



Training Manual

Training Health Workers in the Management of Sharps Waste

Version 1
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USAID
FROM THE AMERICAN PEOPLE



Acknowledgements and Copyright

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Guide for Facilitation

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1. Description of Training Materials

Purpose and Objectives

The purpose of these materials is for use in training health workers in the management of sharps waste. Resources currently exist for policymakers and managers, but little has been developed for injection providers and waste handlers to help improve injection safety practices at the primary-care level.

The objectives of these materials are to:

- Raise awareness of public health and environmental hazards that may be associated with inappropriate segregation, storage, collection, transport, handling, and disposal of sharps waste.
- Provide information on proper practices for disposing of sharps waste.
- Identify roles and responsibilities of all staff involved with managing sharps waste.

Audience

These materials are divided into two training guides, one for training injection providers and one for training waste handlers. It is important to distinguish between the two roles because in many settings the injection providers and waste handlers have two very different jobs.

These materials take into account the possible difference in literacy levels between the two groups. In addition to the segmentation by responsibilities, there is likely to be a variety of waste management tools in place at varying levels of the health system.

How to Use these Materials

Training Health Workers in the Management of Sharps Waste is a set of training modules that are designed to be adapted for use in various health care settings. This document and its accompanying materials are being distributed as electronic files on a CD ROM. The CD ROM includes the following:

1. A PDF file entitled *Training Health Workers in the Management of Sharps Waste*: This file comprises all the components of the training materials: the guide for facilitation, the guides for training injection providers and waste handlers and the accompanying slides, a list of references, and handouts.
2. Guide for Training Injection Providers Folder: This folder includes the text of the Guide for Training Injection Providers saved as a Word file, plus slides for all of the modules in the guide saved as PowerPoint files, as well as the associated handouts for injection providers saved as PDF files.
3. Guide for Training Waste Handlers Folder: This folder includes the text of the Guide for Training Waste Handlers saved as a Word file, plus slides for all of the modules in the guide saved as PowerPoint files, as well as the associated handouts for waste handlers, saved as PDF files.
4. Graphics Folder: This folder contains a catalog of the images that were developed for these materials. They are organized by the respective handout each was created for and each is saved as an individual JPG file.

By providing the materials in electronic files that can be modified and used in a modular format, PATH is hoping to facilitate local adaptation.

Modular Design

These materials were developed using a modular design. Each training guide includes eight or more modules on the management of sharps waste. These are detailed below. By using this format, the design allows for modules to be combined, modified, or omitted for different audiences. In order to make the training guides appropriate to a variety of cultures, the materials focus on technical content using simple language and graphics.

Contents

Below is an outline of the content included in *Training Health Workers in the Management of Sharps Waste* as well as a description of the electronic format available for adaptation:

1. Guide for Facilitation

- Description of Training Materials
- Acknowledgements and Copyright
- Adaptation Guidelines
- Tips for Trainers

2. Guide for Training Injection Providers

- Module Guide, including notes for the trainer (MS Word)
- Handouts (Adobe PDF, graphics available as JPG files)
- PowerPoint Slides (MS PowerPoint)

Modules

1. Training Overview
2. Sharps Waste Overview
3. Health Worker Safety
4. Segregation of Waste
5. Sharps Waste—Why Prioritize?
6. Containing Sharps—Safety Box
7. Containing Sharps—Needle Remover
8. Roles and Responsibilities for Waste Management

3. Guide for Training Waste Handlers

- Module Guide, including Notes for the Trainer (MS Word)
- Handouts (Adobe PDF, graphics available as jpg files)
- PowerPoint Slides (MS PowerPoint)

Modules

1. Training Overview
2. Sharps Waste Overview
3. Health Worker Safety
4. Segregation of Waste
5. Handling, Storage, and Transport of Safety Boxes
6. Overview of Sharps Treatment, Destruction, and Disposal
7. Treatment of Sharps: Liquid Disinfection
8. Treatment of Sharps: Autoclave/Shredding
9. Treatment of Sharps: Encapsulation
10. Treatment and Destruction of Sharps: Incineration
11. Disposal of Removed Needles: Protected Sharps Pit
12. Disposal of Removed Needles: Protected Sharps Barrel
13. Roles and Responsibilities for Waste Management

4. Resources

- Annotated Bibliography
- Handouts

2. Adaptation

Adapting These Training Materials for Your Program

These training materials were developed in a modular format in order to allow for local adaptation. Sections of this training guide should be adapted for the local context before use.

