

## Facilitator Instructions for Activity 1a: Icebreaker

### Objectives

- Set a comfortable atmosphere
- Help delegates learn about each other
- Get delegates to think critically and holistically about their professional ethics and values and how these could impact on the manner in which they perform their roles within the TB programme they are part of
- Understand what key information delegates hope to learn during the training course
- Ensure that delegates learning expectation are aligned with the course objectives

### Questions

- Introduce yourself by providing the following information to the members of your group:
  - Your first and last name
  - The District, sub-District or Facility where you work
  - Your role in supporting the TB programme
  - How you understand ethics as a professional working in the health care sector
  - What do you hope to learn during this course

### Time Allotted

30 minutes

- 5 minutes for instructions
- 25 minutes for plenary discussion

### Materials Needed

Flip chart and pens to record group discussions

### Procedure for running activity

1. Welcome the delegates to the training course
2. Introduce yourself and your co-facilitators
3. Inform delegates that the purpose of the training course is to sensitise and educate them to the application of ethics in the management of TB and that this training is based on the WHO *Guidance on ethics of tuberculosis prevention, care and control*, that was published in 2010
4. Ask each delegate, in turn, to respond to the questions:
  - a. Your first and last name
  - b. The District, sub-District or Facility where you work
  - c. Their role in supporting the TB programme
  - d. How they understand ethics as a professional working in the health care sector
  - e. What they hope to learn during the training course
5. Start on one side of the room and work your way through to the other side
  
6. Use a flip chart to record key information:
  - a. Job responsibility

- b. Brief description of definition of ethics
  - c. Expectations for the course
7. Ensure that all delegates get an opportunity to state what they expect to learn
  8. Use the opportunity to comment on delegate background, different perspectives on professional ethics and to clarify and reinforce the objective for the training course
  9. Refer to the delegate expectations for the duration of the training course to ensure that these are being addressed

### Setting the scene

Traditional medical ethics focuses on the doctor-patient relationship, and the preservation of autonomy and human dignity, and is very strongly individualistic in perspective. Public health ethics, on the other hand, focuses on populations and the protection and promotion of health in communities.

Given its nature and impact, TB is a serious threat to communities, which deserve protection from exposure to TB and attention to the means to curtail its spread. Simultaneously, individuals within communities, particularly those in liberal democracies, have the right to personal autonomy and privacy. Achieving a balance between these seemingly conflicting goals can only result from an understanding of the underlying ethical principles.

Therefore, how do you understand ethics as a professional working within the health care sector and how do these ethics and associated values impact on how you perform your roles and responsibilities within the TB programme that you are part of?

### Tip

Reinforce that there are no right or wrong answers. In addition, remind delegates that they should consider what is in their span of control as they work through the questions.

## Facilitator Instructions for Activity 1b: Setting Ground Rules

### Objective

- Set ground rules for the training course
- Help delegates understand what is expected of them during the training course
- Create a comfortable learning atmosphere

### Question

What are the ground rules that should guide how this training course is run?

### Time Allotted

10 minutes

### Materials Needed

- Flip chart and pens to record group agreements
- Prestick or tape to display flipchart sheets

### Procedure for running activity

1. Write out a summary of the ground rules for the training course on a flip chart page prior to the course
2. Read out the ground rules, emphasising the following points:
  - a. Delegates should participate fully in all activities since they are designed to reinforce the learnings from the course material and to allow delegates to understand the ethical dimensions of what they do professionally within the TB programme.
  - b. Participants should respect different experience and skill levels in one another.
  - c. Concerns they may have about classmates should not be raised outside of the classroom.
  - d. The activities throughout this course raise and address different issues. Therefore it is important not only to participate fully in every one, but also to be present for the entire course from start to finish. Since facilitators have built this time into the course structure, there is no reason for a delegate to leave early or not be present, unless, of course, there is an emergency. If someone needs to leave early, they should speak to the facilitator privately
3. Ask delegates to add any additional rules. Write the additional rules on the flip chart page that contains the ground rules
4. Ensure that the flip chart page is visible to all delegates during the training
5. Inform delegates that these ground rules should be adhered to
6. Mention locations of certain important places, such as bathrooms, where lunch will be served, etc.

## Ground Rules

- Make a commitment to the course, including participating fully in all activities
- Respect different experience and skill levels in each other
- Encourage fellow delegates who are less experienced
- Keep information confidential. Additionally, issues and concerns raised by fellow delegates should not be discussed outside of the training
- Do not be judgmental. Do not disapprove of views and observations that may be different from your own
- Support delegates to share opinions in an open manner
- Be on time at the beginning of each day, after breaks and lunch
- Do not interrupt others while they are speaking
- Turn off or place cell phones on silent mode during the sessions. If the call cannot be ignored, answer the phone outside of the training room
- Do not turn your computer on during the sessions. Use the time provided during breaks and lunch to respond to emails