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IntraH

Trip Report

0-130

Travelers: Ms. Helen Sirica, IHP
Mr. James Williams, IHP

Country Visited: NIGERIA

Date of Trip: February 10-28, 1986

Purpose: To conduct an FP/ORT Curriculum Development workshop to develop a pre-service curriculum for use in the Bauchi State Schools of Nursing, Midwifery and Health Technology.

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* On file with INTRAH Program Office.

** On file with INTRAH Data Management Service.

EXECUTIVE SUMMARY

A Curriculum Development workshop was conducted by Ms. Helen Sirica, C.N.M., M.S.N., and Mr. James Williams, M.P.H., IHP Program Coordinators, from February 10 - 27, 1986 in Bauchi State, Nigeria with the goal of producing a pre-service curriculum in child spacing and oral rehydration therapy (CS/ORT) for use in the Schools of Nursing, Midwifery and Health Technology in Bauchi State. The INTRAH/IHP trainers worked with 12 participants from various areas of health and education during this three-week workshop. A pre-service CS/ORT curriculum with accompanying guidelines for use was developed by the group. This curriculum can be adapted for in-service use. With this curriculum, a consistent standard for CS/ORT training has been established in Bauchi State. By writing and revising the curriculum, participants in the workshop became familiar with the process of curriculum development and can apply this process to the development of curricula in other areas. Tentative plans were also made for the two remaining INTRAH/IHP activities in Bauchi State.

SCHEDULE DURING VISIT

- February 5 Mr. J. Williams arrived in Bauchi and met Ms. H. Sirica.
- February 6 Trainers reviewed workshop curriculum. Contacted Mrs. N. Ahmed and Dr. Shehu Mahdi of the Health Management Board.
- February 7 Contacted Dr. Mahdi and Mrs. Ahmed, Health Management Board; Mr. Katty, School of Nursing; and Mrs. R. Orum, Principal, School of Midwifery. Training site changed to School of Nursing.
- February 10- Curriculum Development workshop held.
February 27
- February 27 Closing ceremonies were conducted by Health Management Board and Ministry of Health representatives. Curriculum was presented to HMB and principals of Bauchi State Schools of Nursing, Midwifery and Health Technology.
- February 28 Trainers traveled from Bauchi to Lagos. Debriefing held with Ms. Keys MacManus, AID Affairs Office, Lagos.
- February 29 Trainers departed Lagos and arrived Amsterdam 4:00 p.m.
- March 1 Ms. H. Sirica arrived New York 2:30 p.m.
- March 4 Mr. Williams arrived SFO 4:00 p.m. Arrived Santa Cruz 6:00 p.m.
- March 7 Debriefing held at IHP Office, Santa Cruz.

I. PURPOSE OF TRIP

The purpose of this trip was to conduct a Curriculum Development workshop in Bauchi State with two outcomes: a) developing a pre-service curriculum in CS/ORT for the Schools of Nursing, Midwifery and Health Technology; and b) training a state team in the fundamentals and processes of curriculum development.

II. ACCOMPLISHMENTS

1. A pre-service curriculum and teachers guide for integration of CS/ORT was developed and produced for Bauchi State for use in the Schools of Nursing, Midwifery and Health Technology, and with guidelines for adaptation during in-service training.
2. The pre-service curriculum was developed with guidelines for adaptation for in-service use.
3. Guidelines for the integration of this CS/ORT curriculum into the schools were established with teacher instructions on use of the curriculum.
4. The process used during the workshop will enable participants to apply it to curriculum development in areas other than CS/ORT.
5. A sound standard of education and training in CS/ORT was established in Bauchi State through the development of this teaching curriculum.
6. The curriculum in Bauchi State is a model for CS/ORT education and training and can be adapted accordingly throughout Nigeria and for other INTRAH/IHP projects.
7. A schedule of events for remaining INTRAH/IHP activities was formulated with the Health Management Board. Progress in CS/ORT, INTRAH activities and possible future work were discussed.

III. BACKGROUND

The Curriculum Development workshop in Bauchi State marked the fourth INTRAH/IHP activity in a series of six training events to be conducted in that state. In December 1985, Dr. S. Mahdi, Chief Medical Officer of the Health Management Board, changed the intent and scheduling of this workshop. Instead of the development of an in-service CS/ORT curriculum for use in the Clinical Service Delivery workshop that was to follow in February, Dr. Mahdi requested the development of a pre-service CS/ORT curriculum for use in the Schools of Nursing, Midwifery, and Health Technology in Bauchi State. This workshop was then rescheduled for February.

The first Clinical Skills Delivery workshop in Bauchi State took place in January - February 1986.* One of the trainers from that workshop, Ms. Helen Sirica, also participated in the February Curriculum Development workshop. She had previously conducted a Curriculum Development workshop in Kwara State in May 1985. The curriculum developed during the Kwara State INTRAH-conducted event served as a model for expansion and improvement during the Bauchi State Curriculum Development workshop.

* For information regarding this activity, please refer to Trip Report -0-118, submitted by Ms. Helen Sirica, IHP Program Coordinator and Ms. Mary Kroeger, IHP Consultant, dated January 8 - February 3, 1986.

IV. DESCRIPTION OF ACTIVITIES

A. Participants

The Curriculum Development workshop for the development of a pre-service curriculum in CS/ORT was held in Bauchi Town at the School of Nursing from February 10 - 27, 1986. Twelve health professionals participated in the workshop (see List of Participants, Appendix B). The group included clinicians, health educators from the three schools for which the curriculum was being developed, and a community health supervisor from the State Ministry of Health. Many of the participants were serving on the curriculum review committees at their schools and were investigating the possible integration of CS/ORT into the general school curriculum. All participants strongly supported the teaching of CS/ORT in the schools and were enthusiastic in carrying out the objectives of the workshop. Collectively, they possessed a high level of expertise in clinical family planning and teaching. Added support for the work of the group came from the principals of the Schools of Nursing and Midwifery who inquired daily about the progress of the group.

B. Objectives of Curriculum

In the CS/ORT plan developed during the September 1985 INTRAH/IHP workshop on child spacing program planning (See INTRAH Trip Report -0-131), it was clearly stated that there would be three cadres of health professionals involved in child spacing services and activities in Bauchi State. The job responsibilities of each cadre would include the following:

1. Level One: to provide all methods of contraceptive technology (with the exception that only physicians will perform sterilization).
2. Level Two: to provide prescriptive and non-prescriptive contraceptive methods, excluding IUCDs and diaphragms.

3. Level Three: to provide only non-prescriptive contraceptive methods.

It was the strong conviction of all participants, and an idea supported by Dr. Mahdi of the Health Management Board, that all cadres involved in CS/ORT service should have training in community health education to motivate people to come to the clinics for services. In order to address the learning needs of all three groups, and to produce a CS/ORT curriculum that would be economical, practical, comprehensive, and completed within the time limits of the INTRAH/IHP workshop, the participants established the following objectives in developing a curriculum for CS/ORT training:

1. To produce one document that encompasses the learning needs of all three levels of health professionals to be trained, but would focus on the service delivery cadre.
2. To establish guidelines for use of the curriculum to assist educators in adapting the document to the needs of the group they are training.
3. To produce a curriculum that can be used for both pre-service and in-service training.
4. To establish guidelines for the integration of the curriculum into the Schools of Nursing, Midwifery and Health Technology.
5. To develop a strong clinical component for training in CS/ORT.
6. To make community health education an integral part of training for all those being trained in CS/ORT.
7. To develop a three-part curriculum with modules in CS/ORT information, community health education training, and clinical service delivery.
8. To establish guidelines for the concurrent teaching of Parts I and II of this curriculum, followed by Part III, along with the complementary clinical experience for all levels of CS/ORT workers being trained.

