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Trip Report

0-218

Travelers: Ms. Catherine Murphy, INTRAH
Training/Materials Officer

Country Visited: PHILIPPINES

Date of Trip: May 11 - June 10, 1986

Purpose: To conduct with three IMCH trainers
an Integrated Group and Visual Communications
Skills for Clinic and Community Health Education
workshop for 16 IMCH clinical preceptors.

Program for International Training in Health
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The University of North Carolina
Chapel Hill, North Carolina 27514 USA

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LIST OF ABBREVIATIONS USED IN THIS REPORT

USAID	United States Agency for International Development
IMCH	Institute of Maternal and Child Health
IMCCSDI	Integrated Maternal of Child Care Services and Development, Incorporated
POPCOM	Commission on Population
JHU/PCS	Johns Hopkins University/Population Communication Services

EXECUTIVE SUMMARY

During the period May 11 to June 10, 1986, Catherine Murphy, INTRAH Training/Materials Officer, visited the Philippines. The purpose of the trip was to make final preparations for and to conduct an Integrated Group and Visual Communication Skills for Clinic and Community Education workshop with the Institute of Maternal and Child Health. There were 16 participants, all nurses or midwives employed in IMCH clinics, who also serve as clinical preceptors for IMCH family planning workshops. Along with Ms. Murphy, three IMCH staff served as trainers for the workshop: Mrs. Asuncion Eduarte, Director of Training and team leader; Ms. Feliciano Eraldo, Nurse Training Specialist; and Mrs. Teresa Mende, Nurse Telephone Counselor.

Workshop products were four session plans on family planning topics for use in clinics or communities, 20 visual aids to support the session plans, videotaped practice training/educational sessions, and 16 re-entry plans for applying workshop skills in participants' jobs. It is recommended that INTRAH consider ways to support the efforts of IMCH to follow-up these re-entry plans.

June 7, 1986 Work on workshop report.

June 8, 1986 Day off.

June 9, 1986 Work on workshop report in morning.
Meeting with IMCH trainers in afternoon
to discuss and compile workshop report,
including recommendations.
Debriefing meeting at USAID with Mr.
Edward Muniak and Ms. Zynia Rionda.

June 10, 1986 Debriefing meeting with Dr. Perla
Sanchez.
Ms. Murphy departed Manila at 2:25 p.m.

SCHEDULE OF ACTIVITIES

May 11, 1986	Ms. Murphy arrived Manila at 10:15 p.m.
May 12, 1986	Meetings at IMCH for introduction and briefing with Dr. Perla Sanchez, Dr. Adelaida Segarra, Mrs. Asuncion Eduarte, Ms. Feliciano Eraldo, Mrs. Teresa Mende, Dr. Chita Quitevis, Ms. Antoinette Tejano and Ms. Eva Almenario. Workshop training team discussed work plan for the week, role of each trainer, and background of participants. Shopping for visual aids production kit supplies.
May 13-16, 1986	Meetings with training team at IMCH to develop workshop curriculum: goals and objectives, integration of content areas, timetable, pre/post-test, session plans, and materials.
May 15, 1986	Briefing at USAID with Mr. Edward Muniak, Population Development Officer.
May 17, 1986	Day off.
May 18, 1986	Transfer from Metro Manila to training site: Integrated Maternal and Child Care Services and Development, Inc., Antipolo Town, Rizal Province. Set up training facility.
May 19-June 6, 1986	Workshop sessions. (Details found in Appendix C).

I. PURPOSE OF TRIP

The purpose of this visit was to plan and conduct the Integrated Group and Visual Communication Skills for Clinic and Community Education workshop with 3 IMCH training staff, Asuncion Eduarte, Feliciano Eraldo and Teresa Mende.

II. ACCOMPLISHMENTS

1. A three-week workshop was held and 16 IMCH field preceptors were trained in Integrated Group and Visual Communication Skills for Clinic and Community Education.
2. Participants developed four session plans on family planning topics for use in their clinics or communities.
3. Each participant planned, pretested, and produced at least one visual aid for use in one of the session plans.
4. Participants "team-conducted" the four session plans using their visual aids with sample groups of their intended learners. These training or educational sessions were videotaped and replayed for group feedback on content, training technique and use of visual aids.
5. The skills in visual communication training of one IMCH staff member, Teresa Mende, were strengthened. Two IMCH staff, Asuncion Eduarte and Feliciano Eraldo, were exposed to visual communication training skills.
6. Each participant prepared a re-entry plan for applying workshop skills in her job from July to December, 1986.

III. BACKGROUND

INTRAH has been assisting IMCH to strengthen and expand its regional and inter-regional training capability since November 1984. INTRAH visits to the Philippines are reported in trip reports 0-5, 0-43, 0-100, 0-101, 0-102 and 0-156. The BACKGROUND section in trip report 0-101 provides a summary of INTRAH-supported activities outside the Philippines to which INTRAH has sponsored IMCH staff.

IMCH has conducted two clinic preceptor training workshops for nurses and midwives who staff IMCH family planning clinics. These workshops were held in April 1985 (INTRAH-supported) and March 1986. Participants were trained in skills necessary for precepting the clinical family planning trainees who are assigned to their clinics for field practice during IMCH clinical family planning courses. Sixteen of these former preceptor workshop trainees were selected to attend the Integrated Group and Visual Communication workshop to further strengthen their training skills and to develop their skills in planning, producing and using visual aids in clinic and community education.

IV. DESCRIPTION OF ACTIVITIES

The activity for this visit was a workshop on Integrated Group and Visual Communication Skills for Clinic and Community Education. The workshop was held at the IMCCSDI Seminar Haus, a residential training center in Antipolo Town located about 35 kilometers from Metro Manila. A description of the training center can be found in INTRAH Trip Report 0-102, p. 4.

There were sixteen participants, all nurses and midwives working in IMCH clinics in Metro Manila (8), Davao City (4), and Cebu City (4). The participants also serve as clinical preceptors for the clinical practice portion of IMCH family planning workshops for nurses, midwives, and physicians. A list of participants, their job titles and work places can be found in Appendix B.

Trainers for the workshop were three IMCH staff: Mrs. Asuncion Eduarte, Training Director; Ms. Feliciano Eraldo, Nurse Training Specialist; and Mrs. Teresa Mende, Nurse Telephone Counselor from Cebu City, and Mrs. Catherine Murphy, INTRAH Training/Materials Officer. Mrs. Eduarte assumed the role of lead planner for the workshop and lead trainer for the group communication/session planning portion of the workshop. Her co-trainer was Ms. Eraldo who was also responsible for logistics and administrative coordination. Mrs. Murphy was lead trainer for the visual communication portion of the workshop. Mrs. Mende was her co-trainer, having participated in INTRAH's August 1985 regional Family Planning Visual Communication workshop held in Mauritius for which the training team leader was Mrs. Murphy. All trainers acted as co-facilitators during portions of the workshop for which they were not primarily responsible.

The training team worked together during the week of May 12-16 to design and make preparations for the workshop. The workshop activities were divided into four modules. The first module (May 19) consisted of a workshop overview and reflection on the first preceptors' workshop. The second module (May 20-21) was devoted to an overview of identification of specific learners and opportunities for teaching-learning in their work settings, the communication process, and the development of four session plans for family planning clinical training, community and client

education. Copies of these session plans can be found in Appendix E. The third module (May 22-31) focused on selecting, planning, adapting, pretesting, and producing non-electronic visual aids to support the session plans developed in the first module. A list and photographs of these visual aids are found in Appendix E. The fourth module of the workshop (June 2-6) concentrated on finalization of session plans, conducting the sessions with groups of intended learners, group feedback on the sessions (which had been videotaped) and development of individual participant re-entry plans. The workshop objectives, daily schedule, and curriculum can be found in Appendix C.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

FINDINGS/CONCLUSIONS

RECOMMENDATIONS

A. LOGISTICAL/ADMINISTRATIVE ARRANGEMENTS

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| <ol style="list-style-type: none">1. Although two vehicles were planned for use during visual aids pretesting, only one was made available due to unforeseen circumstances. As a result, the pretesting schedule had to be reworked, and participants and trainers experienced delays, a very long day with lunch at 2:30, and an unscheduled evening session.2. There were some problems with accommodations at the IMCCSDI Seminar Haus which may have affected the effectiveness of the training/learning. These points were shared with the IMCH administrators:<ol style="list-style-type: none">a. occasional lack of water;b. some unevenness in the quality of the food and food service; andc. lack of a telephone.3. IMCH provided excellent logistical support particularly in arranging and implementing the pretesting, practice sessions, and videotaping. Secretarial, administrative and transportation support were excellent throughout the training with a few exceptions. | <ol style="list-style-type: none">1. None are necessary. IMCH administration now understands the logistical importance of having two vehicles available transport participants to and from four pretesting sites which are at distant locations in Metro-Manila and Antipolo. It was a learning experience for IMCH administrators.2. INTRAH should continue the constructive and open dialogue with IMCH regarding the IMCCSDI accommodations and food service. |
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B. IMPLEMENTATION ACTIVITIES

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| <ol style="list-style-type: none">1. There was a clear definition of trainer roles early in the planning week, resulting in smooth coordination of responsibilities among the trainers.2. The integration of visual and group communication skills, content and process was logical and worked well in this workshop because of the previous training of the participants and the early coordination of terminology and training approach used by the trainers.3. IMCH trainers are well-organized, hard-working and very capable as trainers.4. The accurate completion of INTRAH Bio-Data forms required a one-hour evening session in which trainers discussed how to answer each question with the participants. Even so, the INTRAH trainer is bringing back to the INTRAH Evaluation Service several points for clarification. | <ol style="list-style-type: none">1. INTRAH should continue to require role definition for each team member in INTRAH-supported activities, particularly when an outside consultant is teamed with in-country colleagues.2. The training design used for this workshop could be duplicated or modified for situations in which participants have had some training in interpersonal communication skills and training skills.3. All trainers should periodically have opportunities to upgrade their skills and knowledge. IMCH should continue to team junior training associates with core training members for future training assignments.4. At least one hour should be set aside in each INTRAH training activity for trainers to go over the Bio-Data forms with the participants. Trainers should be thoroughly briefed by INTRAH Evaluation Service on what is reported by each item on the form. |
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V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

FINDINGS/CONCLUSIONS

RECOMMENDATIONS

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| <p>5. Participants found that conducting a session with an actual group of intended learners provides a more realistic learning situation than practice with other participants acting the role of the intended learners. Videotaping/playback is an excellent technique for receiving feedback on performance in training and use of visual aids.</p> <p>6. Certain participants demonstrated exceptional skills in applying the visual aids development process and in producing visual aids. The INTRAH trainer discussed these participants with the IMCH Training Director.</p> <p>7. Participants developed new group communication skills and realized the differences in planning and conducting group sessions vs. individual communication sessions.</p> <p>8. All participants expressed apprehension at the beginning of the workshop about their abilities to develop visual aids for teaching/training. However, because they took the challenge seriously and worked hard even outside formal workshop sessions, each participant developed useful and well designed/produced visual aids.</p> | <p>5. When logistics/finances allows it, both videotaping/playback and an actual group of intended learners during the practicum portion of training skills workshops should be used.</p> <p>6. IMCH should utilize these participants in any future visual aids development projects.</p> |
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C. EVALUATION/FOLLOW-UP OF ACTIVITIES

