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TRANSITIONING FROM IN-PERSON TO ONLINE: PRACTICAL TOOLS AND TIPS FOR PROVIDING PROFESSIONAL DEVELOPMENT IN AN ONLINE FORMAT

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The Canadian Public Health Association's office is located on the original, unceded territory of the Algonquin Anishinaabeg people. They have been the guardians of this land for millennia and CPHA is grateful for the example their stewardship provides.

Land Acknowledgement



I would like to acknowledge that this session is occurring on the territory of the Niitsitapi, or Blackfoot, and the people of the Treaty 7 region in Southern Alberta.

I would like to recognize the Treaty 7 Nations who make their home on this land, including the Siksika, the Piikani, the Kainai, the Tsuut'ina, and the ȩyāǰé Nakoda First Nations, including the Chiniki, Bearspaw, and Wesley First Nations.

This land is also home to the Métis Nation of Alberta.

We are grateful to the people of Treaty 7 for taking such good care of this land, so that we may enjoy such abundance, and recognise that we are all treaty people.



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LEARNING OUTCOMES



After attending this session, participants will report:



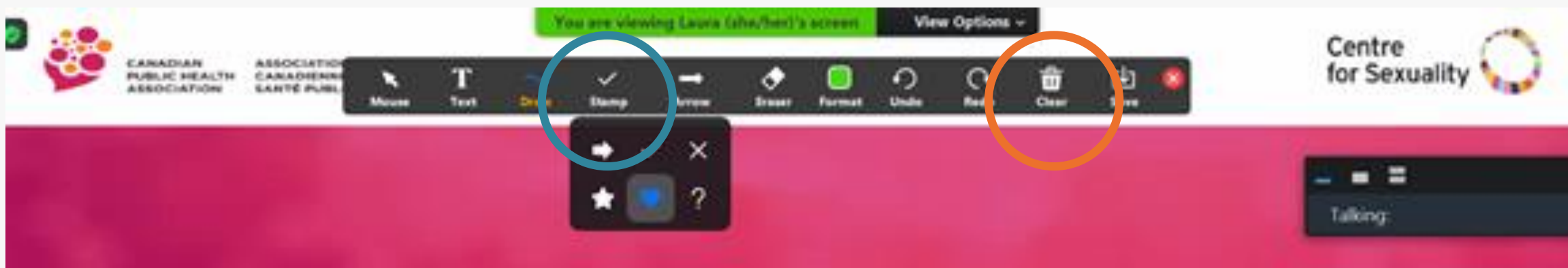
Increased knowledge of strategies that can be used to create safer online learning environments for participants.



Increased awareness of strategies that can be used to adapt training conventionally provided in-person to an online format.



For the next activity, we will be using the Annotate function – specifically the heart stamp. Please take a few moments to locate the Annotate function (Under the *View Options* tab at the top of your screens) and if you are having trouble, please let us know via the chat. Once you've located the Annotate function, please select the heart stamp.





**WHAT IS YOUR
FAVORITE THING TO
SEE?**





TO HEAR?





TO SMELL?