The Kwara State curriculum developed with assistance from INTRAH/IHP in May 1985, was expanded and modified by the group, thus expediting the task of curriculum development. The curriculum produced by the group, along with the introduction to the curriculum, fulfilled the objectives the group had established for the development of the document (see Appendix D).

C. Theory and Process of Curriculum Development

The theory and step-by-step process of curriculum development was introduced to participants as content material by the INTRAH/IHP trainers (see Appendix C, Training Materials). This theory and process were put into practice immediately by participants as they developed the final curriculum.

In addition to producing a curriculum, participants left the workshop with an understanding of the process of curriculum development. They expressed interest in applying this process to other subjects that were being considered in the curriculum review committees at their schools.

D. Training Activities in Bauchi State

Bauchi State again demonstrated competence in directing this activity. The workshop progressed without problems. A typist from the Health Management Board was responsible for the typing and copying of the final document. He was extraordinarily competent and played a major role in the successful completion of the CS/ORT document.

E. Special Lecture

A special guest lecture was scheduled to be given by Ms. Zipporah Mafuyai, Family Planning Coordinator, Ministry of Health, Plateau State. Her topic of discussion was to be "The Problems and Pitfalls in Developing a Statewide Family Planning Program." However, she did not arrive as scheduled and thus could not give her lecture.

F. Closing Ceremonies

Closing ceremonies for the Curriculum Development workshop were held on February 27. The completed pre-service CS/ORT curriculum was presented to representatives of the Health Management Board, the Ministry of Health, and the Schools of Nursing, Midwifery, and Health Technology.

V. FINDINGS

A. Present Status of CS/ORT Education in the schools of Nursing, Midwifery and Health Technology in Bauchi State

Participants in the workshop conducted an investigation and evaluation of the present status of CS/ORT education in the health teaching institutions in Bauchi State. The following findings were noted:

1. Neither a formal curriculum in CS/ORT nor a general outline of topics was found in any of the schools.
2. Though CS/ORT is a subject of importance to all three institutions, the teaching of this subject presently is done in an unstructured and unsupervised manner. Those responsible for teaching the subject have neither firm goals and objectives for the ill-defined course nor an established means of evaluation.
3. Often CS/ORT is taught by an invited clinician who cancels lectures because of other responsibilities.

4. CS/ORT is mentioned in the maternal and child health teaching module. However, the scant attention paid to this topic hardly can be considered adequate for the training of health professionals.
5. There is no prescribed clinical practicum in CS/ORT.
6. No community health education for CS/ORT is taught.

Participants in the workshop affirmed the support of faculty and school principals for the formal and systematic teaching of CS/ORT in the three schools. Reportedly, the curriculum review committees of all three institutions have discussed how to integrate CS/ORT into the general curriculum.

The mechanism for approval of curriculum changes in Nigeria is noteworthy. All curriculum changes must be approved at the federal level. However, at the state level there is a provision that allows school principals to make curriculum changes with the agreement of the Health Management Board, pending final approval from the Federal Ministry of Education. Because of the enthusiastic reception of the CS/ORT curriculum by school principals and because of this provision, it is expected that the curriculum will be in use within a few months.

Concerning the implementation of the curriculum into the Schools of Nursing, Midwifery, and Health Technology in Bauchi State, Mrs. Ahmed, Chief Nursing Sister and Family Planning Coordinator of the HMB, stated a general desire on the part of Bauchi State to begin the teaching of CS/ORT in the schools. She believes there will be no problem in using this curriculum, as school principals can make provisional curriculum changes pending federal approval.

In Nigeria, there is a federal initiative to expand family planning services and training. In accordance with this initiative, Bauchi State has been expanding its family planning program. As part of the state mandate, by June 1988, child spacing and oral rehydration therapy are to be included in the teaching curricula of the Schools of Nursing, Midwifery and Health Technology as a part of primary health care education.

B. Timing of Curriculum Development Workshop

Bauchi State has been implementing its child spacing program in a slow and systematic manner. The training of personnel, the opening of new clinics, the development of pre-service training, and the establishment of regional health zones have all been done with great consideration, care, and supervision. The scheduling of the Curriculum Development workshop was done with the same analysis and foresight that has marked CS/ORT activities in Bauchi State.

The clinicians trained during the January Clinical Skills Delivery workshop will be relied upon to provide clinical supervision for the students who will be trained by teachers using the newly-developed CS/ORT curriculum. Each clinician will receive a copy of the new CS/ORT curriculum to assist in teaching students.

C. CS/ORT Resources in Bauchi State

Bauchi State has progressed efficiently in its implementation of CS/ORT services and in its training of health professionals in CS/ORT. However, there are only a small number of health professionals in Bauchi State who can be considered as resources in CS/ORT. The training of more clinicians in CS/ORT will strengthen the CS/ORT program in Bauchi State.

D. Health Management Board Support

Dr. Mahdi demonstrated firm support and encouragement for the development of a pre-service curriculum in CS/ORT. While having begun his new position with the Federal Ministry of Health, he continues to act as head of the Health Management Board, as no successor to his former post has been named.

E. Status of In-service CS/ORT Training

Mrs. Ahmed reports that Bauchi State plans to continue in-service training and expects to do this by assigning each CS/ORT provider a person to train at her clinical station. The newly-trained midwives will be expected to take on training responsibilities in May 1986. Mrs. Naomi Pam and Mrs. H. Musa will serve as supervisors for training. Mrs. Poline Dogo will help set up new clinical sites for clinicians.

Mrs. Ahmed reports that Bauchi State will be sending clinicians to Ibadan for CS/ORT training during 1986 and for several years thereafter. However, she states that a need remains in Bauchi State for another Clinical Service Delivery workshop like the January workshop to train those women who cannot leave the state for training. She expressed hope that INTRAH trainers could assist their Nigerian co-trainers in carrying out this workshop.

F. Status of Clinical Services

With the training of new clinicians, Bauchi has expanded the number of CS/ORT clinics from six to thirteen. The plan for zonal health regions and zonal supervision has become an actuality. With the expansion of services and added supervision, a need for training in management and supervision has developed. Mrs. Ahmed believes that the state would profit from such training.

G. Budget

Mrs. Ahmed apologized for lack of communication with INTRAH concerning funds. She reports that all areas of the budget are as planned except the per diem category which reports an excess of funds (due to many participants in INTRAH workshops coming from Bauchi and not needing per diem) and the supplies category which is depleted.

VI. CONCLUSIONS

- A. Bauchi State is progressing well in its development of CS/ORT services. Program planning has been thorough and implementation has been judicious. The change in scheduling and order of INTRAH events seems to have had a positive effect in the overall service delivery plan.
- B. Present CS/ORT teaching in the Schools of Nursing, Midwifery and Health Technology in Bauchi State is of poor quality.
- C. The schools appear eager to accept the curriculum developed in this workshop. There is an expectation that this curriculum will be integrated into the schools as soon as possible.
- D. The curriculum developed meets the objectives established by participants for this document (see Part IV., Description of Activities).
- E. The curriculum developed in this workshop gives Bauchi State a good standard for the training of health professionals in CS/ORT. This curriculum can be used by INTRAH/IHP for other CS/ORT curriculum development and training projects in Nigeria.
- F. The curriculum developed in the workshop is flexible and can be adapted for pre-service and in-service use.

- G. The Kwara State curriculum was an indispensable resource for the curriculum development group in Bauchi State.
- H. The INTRAH/IHP project in Bauchi State has helped the state to make great strides forward in CS/ORT. The need for support continues in a state that is a strong fledgling in CS/ORT services.
- I. The administrative and supervisory staff in CS/ORT in Bauchi State is small, thus there is a risk of training a small number of people who have a large number of responsibilities in CS/ORT service activities. The general manpower base in Bauchi State needs to expand. The training of additional clinicians, educators, administrators, managers and health workers is necessary.
- J. Bauchi State would profit from further INTRAH/IHP input into both pre-service and in-service activities.
- K. The quality of work done by participants in INTRAH/IHP workshops in Bauchi State has consistently been good.
- L. Dr. Mahdi continues to supervise CS/ORT activities in addition to undertaking the duties of his new post.
- M. Mrs. Ahmed continues to work diligently on behalf of the INTRAH-funded program. She, along with Ms. H. Musa, would benefit greatly from management training in Santa Cruz.
- N. The Health Management Board is quite conscientious in the management of INTRAH funds. They have requested a line item change to put excess per diem funds toward buying of supplies, an item that has been exhausted due to the recent high level of inflation in Nigeria.