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| <p>1. Each participant prepared a re-entry plan for applying the workshop skills in her job from July through December, 1986. The workshop trainers felt that the plans were varied, practical, feasible and useful. The IMCH trainers for this workshop plan to make the following recommendations to IMCH administrators:</p> <p>a. That an IMCH staff member, Teresa Mende, be appointed to:</p> <ul style="list-style-type: none">- monitor the extent of implementation of re-entry plans,- find out the difficulties-constraints in implementing the re-entry plans; and- provide technical assistance to participants in implementing their re-entry plans. <p>b. That IMCH provide logistics and/or finances for materials and other resources needed for implementation of the participants' re-entry plans.</p> <p>c. That IMCH reconvene the participants for three days in December, 1986 to share their successes, problems, products and insights in implementing their re-entry plans and to plan for continuing activities/projects.</p> | <p>1. INTRAH should ask IMCH for periodic updates on its follow-up of participants' re-entry plans and consider ways to support IMCH's follow-up efforts, particularly if IMCH makes specific requests for assistance.</p> |
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V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

FINDINGS/CONCLUSIONS

RECOMMENDATIONS

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| <p>2. The IMCH trainers for this workshop also plan to recommend that the IMCH administration explore the possibility of reproducing some of the most useful and original visual materials developed in this workshop through:</p> <ul style="list-style-type: none">a. identifying which visual aids other IMCH field staff are interested in using and,b. identifying resources for reproducing the visual aids (eg. IMCH, POPCOM, JHU/PCS). | <p>2. INTRAH should first encourage IMCH to explore local resources for reproducing the visual aids. If that fails IMCH should, contact JHU/PCS regarding its interest in supporting the reproduction of selected visual aids developed in this workshop.</p> |
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APPENDIX A
Persons Contacted

USAID/Manila

Mr. Edward Muniak, Population Development Officer
Ms. Zynia Rionda, Assistant Health Officer

IMCH

Dr. Perla Sanchez, Executive Director
Mrs. Asuncion Eduarte, Training Director
Ms. Feliciana "N'dai" Eraldo, Nurse Training Specialist
Mrs. Teresa Mende, Nurse Telephone Counselor
Dr. Chita Quitevis, Director of Clinical Services
Dr. Adelaida Segarra, Medical Training Specialist
Ms. Antoinette Tejano, Nurse Training Specialist
Ms. Eva Almenario, Nurse Telephone Counselor
Mr. Lorenzo Espiritu, Logistics Coordinator
Ms. Rose Mendoza, Area Consultant
Mrs. Miriam Grafilo, Director for Support Services
Ms. Ma. Ligaya Dabatos, Area Field Supervisor

APPENDIX B

List of Participants

<u>PARTICIPANTS</u>	<u>DESIGNATION/PLACE OF WORK</u>	<u>YEARS OF SERVICE</u>
Almenario, Eva M.	Telephone Counselor Institute of Maternal and Child Health 11 Banawe Street Quezon City	7
Badayos, Nancy S.	Family Planning Midwife Clinica Alvarez FP Clinic Matina, Davao City	5
Calma, Mercuria R.	Family Planning Midwife Hammond FP Clinic Sta. Cruz, Davao del Sur	4
Donaldo, Marianita L.	Family Planning Midwife Basak Family Planning Clinic Basak, Mandawe, Cebu	12
Fragata, Cecila P.	Family Planning Midwife Malabon Puericulture & FP Center F. Sevilla Blvd. Malabon Metro Manila	14
Javier, Elvira V.	Family Planning Midwife Bo. Lakandula FP Clinic Lapulapu St., Parang Marikina, Metro Manila	12
Jocson, Ludy F.	Family Planning Nurse E. Rodriguez Puericulture and Family Planning Center Guadalupe Nuevo, Makati Metro Manila	7
Nicomedes, Ma. Teresa S.	Telephone Counselor Ago General Hospital FP Clinic Legaspi City, Albay	1

Olaviaga, Esperanza	Family Planning Nurse Barangka Ibaba FP Clinic P. Oliveros St., Mandaluyong, Metro Manila	7
Padilla, Erlinda U.	Family Planning Midwife Davao Maternity Hospital LMA Guerrero St., Davao City	7
Paires, Laura C.	Family Planning Nurse Cebu Medical and FP Clinic South Expressway, Rizal Avenue Cebu City	4
Rasco, Delia R.	Family Planning Nurse Navotas Puericulture & FP Center Agora Complex, North Bay Blvd. Navotas, Metro Manila	8
Rosales, Ma. Charito	Telephone Counselor M.L. Teves Memorial Hospital and Family Planning Center Dumaguete City	4
Salazar, Nida M.	Family Planning Midwife Las Piñas Puericulture and FP Center Las Piñas, Metro Manila	7
Subingsubing, Ester Catherine A.	Family Planning Nurse Talisay Puericulture & FP Center Tabunok, Talisay, Cebu	5
Suico, Merla N.	Family Planning Midwife Mandawe Periculture and FP Center Mandawe City, Cebu	10

APPENDIX C
Workshop Curriculum

INTEGRATED VISUAL AND GROUP COMMUNICATION
SKILLS FOR CLINIC AND COMMUNITY EDUCATION

WEEK ONE - MAY 19-24, 1986

TIME	MONDAY DAY 1	TUESDAY DAY 2	WEDNESDAY DAY 3	THURSDAY DAY 4	FRIDAY DAY 5	SATURDAY DAY 6
MORNING:						
8:00	Registration Welcome Getting to Know You Surfacing/Level of Expectations	Where Are We? Communication Process Inter-Personal Visual <u>Workshop I:</u>	Where Are We? Session Plan (cont..) Methodology Evaluation	Where Are We? Kinds of Visual Aids Overview of V.A. Development Process Tracing	Where Are We? Selecting V.A. Overview Adopting Visual Aids Visualizing Exercise	FREE DAY
12:00		L U N C H		B R E A K		
1:30	Pre-Test Overview of the Workshop Reflection on First Preceptor Course	Identify Learning Opportunities Select Specific Learning Oppor- tunities Sharing Session <u>Workshop II:</u> Overview on Session Plan	Sharing of Session Plan	Visual Design Considerations Tracing and Combining Visuals	Select Visual Aids for Sessions Begin Planning Visual Aid	
5:00	Reflection	Reflection	Reflection	Reflection	Reflection	
EVENING:						
7:30	Completion of INTRAH Biodata Forms	Objective Writing Determining Con- tent Areas		3-D V.A. Slide Show		

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WEEK TWO - MAY 26-31, 1986

TIME	MONDAY DAY 8	TUESDAY DAY 9	WEDNESDAY DAY 10	THURSDAY DAY 11	FRIDAY DAY 12	SATURDAY DAY 13
MORNING:						
8:00	Where Are We? Continue Planning Visual Aids	Where Are We? Pre-Testing Overview Lettering Complete Planning	Where Are We? Pre-Testing With Sample of Intended Learners	Where Are We? Revision of Visual Aids Begin Produc- tion Enlarging Continue Pro- duction	Where Are We? Continue Production Visualizing Exercise	FREE DAY
12:00	L U N C H		B R E A K			
AFTERNOON						
1:30	Content Review With Peers Revisions	Logistics for Pre-Testing on Wednesday	Discussion of Pre-Testing Activity	Using Color Continue Production	Guidelines for Using V.A.	
5:00	Reflection	Reflection	Reflection	Reflection	Reflection	
EVENING:						
7:30	HOMEWORK: Read Pretesting Handout					

WEEK THREE - JUNE 2-6, 1986

TIME	MONDAY DAY 15	TUESDAY DAY 16	WEDNESDAY DAY 17	THURSDAY DAY 18	FRIDAY DAY 19	SATURDAY DAY 20
MORNING:						
8:00	Where Are We? Display Completed Visual Aids Finalization of Session Plan	GROUP I	GROUP III	Feedback: GROUPS III & IV	Re-Entry Plan Completion of INTRAH Participant Reaction Form	
	P R A C T I C U M					CLOSING SESSION
12:00	L U N C H		B R E A K			
AFTERNOON						
1:30	Planning for Implementation of Session Plan FP UPDATE	GROUP II	GROUP IV	Feedback (continued) Reinforcement		
	P R A C T I C U M				Post-test	
5:00						
EVENING:						
7:30	F E E D B A C K			S O C I A L		

TRAINING DESIGN

DATE May 19, 1986

DAY One

ACTIVITY Integrated Visual and Group Communication....

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
MORNING 9:00		Billeting Registration Welcome	Participants will register and fill up all required forms. Training kits, ID cards to be devised by each participant. Participants and staff will gather in the Training Room. Training staff will introduce self, Welcome the participants and officially open the training course.	Room prepared	
9:30	By the end of today's sessions, all participants will be able to: 1. Acquaint themselves with fellow participants and training staff.	"Who's Here?" Introduction of participants and training staff "Self Portrait"	Trainer will explain the process involved in the activity and lead the participants in presenting themselves to the others by the name they wish to be called during the workshop and about themselves which they feel other's don't know yet. Each participant may talk for two minutes.	Newsprints Pentel Pens I.D. Tags Scissors Crayons	From time to time during the day, names will be used and at the end of the day, the group will confirm how many of the names they have retained.
10:30		BREAK			
11:00	2. Share their expectations re: Integrated Visual Group Commu-	Surfacing/ Leveling of Expectations	Participants will be divided into four (4) small groups; work individually within the	Newsprint Pentel pens and tapes	Direct observation of participants'

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TRAINING DESIGN

DATE May 19, 1986

DAY One, Page 2

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
	<p>nication Skills for Clinic and Community Educators</p> <p>3. Share on areas of concern which can be realistically met during the workshop.</p>		<p>group, then discuss among themselves and arrive at a consensus on their expectations on the following:</p> <ul style="list-style-type: none"> *Self *Co-trainees *Trainers *Training Course <p>Each small group will choose a leader to present their output. Trainer will also present her expectations from the participants. Leveling of expectations will follow to agree on those areas of concern which could be met by the training and those which could not be provided during the training. This will serve as the basis for the learning contract.</p>		<p>output in newsprints</p>
<p><u>AFTERNOON</u></p>		<p>LUNCH</p>			
<p>12:00</p>		<p>Pre-Test</p>	<p>Trainer will administer a pre-test questionnaire to assess entry level of KAS of each participant.</p>	<p>Questionnaire and pens</p>	<p>Result of the Pre-Test will be the basis for discussion.</p>
<p>1:30</p>	<p>4. Recall the objectives, process and activities of the workshop.</p>	<p>Orientation/ Briefing course, goal and objectives</p>	<p>Trainer will explain to the participants the objectives mechanics, activities of the course and training policies.</p>	<p>Course Syllabus</p>	

TRAINING DESIGN

DATE May 19, 1986

DAY One, Page 3

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
3:00	5. Recall the learning in the past preceptors course.	BREAK			
3:30		Reflection on first Preceptor Course	Trainer will explain the process involved in this activity. Participants will be divided into four (4) small group. A guide question will be provided to each group to facilitate recollection. Each individual will write her response and share it within the group. Commonness will be polarized and later share to the big group.	Newsprints Pencil pens Tape Guide Questions	
5:00		Reflection			
7:00		DINNER			
<u>EVENING</u> 7:30		Accomplishment of INTRAH Biodata Forms	INTRAH Biodata Forms will be distributed. Each item will be explained to facilitate accurate responses.		