Creating safer, more effective online learning opportunities



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Learners Rights

Participate

Pass

Privacy

Respect

Fun



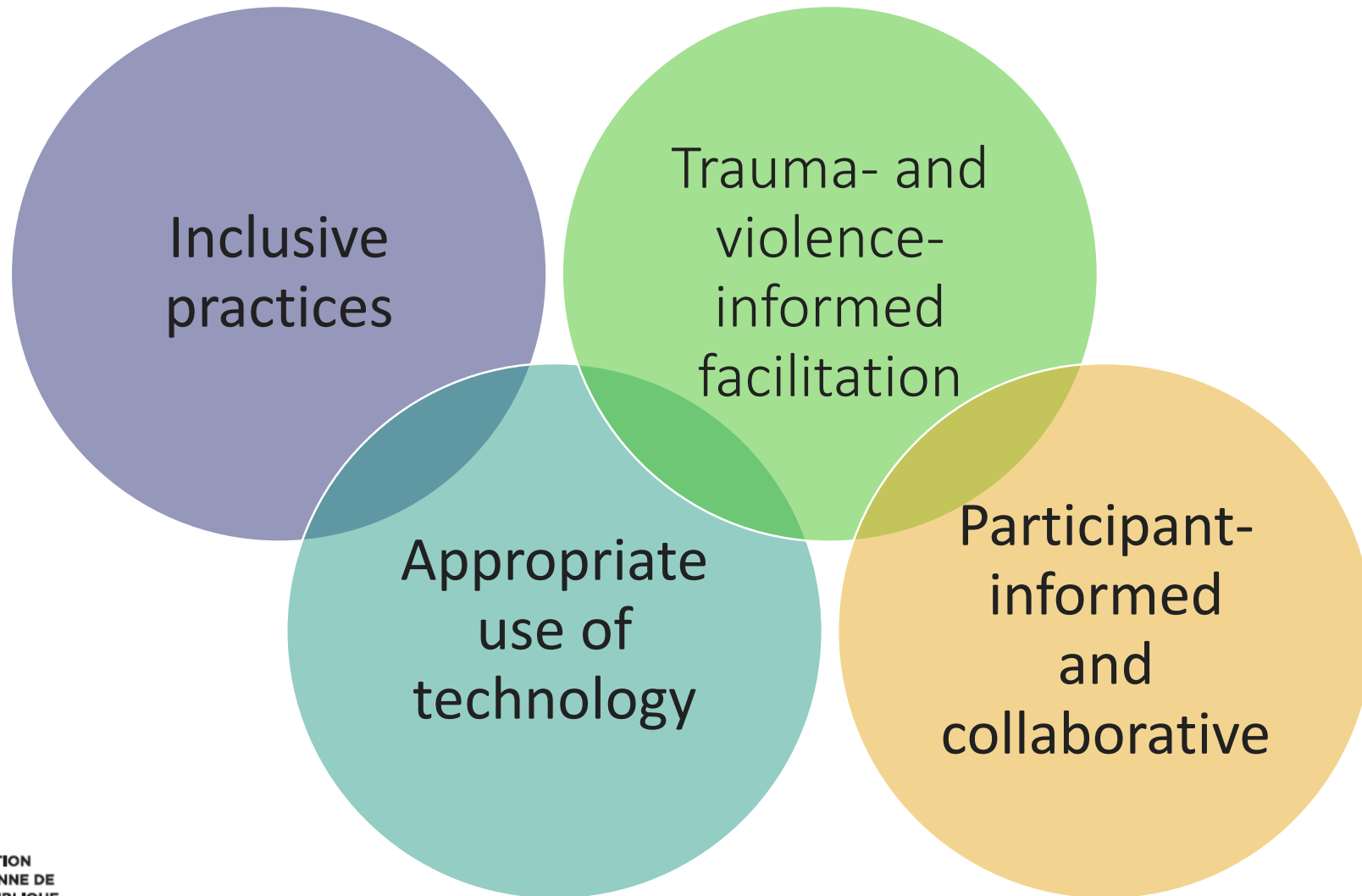
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Strategies to create safety



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Inclusive Practices

Continue to use all of the important practices that you use in face-to-face settings.

For example:

- Ask for and use pronouns - ask participants to display their pronouns in their screen name
- Use inclusive and affirming language for gender identity
- Pick an online learning tool that can also be accessed through the phone to ensure that rural and remote participants may be involved
- Ensure that you use participants names when you answer questions
- Consider the impact of culture and language in all activities and images
- Employ universal teaching techniques and provide multiple ways to engage in the material for all learning styles and abilities (Cable, & Cheung, 2017)



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Appropriate Use of Technology



Bashum (2018) suggests that technology should be chosen and utilized based on the following considerations:

- **Ease of use:** How simple is it to learn? Will participants need to download additional applications?
- **Functionality:** Can you use this for video, interactive content, chatting, scheduling, and communicating? Using one platform as opposed to several will reduce stress and tension for program participants.
- **Blended Learning Options:** Can you provide more ways to engage with participants beyond simply lecture and listening?
- **Familiarity:** Are your participants familiar with the chosen technology?



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Appropriate Use of Technology

Technology should be chosen and used that will:

1. promote productive interactions
2. prevent learners from being overwhelmed in large groups
3. balance the need for flexibility and structure (Kerhwald, 2008 as cited by Sun, & Chen, 2017)

Effective online facilitation includes:

the use of first names, feedback, expressions of empathy and emotion, and the ability to monitor group dynamics, ensure that you are specific about what you want people to do (chat, talk, use a poll), keep the content under 90 minutes.



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Trauma- and Violence-Informed Facilitation

“A key aspect of trauma-informed services is to create an environment where service users do not experience further traumatization or re-traumatization (events that reflect earlier experiences of powerlessness and loss of control)” (Trauma Informed Practice Guide, 2013).

Trauma- and violence-informed facilitation aims to ensure that participants do not experience traumatization or re-traumatization while engaged in our program. Facilitators also must account for and acknowledge the social and structural conditions that may create oppression and trauma in the lives of their participants.