VII. RECOMMENDATIONS

It is recommended that:

- A. INTRAH/IHP carry out the two proposed activities (Community Health Education workshop and Project Review) that remain in Bauchi State as scheduled.
 1. Community Health Education workshop: This fifth activity in the INTRAH program is tentatively scheduled to take place from May 5 - 16 in Bauchi, with trainers arriving during the week of April 27 to work with Nigerian co-trainers prior to the start of the activity. Ms. Robi Mohammed, Ms. Jalo, and Mr. Umar are recommended as co-trainers. It is also recommended that men be involved in this CS/ORT activity as community health education is a likely area to enlist the expertise of male health service providers in CS/ORT in this predominantly Moslem culture. Fifteen participants are to take part in the workshop including representatives from the adult education school in Bauchi.
 2. Review Activity: This sixth INTRAH activity to evaluate the progress and status of CS/ORT work in Bauchi has been tentatively scheduled for August 18-29. The time sequence between activities will enable the state to put into practice what has been learned in previous workshops. It will also allow ample time for INTRAH to evaluate activities and decide on future direction in Bauchi before the conclusion of its program year at the end of September 1985.
- B. INTRAH consider the following activities as possible future INTRAH/IHP training events:
 1. Training of Trainers: A two-week workshop, perhaps in May or June 1986 to train educators in the pre-service sectors in the use of the CS/ORT curriculum developed in this February workshop. Because of the limited number of educators trained in CS/ORT, it was determined that such a workshop would be beneficial to ensure that CS/ORT is taught correctly and regularly.
 2. Clinical Service Delivery workshop in CS/ORT: A three-week workshop like that held in January 1986, to train more clinicians in CS/ORT. INTRAH trainers would assist Bauchi State co-trainers in conducting this workshop. New co-trainers could

also be groomed. Teaching assistance could be given to some of the newly-trained midwives in CS/ORT.

3. Clinical Management and Supervision workshop: A two-week workshop to develop the managerial and supervisory skills of clinicians, health educators and administrators working on these levels in family planning in Bauchi State. With the expansion of clinical services and administrative work in CS/ORT, a need for such a workshop has developed.
4. Advanced training in management in the U.S.: Both Ms. Ahmed and Ms. Musa would profit immensely from additional family planning management training in Santa Cruz.

APPENDIX A

Persons Contacted

Dr. Shehu Mahdi
Health Management Board
Bauchi State

Ms. N. Ahmed
INTRAH Coordinator
Health Management Board
Bauchi State

Mr. A. W. Katty
Principal
School of Nursing
Bauchi State

Dr. Musa Moda
Director
Adult Education Unit
Bauchi State

Mrs. R. Orum
Principal
School of Midwifery
Bauchi State

Ms. Keys MacManus
AID Affairs Officer
American Embassy, Lagos

Mrs. Shitta Bey
Population Officer
American Embassy, Lagos

Mr. K. Heise, Mr. J. Halley & Mr. H. Benfameen
Needs Assessment Team Members
Management Sciences for Health
Boston, Massachusetts

APPENDIX B

List of Participants

Mr. Abubakar A. Othman
School of Midwifery
Bauchi, Bauchi State

Mrs. Polina Dogo
Family Planning Clinic
Kafor Wase
Health Management
Bauchi State

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Bauchi, Bauchi State

Hajjah Haleema Bello
Bolari Clinic
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Hajiya Aishatu Yahaya
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Mrs. Delilah I. Jalo
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Mr. Y. M. Dangabar
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Bauchi, Bauchi State

APPENDIX E

Curriculum Development Workshop
Training Design

Outline of Curriculum Development Workshop:

Bauchi, February 1986

Week One

Introductions

Trainers will introduce themselves to participants with appropriate reference to personal experience in relationship to this training program

Participants will introduce themselves to trainers and other participants with reference to their relevant experiences and present responsibilities; also included will be some personal information intended to speed teambuilding and demonstrate range of resources in the group.

Goals and General Objectives will be reviewed to set tone of workshop and give direction to the tasks to be undertaken during the session.

Expectations of the trainers and participants will be expressed. These expectations will focus on what participants hope to gain individually as well as on what products will be produced by the participant teams.

Teams will be assigned early in the workshop because curricula produced will be aimed at different audiences, rest on different assumptions, require different content and methods to implement. Teams will be formed according to teaching responsibilities in schools of midwifery, nursing and health technology.

Workshop Plan will be reviewed in detail to be sure each participant understands his or her role in the process of writing, editing and revising lesson plans which will become part of each represented school's curriculum.

Philosophy

Assumptions regarding the functions of the schools, expectations of graduated students working in the community, acceptance of family planning services in the State,

visions of the future of Bauchi State and role of MCH, FP services in that future will be aired and discussed.

Adult Education Principles will be reviewed as a background for questioning effectiveness of existing teaching methods and efficacy of trying experiential methods.

Group dynamics will be touched on as a prelude for small group assignments and independent group work.

The pattern of the workshop which will include daily "quality circles", examination of teaching techniques experienced during the session, group work, presentations and feedback, and "reflections" will be explained. Working times will be negotiated and learning contracts will be agreed to. Pattern of the workshop will be a model of participatory methods that can be adapted by participants for their own use in school settings.

Procedures

Standards of care and delivery of FP/ORT services in Bauchi State will be brought to session by participants. Standards for each level of student (midwives, nurses, community health officers) will be reviewed by all workshop participants to emphasize the importance of continuity of information and services and the dependency each one has on others. Standards will form the basis for subsequent work in writing lesson plans for use in school curricula.

Steps of training will be introduced as the formula to follow when designing workshops or classes or any other learning module. The five steps are: needs assessment, goals and objectives, plan and design, implementation, and evaluation.

Each of the three curricula will be divided into units of subject material appropriate to student level and fitting time frame dictated by school schedule. Each unit will follow the model: introduction, goals and objectives, design, readings and exercises, and evaluation.

Task Analysis

If available, job descriptions for each category of student will be reviewed and tasks relevant to provision of FP/ORT services will be specified.

These tasks will be examined to determine if any special techniques are required for completion; reason for performing the task; what might go wrong if task is not done correctly.

Sub-tasks. The actions which, when done, complete the task, will be listed and knowledge, skills, and attitudes required to perform the sub-tasks will be listed in chart form. These knowledge, skills and attitude needs will form the basis for writing specific learning objectives for each of the units.

A task analysis will be written by each of the three teams for the students they will be instructing. The task analysis will be based on the duties and responsibilities of the students after they graduate and are assigned to positions in the MOH or HMB.

Week Two

Objectives

The general criteria for writing learning goals and objectives will be reviewed. A simplified version of Bloom's Taxonomy of Objectives will be introduced to encourage participants to consider level of response expected of students after completing units and to help participants prioritize learning units.

General FP/ORT goals will be written by each team for their respective program.

General FP/ORT objectives will be written by each team for their program.

Specific unit objectives will be written by each team for each of the units included in their learning program.

These goals and objectives will be shared in the large group to get feedback on the clarity, accuracy, and sensibility of the statements and to maintain continuity of the work.

