
IPCAS trial process evaluation/fidelity checklist
MLAS facilitator training

Date:					
Start time:					
End time:					
Training day 1					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Session 1: Welcome and introductions					
Duration of session:					
Materials					
Timetable available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Headed flipchart paper – working together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Pre-training 'evaluation' form given (1 per participant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Welcome to MLAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Introduction of trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

V1.2

11/06/2018

Date:					
Start time:					
End time:					
Training day 1					
	Please tick as appropriate			If <i>absent, attempted or not applicable</i> , please provide reasons	Other comments
	Present	Absent	Attempted		
Housekeeping details provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Aim of training discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Training overview discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Outline of Day 1 discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Working together discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Provided time for participants to complete pre-training 'evaluation' form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Session 2: Your story					
Duration of session:					
Materials					
Headed flipchart paper (1: Name, role, place of work, 2: Experience, 3: Expectation of training, 4: Your important question)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Asked: Name, role, place of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Asked: Experience (facilitating/observing groups, working with stroke)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Asked: Expectation(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Asked: Any question in relation to MLAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Provided opportunity for each trainee to answer the above questions and record on relevant flipchart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 3: What is stroke?					
Duration of session:					
Materials					
Body outline used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Images shown: clot, bleed, brain areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Images shown: risk factors, neuroplasticity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Videos shown: Act FAST, neuroplasticity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Images shown: health and well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sticky notes used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Discussed 'what is stroke?'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed signs and symptoms – ACTFAST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed impacts of a stroke (including physical, emotional, cognitive, communication, relationships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed what neuroplasticity is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed stroke risk factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed managing risk factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to contribute to discussion and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 4: Cognitive effects of stroke					
Duration of session:					
Materials					
PowerPoint slides used: cognitive effects of stroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Video shown: Hidden effects of stroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Booklet given: Complete guide to Cognitive problems (1 copy/facilitator)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Session introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed memory problems after a stroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explored attention difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explored changes to perception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explored effects on decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explored social cognition problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed how we can support stroke survivors experiencing these effects/top tips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed the impact of impaired cognition on the stroke survivor and/or carer/family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to contribute to discussion and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 5: Emotional changes after stroke					
Duration of session:					
Materials					
Video shown: The emotional impact of stroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PowerPoint slides: Emotional problems following stroke					

Booklet given: Complete guide to Emotional changes after stroke (1 copy/facilitator)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Session introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed the emotions stroke survivors highlighted in video observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed stages of loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed problems stroke survivors might face with emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed difficulty controlling emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed how these emotions can influence people's thoughts and behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed how facilitators can support stroke survivors experiencing these effects/top tips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to contribute to discussion and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 6: Relationships					
Duration of session:					
Materials					
PowerPoint slides used: Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					

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Session introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed the effect of a stroke on relationships (partners, friends, family members)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed problems and solutions concerning physical intimacy after a stroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to contribute to discussion and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 7: Communication challenges for survivors of stroke					
Duration of session:					
Materials					
PowerPoint slides used: Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Video used: Living with aphasia; aphasia etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Booklet given: Complete guide to Communication problems after stroke (1 copy/facilitator)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Session introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Group activity: Identifying tasks the brain needs to complete in order to be able to answer a question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Discussed communication problems after a stroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed how we can support stroke survivors experiencing communication problems (top tips, resources/aids)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to contribute to discussion and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 8: Summary and evaluation					
Duration of session:					
Materials					
Training evaluation form given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Questions relating to MLAS flipchart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Summary of Day 1 Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Provided time for participants to complete training evaluation form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Provided details of Day 2 Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to check if their questions addressed, and to ask any further questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
END OF DAY 1 TRAINING					

IPCAS trial process evaluation/fidelity checklist
MLAS facilitator training

Date:					
Start time:					
End time:					
Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Session 1: Welcome and introductions					
Duration of session:					
Materials					
Timetable available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Headed flipchart paper from day 1 ('Your story' - name, experience, expectation, important question and working together as a group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Welcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Introduction of trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Housekeeping details provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall aim/format of training discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Outline of Day 2 discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Invited any new participants to introduce themselves to group using 'Your story' flipchart from Day 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 2: Background to MLAS					
Duration of session:					
Materials					
Flipchart paper, pens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A4 Quadrant image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Discussed what MLAS is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Start time:					
End time:					
Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Discussed what a structured education programme is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed rationale for MLAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed aims and format of MLAS course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to be involved in discussion and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 3: Philosophy					
Duration of session:					
Materials					
How are you doing? Worksheet (1 per participant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PowerPoint slides used: Philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					