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Tips to Trauma- and Violence Informed Facilitation

Promote a culture that understands trauma	Create safe spaces
<ul style="list-style-type: none">• Take a universal approach to TVIC facilitation• Recognize what content may be more challenging and tell participants about it in advance• Be aware of the sensory impacts of being online	<ul style="list-style-type: none">• Use the rights for every session• Allow people the right to pass• Display empathy and acknowledge the current environment• Ask questions• Create opportunities for dialogue and sharing
Facilitate opportunities for choice and collaboration	Build on strengths and skills
<ul style="list-style-type: none">• Ask participants what platform they want to use and when to meet• Promote collaboration through group work and remote activities• Provide opportunities for professionals to work together and create partnerships	<ul style="list-style-type: none">• Ask participants to teach sections and share with peers• Ensure that you build on their experience and recognize that they are the experts in their work.• Provide new resources and skills in each of your sessions



Participant Informed and Collaborative



Given the isolation that can occur within online learning, it is of no surprise that collaboration and participation is frequently listed as best practice within online facilitation (Lewis, & Abdul-Hamid, 2006).



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Use the chat to share some ideas that you have used or will use to create safety in your online training and education.



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Adapting your existing content for online learning platform



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Activity Adaptation Tips

To keep your program transformational in nature, you will need to:

1. Create a safe and inclusive environment;
2. Encourage participants to reflect on their experiences, values, and biases;
3. Use teaching strategies that promote engagement and participation;
4. Pose real-world problems that address societal inequalities;
5. Encourage participants to implement action-oriented solutions. (Clark & Meyer, 2008)



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Tips to Consider



- **Account for time. Everything will take longer online. A session that may have been possible in 1.5 hours may need to be adapted to two one-hour sessions.**
- **Movement based activities are still possible and encouraged. Zoom fatigue is real...**
- **Consider how to treat the participants as if they were in the room. How can you use the breakout rooms?**
- **Provide opportunities to practice content and skills in their practices.**
- **Ensure that you have resources and tools that participants can access after the session.**



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Some examples from CPHA's and C4S's turnkey training tools



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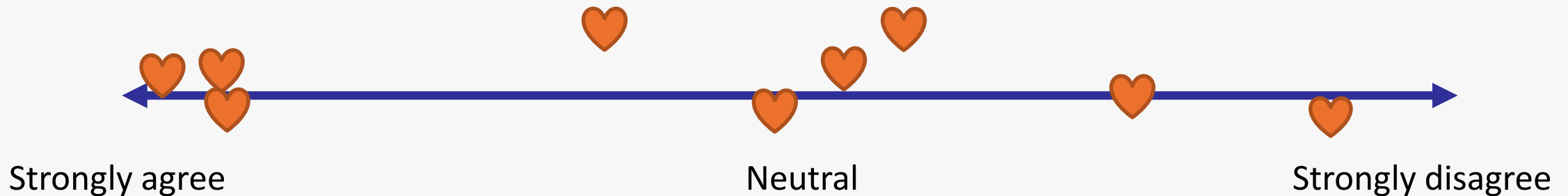
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VALUES CLARIFICATION ACTIVITY

Using the Annotate function, please indicate your level of agreement with the value statements on the following slides. In order to maintain anonymity, we ask that everyone use the heart stamp to indicate their level of agreement.



The facilitation notes for this activity are available on pages 46-48 of the manual *Reducing Stigma through Trauma- and Violence-Informed Care*



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I believe that all people living with HIV should tell their sexual partners about their HIV status before engaging in sexual activity.



Strongly agree

Neutral

Strongly disagree



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I sometimes make assumptions about the sexual orientation or gender identity of the folks I work with.



Strongly agree

Neutral

Strongly disagree



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I believe it is better to use some substances over others.



Strongly agree

Neutral

Strongly disagree



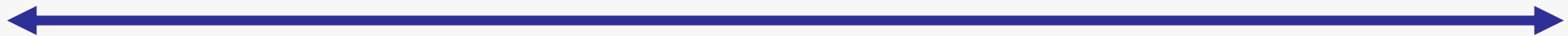
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I am comfortable addressing racism when I witness it.



Strongly agree

Neutral

Strongly disagree



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I believe that people should accept responsibility for the impact that their substance use has on their friends and family.



Strongly agree

Neutral

Strongly disagree



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I believe people diagnosed with an STBBI should accept responsibility
for acquiring an infection.



Strongly agree

Neutral

Strongly disagree



WHAT DID YOU DO ON THE WEEKEND?

For this activity, you will be divided into small groups (via break-out rooms) and asked to discuss what you did on the weekend. You will have 1-2 minutes to discuss as a small group before we bring everyone back together.