Subject and Methods

Based on the assumption that participants will require review of the various components comprising FP/ORT subjects to be taught, content areas and effective teaching methods for each area will be reviewed as goals and objectives are written and refined. Subjects that will be reviewed include:

- history of family planning and oral rehydration therapy in Nigeria and Bauchi State
- anatomy and physiology of female and male reproductive systems
- counseling
- history taking
- physical examination
- breastfeeding and postpartum contraception
- oral contraceptives

- injectable contraceptives
- intrauterine contraceptive device
- barrier methods
- fertility awareness
- traditional methods and natural family planning
- infertility
- sexually transmitted diseases
- permanent methods
- oral rehydration therapy
- community analysis and needs assessment
- communication for health
- obstacles and resources in communicating FP/ORT information
- case finding and referral
- training and educating human service cadres

Design

For each of the units in the FP/ORT curriculum for each of the three schools, a training design or lesson plan will be written. This design (or plan) will include one or more specific learning objectives, time of activities, specific content to be covered, a detailed description of teaching methods and learning activities, a list of resources, and the methods for evaluating level of learning.

Week Three

Presentation and Feedback

Each of the three teams will present its curriculum to the whole group for feedback and discussion. Based on suggestions for additions, deletions, or improvements, each team will revise its curriculum.

Review

For those subject areas that are still unclear, trainers and participants will engage in review and rewriting sessions.

FP/ORT curriculum for each of the three schools will be written in final form. Presentations to school principals, MOH, HMB staff will be made if appropriate.

Conclusion and evaluation of the workshop

Workshop Goals and Objectives

Purpose: Write FP/ORT instructional units to be included in curricula of Schools of Midwifery, Nursing, Health Technology so that cadres of graduates from the three schools can provide FP/ORT services in clinic and community settings.

Goal: By the end of the workshop:

- A) FP/ORT instructional units will be ready for inclusion in the curriculum of each school;
- B) participants will be prepared to teach the FP/ORT curriculum for which they are responsible;
- C) participants will be familiar with the process of developing instructional units and will be prepared to update present curriculum in their schools or to add other new sections to existing curriculum.

General

Objectives: By the end of the workshop participants will be able to:

- 1) Work cooperatively together as a team of resources both in the context of their own school and with instructors from other schools;
- 2) explain the process of developing curriculum and follow the process in developing FP/ORT units and other subject areas;
- 3) explain basic principles of adult education and incorporate these principles in their teaching;
- 4) identify standards of care and service delivery, explain their importance and trace the link between curriculum units taught in the schools and the standards of services provided in community settings;
- 5) list and explain the steps of training and follow these steps in writing instructional units;

- 6) perform a task analysis as a preliminary step to adding or modifying instructional units;
- 7) write clear, realistic, measurable learning objectives in three major categories, choosing appropriate levels within each category;
- 8) effectively transfer knowledge and skills necessary to provide FP/ORT services to their students;
- 9) effectively develop and reinforce attitudes that enable graduated students to provide effective FP/ORT services.

Specific

Objectives: During the three week workshop, each participant will:

- discuss principles of adult education and applicability to his or her teaching situation;
- define his or her role as a teacher or tutor;
- identify and practice various experiential teaching techniques;
- contribute to the writing of FP/ORT units to be included in midwifery, nursing or health technology curriculum;
- identify and practice various communication styles and techniques used in group settings;
- give and receive feedback on quality of teaching methods and FP/ORT content taught in curriculum units;
- review, revise, edit, and rewrite his or her own and others' unit teaching plans or training designs;
- evaluate this workshop.

AGENDA

WEEK ONE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> - Introductions - Goals & Objectives of Workshop - Overview of Workshop 	<ul style="list-style-type: none"> - Quality Circle - Adult Education - Scope of Training - Communication 	<ul style="list-style-type: none"> - Quality Circle - Needs Assessment 	<ul style="list-style-type: none"> Quality Circle Task Analysis 	<ul style="list-style-type: none"> Quality Circle Writing Goals & Objectives
<ul style="list-style-type: none"> Team Formation Assumptions Reflections 	<ul style="list-style-type: none"> - Learning Helps & Hinders - Steps of Training or Teaching Curriculum Units Reflections 	<ul style="list-style-type: none"> - Task Analysis - Reflection 	<ul style="list-style-type: none"> Task Analysis Reflection 	<ul style="list-style-type: none"> Specifying FP/ORI Curriculum Units Reflection

AGENDA

WEEK TWO
WEDNESDAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Quality Circle Plan & Design	Quality Circle Evaluation	Quality Circle FP/ORT instructional units	Quality Circle FP/ORT instructional units	Quality Circle FP/ORT instructional units
Training Methods	FP/ORT instructional units	FP/ORT instructional units	FP/ORT instructional units	Review of 2nd week
REFLECTIONS	REFLECTIONS	REFLECTIONS	REFLECTIONS	REFLECTIONS

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AGENDA

WEEK THREE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>QUALITY CIRCLE</p> <p>Schedule for Last week Feedback</p> <p>Presentations & Feedback</p>	<p>QUALITY CIRCLE</p> <p>Presentations & Feedback</p>	<p>QUALITY CIRCLE</p> <p>Revision</p>	<p>QUALITY CIRCLE</p> <p>Preparation for final Presentation</p>	<p>EVALUATION</p> <p>PRESENTATION</p>
<p>Presentations & Feedback</p> <p>REFLECTION</p>	<p>Revision of FP/ORT Learning Units</p> <p>REFLECTION</p>	<p>Revision</p> <p>REFLECTION</p>	<p>Preparation</p> <p>REFLECTION</p>	<p>CLOSING CEREMONIES</p>

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DAY ONE
Monday, February 10
CD Workshop, Bauchi

Specific Objectives:

By the end of the day, each participant:

- has acquired new information about his or her colleagues
- can explain the purpose and goals of this workshop
- is identified as a member of one of three teams
- as a team member, can explain the team's task during the workshop
- has identified the major assumptions upon which new FP/ORT sections of school curricula rest
- analyzed the day's experiences and identified experiences that can be used in his or her teaching situation.

TRAINING DESIGN

DATE Feb. 10, 1980

DAY One, Monday

ACTIVITY

OBJECTIVE:

Note: times are written in 2-three hour segments: 9-12 & 1-4. Actual times of training will be negotiated in Bauchi.

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
9:00	Introductions	<p>-Trainers will open session with short welcoming remarks and have each person introduce him or herself by name, title, position and location</p> <p>-(if an official opening is appropriate, it can come at any time during the morning of this first day)</p>	daily agenda and daily objectives on n/p	
9:15		<p>Introduction Exercises (I):</p> <ol style="list-style-type: none"> 1) Select someone you do not know well 2) in pairs, we'll interview our partners as though we were writing a newspaper article about them attending training (15 minutes each interview) 3) record interview data on newsprints: <ul style="list-style-type: none"> -be sure to write down heading -be sure to include a picture (human interest story) -your "article" should include answers to the following: <ul style="list-style-type: none"> -position, background -why you were chosen to attend workshop -what you expect from attending the workshop -what resources and experiences you bring to share with others -personal items: family, interests outside of work, etc. <p>(remember, a teacher's main skill is asking questions)</p>	<p>Newsprint Pens Tape Instructions on Newsprint</p>	-15 stories on wall
):45		<ol style="list-style-type: none"> 4) After interviews are completed, they are posted and everyone goes around and reads the "stories"; questions may be asked, additions and changes made in "stories" 		

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TRAINING DESIGN

DAY _____

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
10:00		<ul style="list-style-type: none"> -Introduction Exercise (II) (optional): in the interests of everyone knowing everyone else by first name, we'll spend 15 minutes playing the "picnic game." -each person tell his or her first or diminutive name coupled with name of food or item to be brought to a group picnic which begins with the same letters as the name. Each person has to repeat all the names preceding him or her. -randomly quiz participants after 1st round of game to see if all names are memorized. 		no mistakes on "quiz"
10:30	Reflections	<ul style="list-style-type: none"> - Trainer introduce concept of "letting the machinery show" and discuss the purpose of the preceding exercise: what happened during the exercise; are exercises like this used in schools? Could they be? 		
11:00	Goals and Objectives	<ul style="list-style-type: none"> -trainer go over workshop goals, general objectives and specific objectives -trainer go over expected products of the workshop -trainer review 3 week agenda as sequence of learning and working activities that result in completion of tasks - trainer review expectations of participants (expressed in n/p article) as compared to objectives of workshop; likenesses noticed, differences reconciled. 	<ul style="list-style-type: none"> a) Goals & Objectives on n/p c) 3 week agenda on n/p d) 3 week agenda as h/o 	<ul style="list-style-type: none"> expectations and objectives match 75% or better.
11:30	Overview of the Workshop	<ul style="list-style-type: none"> -Review daily activities: <ul style="list-style-type: none"> -quality circle reflections -use of daily objectives, agenda -use of handouts, newsprint, visual aids -emphasize working as character of workshop -is this task possible? Can have agreement? 		

