of terminology

Abbreviation	In full
APLAR	Asia Pacific League of Associations for Rheumatology
ASPIRE	The ASia-Pacific Initiative for Rheumatology Nurse Education
CPE	continuing professional education
CNE	continuing nursing education
TTT	train-the-trainer

ASPIRE Implementation Toolkit

Goals of the toolkit

This Toolkit is designed to assist healthcare professionals or entities to facilitate local implementation of ASPIRE education curriculum through **face-to-face training workshops**. The toolkit is not a 'must follow' road map; rather, the templates and materials contained herein are flexible and adaptable to meet audience-specific educational needs, suitability and time.

The adaption process is based on the following **core principles**:

- Each organization must decide for itself whether and in what manner to adopt any or all of the toolkit components
- If an organization decides to adopt any of its components, they need to do so in the most efficient way possible
- Supporting materials or templates, including the core training modules, may need to be tailored prior to use. However, while each user have absolute discretion to select the module slides to be used, modification of the module slide content is **NOT recommended** as this will reduce the impact of the modules.
- It is up to each organization to define the detailed steps for each implementation component within their respective organization

Intended audience

The primary intended user of this toolkit is healthcare professionals or entities. In addition, this toolkit should be valuable to many other rheumatology or nursing organizations, and agencies which are interested in upskilling nurses as part of their rheumatology training and education, including helping nurses to meet their CPE or CNE requirements.

Introduction to ASPIRE

ASPIRE aims to provide valuable and relevant content that meets the educational needs of rheumatology nurses across Asia-Pacific, delivered through an enduring and recognized initiative.

Our vision
Empower nurses with the knowledge and skills required to support assessment, management and monitoring of patients with rheumatic diseases.

Our mission
Leading change in rheumatology nursing education in Asia-Pacific.

Core values
- Faculty-led
- Collaboration
- Professional integrity
- Drives change
- Evidence-based

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Summary of the ASPIRE implementation process

Phase 1: Pre-event			Phase 2: At-event	Phase 3: Post-event
Month 1	Month 2	Month 3	Month 4	Month 5
STEP 1: Identify and invite faculty STEP 2: Reserve meeting venue STEP 3: Finalize agenda STEP 4: Submit application for CPE/CNE points	STEP 5: Invite participants STEP 6: Develop draft presentations and assessments STEP 7: Conduct faculty briefing STEP 8: Obtain faculty approval of presentations and assessments	STEP 9: Confirm details of faculty and participants STEP 10: Confirm logistics of faculty STEP 11: Prepare printed training materials STEP 12: Conduct follow-up faculty briefing STEP 13: Prepare final presentation show file and meeting facilitation	STEP 14: Conduct pre-training knowledge STEP 15: Deliver training STEP 16: Conduct post-training knowledge STEP 17: Conduct workshop evaluation STEP 18: Present certificate of attendance	STEP 19: Send out thank-you notes to faculty and participants STEP 20: Conduct post-training knowledge assessment
Supporting materials: • Template agenda • Template invitation to faculty	Supporting materials: • Template invitation to participants • Template first save-the-date • Template second save-the-date • Template faculty briefing document • Core training modules • Template patient case studies	Supporting materials: • Core training modules • Template patient case studies	Supporting materials: • Core training modules • Template patient case studies • Template pre- and post-training knowledge assessments • Template workshop evaluation form • Template certificate of attendance	Supporting materials: • Template thank-you notes to faculty • Template thank-you notes to participants • Template post-training knowledge assessment

Phase 1: Pre-event

Before initiating the implementation process, it important for each organization to engage relevant stakeholders to help assess the educational needs (i.e., knowledge, skills, practice) of the target audience, and determine the appropriate meeting format and length.

In addition, there need to be sufficient resources to complete the process, resources that include, but are not limited to: coverage of meeting costs and the cost of authorized travel expenses incurred by members of faculty.

Step 1: Identify and invite faculty

It is recommended that you identify and invite potential faculty chairs, speakers and facilitators early in the implementation process as they may have already committed to other engagements.

Initial contact may be verbal but should be followed up with a formal invitation, which should include:

- General meeting information, such as meeting objectives, topics, schedule and location
- Faculty roles and responsibilities
- A copy of the draft agenda

Supporting materials:

- Use the **template invitation to faculty** to develop customized formal invitations
- Use the appropriate **template agenda** to create a draft agenda

Step 2: Reserve meeting venue

Please consider these six factors when choosing a meeting location:

1. **Location**. A central location with good public transport and communication system will maximize attendance. In addition, make sure that there is ample parking space for delegates who choose to drive to the venue.
2. **Size of the venue**. Confirm the number of the delegates expected to attend before deciding on the venue.
3. **Facilities**. Select a venue that has all of the components you need for the event. This includes audiovisual equipment, stages, and microphones. Please be mindful of the setup capacity and the ability to utilize breakout rooms.
4. **Cost**. Please keep your meeting cost-effective and within budget by comparing different venue options and all expenses involved, including facilities and meal prices.
5. **Accommodation**. Consider getting comfortable accommodation for the delegates if the meeting is going to run late into the night. If the meeting venue is not located within a hotel, there needs to be suitable accommodation available within a reasonable distance of the event.