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Training day 2					
	Please tick as appropriate			If <i>absent, attempted or not applicable</i> , please provide reasons	Other comments
	Present	Absent	Attempted		
Discussed what philosophy is and how it affects our behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explored the medical model and empowerment approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explored the philosophy and approach of the MLAS programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Facilitated individual activity ('How are you doing' quiz) and gave an opportunity for each trainee to complete their own worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed the need to have importance, confidence and readiness in order to change behaviour (and not just knowledge)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Presented overall aim of MLAS and its core philosophy statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed MLAS facilitators' role					

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Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Group activity: Challenges experienced/perceived by facilitators when using the philosophy/approach underpinning MLAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to be involved in discussion (e.g. by giving feedback) and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 4: Facilitator behaviours					
Duration of session:					
Materials					
Rice pudding exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
MLAS facilitator behaviours checklist given (1 per participant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					

Date:					
Start time:					
End time:					
Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Session introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Rice pudding activity (demonstrating different facilitator behaviours – ‘good’ and ‘bad’)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed positive and negative facilitator behaviours that were observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed some of the behaviours on the behaviours checklist, and provided examples of what would be observed if such behaviours were being done (e.g. body language, words used etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Encouraged participants to engage in discussion about any stroke-specific behaviours needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to be involved in discussion (e.g. by giving feedback) and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Session 5: Facilitation skills					
Duration of session:					
Materials					
PowerPoint slides used: Facilitation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Flipchart paper and pens					
Open-ended Questions, Affirmations, Reflective listening, Summaries (OARS) sheets given (1 per participant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Session introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Facilitated group activity on facilitator role and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
OARS introduced to participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Date:					
Start time:					
End time:					
Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Group activity: Challenging scenarios and resolutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Encouraged participants to share personal learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to be involved in discussion (e.g. by giving feedback) and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 6: Theories – Narrative Approach; Self-efficacy					
Duration of session:					
Materials					
PowerPoint slides used: Theories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sticky notes, flipchart paper, pens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
MLAS Roadmap and accessories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					

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Date:					
Start time:					
End time:					
Training day 2					
	Please tick as appropriate			If <i>absent, attempted or not applicable</i> , please provide reasons	Other comments
	Present	Absent	Attempted		
Session introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Introduced the Narrative Approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrated how the narrative approach is used in MLAS (journey analogy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Introduced Self-efficacy (Mastery, vicarious learning, verbal persuasion and emotions management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Group activity: Real-world experiences of self-efficacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Examples provided where self-efficacy is used during MLAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Introduced cognitive behavioural approach and gave an example of how it is used in MLAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Date:					
Start time:					
End time:					
Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Participants given an opportunity to be involved in discussion (e.g. by giving feedback) and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 7: Introduction to Quality Assurance					
Duration of session:					
Materials					
Flipchart paper and pens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Session introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed what quality assurance is and its important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Facilitated small group activity (recipe and ingredients for making an Apple Pie)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Date:					
Start time:					
End time:					
Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Encouraged each group to feedback on group activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Compared similarities and differences of Apple Pie recipes and linked to quality assurance of MLAS (ingredients = curriculum, method = delivery)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Summarised group discussion on quality assurance processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to be involved in discussion (e.g. by giving feedback) and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 8: A journey through the MLAS curriculum					
Duration of session:					
Materials					

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Date:					
Start time:					
End time:					
Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
MLAS curriculum given to each facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participant (stroke survivor) handbooks given to each facilitator (4 handbooks in total)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A journey through the curriculum question sheet given to each facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Provided an overview of materials given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explained the purpose of 'a journey through the curriculum question sheet' and instructions for completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 9: Close of the day reflections and evaluation					
Duration of session:					
Materials					
Training evaluation form (day 2) given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Date:					
Start time:					
End time:					
Training day 2					
	Please tick as appropriate			If absent, attempted or not applicable, please provide reasons	Other comments
	Present	Absent	Attempted		
Questions relating to MLAS flipchart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Summary of Day 2 training by encouraging participants to share learning about what was covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Provided time for participants to complete training evaluation form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Provided details of Day 3 Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to check if their question (from flipchart) was addressed, and to ask any further questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
END OF DAY 2 TRAINING					

IPCAS trial process evaluation/fidelity checklist
MLAS facilitator training

Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If absent or attempted please	Other comments
	Present	Absent	Attempted	provide reasons	
Session 1: Welcome and introductions					
Duration of session:					
Materials					
Timetable available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Headed flipchart paper from days 1+2 ('Your story' - name, experience, expectation, important question and working together as a group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Welcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If absent or attempted please provide reasons	Other comments
	Present	Absent	Attempted		
Re-introduction of trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Housekeeping details provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Aim of training discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Outline of Day 3 discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Invited any new participants to introduce themselves to group using 'Your story' flipchart from Day 1+2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 2: Reflection from 'A journey through the curriculum' activity					
Duration of session:					
Materials					
A journey through the curriculum activity sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A journey through the curriculum activity answer sheet given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
MLAS curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					