Yes

DATE Feb 10, 1986 CONT

DAY _____

ACTIVITY _____

TRAINING DESIGN

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
11:45	Climate setting	<ul style="list-style-type: none"> -now that we've seen the scope of work, how can we carry it out? What are the group norms or behaviors that will help the group to accomplish the task? -group brainstorm "norms"; trainer record -list of recorded "norms" is posted and discussed -do we have agreement on these behaviors? -this is our learning contract by which we'll abide and amend as necessary by group consensus. (norms should include: full participation, full-time attendance, agreement and adherence to schedule, 'ask questions work hard, have some fun) 		list of norms agreed on by participants - as workshop proceeds norms are adhered to without disruptive deviation
12:00	BREAK			
1:00	TEAM formation	<ul style="list-style-type: none"> -group will divide into three teams (equal numbers for each curriculum section to be developed) - Scrambled Squares will be introduced and played with each team in middle and others looking on (instructions to game attached to design) -Reflection: what was the purpose of the game? What did you observe? What did you learn? Is this game applicable to your teaching situation? 	<ul style="list-style-type: none"> -scrambled squares set -instructions to game on n/p and h/o 	
2:00	Assumptions	<ul style="list-style-type: none"> -The first small group assignment will be for each group to prepare a 15 minute (or less) presentation on some assumptions that are the basis for developing FP/ORT curriculum: <ul style="list-style-type: none"> -1) Each group will choose a leader or manager (who will vary from task to task) 2) Each group will present to main group answers to: 	<ul style="list-style-type: none"> directions & questions on n/p 	

DATE Feb. 10, 1986 CONT.

TRAINING DESIGN

DAY _____

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
		<ul style="list-style-type: none"> -functions of school -expectations of graduated students working in communities -level of acceptance of FP in Bauchi -vision of future in Bauchi -role of MCH, FP services in Bauchi 		
3:15	Assumptions cont.	<ul style="list-style-type: none"> 3) presentations to begin in one hour (trainers will provide some assistance during the organizational stage) -Each group will present 	-space for teams to work	-questions are answered substantially to participants' satisfaction
4:00	Reflections	<ul style="list-style-type: none"> -trainer will introduce concept of reflections -trainer will introduce EIAG as model to follow when reviewing day's work -group will go through EIAG exercise <p style="text-align: center;">ADJOURN</p> <ul style="list-style-type: none"> -assign reading for adult education session tomorrow 	<ul style="list-style-type: none"> -Reflections h/o -EIAG h/o & n/p 	-participants are specific

A2)

DAY TWO
Tuesday, February 11
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

- can list the steps of the quality circle problem-solving exercise
- can describe teaching processes he or she uses that reflect adult education principles
- has expressed how he or she sees the role of communication in the teaching process
- can list steps of training or teaching process and explain their usefulness
- has contributed to development of a FP/ORT teaching calendar.

TRAINING DESIGN

DAY

TWO

OBJECTIVE:

ACTIVITY

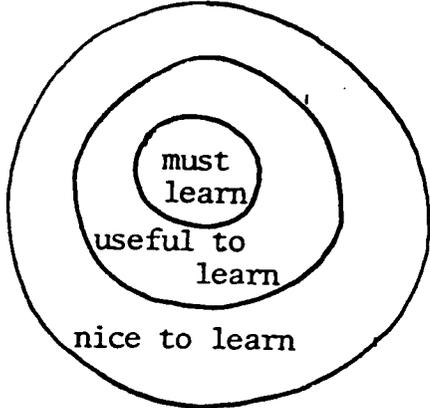
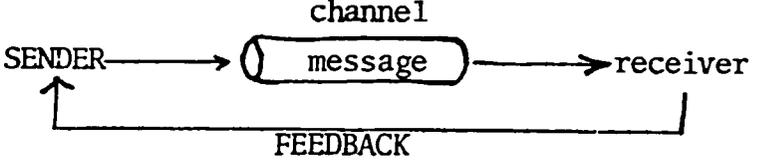
TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION																		
9:00	Quality Circle	-trainer will explain rationale for quality circle: based on problem-solving theory and the fact that we are managers of learning systems. -explaining the following steps, group will practice the exercise: 1) problems that affect learning (brainstorm) 2) prioritize (or select) 3) clarify the problem 4) list possible solutions (brainstorm) 5) choose 1 or more solutions to try 6) choose person(s) responsible; set schedule or deadline 7) evaluation --process of problem-solving will be examined for usefulness and applicability after the exercise is completed	Quality Circle Steps on n/p & as h/o	at least 1 problem identified and solution chosen																		
10:00	Principles of Adult Education	A. Trainer review characteristics of adult learner and how those principles are followed by processes in this workshop. Participants (in teams) then list processes that reflect the principles that are used or useful in three schools. <table border="0" data-bbox="591 1090 1349 1572"> <thead> <tr> <th data-bbox="591 1090 764 1123"><u>Principle</u></th> <th data-bbox="764 1090 1092 1123"><u>Workshop Process</u></th> <th data-bbox="1092 1090 1349 1123"><u>School Process</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="591 1123 764 1189">● experience based</td> <td data-bbox="764 1123 1092 1189">● independent work</td> <td data-bbox="1092 1123 1349 1189"></td> </tr> <tr> <td data-bbox="591 1189 764 1288">● practical or problem-solving</td> <td data-bbox="764 1189 1092 1288">● daily exercise, based on jobs</td> <td data-bbox="1092 1189 1349 1288"></td> </tr> <tr> <td data-bbox="591 1288 764 1387">● continuing process</td> <td data-bbox="764 1288 1092 1387">● processes or steps to be used over & over</td> <td data-bbox="1092 1288 1349 1387"></td> </tr> <tr> <td data-bbox="591 1387 764 1453">● active</td> <td data-bbox="764 1387 1092 1453">● no lectures, exercises</td> <td data-bbox="1092 1387 1349 1453"></td> </tr> <tr> <td data-bbox="591 1453 764 1572">● responsible for own learning</td> <td data-bbox="764 1453 1092 1572">● questions, reflections, team work</td> <td data-bbox="1092 1453 1349 1572"></td> </tr> </tbody> </table>	<u>Principle</u>	<u>Workshop Process</u>	<u>School Process</u>	● experience based	● independent work		● practical or problem-solving	● daily exercise, based on jobs		● continuing process	● processes or steps to be used over & over		● active	● no lectures, exercises		● responsible for own learning	● questions, reflections, team work		.Reading for Mon night Chart on n/p h/o adult learning theory	Chart completed by group members (in 3 teams)
<u>Principle</u>	<u>Workshop Process</u>	<u>School Process</u>																				
● experience based	● independent work																					
● practical or problem-solving	● daily exercise, based on jobs																					
● continuing process	● processes or steps to be used over & over																					
● active	● no lectures, exercises																					
● responsible for own learning	● questions, reflections, team work																					