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TRAINING DESIGN

DATE May 20, 1986

DAY Two

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
<u>8:00</u>		Where Are We?	A volunteer participant facilitates the "Where Are We?" session to surface unresolved issues, needs and/or concerns. Unfreezing exercises in the form of games, community singing will be conducted.		
8:30	1. Define Communication	Overview of the Communication Process Definition of Communication Group Work Presentation and discussion	Facilitator states the importance of communication in our daily lives, as well as, in the promotion of health and family planning programs. 1. Divide the participants in groups of four (4). 2. Pass out the handouts 3. Ask group to discuss each example and decide whether it is an example of communication or not. 4. Ask each group to define communication based on criteria they are using 5. Group report is shared with the big group and discussion follows.	Handouts on: "What is Communication?" Newsprints Pencil Pens	Group's definition of Communication

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TRAINING DESIGN

DATE May 20, 1986

DAY Two, Page 3

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
	<p>2. State the four (4) uses of Communication</p> <p>3. Explain the four (4) Elements of the Communication Process</p> <p>4. List at least five (5) barriers or "noise" in the communication process.</p>	<p>Uses of Communication</p> <p>Elements of the Communication Process</p> <p>Barriers to Effective Communication</p>	<p>6. Facilitator summarized outcome of the session.</p> <p>Facilitator ask participants what they think are the uses of Communication. Trainer list all the responses in the board and later summarizes the responses into: <u>motivational/persuasions; infomational; instructional; entertainment.</u></p> <p>Facilitator gives a lecturette on the elements of the Communication process.</p> <p>Sender: "Who is Communicating?"</p> <p>Message: "What is communicated?"</p> <p>Channel: "How is the message communicated?"</p> <p>Receiver: "With whom?"</p> <p>Feedback: Effect the communication have</p> <p>Six (6) volunteer participants will take part in the exercise. Other members will observe. Using the "Rumor Clinic" exercise the participants shall be able to discuss the changes in the message from one person to another and why. Importance of this activity will be taken up.</p>	<p>Handout on: "Uses of Communication"</p> <p>Drawings of the Elements White board Pens</p> <p>Message of the Rumor Clinic Exercise</p>	

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TRAINING DESIGN

DATE May 20, 1986

DAY Tue, Page 5

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
10:00		Sources of Noise	<p><u>Summary Statement:</u></p> <ol style="list-style-type: none"> 1. Communication is rarely a smooth going-process. 2. "Noise" is any disturbance that interferes with or distorts the exchange or information. 3. Sources of "Noise" <ol style="list-style-type: none"> 3.1 age difference between sender and the receiver; 3.2 socio-economic status difference ; 3.3 language and vocabulary differences; 3.4 factors competing for the attitude of receiver; 3.5 religious; 3.6 experience in topic/ expertise being communicated; 3.7 conflicting information from various sources. 		
		BREAK			

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TRAINING DESIGN

DATE May 20, 1986

DAY Two, Page 4

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
10:30		Types of Commu- nication: -Interpersonal .Individual .Group -Visual Commu- nication	Participants brainstorms on the types of Communication known to them and categorize the responses into: 1. Interpersonal: either individual or group At this point participants will recall the inter-personal skills acquired during the previous Pre-ceptor Workshop. 2. Visual Communication (Cathy Murphy takes over)		
AFTERNOON 12:00		LUNCH			
1:30	5. Identify Learning opportunities in one's work-setting. 6. Select an intended learner in a specific group learning activity. prepare a session plan for the selected group of	Unfreezing Activities Workshop I: Identify- A. Learning Opportunities in Work Setting B. Select specific learner in a group learning	The whole group will be divided according to areas of assignment: (2) groups for Metro Manila, (1) Visayas, (1) Mindanao Output for (A) is a list of learning opportunities; (B) group decides on the specific target in a group learning activity. Each group should list at least (3) ranked	Pentel Pens Newsprints	

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TRAINING DESIGN

DATE May 20, 1986

PAGE Two, Page 3

ACTIVITY Integrated Visual and Group Communication ...

TIME	OBJECTIVES	CONTENT	METHODS/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
	learners.		according to priorities as 1st, 2nd, 3rd.		
3:00		Group Sharing on Output	Each group presents its output on Workshop I.		
3:30		BREAK			
	8. Discuss the five (5) parts of the session plan.	Overview of a Session Plan	Lecture-Discussion on:		Learner's Profile
	9. State the qualities of a learning objective.		A. Learner's Profile		
	10. Determine content from a learning objective.		-Who are the learners? -What are their needs/interest? -What do you expect them to do after the learning activity?		
	11. Practice writing objectives: determining contents		B. Parts of Session Plan	Handouts on: Session Plan format	Output review of session plan
			1. objective 2. Topic/Activities 3. Process 4. Materials/Tools 5. Evaluation		
5:00		Reflection	Small work group will start		

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TRAINING DESIGN

DATE May 21, 1986

DAY Three

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
<u>MORNING</u> 8:00-8:30	<p>Prepare a session plan for a specific group of learners</p> <ol style="list-style-type: none"> Engage in group activities aimed to start day's work with ease. Surface unresolved issues before the learning activity. Share feelings that may affect the learning process. 	<p>Unfreezing Activities "Where Are We?"</p>	<p>1 volunteer participant for the day facilitates the Unfreezing activities and the "Where Are We?" session.</p>	<p>White board Pen</p>	
8:30-10:00	<ol style="list-style-type: none"> Review the different parts of the session plan. 	<p>Session Planning</p>	<p>The participants are asked to recall the (5) parts of the session plan as taken up in last Preceptors Workshop and in the session the day before:</p> <ol style="list-style-type: none"> Objectives Activities/Content Process/Methodology Materials/Tools Evaluation <p>Facilitator reinforces the process of session plan by giving a concrete example with the participation of the learners.</p>	<p>Session Plan Format White board Pentel pen</p>	<p>Questions/ Answer</p>

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TRAINING DESIGN

DATE May 21, 1986

DAY Three, Page 2

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
10:00- 10:30		<ul style="list-style-type: none"> .Objectives Writing .Determining Content .Selection of Appropriate Methodology .Selection of Materials/ Tools .Evaluation 	<p>With the use of a concrete example, facilitators ask the qualities of a well stated Objectives;</p> <p>Determine the content for the objective, select the appropriate method, materials/tools and evaluation.</p> <p>Depending on the needs of the participants, several concrete examples of the whole process can be demonstrated.</p>	<p>Samples of objectives written</p>	
10:30- 12:00	<ul style="list-style-type: none"> 5. State the objectives of the learning activity/session. 6. Determine the activity or topic to be undertaken. 7. Describe the process and methodology for the learning activity 8. List the materials and tools needed to supplement method. 9. Indicate the evaluation method 	<p>BREAK</p> <p>Workshop on Group Session Plan</p>	<p>The four (4) working groups continued to work on the session plan for their specific learners.</p> <p>Trainers give assistance to each group during the group work.</p>	<p>Session plan Format Yellow Paper Pen</p>	

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TRAINING DESIGN

DATE May 21, 1986

DAY Three, Page 3

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
<u>AFTERNOON</u> 12:00-1:30		LUNCH			
1:30-3:00		Workshop on Session Plan (cont..)	Participants continue with their session plan. Participants will be encouraged to include they learning points in the session plan.	Papers Session Plan forms	
3:00-3:30		BREAK			
3:30-5:00		Group Sharing of Session Plan	Each group presents work, out- put, (session plan) for criti- quing and feedback.		Revised session pl
5:00-5:15	To share feelings du- ring the day.	Reflection	"What I like about today's session" statement. "What I didn't like about today's session.	Board Pens	

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TRAINING DESIGN

DATE May 22, 1986

DAY Four

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
MORNING 8:00-8:30		Where Are We?			
8:30-9:15	Participants will name at least six (6) kinds of visual aids and identify one new kind which they can use in their work.	Kinds of Visual Aids	On Wednesday night, facilitators display sample visual aids on walls and tables around the room. Ask participants to tour the "gallery" and examine the materials. Facilitators are stationed around the gallery to demonstrate materials and answer questions. Participants should identify at least one new kind of visual aid which she can use in her work (30 min.). Facilitator leads discussion of findings in the large group (15 min.).	Sample visual aids displayed on walls and tables Handouts -Visual aids -Handmade Training Materials	Post test, in discussion, each participant identifies one new visual aid she can use in her work.
9:15 10:00	Participants will describe the process of visual aids development	Overview of Visual Aids Development Process	Facilitator tells story about how Ida Louise developed her flannel graph, by showing the flannel graph and planning stages. Facilitator asks participant to tell her, while she lists on the board, what steps Ida Louise followed when she developed the visual aid.	All four (4) trainers as "gallery guides" Aida's: Flannel graph and Users Guide Handout on: "Visual Aids Development Process"	Participants follow this process for their individual projects during the workshop
10:00- 10:30		BREAK			

Handwritten initials

TRAINING DESIGN

DATE May 22, 1986

DAY Four, Page 2

ACTIVITY Integrated Visual and Group Communication ...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
10:30-12:00	<p>By the end of the session all the participants will be able to:</p> <ol style="list-style-type: none"> 1. Name the four (4) Tracing Techniques 2. Put into practice the four (4) tracing techniques. 	Tracing	<p>Trainer will demonstrate and discuss the four (4) tracing techniques:</p> <ol style="list-style-type: none"> 1. With Tracing Paper 2. With Light Source 3. With Carbon Paper 4. With Charcoal made Carbon Paper <p>Trainer will demonstrate one technique at a time and allow the participants to practice the technique choosing from any of the visuals given to be used for tracing.</p>	Tracing paper, pencil, plain paper, packet of visual for tracing, charcoal, masking tapes, glass window/wall or door.	Direct observation of participants' output after the practice. Participants use these tracing techniques in their individual project.
<p><u>AFTERNOON</u> 12:00-1:30</p>		LUNCH			
1:30-2:00	<ol style="list-style-type: none"> 3. List the six (6) visual design considerations when selecting or designing visual aids. 		Trainer will discuss with the group each of the design considerations as they go over the list given as a handout.	Handout on the Visual Design Considerations	Ask any of the participants to name/enumerate the six (6) Visual Design Considerations
2:00-3:00	<ol style="list-style-type: none"> 4. Evaluate a given visual aid according to the six (6) de- 		Participants will be divided into three (3) small groups. Each group will be given a	3 Sample Visual Aids with their learning	Direct observation of participants

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TRAINING DESIGN

DATE May 22, 1986

DAY Four, Page 3

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
3:00-3:15	sign considerations		visual aid with a written objective and intended learners. The group members will evaluate the visual aid according to the six design considerations. From the small group, one member of the group will present their output to the large group.	objective and description of intended learners. Newsprint Pencil Masking tape	output in the newsprints. Application of the 6 Design Considerations in their individual project Post test Result.
3:15-4:30	Participants will trace an image from a photograph.	BREAK Tracing and Combining Visuals	Tell participants that photographs are often good sources of illustrations to trace, but it is more difficult to trace a photo than a line drawing. Give each participant two (2) magazine photos and explain how they will; (a) trace one image from one photo (30 min.) and (b) combine one image from each photo to make one picture by tracing and sketching (30 min.).	For each participant: 2 magazine photos, 2 pieces of tracing paper, pencil, eraser, masking tape, paper clips.	Immediate feedback during session. Application to individual projects
4:30-5:00		Reflection			
<u>EVENING</u> 7:30-8:30	Participants will identify one new kind of visual aid which is 2- 3- dimensional and which they can use in their work.	3-Dimensional Visual Aids	Facilitator introduces slide show and asks participants to look for one new idea they can use in their work. Point out that the slide show is based on <u>Helping Health Workers Learn</u> .	<u>Helping Health Workers Learn</u> ; slides, slide projector and screen	Each participant identifies one new visual aid she can use

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DATE May 22, 1986

DAY Four, Page 4

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
8:30-8:40		Homework Assignment	Ch. 11. Discussion after slide show. Handout "Fatu and Musu" story and ask participant to read it and be ready to discuss neces- sary adaptations to make it appropriate for use in their province.	Copies of "Fatu & Musu" for each participant	Preparation for next day's session on adapting visual aids.

