

## Background



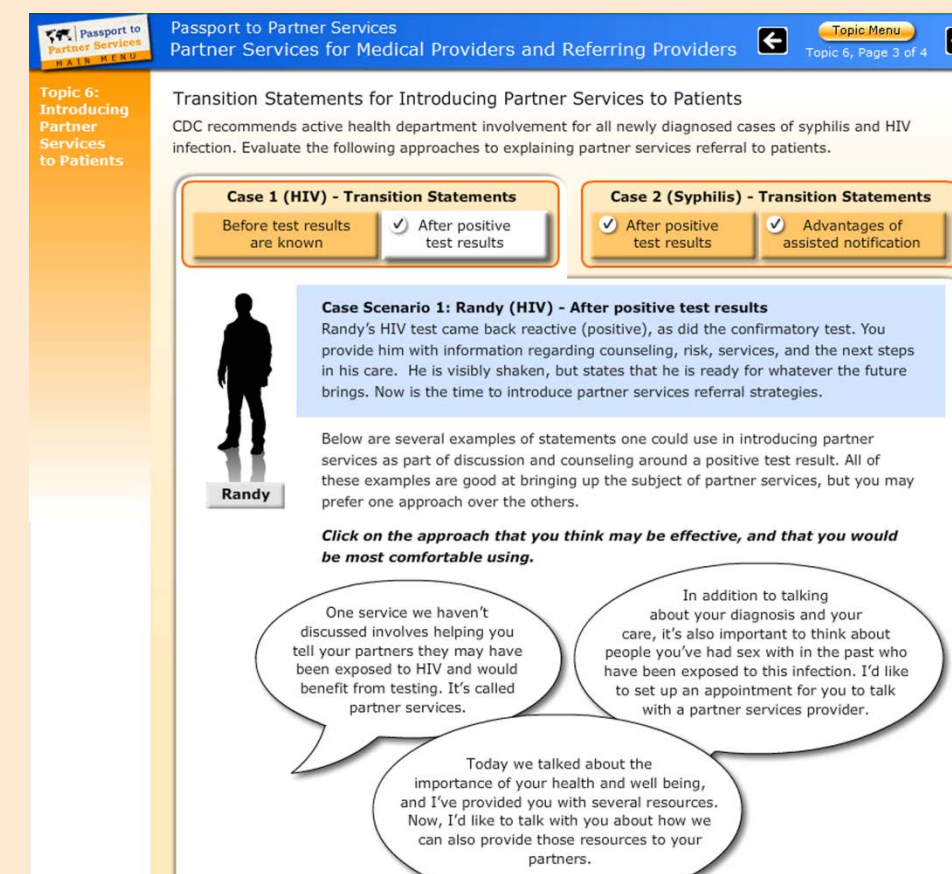
The Part III STD/HIV Prevention Training Centers (PTCs) and CDC are developing a national Passport to Partner Services (PS) Blended Learning curriculum

- New curriculum fully integrates STD and HIV Partner Services content.
- Passport training will be tied to job role, with 4 different tracks depending on Partner Services function.
- One track is web-based training only; the others include a series of online modules and an instructor-led course.
- The first web-based module, *Introduction to Partner Services for Medical Providers and Referring Providers*, was developed for providers whose primary Partner Services role is to refer patients to health department Partner Services.
- Pilot test results for the module for medical and referring providers are presented here.
- Other tracks will provide training for those who directly provide Partner Services (e.g., elicitation, partner notification).

## Methods

- A pilot test of the module was conducted in 2011 among three groups that often serve as referring providers: clinicians, HIV prevention counselors (CTR staff) and HIV case managers.
- Each PTC identified potential participants—seeking those that represent typical referring providers in the jurisdictions within their coverage area.
- Part III PTCs recruited 48 pilot participants nationally: 14 clinicians, 22 CTR staff, and 12 case managers.
- Clinicians included MDs, nurse practitioners, an advanced practice nurse, and RNs.
- Participants represented 20 states and worked in a wide range of work settings (hospitals, CBOs, health departments, and community-based clinics).