TRAINING DESIGN

DAY _____

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
10:30	Scope of Training	<p>B. Trainer discusses ideas presented by diagram:</p>  <p>Relationship between pre-service, in-service training to solve new health problems or implement new approaches to solving health problems. Use principles of Health Manpower Development</p> <p>Degrees of learning retention: justification for participatory, experiential methods: -Degrees of Learning Retention Reading- 10% Hearing- 20-30% Seeing - 30% Hearing, Seeing, Experiencing: 75-80% Saying and doing: 90%</p>	<p>diagram on n/p & h/o</p> <p>Principles of Manpower Development h/o & n/p</p> <p>learning retention h/o; chart on n/p</p>	
1:00	Communication	<p>channel</p> 	<p>Chart on n/p</p>	

TRAINING DESIGN

DATE Feb 11, 1986 CONT P.3

DAY _____

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
2:00	BREAK	<p>Trainer leads discussion on: Communication - must be complete, clear, replicable...main task of teacher...</p> <ol style="list-style-type: none"> 1) trainer asks for 9 volunteers to sit in circle with a pen and numbered piece of paper 2) trainer has recorded unseen message on newsprint 3) trainer whispers message to #1 volunteer who immediately transmits message to #2 volunteer and records message on paper; 4) volunteer #2 repeats process and so on until volunteer #9; 5) last volunteer records message and hands to trainer; 6) trainer reveals message on newsprint and reads last message for comparison 7) each player hands in numbered page with recorded message; 8) pages are posted in order; 9) group reviews posted messages and discusses omissions, distortions, additions, noting when and how message changed <p>Trainer lead discussion on communication issues: i.e.,</p> <ul style="list-style-type: none"> -hearing what is said -saying what you mean -choice of words -memory -summary, interpretation, translation -others... 	<p>Instructions on n/p</p>	<p>subjective level of discussion: articulate and pertinent to work at hand and work in future.</p>

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TRAINING DESIGN

DATE Feb. 11, 1986 CONT P. 4

DAY _____

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
:00	Learning Helps & Hinders	<p>Trainer introduces exercise with brief discussion of learning situations, difficulties with learning and ambiguous skills of teachers.</p> <p>Exercise:</p> <ol style="list-style-type: none"> 1) everyone think of a teaching or training situation 2) list those "things" which helped them learn (trainer record responses) 3) list those "things" which hindered their learning (trainer record responses) 4) using "p" and "c" or other code, trainer marks responses to helps and hinders 		<p>"p" outnumber "c" by substantial amount; participants reinforce their understanding of importance of "p" by statement</p>

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TRAINING DESIGN

DATE Feb. 11, 1986 P. 6
 DAY _____
 ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
2:30	Curriculum Units	<p>-trainer will lead group in discussion of exercise, why following a process is important; discussion leads to establishing a unit model that will be used to develop FP/ORT subject units.</p> <p>-task: each of the three teams develop a preliminary curriculum calendar: -FP/ORT will be part of what subjects? -When in year will FP/ORT be taught? -Who will teach FP/ORT? -Length of lesson, frequency of lesson? (Purpose of this exercise is to introduce practicalities of changing curriculum and to help participants think of framework in which FP/ORT will be taught)</p>	<p>Model on n/p</p> <p>n/p, pens, tape, instructions on n/p</p>	
5:30	Reflections	<p>-day's work will be examined for usefulness learnings, etc -after the first 2 or 3 days, participants will be asked to lead quality circle and reflection sessions.</p>		
4:00	ADJOURN			

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DAY THREE
Wednesday, February 12
CD Workshop, Bauchi

Specific Objectives:

By the end of the day, each participant:

- has participated in a problem solving exercise
- can analyze a problem to determine tasks required to solve that problem
- can discuss differences between procedures, standards, competencies
- has measured his or her own competency as an instructor
- has selected one or more competencies to improve during this workshop
- can list steps of a task analysis
- has contributed, as a team member, to example of a short task analysis.

TRAINING DESIGN

DATE FEB. 12, 1980 CONT. P. 2
 DAY _____
 ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
1:30	Reflection	<p>Exercise B: -Return to three teams -using a single task of a single cadre as an example -write out the <u>procedures</u> for that task, define the <u>standards</u> or norms laid out by this procedure and trace the process by which the students are equipped to be <u>competent</u> and how competency is measured in Bauchi health education system.</p> <p>Exercise C: -in terms of your own competency as tutor or teacher each participant assess his or her own competencies and list those items that he or she wishes to concentrate on during this workshop</p> <p>Trainer lead group in analysis of this morning's activities in preparation for afternoon and subsequent days' task of writing out a task analysis</p>	<p>Instructions on n/p</p> <p>Competency model on h/o (pg. 14,15,16 of Rotern & Abbott)</p>	<p>Clear understanding of job of graduate demonstrated by knowledge of standards</p>
2:00	BREAK			
3:00	TASK ANALYSIS	<p>-trainer introduces the concept of task analysis -go through example - shortened version from Abbott's book -importance of task analysis to write specific objectives and to separate must know from other categories stressed.</p> <p><u>Exercise:</u> -Each team select a category of worker taught in its school -brainstorm tasks the workers must perform related to FP/ORT</p>	<p>reading assignment from yesterday</p> <p>instructions on n/p</p>	

TRAINING DESIGN

DATE Feb 12, 1986, CONT. P. 3

DAY _____

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
:00	Presentation & Review	<ul style="list-style-type: none"> -Put this list on n/p -select one task and list all the activities (sub-tasks) for completing task -describe the knowledge, skills, & attitudes necessary to complete each activity correctly. -record this information in chart form on n/p and present to group <p>Each team will present their work to large group for reaction, comments, discussion</p> <ul style="list-style-type: none"> -trainers will guide discussion and make comments as useful -assignment: tomorrow full task analysis for FP/ORT work 	n/p, pens, tape	
:00	Reflection & Review	<p>Mid-week review of objectives, agenda: "How're we doin'"</p> <ul style="list-style-type: none"> -Reflection on day's activities 		
:00	ADJOURN			

2/12

DAY FOUR
Thursday February 13
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

- has participated in writing a task analysis for a cadre of student he or she teaches
- has contributed to a complete list of FP/ORT related tasks required of students after they graduate
- can correctly divide each task into knowledge, skill, and attitude components.

TRAINING DESIGN

DATE Thursday, FEB. 13

DAY FOUR

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
9:00	Quality Circle	-exercise led by participant		
9:30	TASK ANALYSIS	<p>-The entire day will be spent working in the three teams developing a complete task analysis for cadres graduated from the three schools. Tasks examined will those required to complete FP/ORT responsibilities.</p> <p>-Model in Abbott will be followed using following steps.</p> <p>A) Brainstorm all cadres</p> <p>B) Under each cadre, brainstorm FP/ORT related tasks</p> <p>C) list activities under each task</p> <p>D) outline knowledge, skills; attitudes needed to complete each task.</p> <p>(work may be subdivided among team members)</p> <p>E) a single task, as example, will be put on newsprint for presentation to large group.</p>	Abbott text	completed task analy according to text standard by each tea
12:00	BREAK			
1:00	CONTINUE TASK ANALYSIS			
3:30	Reflection	led by either trainer or participant		
4:00	ADJOURN			

5/6

DAY FIVE
Friday, February 14
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

- has written at least 3 clear, measurable, learning objectives
- has thought through the FP/ORT learning unit sequence for at least one cadre of student
- has expressed his or her reactions to the week's work.