TRAINING DESIGN

DATE May 23, 1986

DAY Five

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
MORNING 8:00-8:30		Where Are We?			
8:30-9:00	Participants will identify the criteria to use when selecting visual aids for a training or educational session.	Selecting Visual Aids Overview	Using examples and referring to the Visual Aid Development Process handout, the facilitator explains the criteria.	Visual Aids Development Process handout Case Examples	Post test
9:00-10:00	Given a description of a training or educational situation, select visual aid/s which could be used.		In two (2) small groups, analyze a description of a learning situation and select visual aids to use (20 min.). Share findings with the large group. (20 min.)		Participants will use these criteria when selecting visual aids for their individual projects.
10:00-10:30		BREAK			
10:30-11:30	Participants will select appropriate visual aids for the learning activity.	Select Visual Aids for Groups' Sessions	Small groups which developed the session plans reconvene to select visual aids which each individual will develop for the session sub-topics. Facilitators work to assure a variety of visual aids are selected and list individual selections on a sign-up sheet.	Session plans developed on days 2 & 3 Sign-up sheet, marker	Individual Projects

TRAINING DESIGN

DATE May 23, 1986

DAY Five, Page 2

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
11:30-12:00	Sketch possible visual image for or from a given verbal order.	Visualizing Exercise	Trainer will give the participant a verbal statement "A Small Family Is A Happy Family" and ask them to sketch visual representation. Trainer will ask how did you visualize the statement. Participant will share it to the rest, showing her visual image.	Plain paper Pencil	Direct observation of participant's output on their visual image.
<u>AFTERNOON</u> 12:00-1:30		LUNCH			
1:30-2:45	Participants will adapt a visual to make it appropriate for learners other than the ones intended.	Adapting Visual Aids	Facilitator leads a discussion of changes that participants think would need to be made in the "Fatu and Musu" story in order to use it in their provinces (30 min.). Each participant selects one picture and by tracing and sketching, adapts it so that it is appropriate for their use. Hand in to facilitators who will display them on the wall over the weekend (45 min.).	"Fatu & Musu" story Plain paper Training paper Pencils	Application to individual projects.
2:45-3:15	Participants will select appropriate visual aids for the learning activity.	Select Visual Aids for Groups' Sessions	Each group presents to the large group their topics, objectives and visual aids selected for their session plan. Facilitators and participants give feedback and guide each group toward selection of at least four (4) different kinds of visual aids which they will		

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TRAINING DESIGN

DATE May 23, 1986

DAY Five, Page 3

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
3:15-3:30		BREAK	make to use in their session.		
3:30-4:00	Continuation...		Continuation...		
4:00-4:15	Participants will describe the steps in planning visual aids.	Begin Planning Visual Aids	Groups decide which visual aid each member will be responsible for producing. Individually, participants write <u>objective</u> for their visual aid and list the <u>main ideas</u> or key points to be covered by the visual aid. Facilitators work individually with participants. Participants begin <u>sketches</u> for each main idea.	Session plans Plain paper Pencils Books and other content resources	Individual Projects.
4:30-5:00		Reflection			

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TRAINING DESIGN

DATE May 26, 1986

DAY Six

ACTIVITY Integrated Visual and Group Communication.....

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
<u>MORNING</u> 8:00-8:30	Participants will plan the visual aids (continuation..)	Where Are We?	Working individually, with facilitators helping participants continue sketching visuals, writing text to go on or with the visuals (script), and begin making rough draft of visual aid.	Paper, Pencils, Content Resources	Individual Project
8:30-10:00		Continue Planning Visual Aids			
10:00-10:30	Continuation....	BREAK	Continuation...		
10:30-12:00					
<u>AFTERNOON</u> 12:00-1:30	Continuation....	LUNCH	Facilitator leads a discussion of the reasons for content review, asking the participants for their views first. (Check accuracy and completeness of content and content sequencing). Facilitator then describes the process and lists the steps on the board: Tell reviewer: <u>learner characteristics, session objective, method, kind of visual aid, v.a. objective, main ideas, sketches.</u> (20 min.)	White board, Marker Visual aids plans List of pairings for content review	
1:30-2:30		Content Review with Peers			

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DATE May 26, 1986

DAY Six, Page 2

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
2:30-3:00	Continuation	Revisions	<p>Facilitator posts prepared list of pairings. Using the process just discussed, participants content review each others plans in pairs. (20 min. for each round)</p> <p>Facilitator gives brief overview on how to use information from content review. (<u>What did you find out? Did you like or agree with the F-B? What did you think of the F-B you got? How do you think you can use the F-B to make your visual aid plan better?)</u> (15-20 min.)</p>	Draft visual aid, plans, pencils, paper, production kits	Individual Project
3:00-3:15		BREAK			
3:15-4:30	Continuation....		Continuation....		
4:30-5:00		<p>Reflection</p> <p>Handout home-work reading</p>		Pretesting handout	

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TRAINING DESIGN

DATE May 27, 1986

DAY Seven

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
<u>MORNING</u> 8:00-8:30		Where Are We?			
8:30-10:00	Participants will define pretesting, as it relates to the development of visual aids. Participants will identify why it is important to pretest visual aids. Participants will describe how to pretest visual aids.	Pretesting Overview	Discussion of handout which participants read the night before. Ask participants for definition of pretesting in their own words. Ask why it is important to pretest visual aids. Ask what are the important issues in doing pretesting. Write these lists on the board. Content is in the handout. Then, 2 trainers role play a pretesting situation. Afterwards, lead a discussion on what happened during the pretest.	Pretesting handout Tess' visual aid	
10:00-10:30		BREAK			
10:30-12:00	Participants will plan a visual aid (Continuation...)	Finalize Visual Aid Plan	Participants decide in their groups who will compose the pairs for pretesting. Individuals complete their draft visual aids for pretesting.	Paper, production kits	
<u>AFTERNOON</u> 12:00-1:30		LUNCH			

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TRAINING DESIGN

DATE May 27, 1986

DAY Seven, Page 2

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
1:30-2:30	<p>By the end of the one hour session, all of the participants will be able to:</p> <ul style="list-style-type: none">- Know and practice hand lettering technique to be use in writing words on a visual aids.	Lettering	<p>Trainer will show the example of the Guide/line 1,2,3,4 in a newsprint. Explain to the participants that the space between guide line 1 and 2, and 3 & 4 are of equal space while the space between guide/line 2 &3 is twice or double to that space of guide line 1 & 2 or 3 & 4.</p> <p>Trainer will then write the word "Baby" using the lower case, explaining which guide/line are used in the lower case. Then let them practice the lower case using their name in the guide line.</p> <p>Trainer will write the word "Baby" using the upper case, explaining which guide/line are made use of. Again let them practice the upper case using their name in the guide/line.</p> <p>Trainer will discuss the three (3) styles of lettering:</p> <ol style="list-style-type: none">1. Simple Block Square or Round Letters2. Outline Block Letters3. Three (3) Dimensional Block Letter Style		

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TRAINING DESIGN

DATE May 27, 1986

DAY Seven, Page 3

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
2:30-3:00	Continuation..		After showing each style in the newsprint, let the participants practice using the guideline one after the other. Trainer will discuss ways of how to make corrections when lettering on a visual aid. 1. Write on it directly 2. Use of tape 3. Camouflage 4. Cut it out and patch Continuation.. Prepare for Pretesting		
3:00-3:15		BREAK			
3:15-4:30	Continuation...		Continuation...		
4:30-4:45		Pretesting Logistics	Explain & discuss logistics for Wednesday's pretesting		
4:45-5:00		Reflection			

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EVILING DESIGN

DATE May 28, 1986

DAY Eight

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
<u>MORNING</u> 8:00-2:30	Participants will pre-test the visual aids.	Pretesting	Participants are taken to a variety of settings to pretest their visual aids with samples of their intended learners. The settings (Malonday, Pasig, Antipolo, and IMCH Clinics) were previously arranged by the trainers so that participants could conduct their pretesting with at least four (-) of their intended learners.	Draft visual aid Pretesting plans	Observation of the pre testing
<u>AFTERNOON</u> 2:30-4:00		LUNCH			
4:00-6:00	Participants will identify why it is important to pretest visual aids.	Discussion of pretesting activity	Each participant shares with the large groups her visual aid and describes her pretesting experiences, findings, and learnings.	Draft visual aids, notes taken during pretesting	Post Test
6:00-6:30		Reflection			

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TRAINING DESIGN

DATE May 29, 1986

DAY Nine

ACTIVITY Integrated Visual and Group Communication

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
<u>MORNING</u> 8:00-8:30		Where Are We?			
8:30-9:00	Participants will enlarge a visual.	Enlarging	Ask participants what techniques they know about for enlarging a picture. List on board and discuss or demonstrate each. Examples might include: <ol style="list-style-type: none"> 1. look and sketch 2. squares 3. projector 4. trace around the outside lines of the drawing 5. photographic enlargement 6. light and shadow. Examples 1,2,4 and 5 can also be used for reducing. Point out examples where participants have already tried using some of these techniques.	Aardvark- small & large with squares Pictures, newsprints, tracing paper, white board and markers	Application to individual visual aids.
9:00- 10:00	Participants will use pretesting results to revise their visual aids.	Revision of Visual Aids	Individually, participants make revisions in their draft visual aids. Facilitators help them make revision decisions.	Draft visual aid, pretest- ing results, paper, pen- cil	Application to improve- ment of individual visual aids
10:00- 10:30		BREAK			

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TRAINING DESIGN

DATE May 29, 1986

DAY Nine, Page 2

ACTIVITY Intecrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATIO
10:30-12:00	Participants will produce their visual aids.	Begin Production of Visual Aids	Individually, participants begin producing their final visual aids. Facilitators help with production decisions and techniques.	Draft visual aids; production kits; special production supplies for each visual aid.	Applicatio to indivi dual visu aids
<u>AFTERNOON</u> 12:00-1:30		LUNCH			
1:30-2:15	Participants will use colors in a visual aid.	Using Color	Discuss general guidelines for using color as noted in the hand-out. Show the color wheel and demonstrate mixing primary colors to make secondary colors and use of primary colors, white, and black to make all colors.	Handout on color; exam- ples of color use; color wheel; paints; brushes; paper	Applicatio to indivi dual visu aids.
2:15-3:00		Continue Production..			
3:00-3:35		BREAK			
3:15- EVENING		Continue Production..			

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TRAINING DESIGN

DATE May 30, 1986

DAY Ten

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
<u>MORNING</u> 8:00-8:30		Where Are We?			
8:30-9:15	For a given verbal idea, participants will sketch possible visual images.	Visualizing Exercise	Write on the board the statement "Men have responsibility in family planning, too ". Hand out plain paper and ask participants to sketch visuals to illustrate the verbal statement. The emphasis is on their visual ideas, not beautiful artwork. After 15-20 minutes. Ask participants to share their visual ideas one by one. Summarize the similarities and differences in their visual representations.	Pencil and paper Chalk or white board, chalk or marker	Application of skill in visualizing concepts to their individual visual aids
9:15-10:00		Continue Production..			
10:00-10:30		BREAK			
10:30-12:00		Continue Production..			
<u>AFTERNOON</u> 1:00-3:00		Continue Production			
3:00-4:15		BREAK			

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TRAINING DESIGN

DATE May 30, 1986

DAY Ten, Page 2

ACTIVITY Integrated Visual and Group Communication....