## Methods (Con't.)



Sample Page from The Training

### Measures:

At the end of the module, participants completed a series of evaluation questions online, including:

- Rating how familiar they were with Partner Services before the course.
- A retrospective pre-post (before and after the course) assessment of perceived changes in confidence and proficiency related to:
  - 3 key referral tasks [5-point scale: (1) Not At All Confident to (5) Very Confident]
  - intention to refer patients for health department Partner Services. [5-point scale: (1) Not At All Likely to (5) Very Likely]
- Seventeen (17) additional questions asked participants to rate various features of the course (e.g., design, navigation/instructions, objectives, learning exercises), its overall quality, and whether they would recommend the training for employees in positions similar to theirs. [5-point scale: (1) Strongly Disagree to (5) Strongly Agree]
- Six (6) open-ended questions, to identify:
  - any technical difficulties experienced with the training;
  - anything included that was not relevant to their geographical region/organization;
  - what was most effective about the training;
  - what was least effective about the training;
  - what would have enhanced the learning experience; and
  - additional information they would like added related to Partner Services.

### Analysis:

- Univariate and bivariate analyses (means by provider type) were conducted.
- A content analysis was done on the open-ended qualitative responses, grouping and quantifying feedback by key themes.

## Acknowledgments

Professional Development Program, Rockefeller College, University at Albany, State University of New York (PDP) – the software contractor for Passport, and CDC, are key partners. Kathi Montesano-Ostrander (NYS PTC) assisted in coding qualitative data.

## Results

Table 1. Evaluation Ratings (Sub Group and Overall Means)

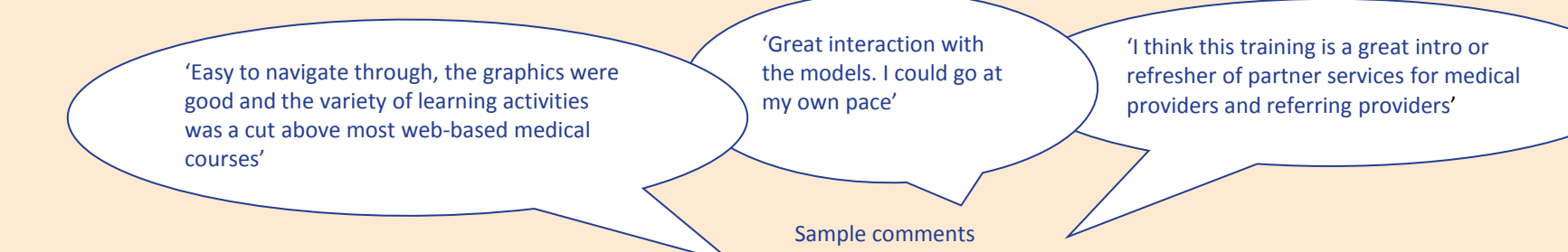
	Group			Overall
	Clinicians	Case Managers	CTR Staff	
<b>[5 pt. rating scale from (1) Strongly Disagree to (5) Strongly Agree]:</b>				
1) The objectives of the training were stated clearly	4.8	4.7	4.6	4.7
2) The training content achieved the objectives	4.6	4.5	4.4	4.5
3) The objectives of the training were relevant to my job	4.8	4.5	4.4	4.6
4) The content was covered effectively	4.4	4.2	4.0	4.2
5) The course was easy to move through	4.6	4.6	4.6	4.6
6) Directions provided in the course are clear and easy to follow	4.6	4.7	4.6	4.6
7) Overall, the length of this training was appropriate	4.5	4.2	4.3	4.3
8) The training content and activities were engaging	4.3	4.1	4.1	4.2
9) The instructional strategies used... helped me learn the material	4.2	4.2	3.9	4.1
10) Online training was an effective method for me to learn this material	4.4	4.2	4.0	4.2
11) There were sufficient opportunities for skill practice/application provided	4.0	3.6	3.5	3.7
12) The placement of activities made sense	4.3	4.2	4.2	4.2
13) I found the job aids provided (where you could print specific resource materials for later reference) helpful	4.2	3.6	3.9	3.9
14) The activities helped to reinforce my understanding of the content	4.3	4.2	4.2	4.2
15) I would recommend this training for employees in positions similar to mine	4.3	4.5	4.3	4.4
16) The content and activities provided in this training will improve the quality of my practice	4.2	4.2	4.0	4.1
<b>[5 pt. rating scale from (1) Not Useful to (5) Extremely Useful]:</b>				
17) Overall, how would you rate this course?	4.3	4.3	4.2	4.3