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Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If absent or attempted please provide reasons	Other comments
	Present	Absent	Attempted		
Invited participants to share experiences of completing 'a journey through the curriculum' activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed format of the programme (1:1 and group-based sessions; interchangeable sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed format of the curriculum (e.g. key for how to use the curriculum, duration for each section, section overviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed involvement of carers in MLAS and format of this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to be involved in discussion and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 3: A walk through the MLAS curriculum					
Duration of session:					
Materials					

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Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If absent or attempted please provide reasons	Other comments
	Present	Absent	Attempted		
MLAS curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participant (stroke survivor) handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Resources/accessories for programme available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Discussed the overall aims of the study and the intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Presented each of the MLAS sessions with the resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrated how to use the resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Demonstrated links between the sessions and materials to the theories and philosophy applied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed challenges to delivery and strategies for addressing these	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed tailoring of sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If <i>absent</i> or <i>attempted</i> please provide reasons	Other comments
	Present	Absent	Attempted		
Discussed some examples of what previous facilitators have observed/dealt with during previous courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to be involved in discussion and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 4: Preparing for having a go					
Duration of session:					
Materials					
Facilitator curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
'Have a go' cards (1 per facilitator)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Roadmap and accessories available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A4 images: blood clot, bleed available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A6 images: risk factors, risks I can/cannot change available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If absent or attempted please provide reasons	Other comments
	Present	Absent	Attempted		
A4 and A6 images: health and wellbeing available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A4 images: dashboard available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Writing instruments available (sticky notes, flipchart paper, pens, Blu Tack)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Session introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants divided into 2 groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explained that each participant has been given details of a section of the MLAS course (to be delivered in the next session of training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Given instructions for next steps (i.e. time to prepare for delivery of chosen 10-minute section, how 'have a go' session will run)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

V1.2

11/06/2018

Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If absent or attempted please provide reasons	Other comments
	Present	Absent	Attempted		
Offered participants support for preparing for their sessions (e.g. providing relevant resources, explaining content)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Provided opportunity/time for facilitators to prepare for 10-minute session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to be involved in discussion and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 5: Have a go					
Duration of session:					
Materials					
Facilitator curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
'Have a go' cards (x2 sets) given out to participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Roadmap and accessories displayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A4 images: blood clot, bleed displayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

V1.2

11/06/2018

Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If absent or attempted please provide reasons	Other comments
	Present	Absent	Attempted		
A6 images: risk factors, risks I can/cannot change displayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A4 and A6 images: health and wellbeing displayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A4 images: dashboard displayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Writing instruments given (sticky notes, flipchart paper)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Give instructions on delivery of 10-minute sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Inform participants of aim of practice delivery (i.e. familiarise self with MLAS, increase confidence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Give instructions about giving feedback on facilitator behaviours (3 things you did well)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

V1.2

11/06/2018

Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If absent or attempted please provide reasons	Other comments
	Present	Absent	Attempted		
Each facilitator given an opportunity to deliver their 10-minute session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Ensured everyone has written 3 positive facilitator behaviours that they saw on a sticky note and give to facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Provided 3 positive facilitator behaviours and 1 'even better if...'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Encourage participants to share summaries and feedback on their experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 6: Reviewing confidence					
Duration of session:					
Materials					
'How confident do I feel?' worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					

V1.2

11/06/2018

Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If absent or attempted please	Other comments
	Present	Absent	Attempted	provide reasons	
Explores participants' confidence levels to deliver MLAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explore what participants can do to increase their personal confidence to deliver MLAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 7: Quality development/Intervention fidelity					
Duration of session:					
Materials					
Facilitator behaviours reflection toolkit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Quality development and intervention fidelity pathway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					
Recapped purpose of quality assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Highlighted the importance of self- and peer-reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Discussed facilitator behaviour reflection toolkit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

V1.2

11/06/2018

Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If absent or attempted please provide reasons	Other comments
	Present	Absent	Attempted		
Discussed quality assurance pathway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explored what intervention fidelity is					
Described the process for intervention fidelity assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to be involved in discussion (e.g. by giving feedback) and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Session 8: Summary, and post reflections, evaluation					
Duration of session:					
Materials					
Training evaluation form given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Questions relating to MLAS flipchart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Content					

Date:					
Start time:					
End time:					
Training day 3					
	Please tick as appropriate			If <i>absent</i> or <i>attempted</i> please provide reasons	Other comments
	Present	Absent	Attempted		
Summary of Day 3 training by encouraging participants to share learning about what was covered today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Provided time for participants to complete training evaluation (day 3) form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participants given an opportunity to check if their questions addressed, and to ask any further questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Thanked everyone for attending and contributing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
END OF DAY 3 TRAINING					