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
3:15-3:50	Participants will be able to use their visual aids in a training or educational session.	Guidelines for Using Visual Aids	Ask participants if they have any ideas about what to do when using visual aids. Try to elicit all the points on the handout, plus (1) practice using the visual aid before the actual session and (2) before the session, collect all the visual aids and put them in the order that you will use them. Demonstrate each point using sample visual aids.	Handout, sample visual aids for demonstration	Observation during the session which the participants conduct next week, using their visual aids.
3:50-4:15		Reflection			
4:15-5:00		Continue Production			

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TRAINING DESIGN

DATE June 2, 1986

DAY Eleven

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
<u>MORNING</u> 8:00-8:30		Where Are We?			
8:30-9:15	By the end of today's session, all participants will be able to: 1. Display visual aids to be used during the practicum.		Participants will display visual aids by groups in the gallery room. Final viewing of visual aids will be done by all members of participants and facilitators. This will be followed by final critiquing.	Visual aids, arranged in the gallery room	Direct observation of the use of visual aids during the Practicum.
9:15-10:00	2. List at least ten (10) tips in conducting a session.	Guidelines in conducting session	Trainer will help participants to develop a list of tips on how to conduct a session. Trainer will synthesize and clarify each guideline.	White board Pentel Pens	List of tip in conducting a session
10:00-10:30		BREAK			
10:30-12:00	3. Plan and rehearse how to implement session plan.		Each group will plan the sequence of member's participation and rehearse how to implement the session plan with the use of visual aids.		
12:00-1:30		LUNCH			
<u>AFTERNOON</u> 1:30-3:00 3:30-5:00	Clarify issues and learn on FP	FP Update Reflection	Continuation.....Rehearsed. Trainer will update the participants on new trends and practices in family planning.		

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TRAINING DESIGN

DATE June 3 & 4, 1986

DAY Twelve and Thirteen

ACTIVITY Integrated Visual and Group Communication..

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
<u>MORNING</u>	<p>At the end of today's session, all participants will be able to:</p> <ol style="list-style-type: none"> 1. Experience conducting session with the use of visual aids to the intended learners they had selected. 	<p>Practicum</p>	<p>Departure for the Practicum site</p> <p>Each group will be given half day to conduct their session plans to intended learners in selected Training FP Clinics. Each session will be documented through video coverage. Feedback and discussion will follow each replay in the evening.</p>	<p>Video camera Tapes Visual aids</p>	<p>Direct observation of assigned participants to each group</p> <p>Replay of video tapes and critique</p>

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TRAINING DESIGN

DATE June 5, 1986

DAY Fourteen

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
<u>MORNING</u> 8:00 8:30	At the end of today's session all participants will be able to:	Where Are We?	Continuation video tape replays and critiquing.		
<u>AFTERNOON</u> 12:00-1:30		LUNCH			
1:30-2:00	1. Prepare a re-entry plan.	Guidelines on the preparation of Re-Entry Plans	Trainer will discuss with the participants the significance of re-entry plan and its guidelines. Each participants will prepare an individual re-entry plan.		
4:00-5:00 5:00		Post Test Reflection			

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TRAINING DESIGN

DATE June 6, 1986

DAY Fifteen

ACTIVITY Integrated Visual and Group Communication...

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
<u>MORNING</u> 8:00		Where Are We?			
3:30	At the end of today's session, all participants will be able to: 1. Share her re-entry plan with the group.		Each participant will be given the chance to share her own re-entry plan. Discussion for clarification of how the plan will follow each presentation.		
10:30			Participants will be ask to fill-up INTRAH Reaction Forms.		
11:00			CLOSING SESSION		
<u>AFTERNOON</u> 12:00		LUNCH			
2:00			DEPARTURE		

AP

APPENDIX D

MATERIALS GIVEN TO PARTICIPANTS

Helping Health Workers Learn

Contraceptive Technology 1986-87

Notebook (3 ring binder)

Portfolio

Notepad

Production Kit

Pencil

Pen

Set of Felt-Tipped Markers

Crayons

Glue

Scissors

Ruler

Eraser

Special Supplies for Producing Each Visual Aid

Handouts (Actual handouts on file with INTRAH Program
Office)

APPENDIX E

Materials Developed During Workshop

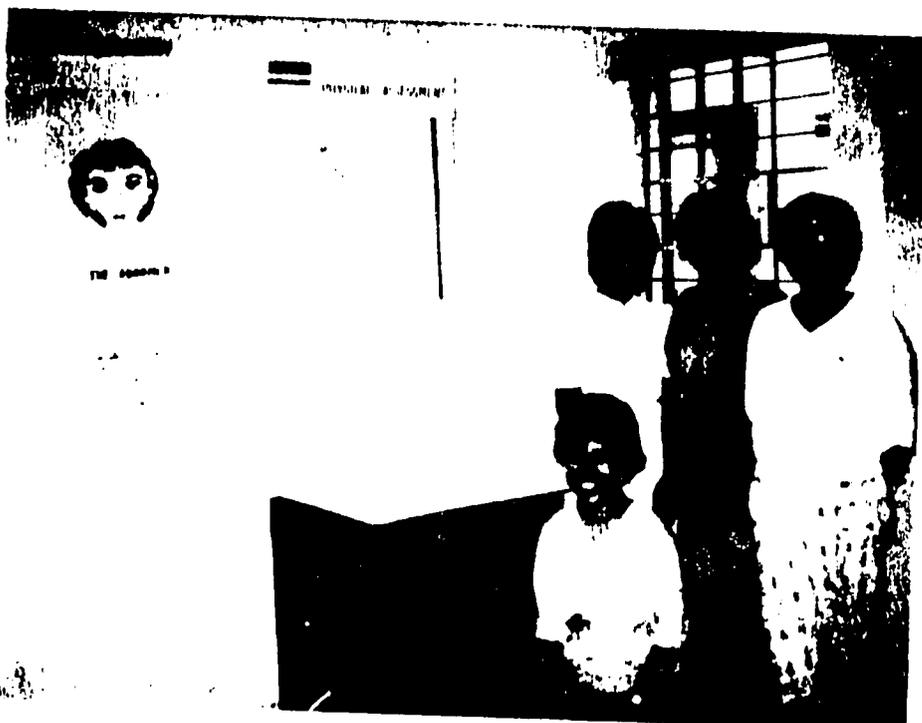
PARTICIPANTS' VISUAL AID PROJECTS

A. Metro-Manila Group 1

Session Topic: The Art of Physical Assessment for Family Planning

Intended Learners: 20-25 Nurses and Midwives in a Family Planning Training Course

1. Eva Almenario
Visual aid topic: the parts of the body to examine in physical assessment
Type of visual aid: lifesize woman's body on a cloth poster
2. Nida Salazar
Visual aid topic: the abdominal exam in physical assessment
Type of visual aid: cloth poster of internal organs in abdomen to overlay on lifesize woman's body
3. Ludy Jocson
Visual aid topic: anatomy of the breast
Type of visual aid: poster
4. Cecelia Fragata
Visual aid topic: technique of breast exam, including the position of client's hands
Type of visual aid: series of posters



B. Metro Manila Group 2

Session Topic: Counteracting Fears and Misconceptions
About Various Family Planning Methods

Intended Learners: 10-15 Satisfied Acceptors
(Siyahan Suri)

1. Delia Rasco
Visual aid topic: male and female reproductive
anatomy; vasectomy; tubal ligation
Type of visual aid: flannelgraph
2. Esperanza Olaviaga
Visual aid topic: family planning methods
Type of visual aid: display board
3. Tess Nicomedes
Visual aid topic: fears and misconceptions about
various family planning methods
Type of visual aid: picture series
4. Elvira Javier
Visual aid topic: location of family planning services
Type of visual aid: spot map



C. Cebu Group

Session topic: Breastfeeding

Intended Learners: 10 Prenatal Mothers

1. Merla Suico
Visual aid topic: a breastfeeding and bottlefeeding story
Type of visual aid: flipbook
2. Laura Paires
Visual aid topic: advantages of breastfeeding/
disadvantages of bottlefeeding;
summary of breastfeeding session
Type of visual aid: flannelgraph
3. Anita Donaldo
Visual aid topic: maintaining lactation
Type of visual aid: cloth and basket posters
4. Ester Subingsubing
Visual aid topic: breast preparation for breastfeeding
Type of visual aid: papier maché model

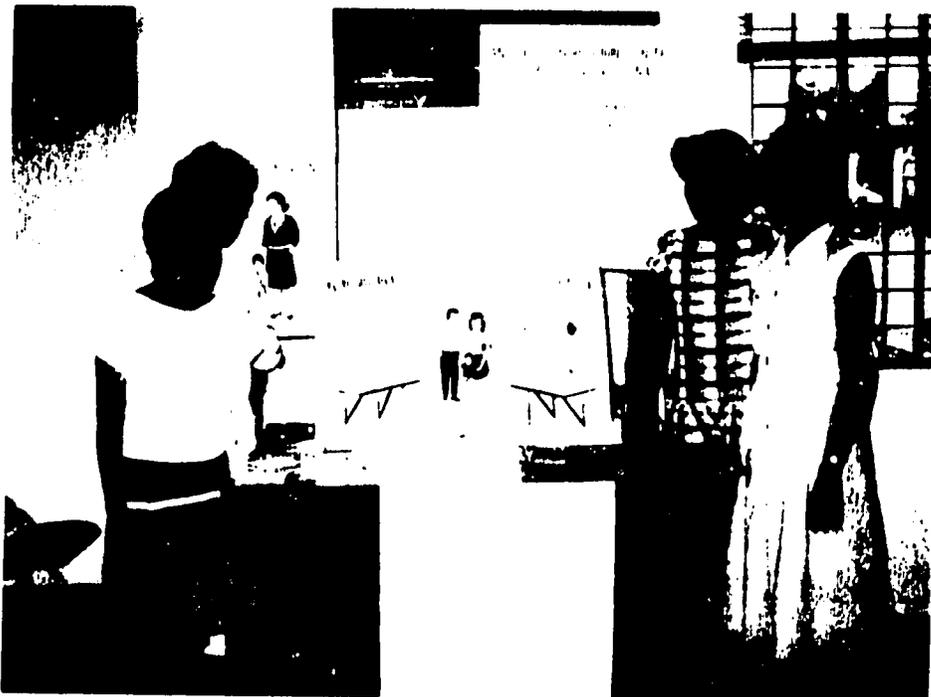


D. Davao Group

Session topic: Childspacing

Intended learners: 10-12 First Time Parents

1. Linda Padilla
Visual aid topic: childspacing/happy family
Type of visual aid: poster
Visual aid topic: benefits of childspacing
Type of visual aid: flipchart
2. Nancy Badayos
Visual aid topic: definition of childspacing
Type of visual aid: flash cards
Visual aid topic: male and female reproductive anatomy
vasectomy and tubal ligation
Type of visual aid: flannelgraph
3. Charito Rosales
Visual aid topic: family planning methods
Type of visual aid: display board
4. Coring Calma
Visual aid topic: clinic childspacing services
Type of visual aid: poster



GROUP I
METRO MANILA

Eva Almenario
Ludy F. Jocson

Nida Salazar
Cecilia Fragata

LEARNING OPPORTUNITIES

1. Conducting mothers class
2. Acting as resource speaker in other agencies
3. Pre-Marriage counselling
4. Coordinating with the school of midwifery
5. Coordinating with religious sector
6. Conducting lecture with the inmates
7. Market vendors association.
8. Linking with the siyahan suri
9. Linking with the hilots
10. Linking with newspaper vendor
11. Mini newstand - supermarket
12. Coordination with barangay leaders
13. Coordination with the media
14. Linking with barangay health worker
15. Individual counselling during clinic and fiel follow-up
16. Individual counselling in OB ward
17. Posting services offered in out-patient department
18. Posting FP slogan in OB wards
19. Posting services offered by the clinic to schools near the clinic
20. Coordinating with the FTOWS