TRAINING DESIGN

DATE February 14, 1986

DAY FIVE

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
9:00	Quality Circle	-participant lead this exercise		
9:30	Objectives	<p>-trainer will review definition of goals and objectives, asking participants to define terms using the pyamiding process</p> <p>-using example of one objective in each category</p> <p>K: list, without referring to a textbook at least 3 important symptoms which contraindicate the use of oral contraceptives</p> <p>A: demonstrate willingness to introduce contraceptive information to teenagers during a Family Life Session</p> <p>S: Perform a return demonstration of an IUCD insertion on a "ginny" model maintaining sterile technique, according to trainer's standards</p> <p>trainer leads discussion regarding goals & objectives</p> <p>Exercise: each member of each team select one K , one A and one S category from task analysis of yesterday and write an objective that, if accomplished, would demonstrate mastery of the K,A, or S.</p>	<p>goals & aobjectives h/o</p> <p>-definition</p> <p>-verbs</p> <p>-categories & levels</p> <p>-instructions on n/p</p> <p>-reading from day before</p>	<p>definition includes all elements required to write accurate objectives</p>
11:00	Reflection	-trainer lead discussion of goals & objectives include hierarchy, relationship to evaluation relationship of program to learning, trainer to learner.		
12:00	BREAK			

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TRAINING DESIGN

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION		
1:00	Instructional Units	<p>-trainer asks participants to reflect back to curriculum calendar, task analysis, community problem statement and, in each team, review the following list of FP/ORT learning units and the sequence of units</p> <p>-Exercise: Each team will chart for their respective cadre:</p> <table border="0" style="margin-left: 40px;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">Unit Title</td> <td style="text-align: center; border-bottom: 1px solid black;">What we need to know as tutors</td> </tr> </table> <p style="margin-left: 40px;">↓ in sequence</p> <p>-record chart on n/p -report to group for reactions</p>	Unit Title	What we need to know as tutors	n/p, pens, tape	1 chart for 1 cadre complete for each team
Unit Title	What we need to know as tutors					
3:00	Reflections	-Exercise led by participants; review of first week of workshop.				
4:00	ADJOUR					

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DAY SIX
Monday, February 19, 1986
CD Workshop, Bauchi

Specific Objectives

By the end of the day each participant:

-has completed writing a plan for delivering an instructional unit using the format introduced in this workshop

-is confident in his or her use of the format for writing other instructional units

-has outlined an instructional technique that will serve as a resource to the group while writing instructional units

-is prepared and to begin writing details of FP/ORT instructional units for inclusion in school curriculum

TRAINING DESIGN

OBJECTIVE:

DATE

DAY SIX

ACTIVITY

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
9:00	Quality Circle	-trainer will lead discussion on review of last week, status of work, how participants feel about workshop so far.		
9:30	Plan & Design	-trainer will review calendar, schedule for FP/ORT units, instructional resources and constraints. -trainer will introduce training agenda and design format, explaining each part, using examples. -Exercise. Each participant, in team setting, will write a short design based on the objective from last Friday, which was based on K,A,S need from single activity from task analysis. -Teams review designs internally, choose 1 design to present to large group for feedback.	Form on n/p & as h/o	
12:00	BREAK		N/p, pens, tape,	Everyone writes a desi Sample designs are correct & complete.
1:00	Implementation	trainer will review rationale behind use of varying techniques and methods (i.e. A & S need to be taught as well as K) -trainer ask participants to recollect and discuss various methods used in this workshop and their effectiveness. -Exercise: Each participant in team setting, will think back to a training or educational experience in which an especially effective technique was used. Each participant will summarize this technique on a piece of newsprint, answering the following: title,	Methods handouts Instructions on n/p	

TRAINING DESIGN

DAY SIX

OBJECTIVE:

ACTIVITY _____

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
		<p>description, context of use, advantages, disadvantages, instructions, resources, time, purpose, FP/ORT application</p> <p>Each team edit summaries and combine "Booklet" form</p> <p>Each team present a summary of summaries; 3 "Booklets" will be typed and distributed for reference.</p>		
3:00	Reflections			
4:00	Adjourn			

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DAY SEVEN
Tuesday, February 18, 1986
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

**-has written an evaluation procedure
for at least one instructional unit**

**-has participated in writing at least one complete
instructional unit for inclusion in the CS/ORT Curriculum.**

**- selected participants have presented instructional units to
the group for clarification and review of the design model.**

TRAINING DESIGN

DAY SEVEN

OBJECTIVE:

ACTIVITY _____

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
12:00	Break	Each team will critique the evaluation methods and choose one for presentation to the group.		
1:00	FP/ORT Instructional Units	<p>-Participants break into 3 teams (where they will remain for rest of the week)</p> <p>-Participants, in teams, write out detailed lesson plans for each FP/ORT instructional unit: introduction, goals and objectives, design, readings & exercises,, & evaluation. Training design formats will be used.</p> <p>-Unit will vary according to the requirements of the schools. Overall, units will include the following:</p> <ul style="list-style-type: none"> -history of family planning and oral rehydration therapy in Nigeria and Bauchi State -anatomy & physiology of female & male reproductive systems; fertility awareness -counseling <p>Trainers will provide technical assistance in content and process areas.</p>	instructions on n/p	
3:30	Reflections	participant lead exercise		
4:00	Adjourn			

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DAY EIGHT
Wednesday, February 19, 1986
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

-has participated in writing at least two complete instructional units for which he or she will be responsible.

DAY NINE
Thursday, February 20, 1986
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

-has participated in writing at least two complete instructional units for which he or she will be responsible.

TRAINING DESIGN

DAY NINE

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
9:00	Quality Circle	-participant will lead this exercise		
9:30	FP/ORT instructional units	-In three teams, participants write out detailed lesson plans for additional units to include: -barrier methods -traditional methods and natural family planning -infertility -trainers provide technical assistance		
12:00	Break			
1:00	FP/ORT instructional units	-In teams of 3, participants write out detailed lesson plans for additional units to include: -sexually transmitted diseases -permanent methods -oral rehydration therapy -trainers provide technical assistance		
3:30	Reflections	-participants will lead this exercise		
4:00	Adjourn			

19

DAY TEN
Friday, February 21, 1986
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

-has participated in writing at least two complete instructional units for which he or she will be responsible.

TRAINING DESIGN

DAY TEN

OBJECTIVE:

ACTIVITY _____

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
9:00	Quality Circle	-participant will lead this exercise		
9:30	FP/ORT Instructional units	-In three teams, participants write out detailed lesson plans for additional units to include: - community analysis and needs assessment - communication for health -obstacles and resource in communicating FP/ORT information -trainers provide technical assistance		
12:00	BREAK			
1:00	FP/ORT Instructional units	-in three teams, participants write out detailed lesson plans for additional units to include: -case finding and referral -training and educating human service cadres -trainers provide technical assistance		
3:00	Review & Reflection	-trainer lead group in "where are we" assessment of work to date and expectations for third week.		
4:00	Adjourn			

5/

DAY ELEVEN
Monday, February 24
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

- has participated in setting last week's work schedule
- has assisted in the planning and presentation of a learning unit developed by his or her team
- has contributed, using the feedback process, ideas for additions, deletions and changes to learning units presented by the other two teams.

TRAINING DESIGN

DATE Feb. 24, 1986 CONT. , pg. 2

DAY _____

ACTIVITY _____

OBJECTIVE:

IME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
11:30	Group A	Present strongest unit		
12:15	Break			
1:15	Group B	Present strongest unit		
2:00	Group C	Present strongest unit		
2:45	Reflections	- Participant lead this exercise		
3:30	Adjourn			

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DAY TWELVE
Tuesday, February 25
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

- has assisted in the planning and presentation of a learning unit developed by his or her team
- has used the feedback process to contribute ideas for improving learning units presented by other two teams
- has participated in the re-writing and revision of his or her team's learning units.

TRAINING DESIGN

DATE Feb. 25, 1986

DAY TWELVE, Tuesday

ACTIVITY _____

OBJECTIVE:

IME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
9:00	Quality Circle	- Participant will lead this exercise		
9:30	Presentations and Feedback Continue Group A	Present weakest unit		
10:15	Group B	Present weakest unit		
11:00	Group C	Present weakest unit		
12:00	Break			
1:00	Revision	- Each team will use feedback information to rewrite <u>all</u> units - For those subject areas that are still unclear, trainers and participants will engage in review and rewriting sessions.		
3:30	Reflections			
4:00	Adjourn			

1/10

DAY THIRTEEN
Wednesday, February 26
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

- has contributed to the revision of learning units developed by his or her team
- has developed confidence in his or her ability to teach the units developed.