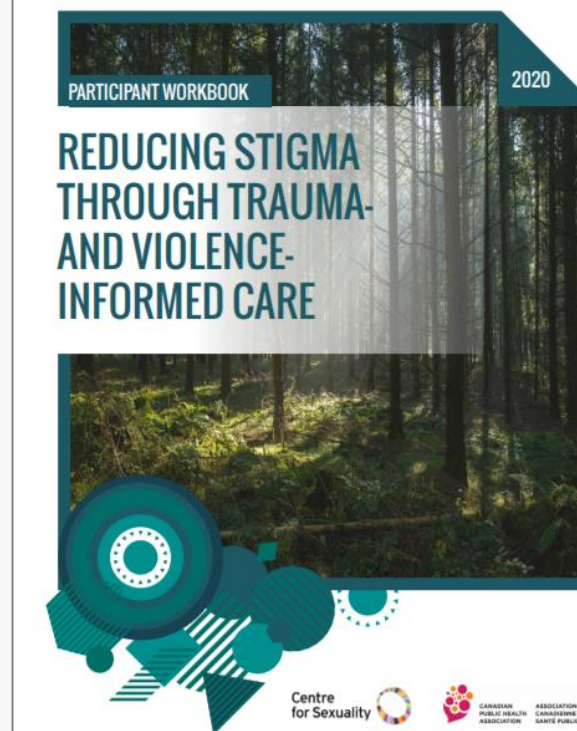
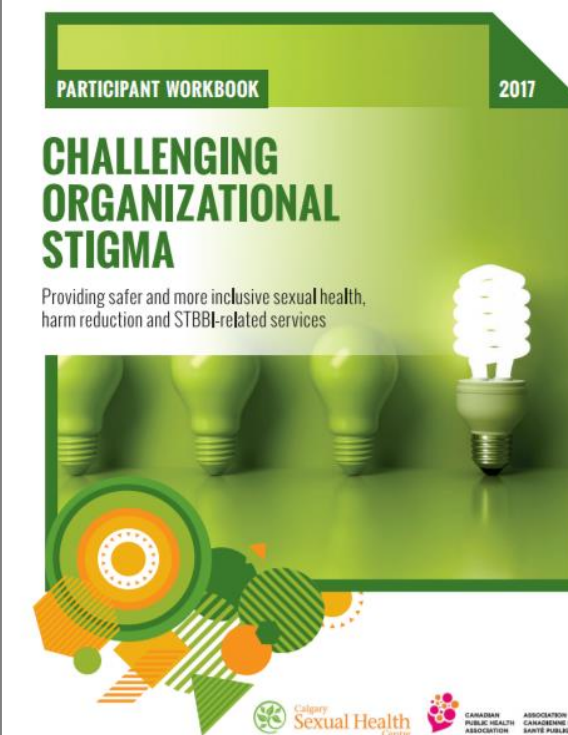
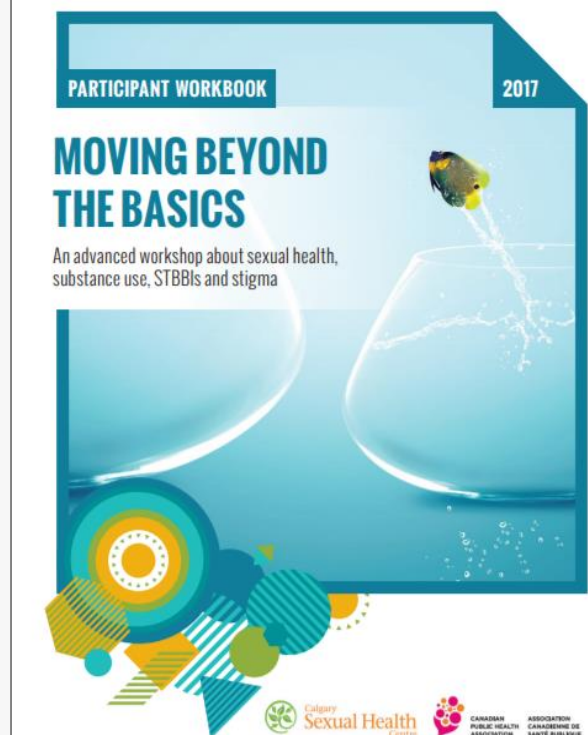
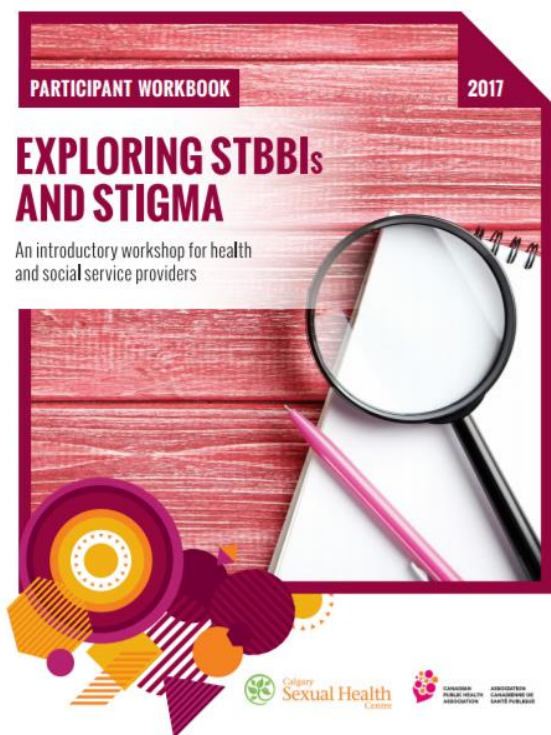
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CPHA and C4S turnkey training resources on STBBIs and related stigma