INTENDED LEARNERS

Trainees

5/13

GROUP II
METRO MANILA

Esperanza P. Olaviaga
Delia D. Rasco

Elvira V. Javier
Teresa Nicomedes

LEARNING OPPORTUNITIES

1. Scheduled Pre-natal services in the Puericulture centers
2. Presence of Siyahan Suri and trained hilots
3. Clients waiting for consultation in the Puericulture Center
4. Scheduled time for the lecture of nursing/ midwifery students
5. Invitations from the private organizations like Jaycees, Lion's Club... during their free clinic activities
6. Invitations from the PTA where married couples are present
7. Promotion of the products of the medical representatives where other midwives are present
8. Scheduled meeting of the market Vendors' Association.
9. Business establishments
10. Trainees

INTENDED LEARNER

Siyahansuri - Satisfied Acceptors' Group

GROUP III
CEBU

Laura C. Paires
Ester C. Subing Subing

Marianita L. Donaldo
Merla N. Suico

LEARNING OPPORTUNITIES

1. Pre-marriage group
2. Pre/Post Natals
3. Mothers Class
4. Market Vendors
5. Ward class/lying-in
6. Bench conference
7. Charismatic Meetings
8. Industrial establishments
9. Barangay meetings
10. Tupperware parties
11. Immunization
12. Day care centers
13. Operation timbang
14. Inmates
15. Clients in the waiting room for medical consultations
16. Friends, peers, relatives of accompanying clients
17. Walk-in clients
18. Home visits

INTENDED LEARNER

Pre-Natals

Erlinda U. Padilla
Nancy Badayos

Mercuria R. Calma
Charito R. Rosales

LEARNING OPPORTUNITIES

1. Group of clients scheduled for sterilization
2. Group of mothers for well baby care
3. Pre-natals
4. Pre-marriage group
5. Young MCRA's for family planning
6. Lying-In maternity clinic- newly delivery
7. Morbid cases
8. Post-natals: Home, clinic
9. Nutrition
10. Day Care Center
11. Walk-in clients
12. House visit
13. OB ward
14. Maternity Clinic
15. Business establishment
16. Trainees assigned in the clinic
17. Co-workers in Puericulture Center
18. Dental patients
19. Soldiers
20. Out-patient department
21. Friends
22. Students
23. Visitors of clients in the ward
24. Client's companions
25. PTA Meeting
26. Drivers

INTENDED LEARNER

First Time Parents

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TOPIC: FIRST TIME PARENTS

INFORMATION REGARDING LEARNERS:

I. Learner's Profile

- Age group - 15-30 years old
- 1st line parents
- Urban setting
- Educational level- Secondary
- Working and non-working mothers
- Religion - any
- 10-12 learners

II. Needs/Problems

1. Unwanted pregnancy
2. Common illness of baby
3. Personal hygiene
4. Proper nutrition
5. Rumors and misconceptions about FP use

Introduction

1. Introduction of the learners and the learners
2. Unfreezing exercise- SIP, SAP, SOP - getting to know other the learners will stand
3. Introduction and the objective why we choose the topic.

Prepared by:

GROUP IV- Davao Group

MA. CHARITO R. ROSALES
ERLINDA U. PADILLA
MERCURIA R. CALMA
NANCY S. BADAYOS

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
	<p>(2) Economic Benefits (1) Social Benefit</p>	<p>2 About economic benefit 1 about Social benefit</p>	<p>and nutrition</p> <ul style="list-style-type: none"> -The trainer will facilitate the learners regarding the economic benefits in relation to mother's health and child's health and nutrition. -Pictures will follow every now and then. -Mother's Health 15-24 considered high risks to give enough time to recover. -Child's Health-proper care, proper selection of food in accordance to age. -Nutrition- mother has enough time to prepare for family's food . <p>2 Economic Benefits - which include the 3 basic needs:</p> <p style="padding-left: 40px;">Food, Clothing, Shelter</p> <p>1 Social Benefit - Enough time for the family</p>	<p><u>Flipcharts</u></p> <ol style="list-style-type: none"> 1) Health of the mother -a mother with a 3 yr. old son 2) Baby's health - a mother, a nurse and a baby being weighed 3) Economic benefit- A picture of a baby boy eating. 4) The one a mother and 2 kids playing in the backyard and a drawing of their home. 5) Social benefit- a father, mother and child, 	<p><u>Objective</u></p> <ul style="list-style-type: none"> - Able to get an idea of what is the effect of child spacing to mother's health. -Able to have an idea on the effect of child spacing in relation to baby's health -To be able to identify the importance of child spacing so that the 3 basic needs will be meet. -To be able to know some learning points in relation to economic benefits.

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
	C. Express their plans or desire for FP acceptance	Plans for FP Acceptance	<ul style="list-style-type: none"> -Discussions of male and female reproductive organ. -Show the male reproductive organ -Asks what they see -Enumerate each parts and functions -Show the female reproductive organ -Asks what they see -Enumerate each parts & functions -Asks the learners what they know about FP (what FP methods they knew before) -Discussion of the different FP methods. <u>Most Effective Method:</u> DMPA, Pills, IUD, Tubal Ligation, Vasectomy <u>Less Effective Method:</u> Condom, NFP, Foam, Neo-Sampon, Calendar/Rhythm -Discussions will focus on the uses, where to use and percentage. 	<p>going to the park.</p> <p><u>Flannel Board:</u></p> <ul style="list-style-type: none"> -Male & Female reproductive organ -Different FP methods, where they're placed, mode of actions. -A picture of a cut fallopian tube and cut vas deferens <u>Display & Real</u> In the middle- A picture of a family, a father, a mother and a child <u>The other side</u> With the most effective method which has the injections IUD & Pill <u>And on the other side</u> the less effective method NFP, 	<p>To be able to know the different parts of male and female reproductive organ.</p> <p>Know the different FP methods.</p> <p>To be able to know and can see the real objects of the different methods being discussed and to identify the effectivity of such.</p>

TIME	OBJECTIVES	CONTENT	METHOD/ INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
			<p>-Give the client information regarding the clinic and other FP clinics.</p> <p>-Summarize all the discussion of the whole session.</p>	<p>Condom, Calendar/ Rhythm, Foam Neo-sampooon, and with the real objects.</p> <p>Poster -with the name of the clinic, services offered and the clinic hours</p>	<p>For them to have an idea of where to go for FP acceptance</p>

INTENDED LEARNERS: 10 PRENATAL MOTHERS

1. Needs/Problems/Interest
 - Lack of proper information on Breast feeding
 - Lack of information on techniques of Breast feeding
 - Malnutrition
 - Financial reasons

2. Present Level of Knowledge, Attitude and Skills (KAS)
 - Insufficient information on Breastfeeding
 - Misbeliefs
 - Fear that Breastfeeding alters their work.
 - Technique of Breastfeeding

3. Educational Level- Elementary and High School
 - Values - parental influence
 - Economic conditions - low income group
 - Religious beliefs
 - Age - 15-30 years old
 - Sex - female

Prepared by:

GROUP III- Cebu Group $\frac{1}{2}$

LAURA C. PAIRES
ESTER CATHERINE A. SUBINGSUBING
MARIANITA L. DONALDO
MERLA N. SUICO

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
10 mins.			<p>I. <u>INTRODUCTION</u></p> <p>a. Unfreezing- deep breathing exercise for 15 times</p> <p>b. Objectives- presentation of session objectives and read each one.</p> <p>c. Importance of the topic- explain to the learners why the topic was chosen.</p> <p>-facilitators can solicit ideas from the group.</p> <p>-in preparation for the coming baby.</p> <p>-breast feeding is a mother's instinct so we will encourage you to breast feed your babies right after delivery.</p>	<p>Poster: Where the objectives are written</p>	
15 mins.	<p>At the end of a 1½ hour session each of the learners will be able to:</p> <p>1. Identify at least five (5) advantages of breast feeding</p>	<p>Advantages of Breast feeding</p>	<p>II. <u>BODY:</u></p> <p>1 & 2. <u>Story Telling</u></p> <p>The facilitator will tell a story about a mother who breast feed her baby and a mother who bottle feed her baby and the effects of the two (2) feedings on the babies</p> <p><u>KEY POINTS:</u></p> <p>Characters:</p> <p>Sussie- shellcraft, worker bottle feeding her baby.</p>	<p><u>Helping Health Workers Learn</u> by: David Werner and Bill Bower</p>	<p>Stated the advantages of breast feeding</p>

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
			<p>Nena- factory worker bottle feeding her baby</p> <p>Aurora- Jobless,housewife breast feeding her babies</p> <p>One day, Nena and Sussie met in the store. They talked about their babies who were born on the same week. Both babies were beautiful and healthy. Aurora came with her baby who was born on the same week. They compared their method of feeding.</p> <p>Aurora decided on breast feeding because she heard it over the radio that breast milk is nutri- tious, it contains antibiotics, easily digested, sterile, conven- ient and economical, it promotes closer relationship between the mother and child and it also delay the return of ovulation thus pre- venting early pregnancy. Besides she can't afford to buy canned milk. Sussie and Nena were bottle feeding because they're working. Nena said that her figure will not change. Aurora disagreed because breast feeding is a tradition in the family and babies grow healthier and stronger. While bottle feeding is expensive, inconvenient causes diarrhea if not properly prepared, no antibodies and can't be easily</p>	<p>Flipbook: Picture series</p>	

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TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
			<p>digested, return of ovulation will be earlier. Sussie and Nena just laughed and said Aurora is old fashioned.</p> <p>One month after they met again. The babies of Sussie and Nena were thin and sickly. The baby of Aurora is healthy and strong. Sussie said her baby is having diarrhea, so with Nena. Sussie said that diarrhea may be caused by bottle feeding. She expressed her desire to breast feed her baby, but Nena said it's too late, the breast has dried up. Aurora advised her to nurse her baby often, give the breast alternately, take lots of fluids, eat as well as possible, get plenty of rest and avoid getting tired or upset.</p> <p>Aurora advised Sussie to clean the breast starting from the nipple going out with a use of a clean cloth with water before breast feeding. Sussie was eager to try the suggestion. Nena insisted on bottle feeding and said she'll just buy medicine for diarrhea.</p> <p>Another 2 months had passed they met again. Sussie's baby had gained weight and stronger. She was thankful to Aurora's advise. Nena came with her baby who was very thin and more weak.</p>		

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
15 mins.	2. State at least three (3) disadvantages of bottle feeding	Disadvantages of bottle feeding	<p>She felt jealous of the babies of Sussie and Aurora. Nana Also expressed that she's afraid she's pregnant because she missed 2 menstrual periods. She had also some regrets why she ignored Aurora's advise.</p> <p><u>BUZZ SESSION</u> After the story has been told, the facilitator will divide the learners into two small groups and let them discuss the advantages of breast feeding and disadvantages of bottle feeding based on the story.</p> <p><u>GROUP DISCUSSION</u> After 5 minutes, the facilitator will facilitate in group discussion what has transpired during the Buzz Session.</p> <p><u>KEY POINTS FOR THE ADVANTAGES OF BREAST FEEDING</u></p> <ul style="list-style-type: none"> -Mother's milk is nutritious -Contains antibodies that gives natural immunity -Easy to digest •Sterile - clean -Convenient •Economical -Promotes closer relationship between mother and child -Delay return of ovulation thus preventing early pregnancy. 	Flannel board	Stated the disadvantages of bottle feeding shared their ideas on the advantages of breast feeding and the disadvantages of bottle feeding

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TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
20 min.	3. Enumerate at least 5 important things in maintaining lactation.	The important things in maintaining lactation	<p><u>KEY POINTS FOR DISADVANTAGES OF BOTTLE FEEDING</u></p> <ul style="list-style-type: none"> -No antibodies -Not easily digested -Cause diarrhea if not properly prepared -Expensive -Inconvenient -Early return of ovulation <p>3. <u>Discussion</u></p> <p>The facilitator will discuss with the learners re: proper things to be done to maintain lactation.</p> <p>The facilitators will draw from the group their concepts about the proper things mentioned in order to maintain lactation.</p> <p>-Key points on the maintenance of lactation.</p> <ul style="list-style-type: none"> 3.1 Nurse the baby often. 3.2 Give the breast alternately and let the baby consumed the contents of the breast. 3.3 Balance nutrition. 3.4 Take plenty of fluids 3.5 Take plenty of rest, avoid getting tired and upset 	Set of Posters on the 5 Important things in maintaining lactation	Mentioned the important things needed to maintain lactation.