TRAINING DESIGN

DATE Feb. 26, 1986

DAY THIRTEEN, Wednesday

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
9:00	Quality Circle	- This exercise will be led by a participant		
9:30	Revision	- FP/ORT curriculum for each of the schools of midwifery, nursing and health technology will be written in final form		
12:00	Break			
1:00	Revision	- Continue re-writing		
3:00	Reflection	- This exercise will be led by a participant		
4:00	Adjourn			

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DAY FOURTEEN
Thursday, February 27
CD Workshop, Bauchi

Specific Objectives

By the end of the day, each participant:

- has contributed to the revision of the learning units developed by his or her team
- has increased his or her confidence to teach the units developed.

TRAINING DESIGN

DATE Feb. 27, 1986

DAY FOURTEEN, Thursday

ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
9:00	Quality Circle	- This exercise will be led by a participant		
9:30	Preparation for Presentation	- This day will be spent in final revision of FP/ORT learning units and in preparing for presentations tomorrow.		
12:00	Break			
1:00	Preparation	- Continue above		
3:00	Reflections	- This exercise will be led by a participant		
4:00	Adjourn			

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DAY FIFTEEN
Friday, February 28
CD Workshop, Bauchi

Specific Objectives

- By the end of the day, each participant:
- has contributed his or her thoughts about and reactions to the workshop to the trainers, either verbally or in written form
 - has participated in a presentation of FP/ORT curriculum to appropriate persons
 - is ready to teach the FP/ORT units as a part of his or her regular curriculum.

TRAINING DESIGN

DATE Feb. 28, 1986
 DAY FIFTEEN, Friday
 ACTIVITY _____

OBJECTIVE:

TIME	CONTENT/TOPIC	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
9:00	Quality Circle	- Trainer lead last and mostly symbolic exercise		
9:30	Evaluation	- Trainer will lead evaluation of workshop, including: - second self-test using competency model - participant reaction form - verbal expression of learnings and applicability of learnings.		
11:00	Presentation	- Final FP/ORT learning units are presented as parts to whole curriculum to appropriate persons; perhaps school principals.		
12:30	Closing Ceremonies	- Certificates given out - Final speeches made		
1:30	Adjourn			

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APPENDIX G

Summary of
Participant Reaction Forms

APPENDIX G

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Course ID# Curriculum Development
Workshop
Bauchi 2/86

SUMMARY OF PARTICIPANT REACTION FORM

For each set of statements below, please check the one that best describes your feelings about this training.

1. Workshop objectives were:

a. Very clear	b. Mostly clear	c. Somewhat clear	d. Not very clear	e. Not clear at all
<input type="checkbox"/> 9	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Workshop objectives seemed to be achieved:

a. Entirely	b. Mostly	c. Somewhat	d. Hardly at all	e. Not at all
<input type="checkbox"/> 7	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. With regard to workshop material (presentations, handouts, exercises) seemed to be:

5 a. All material was useful
 7 b. Most materials were useful
 c. Some material was useful
 d. Little material was useful
 e. No material was useful

4. Workshop material presented was clear and easy to follow:

a. All the time	b. More than half the time	c. About half the time	d. Less than half the time	e. None of the time
<input type="checkbox"/> 7	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. The amount of material covered during the workshop was:

a. Too much	b. Somewhat too much	c. Just about right	d. Somewhat too little	e. Too little
2	1	9		

6. The amount of time devoted to the workshop was:

a. Too much	b. Somewhat too much	c. Just about right	d. Somewhat too little	e. Too little
	1	11		

7. For the work I do or am going to do, this workshop was:

a. Very useful	b. Mostly useful	c. Somewhat useful	d. Not very useful	e. Not useful at all
8	3	1		

8. Possible solutions to real work problems were dealt with:

a. All the time	b. More than half the time	c. About half the time	d. Less than half the time	e. None of the time
8	4			

9. In this workshop I learned:

4 a. many important and useful concepts,
6 b. several important and useful concepts,
2 c. some important and useful concepts,
 d. a few important and useful concepts,
 e. almost no important or useful concepts.

10. In this workshop I had an opportunity to practice:

4 a. many important and useful skills,
5 b. several important and useful skills,
1 c. some important and useful skills,
1 d. a few important and useful skills,
 e. almost no important or useful skills.

11. Workshop facilities and arrangements were:

a. Very good	b. Good	c. Acceptable	d. Barely acceptable	e. Poor
5	6	1		

12. The trainer/trainers for this workshop was/were:

a. Very effective	b. Effective	c. Somewhat effective	d. Not very Effective	e. Not effective at all
9	3			

13. The trainer/trainers for this workshop encouraged me to give my opinions of the course:

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never
10	1	1		

14. In providing information about my progress in training, the trainer/trainers for this workshop were:

a. Very effective	b. Effective	c. Somewhat effective	d. Not very effective	e. Not effective at all
5	7			

15. 11 a. I would recommend this workshop without hesitation,

_____ b. I would probably recommend this workshop

1 c. I might recommend this workshop to some people

_____ d. I might not recommend this workshop

_____ e. I would not recommend this workshop.

16. Please check any of the following that you feel could have improved the workshop.

- 2 a. Additional time for the workshop
- b. More limited time for the workshop
- 3 c. Use of more realistic examples and applications
- 5 d. More time to practice skills and techniques
- 3 e. More time to become familiar with theory and concepts
- f. More effective trainers
- 2 g. More effective group interaction
- 5 h. Different training site or location
- i. More preparation time outside the training sessions
- 1 j. More time spent in actual training activities
- k. Concentration on a more limited and specific topic
- 1 l. Consideration of a broader and more comprehensive topic
- m. Other (specify) _____

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17. Below are several topics that were presented in the workshop. Please indicate the usefulness of the topics to you in the scale at right.

	very useful			hardly useful	
	1	2	3	4	5
a. Curriculum Development	1				
b. Task Analysis	1				
c. Communication Skills	1				
d. Community Education	1				
e. Sexually Transmitted Diseases	1				
f. Infertility	1				
g. Counseling	1				
h.					
i.					
j.					

18. For the following techniques or resources, please check the box on the right that best describes your view of their usefulness for your learning in this workshop.

Techniques/ Resources	very useful			hardly useful		does not apply 6
	1	2	3	4	5	
a. lectures	3	1	2	1		3
b. group discussions	7	4				
c. individual exercises	1	3	2	1		3
d. group exercises	7	5				
e. clinical sessions	1	2		2		4
f. field trips	1	1	1	1		4
g. handouts/readings	5	4	2			
h. books	4	3	2			2
i. audio-visuals	1	2	1			3

19. From the list below, please indicate the three (3) areas in which you feel additional training in a future course would be most useful to you.

- 3 a. Counselling and/or client education
- 1 b. Provision of Clinical Methods (IUDs, pills, diaphragms, injections)
- c. Provision of Non-clinical Methods (condoms, foaming tablets, foam)
- 2 d. Provision of Natural Family Planning Methods (rhythm, sympto-thermal, mucous)
- 3 e. Supervision of Family Planning Services
- 4 f. Management of Family Planning Service System
- 7 g. Planning/Evaluation of Family Planning Services
- 2 h. Policy Making/Direction of Family Planning Services
- i. Community Based Distribution of Contraceptives
- 3 j. Community Based Outreach, Education or Information
- 7 k. In-Service Training in Family Planning
- 7 l. Pre-Service Teaching/Tutoring in Family Planning
- m. Other (specify) _____

20. Additional Comments: _____

Feel free to sign your name. (Optional)

May, 1985