Step 3: Finalize agenda

A few steps to consider when finalizing the agenda:

- Request the faculty to confirm their availability and their agreement with the draft agenda.
- Edit and finalize the agenda based on recommendations provided by the faculty. The final agenda has to be balanced with enough time for module presentations; group discussions and/or practical demonstrations; and breaks.
- Double check with the hotel or logistic agency on the availability and details of the meeting venue.

- **Supporting materials:** Use the draft agenda you have created in **Step 1**

Step 4: Submit application for CPE/CNE points

Accreditation of your event can make it more attractive to your intended audience, particularly when the nurses are provided with CPE/CNE allowance and leave.

It is advisable that you start the accreditation process early in the planning stages to allow time for changes. Contact the accrediting bodies directly in order to register their CPE/CNE credits, and be sure to include all the supporting documents with your application to avoid processing delays.

These accrediting bodies may include local rheumatology, rheumatology nursing or nursing organizations. Please note that most accrediting bodies will not consider accrediting events that have already taken place. In addition, each of these bodies has similar, but not identical criteria, and procedures to ensure that accredited CPE/CNE activities meet high educational standards.

Step 5: Invite participants

A save-the-date announcement is imperative to create anticipation and awareness, and encourage interested participants to reserve space in their calendars for your event. Depending on your timeline and needs, consider sending out an initial save-the-date, followed by a follow-up version to coincide with your four-week push.

Supporting materials:

- Use the **template first save-the-date** to develop an initial save-the-date invitation
- Use the **template second save-the-date** to develop a follow-up save-the-date invitation
- Use the **template invitation to participants** to develop customized formal invitations

Step 6: Develop draft presentations and assessments

For each session, develop draft presentations for your faculty to review at a later time over a teleconference call or face-to-face meeting. It is highly recommended that you use slides from the core training modules. While you may select the slides to be used in the final presentation, modification of the module slide content is **NOT recommended** as this will reduce the impact of the modules.

Here is a two-step strategy to help you put together your slide decks:

Define the objective of the session. The objective needs to specify exactly what you intend your audience to learn from the session or presentation. It also important to base the session objective on the allotted time and your knowledge about your audience (i.e., educational needs, level of experience or expertise).

Prepare the draft presentation. After defining the objective of the session, determine the amount of information that can be presented or discussed within the allotted time.

In order to assess the effectiveness of the workshop, develop a **pre-training knowledge assessment (covering all modules)** to be delivered before the start of the first module presentation and a **post-training knowledge assessment (covering one module)** to be delivered at the end of each breakout session.

Alternatively, you may roll out a pre-training assessment (covering one module) at the start of the each module presentation and a post-training assessment (also covering one module) at the end of each breakout session.

Supporting materials:

- Use the **core training modules** to prepare draft slides for the module presentations
- Use the **template patient case studies** to prepare draft slides for the breakout sessions
- Use the **template pre- and post-training knowledge assessments** to prepare draft assessments

Step 7: Conduct faculty briefing

All faculty chairs, speakers and facilitators are expected to review and provide input on the module presentations, patient case studies, and pre- and post-training knowledge assessments. In addition, they will be requested to undertake specific meeting roles and responsibilities.

In order to better facilitate this, organize individual and/or group faculty briefings (via teleconference/face-to-face) in advance to the meeting. The initial briefing session should aim to cover the following:

- Workshop title, date, location and time
- Brief description of the workshop and the reason it is being held
- Details of the target audience
- Details of the faculty panel
- Workshop objectives
- Workshop agenda
- Presentation details/draft presentations
- Roles and responsibilities
- Preparation timeline
- Logistical arrangements

Supporting materials:

- Use the **template faculty briefing document** to customize faculty-specific briefings prior to the teleconference or face-to-face briefing

- Use the draft module presentations, patient case studies, and pre- and post-training knowledge assessments that you have created in **Step 7**

Step 8: Obtain faculty approval of presentations and assessments

Finalize the module presentations, patient case studies, and pre- and post-training knowledge assessments based on the comments and edits by the faculty.

Step 9: Confirm details of faculty and participants

You will be responsible for registering the faculty and participants for the workshop.

If applicable, please ensure that the logistics agency reach out to the faculty at least 4 weeks prior to the workshop to obtain all the information required to organize visa, flights, ground transfers and accommodation.

Step 10: Confirm logistics of faculty

Please ensure that the logistics agency provides confirmed faculty with a personalized pre-arrival logistical information so that they (i.e., faculty) can smoothly prepare their travels and participation in the workshop.

Step 11: Prepare printed training materials

Following faculty approval of the final presentations, create presentation handouts to be distributed among participants at the workshop.