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INFORMATION RE INTENDED LEARNERS
(SATISFIED ACCEPTORS)

1. Needs/Problems

To know more about the different family planning methods, their uses, advantages, how are they use and procedure of using it.

Identify the commonly encountered fears and misconceptions.

How are they going to demonstrate the skill in counteracting fears and misconceptions.

Where to refer clients for FP services.

2. Profile

This clients are using any of the FP methods such as tubal ligation, vasectomy, IUD, DMPA, pill etc. They are users for almost 3-4 years.

Level of their knowledge, they are aware of some fears and misconceptions about the method they are using.

Learners are on their secondary levels.

Since they are satisfied acceptors FP methods are well accepted.

Reproductive age, female

Used in speaking tagalog and a little english.

Prepared by:

GROUP II- Metro Manila

ESPERANZA P OLAVIAGA
MA. TERESA S. NICOMEDES
DELIA R. RASCO
ELVIRA V. JAVIER

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
MORNING 15 min.			<u>INTRODUCTION</u> Welcome Address from the facilitator 1. Getting to know you presentation of the other facilitator 2. Presentation of the learners , self introduction 3. Unfreezing exercise-coconut 4. Statement of the objectives 5. Overview of the topics		
20 min.	At the end of the 2 hours session, the learners must be able to: I. Identify at least five commonly encountered fears and misconceptions about the use of a method.	List of Commonly Encountered Fears and Misconceptions	<u>GROUP DISCUSSION</u> Facilitators will ask the learners about their fears and misconceptions or those common in the community. Write on the newsprint the output of the learners.	Newsprint Pentel pen Visuals (pictures series) Flannel board	Asking questions
50 min.	II. Discuss the different FP Methods	Definition, Action, Advantages, Uses and Procedure of the following FP methods a. Sterilization b. DMPA c. IUD d. Pill e. NFP f. Condom g. Sperm	<u>Group Discussion- Lecturette</u> Facilitator will ask the learners to cite their experiences about the method they are using. 1. Let the learners take hold of the real object (IUD, pills, DMPA etc.) in relation with their experienced on the method that they are using. Showing this real object to their co-learners.	Newsprint Pentel Pen Visuals Picture series Flannel board Display board	Questions

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TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
20 min.	III. Demonstrate ability to counteract fears and misconceptions	Situation where a learner would counteract fears and misconceptions	<p>Facilitator will refer to the identified fears and misconceptions and give appropriate counteractions.</p> <p>2. Showing the picture series with the right and wrong concept about the use of FP Method. Use of flannel board with the picture of male and female reproductive organ including the vasectomized and ligated organs. Also in the flannel board the picture of female reproductive organ with an IUD and another male reproductive organ.</p> <p>Facilitator will give a lecturette on some of the FP methods which is not clear to the learners.</p> <p>3. Showing the real objects (IUD, pill, DMPA, samples of cervical mucus).</p> <p><u>ROLE PLAYING</u> Facilitator will cite a situation where a motivator counteracts fears and misconceptions.</p> <p>Then facilitator will ask two or three volunteers from the learners to play the role of a motivator, a prospective clients and a gossipier.</p> <p>After the role play the facilitator will discuss with the learners the outcome of the role play.</p>	Chains Visuals Real objects (FP methods) Picture series Flannel board	

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TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
5 min.	IV. State where to refer clients for FP services	Places for referrals	<p>Facilitator will show and point out from the spot map the locations of the family planning clinics.</p> <p>Malanday and Parang.</p> <p><u>Summary:</u></p> <p>Facilitator will summarize all the important activities that happened giving emphasis on the objectives whether it has been attained.</p> <p>Facilitator will call one or two learners and ask whether they can state where to find our IMCH clinics for referrals.</p> <p>Facilitator will call or ask the learners about their reflections on today's activity.</p>	Spot map	

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INTRODUCTION

Intended learners are group of nurses and midwives numbering from 20-25 who have not yet undergone any family planning training course. The ages ranges from 24-40 years old.

This participants have an idea about the subject matter taken during their school days and some of them are already employed as health workers with varied experiences. To equip them with necessary Knowledge, Attitude and Skills (KAS) required to be an effective service provider, the nurses and midwives has to undergo the basic family planning course. One of the skills that they should acquire is the Art of Physical Assessment which is an important criteria for screening client in family planning acceptance.

In this aspect each participant will have to developed their skills in doing Physical Assessment. The participants are expected to apply their KAS in their back home situation.

Prepared by:

GROUP I- Metro Manila

Eva M. Almenario
Nida M. Salazar
Ludy F. Jocson
Cecilia P. Fragata

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
	<p>3. Enumerate the eight (8) steps in doing physical assessment</p>		<p>2. Discover other problems that will affect the general well-being of the client or may hinder to the acceptance of/or continuing use of the method.</p> <p>3. To teach client self-examination. The above objectives will be shown in graphics.</p> <p>The trainer will facilitate discussion on the different steps to follow in doing physical assessment with the use of a poster. Discussion is done with emphasis on different parts of the body to be examined.</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1. Take weight 2. Take blood pressure 3. Head (scalp, eyes, ears, mouth, throat) 4. Neck 5. Thorax (Breast exam) 6. Abdomen 7. Pelvic examination 8. Lower extremities 	<p>Poster</p>	<p>Asking question Verification</p> <p>Asking question Verification</p>

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TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/RESOURCES	EVALUATION
20 min.	4. Demonstrate the art of physical assessment.	Breast Examination	<p><u>Lecture-Discussion:</u></p> <ul style="list-style-type: none"> -The trainer facilitates discussion on why breast examination is important especially for potential family planning acceptors. -The trainer reinforces discussion by explaining objectives in doing breast examination: <ol style="list-style-type: none"> 1. To identify breast masses as a contraindication to hormonal contraceptives and as basis for future management. 2. To discover breast masses as part of cancer detection activity. 3. To teach patient to do self examination. -The trainer also will emphasize on when breast examination is performed. <p><u>Demonstration:</u></p> <ul style="list-style-type: none"> -The trainer will ask a volunteer from the group to demonstrate on how to do Physical Assessment with another volunteer to serve as a model and use of Betsy for breast examination. The trainer will reinforce their learning and add the steps which they have missed demonstrating. 	<p>Posters</p> <p>Graphics, Masking tape</p> <p>Betsy Model, Posters Picture series</p>	<p>Asking questions Verification</p> <p>Asking questions Observation</p>

TIME	OBJECTIVES	CONTENT	METHOD/INSTRUCTIONS	MATERIALS/ RESOURCES	EVALUATION
40 min.			<ul style="list-style-type: none"> -Visual aids will be utilized to facilitate discussion. -A Picture series will be presented while emphasizing the techniques and the different position in breast examination. -The trainer will divide the participant into four small groups each participant will be ask to do a return demonstration with co-participant. -A facilitator will be assigned to each group to observe and supervise the return demonstration. 		
10 mins.			<p>III. <u>Summary:</u></p> <ul style="list-style-type: none"> -The facilitator will now recapitulate what transpired during the session and find out if objectives were met. -trainer will impress the group that Physical Assessment is a very important criteria to be considered in screening client for family planning acceptance. 	Handouts	

NAME: NIDA M. SALAZAR, RM

ADDRESS: Las Piñas Puericulture & FP Center
Las Piñas, Metro Manila

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
At the end of six months I will be able to:			
1. Make picture series on different fears, rumors and misconception on family planning methods for group of mothers of reproductive age.	<ul style="list-style-type: none"> -Make a work plan and objectives -Set an adequate time for making visuals -Prepare budget for visual -Make a draft visual of picture series on how to counteract rumors and misconception in regards to different FP methods. 	<ul style="list-style-type: none"> -Money /IMCH Logistics -Donation -Hard board -Water color/crayon -Pentel pen/coloring pen -Newsprint -Tracing paper -Art paper -Paste -Tapes 	
2. Make display board for the different kinds of FP methods for clinic purposes and lecture purposes.	<ul style="list-style-type: none"> -Make display board for the different FP methods -Review drafts to my co-staff -Make some revision -Pretest to my intended learners -Finalization 	<ul style="list-style-type: none"> -Real object of different kinds of FP methods -Books -Existing visual from POPCOM 	
3. Conduct session to a group of mothers of reproductive age for acceptance.	<ul style="list-style-type: none"> -Implementation to a group of mothers of reproductive age for FP acceptance 	<ul style="list-style-type: none"> -Clinic staff -Mothers of reproductive age group 	

NAME: ESTER CATHERINE A. SUBINGSUBING, RN

ADDRESS: Talisay Puericulture & FP Center
Tabunok, Talisay, Cebu

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
In a span of six months I will be able to produce visuals on the advantages of Breast Feeding for prenatal mothers.	<ul style="list-style-type: none"> -Prepare work plan -Make the objective of the visual -List down main ideas -Make a budget -Make some sketches of the main ideas -Make a draft -Present the draft to co-participant -Coordinate with RHU Midwife for pretesting -Make necessary revision on the draft -Pretest the draft -Make the final visual -Use the visuals together my previous visual. 	<ul style="list-style-type: none"> Existing: -Phamplets on Breast Feeding -Visuals of co-participant Needed: -Bristle board -Pentel pens -Tracing paper -Bond paper -Crayons -Pencil -Carbon paper -Water colors & brush 	<ul style="list-style-type: none"> -Finished flip book on the advantages of breast feeding. -Prenatal mothers' feedback on the visual aids.
Conduct a session on the advantages of breast feeding using the finished visual aids.	<ul style="list-style-type: none"> -Make a session plan -Coordinate with Rural Health Midwife to have the intended learners -Schedule the date & time of the session -Prepare the area for the session -Conduct the session with the use of finished visual aid. 	<ul style="list-style-type: none"> -Rural Health Midwife -Rural Health Unit (RHU) -Finished visual aids 	<ul style="list-style-type: none"> Feedback on the visual aid from prenatal mothers

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NAME: MERCURIA R. CALMA, RM

ADDRESS: Hammond Family Planning Clinic
Sta. Cruz, Davao del Sur

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
At the end of six months, I will be able to:	-Make a session plan with objectives	Siyahan Suri	
-To reproduce low-cost visuals on picture series and Flannel board on how to counteract rumors and misconception for mothers who are possible acceptors.	-Set an adequate time for making visual aid -List materials to be used in making visuals -Prepare budget for the visuals -Make a draft visuals of picture series on how to counteract rumors and misconceptions regarding IUD and pills -Reproduce draft drawing for Flannel board for Tubal Ligation and vasectomy -Pretest visual aid with intended learners -Finalization of visual aid.	Flannel board of a male and female reproductive organ. Picture series of the rumors and misconception on effective FP methods.	Middle of July-August
-To conduct group lecture to mothers with the help of the Siyahn Suri members in counteracting rumors and misconception	-Home visit with Siyahan Suri members for invitation of a meeting -Set an appropriate time in meeting Siyahan Suri members from Poblacion, Tuban, Coromon -Inform members regarding the objectives of the session -Ask an active member to help facilitate during discussion on rumors & misconceptions.		2nd week of Oct.- Poblacion 2nd week of Nov.- Tuban 1st week of Dec.- Coromon

