

# Evaluating HIV/AIDS Clinical Trainers' Professional Development

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## Issues

The AIDS Education and Training Centers (AETCs) provide clinical training on cutting edge HIV issues by having clinical faculty train other clinicians in the field. In order to ensure the quality of faculty expertise and training skills, the Pacific and Northwest AETCs, which cover nine US states, jointly hold annual faculty and professional development conferences in Pacific Grove, CA, called Asilomar Faculty Development Conferences.

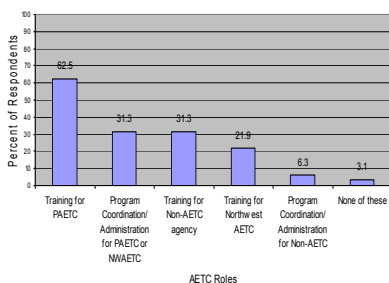


Evaluation is needed to determine the effectiveness of this effort and determine whether the faculty is using new information and skills taught at the conferences.

## Description

In 2004 and 2005, 102 faculty development conference participants completed baseline and 2-6 month post-conference questionnaires to determine whether they applied newly acquired content and skills after the conferences.

2005 Asilomar Participants AETC Roles (n=32)



## Lessons Learned

Evaluation results show a majority of the participants applied the skills and information obtained from the conference in their training work and shared them with colleagues in the field.

The training skills in which participants most applied were:

- interactive training techniques
- using humor
- addressing multiple learning types
- using Powerpoint effectively
- using case studies/stories

## Lessons Learned

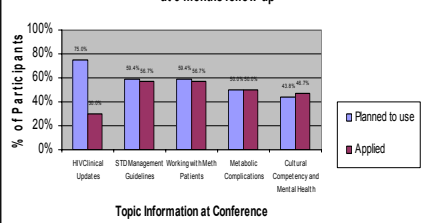
Training techniques and topics selected by % of participants, Asilomar Conference 2004

	Pre (n=70) (Would like to improve)	Post (n=70) (Plan to improve)	Follow-up (n=45) (Have improved)
Addressing multiple learning types	40%	32.9%	37.8%
Interactive exercises	30%	38.6%	35.6%
Using humor	22.9%	11.4%	28.9%
	Pre (n=70) (Need training)	Post (n=70) (Received training)	Follow-up (n=45) (Applied training skill)
HIV Clinical Updates	21.4%	64.3%	42.2%
Using PowerPoint effectively	42.9%	24.3%	44.4%
Training in transgender health issues	24.3%	44.3%	37.8%

The HIV/AIDS information rated most useful and most applied included:

- HIV/AIDS medical updates,
- STD management
- substance abuse (especially methamphetamine)

Topic Information that Participants Planned to Use and Applied at 3 months follow-up



These skills and information were used by clinical faculty in providing training and program planning at their local sites.

Regular faculty development is an efficient mechanism for enhancing training skills and disseminating HIV care information to clinicians in the field. Clinical training between clinicians should be considered a frontline approach for improving the quality of HIV care in the US.



## Recommendations

- AETCs should continue to provide professional development with an emphasis on **training skills** to its faculty in order for them to effectively provide high quality training in HIV/AIDS clinical treatment and care.
- Continued evaluation of the conference will identify trends over time in the needs and training outcomes of AETC faculty.