Gather and arrange them in the order they appear in the agenda. Consider printing them in color and no more than two slides per handout page to allow sufficient white space for the participants to write their own notes. Then, bind them together using staples or a ring binder. Remember to number the pages, and include tabs for easy reference if the material has multiple sections.

In addition to presentation handouts for participants, print certificates of attendance to be awarded to all participants upon completion of the workshop.

Supporting materials:

- Use the module presentations that have been approved in **Step 8** to create presentation handouts
- Use the **template certificate of attendance** to create personalized certificates for each registered participant

Step 12: Conduct follow-up faculty briefing

A follow-up briefing with faculty should preferably be conducted at least 2 weeks before the event. Keep this briefing session short, and focused on final presentations and logistics so that the faculty can be assured of a well-organized travel and event.

Recommendation:

- Use the personalized pre-arrival logistical information developed by the logistical agency to facilitate the briefing

Step 13: Prepare final presentation show file and meeting facilitation tools

Prepare the **final presentation show file** at least 1 week before the workshop so that you have the time to peruse them and assemble any equipment or tools that you may need.

The show file combines all the final slides to be presented at the workshop, including the chair introduction, module presentations, patient case studies and housekeeping.

Some of the equipment and tools and that may help with the actual facilitation of the workshop include, but not limited to:

- **Flipcharts** to record participant answers to discussion questions. Alternatively, bring sticky notes for participants to write their feedback on.
- **Timer** or a bell to keep rapid group discussion sessions on schedule.
- **Printed training materials**, including presentation handouts and personalized certificates of attendance.
- **Workshop evaluation URL** that directly links to the workshop evaluation survey which is aimed at gathering participant feedback on the workshop. If applicable, generate a QR code to make it easier for participants to access the survey onsite. Alternatively, you may prepare printed copies to be distributed at the meeting.
- **Assessment URLs** that link to the pre-and post-training knowledge assessments. To generate the URLs, consider online platforms such as SurveyMonkey, QuestionPro and SurveyGizmo, among others. Again, if applicable, generate QR code for each URL to make it easier for participants to access the assessments onsite.
- **Data-storage device** that contains your presentation slides handouts and all other relevant workshop materials. In the event that your materials do not reach your meeting location, you will have the electronic copies to reprint onsite.

Supporting materials:

- Use the module presentations, patient case studies that have been approved in **Step 8** for the final presentation show file
- Use the printed training materials that you have created in **Step 11**
- Use the **template workshop evaluation form** to develop customized evaluation forms
- Use the pre-and post-training knowledge assessments that have been approved in **Step 8** for generating the URLs and QR codes

Phase 2: At-event

Step 14: Conduct pre-training knowledge assessment

Conduct a pre-training knowledge assessment (covering all modules) before the start of the first module presentation. Alternatively, you may conduct a pre-training knowledge assessment (covering one module) at the start of the each module presentation.

Supporting materials:

- Use the pre-training knowledge assessment URLs that you have created in **Step 13**

Step 15: Deliver training

After the participants have completed the pre-training knowledge assessment, the faculty will deliver their module presentation and facilitate the breakout session.

Supporting materials:

- Use the final presentation show file that you have created in **Step 13**
- Use the pre-training knowledge assessment URLs that you have created in **Step 13**

Step 16: Conduct post-training knowledge assessment

At the end of each breakout session, conduct a post-training knowledge assessment (covering one module) to assess the effectiveness of both the module presentation and breakout session.

Supporting materials:

- Use the post-training knowledge assessment URLs that you have created in **Step 13**

Step 17: Conduct workshop evaluation

After the end of final breakout session, remind the participants to undertake the workshop evaluation survey.

Supporting materials:

- Use the workshop evaluation URL that you have created in **Step 13**

Step 18: Present certificate of attendance

Give out personalized certificates of attendance to all participants at the end of the workshop.

Supporting materials:

- Use the personalized certificates of attendance that you have created in **Step 11**

Phase 3: Post-event

Step 19: Send thank-you notes to faculty and participants

Within 1–2 weeks after the workshop, send out thank-you emails to both faculty and participants to acknowledge their contribution and/or active participation.

Supporting materials:

- Use the **template thank-you notes to faculty/participants** to prepare personalized thank-you emails

Step 20: Conduct post-training knowledge assessment

A follow-up post-training knowledge assessment should optionally be conducted within 1–2 months after the event to assess the retention of learning among the workshop participants.

Supporting materials:

- Use the post-training knowledge assessments that were rolled out during the workshop **(Step 16)** to generate new URLs/QR codes

Resources and templates

[Provided as separate documents]

1. Participant criteria and meeting format options
2. Template agendas
3. Template invitations
4. Template save-the-dates
5. Template faculty briefing documents
6. Template workshop evaluation form
7. Template certificate of attendance
8. Template thank-you notes
9. Core training modules
10. Template patient case studies
11. Template pre- and post-meeting knowledge assessments