Recommended Steps for Adaptation

- Obtain a copy of your country's medical waste management policies.
- Adapt the information to reflect local policies (for example, waste management policies may be different in rural and urban settings).
- Thoroughly review the training modules and mark sections that require adaptation for your country or region.
- Remove any modules that are not applicable to your waste management system.
- Adjust the level of technical detail and language so that it is appropriate for the staff you are training.
- Add or change examples to reflect actual situations in your country.
- Add or change pictures to reflect the ethnic or cultural preferences of your audience.
- Translate the training modules into the appropriate language.

3. 50 Tips for Trainers

Set the Stage

1. Introduce yourself to the group in advance.
2. Learn participants' names and use them.
3. Use eye contact to establish rapport.
4. Create an informal, comfortable physical setting that facilitates learning.
5. Establish your credibility early.
6. Give special emphasis to the first five minutes. First impressions are important.
7. Provide an overview and agenda for the training.
8. Describe goals and objectives of training.
9. Establish ground rules for all participants and trainer (group norms).
10. Begin and end on time.

Content

11. Know the material well. Be an expert.
12. Provide accurate and complete information.
13. Exhibit your advance preparation (via handouts, etc.)
14. Ensure that content is free of value judgment.
15. Make handouts organized, useful, readable, relevant, and reproducible.

Delivery

16. Build rapport.
17. Use participatory techniques that involve the trainees. Let the participants do the work.
18. State instructions clearly.
19. Manage your appearance. Dress comfortably and appropriately.
20. Use your own style.
21. Use your own words.
22. Avoid distracting movements (hands to mouth, tugging on hair, pacing) and adopt a natural (relaxed) posture.
23. Don't lie. Say you don't know if you don't know.
24. Practice your presentation. Videotape yourself.
25. Convince yourself to relax. Try deep breathing, meditation, self-talk.
26. Add your own ideas.
27. Demonstrate flexibility.

Interaction with the Audience

28. Match content and style to participants' needs.
29. Use active listening skills to assess the participants.
30. Involve the participants appropriately.
31. Use subgroups when appropriate.
32. Put yourself in the participants' shoes. They're asking, "What's in it for me?"
33. Assume they are on your side. They will be 99.9% of the time.
34. Compliment trainees' on their participation and the quality of their questions.

Preparation

35. Anticipate potential problems and prepare probable responses.
36. Check in advance the facilities and audio-visual equipment.
37. Obtain information about the group in advance.
38. Rest up so that you are physically and psychologically alert.
39. Accept some fears as being good (energizing stress vs. destructive).
40. Identify your fears. Categorize them as controllable or uncontrollable and confront them.
41. Know your “hot buttons”—topics you are uncomfortable with.
42. Imagine yourself as a good trainer.
43. Practice responses to tough questions or situations.
44. Take a course in public speaking.
45. Conduct a self-assessment of your training capacity to identify areas to improve upon.

Co-facilitation

46. Styles and competencies of presenters should be complementary.
47. Presenters should demonstrate a shared rhythm, timing, pace.
48. Presenters should show evidence of having prepared together.
49. Presenters behave and interact respectfully toward one another.
50. Presentation is balanced between the two presenters.

Adapted from Seattle-King County Department of Public Health. *Speakers' Training: Train the Trainer*. Seattle: The AIDS Prevention Project. 1993.