<https://www.cpha.ca/workshops-reducing-stbbi-related-stigma>



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<https://learning.cpha.ca>

The screenshot shows a web browser window displaying the CPHA Learning Site. The browser's address bar shows the URL <https://learning.cpha.ca>. The website header includes the CPHA logo and name in both English and French, along with a 'Language' dropdown menu, a notification bell, a chat bubble, and a user profile icon. The main content area features a large image of a desk with a laptop, a pen, paper clips, and a small potted plant. To the right of the image, the text reads: 'Welcome to CPHA's learning site...' followed by 'Explore our free eLearning courses!'. Below this, there are two small red rectangular buttons. The footer of the website displays 'CPHA Learning Site' and a settings gear icon. The Windows taskbar at the bottom shows various application icons and the system clock indicating 3:10 PM on ENG.



EXPLORING STBBIS AND STIGMA ONLINE COURSE

The screenshot displays the user interface of the 'Exploring STBBIs and stigma' online course. At the top, the Canadian Public Health Association and Centre for Sexuality logos are visible. The main header area contains the course title and a breadcrumb trail: Home > My courses > STBBIs and Related Stigma > Exploring STBBIs and stigma: An introductory course for health and social service providers. A 'Manage courses' button is located on the right. Below the header, there is a search bar with the text 'Search courses' and a 'Go' button. The course categories are listed as 'STBBIs and Related Stigma / Exploring STBBIs and stigma: An introductory course for health and social service providers'. The main content area features two course cards. The left card is titled 'EXPLORING STBBIS AND STIGMA: an introductory course for health and social service providers' and includes a 'Practical' section with three scenarios: Scenario 1 (Hassan), Scenario 2 (Maria), and Scenario 3 (Manuela). The right card is the French version, titled 'EXPLORER LES ITSS ET LA STIGMATISATION: un cours d'introduction pour les dispensateurs de services sociaux et de santé', with the same practical scenarios. Both cards include icons for each scenario and a large pink rectangular graphic.

<https://learning.cpha.ca/course/index.php?categoryid=8>



Course: Sexually transmitted and

cpa-staging.yourmoodle.com/course/view.php?id=38

AppsCPHA/C4S - OneDri...HIV Disclosure & th...Trans-101-Glossary...Creative Commons...Trauma Informed Pr...Public Health Datab...Open Access Datab...Online Resources fo...

Language

Student

Course sections

Participants

Badges

Certificates

Competencies

Grades

Home

Dashboard

Calendar

Private files

Site administration

Accessibility settings

ABOUT THIS COURSE

Credits: Up to 4.0 Mainpro+ or MOC Section 3

Duration: 4 hours

Target audience: Family physicians, specialists and other health care professionals

Sexually transmitted and blood-borne infections (STBBIs) can have long-standing negative impacts on a person's psychosocial well-being. Stigma and discrimination related to STBBIs and intersecting factors (such as race/ethnicity, gender identity, culture, sexual orientation, etc.) can impede access to testing, treatment and care. In this online course we'll explore the steps you can take as a family physician or other clinical care provider to work against stigma and discrimination and toward safer, more inclusive services for STBBIs, sexual health and substance use.

This course was developed by the Canadian Public Health Association (CPHA) in collaboration with the University of Ottawa Office of Continuing Professional Development (OCPD).

Providing safer, more inclusive care for sexually transmitted and blood-borne infections (STBBIs)

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QUESTIONS?

For more
Information

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