Table 2. Retrospective Pre-Post Competency and Intention Ratings Results by Subgroup (Clinicians, Case Managers, CTR Staff) and Overall

		GROUP			Overall
		Clinicians	Case Managers	CTR Staff	
<b>Percent indicating they were <u>confident</u> or <u>very confident</u> in their ability to perform each skill:</b>					
Explain the importance and benefits of Partner Services to patients	BEFORE	50 %	42 %	74 %	58 %
	AFTER	100 %	92 %	90 %	93 %
Transition to initiate a discussion about an active referral to Partner Services as part of the patient encounter	BEFORE	57 %	42 %	74 %	60 %
	AFTER	100 %	92 %	84 %	91 %
Describe the services available through the health department's Partner Services program	BEFORE	57 %	58 %	84 %	69 %
	AFTER	93 %	92 %	95 %	93 %
<b>Percent indicating they were <u>likely</u> or <u>very likely</u> to refer a patient for health department Partner Services</b>					
	BEFORE	71 %	75 %	90 %	80 %
	AFTER	93 %	100 %	95 %	96 %

## Results (Con't.) – Themes in Qualitative Data \*

**Most Effective About Training (N=43):** Interactivity (9); training format (9); specific resources/features (4); self-directed nature (2); multi-feature general comments (19).



**Least Effective About Training (N=46):** Specific content/terminology(9); limited interactivity/application exercises/skill-building (6); amount/size of text (5); length (2); general (4); nothing (20).

**What Would Enhance Training (N=46):** More interactivity/exercises/skill-building (13); adjust specific content/terminology (9); expand video/audio features (9); enhance resources/instructions(5); modify current evaluation (4); general (4); nothing/good as is (15).

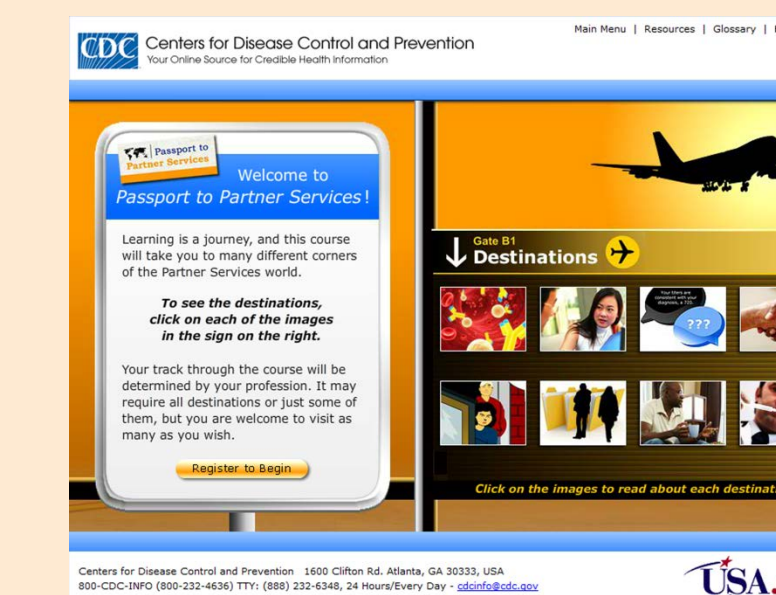


\* Comments may not add to N, some comments split / coded in more than one category.

## Conclusions

- Pilot testing the training provided valuable insights and helped identify areas for potential improvement.
- Web-based learning was acceptable to medical and referring providers and resulted in improvements to their referral skills based on a self-assessment.
- The module will serve as a national resource for jurisdictions that want to provide training for providers who primarily refer patients to HD Partner Services.
- The blended learning design may be especially helpful to programs that have travel restrictions which often limit staff participation in instructor-led training.

## Looking Ahead



Review the course online:  
[PSReferral.org](http://PSReferral.org)

Take a bookmark!

Additional training is coming (15 additional Passport modules are in pilot testing).