NAME: ERLINDA U. PADILLA, RM

ADDRESS: Davao Maternity Hospital & FP Clinic
L.M.A Guerrero St., Davao City

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
At the end of six months, I will be able to:	-Make work plan -Set objective	IMCH FP Staff	July to September
1) To reproduce low cost visual aid on the benefits of Child-spacing of FP method.	-List materials to be use in visual aid -Prepare budget for visual aid -Make a draft on visual aid: a) flip book b) flannel board	Siyahan-Suri Flip book for Benefits Flannel Board for FP methods	
a. Flip book- for first time parent on the Benefits of Child Spacing	-Pre-testing of visual aid to intended learner		September to November
b. Flannel board on family planning method	-Finalization of visual aid		
2) To conduct group lecture to first time parents possible for FP acceptance	-Set proper time for the lecture -Coordination to IMCH FP staff -Mobilized Siyahan-Suri in the recruitment of first time parent to attend lecture Preparation for venue and conduct lecture		

NAME: NANCY S. BADAYOS, RM

ADDRESS: Clinica Alvarez & FP Clinic
Matina, Davao City

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	TIME TABLE
By the end of December 1986, I will be able to:			
1. Re-echo to co-workers in IMCH SOP, and tips in using visual aid during a learning activity for intended learners.	1. Make a session plan for every session or activity to be made.	Co-participants and samples of visual aid.	Every end of the month from June-December 1986
2. Make poster that is motivational regarding Child Spacing Campaign.	2. Informal group discussion during our cluster meeting monthly June-November 1986		
3. Make flipchart on the benefits of child spacing.	3. Coordinate with my co-trainer regarding gathering of intended learners.	Cartolina, water color or paint Hard board (10)	October 1986
4. Make a flannel board on FP Technology.	4. Conduct group lecture on child spacing with the use of visuals I made.		
5. Make a drawing on human reproductive organ.			
6. Make use of this visual aid in conducting a session on Child spacing users especially first time parents			

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NAME: MARIANITA L. DONALDO, RM

ADDRESS: Basak Bo. Hall FP Clinic
Basak, Mandawe, Cebu

RE-ENTRY PLAN

<u>objectives</u>	<u>ACTIVITIES</u>	<u>MATERIALS/RESOURCES</u>	<u>EVALUATION</u>
At the end of six months, I shall be able to:			
- Make a picture series of the different rumors and misconception on the different methods for BSPO's and BNS.	-Make work plan -Objectives -List down main ideas -Prepare budget -Sketch of visual aids -Writing of text for each sketch -Make draft of visual aid -Pretesting to BSPO's and BNS -Review and revise visual aids -Utilize visual aids to the intended learners.	-Cartolina -Pentel Pen -Crayons -Pencil -Carbon paper -Paste -BSPOs -BNS	BSPO's and BNS feedback on the different visual aids.

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NAME: MA. CHARITO R. ROSALES, RN

ADDRESS: M.L. Teves Mem. Hospital & FP Clinic
Dumaguete City

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
After a period of six (6) months, I will be able to:			
1. Reviewed all the handouts given by INTRAH on Integrated Visual and Group Communication Skills for clinic and community educators.	Reading handouts every weekend	Notes, handouts and books	Knowledge learned
2. Prepared visual aids in addition to my information corner.	-Make a workplan about the visual aids -Set objectives and get the main idea -Prepared the budget -Sketch the visual aid to be made -Draft visual aid -Have 2-3 of the clinical Instructor of MLTeves Memorial Hospital School of Midwifery review -Pretest to a group of 6 midwifery student -Revise/Finalize visual aids	-Flannel -Plywood -Cartolina -Colored pens -Hard board -Rings -Art paper -Pentel pens -Felt paper or sand paper	Feedback of clients/ midwifery students
a) flannel board			
b) picture of a male and female reproductive organ			
c) display board with real object.			

NAME: EVA M. ALMENARIO, RN

ADDRESS: Institute of Maternal and Child Health
11 Banawe St., Quezon City

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
At the end of six months, I will be able to:	Coordinate with Area Field Supervisor and Instant Sagot Counselor for intended learners.	-IMCH logistics -Flannel board -Felt paper -Cartolina -Water soluble paint -Brush	-Produced the visual aids
I. Produce pictures of "Male and Female Reproductive Organs" for flannel board to be used in a FP seminar for Business establishment workers.	Prepare a workplan -set objective of visual aid -list down main ideas -prepare for budget -sketch visual aids -writing of text for each sketch -make draft of visual aids -show draft to co-trainers and review content of visual aids. -review content of VA -revision of VA based on comments Pretest and Revise Finalize visual aids Use visual aids in FP seminar for Business Establishment Workers	-Newsprints -"Helping Health Workers Learn" by Bill Bower and David Werner.	
II. Utilize produced	Review content and revise visual aids based on Feedback of intended learners. Finalize visual aids Use for training		Intended learners feedback of visual aids.

NAME: MERLA N. SUICO, RM

ADDRESS: Mandawe Puericulture & FP Center
Mandawe City, Cebu

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
At the end of a six months, I shall be able to:			
1. Review all the handouts given by INTRAH on "Integrated Visual and Group Communication Skills for Clinic and Community Educators".		-Notes, handouts, book	
2. Make a display board of real objects in the clinic for clients to view while waiting for her turn.	<ul style="list-style-type: none"> -Make a workplan for visual aids -Set objectives -Get main ideas -Prepare the budget -Sketch of the display board -Real objects of FP methods -Draft visual aids -Review content with co-workers -Pretest -Finalize visual aids -Display visual aids 	<ul style="list-style-type: none"> -RPO-IMCH -Clinic donations (if possible) -Helping Health Workers Learn by: David Werner Bill Bower -Empty boxes of milk cartolina, paste, crayons, pens, real objects on FP methods 	<ul style="list-style-type: none"> -Displayed visual aid -Clients feedback on the visual aids

NAME: ELVIRA V. JAVIER, RM

ADDRESS: Bo. Lakandula FP Clinic
Lapulapu St., Parang, Marikina

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
By the end of six months, I will be able to:	<ul style="list-style-type: none"> -Make work plan -Set objectives -List down main ideas 	<ul style="list-style-type: none"> -Art pencil & crayon -Cartolina -Flannel board -Flannel cloth 	
1. Prepare picture series on the different fears and misconceptions of FP method for my satisfied acceptors.	<ul style="list-style-type: none"> -Prepare budget -Sketch of visual aid -Writing of text for each sketch -Make draft of visual aid 	<ul style="list-style-type: none"> -Hard board -Art paper -Co-midwife -Satisfied Acceptor 	
2. To prepare display board on the different methods of FP.	<ul style="list-style-type: none"> -Pre-testing to my co-midwife -Review and revise visual aid -Utilized visual aid to the intended learners. 		
3. To prepare picture series about the stage of labor for my Hilot Class.	<ul style="list-style-type: none"> -Make work plan -Set down main ideas -List down main ideas -Prepare budget -Sketch of visual aid -Writing of text for each visual -Make draft of visual aid -Pre-testing to my co-midwife -Review & revise visual aid -Utilized visual aid to the intended learner 	<ul style="list-style-type: none"> -Pentel & crayon -Cartolina -Hard board -Co-Midwife -Hilots 	

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NAME: CECILIA P. FRAGATA, RM

ADDRESS: Malabon Puericulture & FP Center
F. Sevilla Blvd., Malabon, M. Manila

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
Within six months, I will be able to:			
1. Improve my picture series (different position of the arms) like color, head proportion of the body	1. To sketch and draw the picture series of the different position of the arms and make it colorful.	Illustration board Water color Newsprints Newspaper Box (2) nipples	-Pretest the visual aids among the staff of Puericulture & FP Center
2. To prepare a breast model for the clinic use in demonstration of breast examination for the trainees.	2. To make a breast model for nurses and midwives.		<u>TIME TABLE</u> July-August improvement of picture series August-October making of breast model October-December Pretesting and finalizing of picture series and breast model.

NAME: DELIA D. RASCO, RN

ADDRESS: Navotas Puericulture & FP Center
Agora Complex, North Bay Blvd.
Navotas, Metro Manila

RE-ENTRY PLAN

<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>MATERIALS/RESOURCES</u>	<u>EVALUATION</u>
At the end of six months, I will be able to:			
1. Prepare some visual aids on the different misconceptions on family planning for my intended learners.	-To make some visuals on the different fears and misconceptions of family planning.	-3 pcs. Cartolina -3 pcs. Illustration board -Water color -Flannel board -Felt paper -Art paper	-To pretest my visuals to my intended learners.
2. To prepare a display board on the different FP methods.	-To make a display board for the different methods of family planning like the MEM & LEM.		<u>TIME TABLE:</u>
3. To revise my visual of vasectomize male reproductive organ because vas was cut too high.	-To pretest my rough draft drawing to my intended learners.		July to August- drawing sketch of the different misconceptions on different FP methods.
4. To utilize my visuals to my intended learners in the clinic.			September- make the display board October 1-5- Revise visual of vasectomized male reproductive organ. October 16-30- Pretest my visual November to December- finalization of my visuals

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NAME: LAURA C. PAIRES, RN

ADDRESS: Cebu Medical & FP Center
South Expressway, Rizal Ave., Cebu City

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
At the end of six months, I shall have:			
1. Reviewed all the handouts in Integrated Visual and Group Communication Skills for Clinic and Community Educators.	-Read the handouts, notes and books every weekend.	-Handouts -Notes -Helping Health Workers Learn by: Bill Bower and David Werner	-Reviewed all the handouts and notes. -Read the book.
2. Produced a display board for my clinic on the different FP methods.	-Make a workplan - for visual aid -Set objectives -Get the main ideas -Prepare the budget -Sketch of the display board -Text of the visual aids -Draft -Review visual aid with colleagues -Pretest -Finalize the visual aids. -Display of visual aids.	-Helping Health Workers Learn by: Bill Bower and David werner -IMCH -POPCOM -Clinic donation (if possible) -Empty box (of milk), cartolina, paste, crayon, pens, real objects of FP methods. -City Health Department	-Displayed visual aids -Feedbacks from clients and trainees.
3. Illustrated pictures on the different FP methods on how they prevent conception.	-Make a workplan for intended learners -Set objectives -Pick out the main ideas -Preparation of budget -Sketches of the different illustrations -visual aid content	-Flannel Board (existing) -Helping Health Workers - Learn by: Bill Bower and David Werner -IMCH -POPCOM -Clinic donation (if possible)	

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
	-Draft visual aids	-City Health Department	
	-Content review with colleagues	-Felt paper, crayon, colored pens, bond paper, carbon paper.	
	-Pretesting of visual aid to intended learners		
	-Production of final visual aids		
	-Use of visual aids		
	-Revision of visual aids after evaluation		

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
3. Make pictures on how the different FP methods prevent pregnancy for the flannel board intended for post partum mothers for increase FP acceptance and continuing use.	<ul style="list-style-type: none"> -Make workplan for intended learners -Set objectives -Get the main ideas -Prepare budget -Sketches of the visual aids -Text of visual aids -Draft visual aids -Content review with colleagues -Pretesting -Production of visual aids -Use of visual aids -Revise visual aid after evaluation 	<ul style="list-style-type: none"> -Flannel board (existing) -bond paper, felt paper, onion skin, pens, crayons, carbon paper -Old posters/flannel charts, flip charts -RPO, IMCH logistics -Clinic donations 	<ul style="list-style-type: none"> -Produced the pictures on how FP methods prevent pregnancy.

CP

NAME: MA. TERESA S. NICOMEDES, RN

ADDRESS: Ago General Hospital & FP Clinic
Legaspi City, Philippines

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
At the end of six months I will be able to:			
1. Make not less than 3 posters about family planning program and Simbag Padagos (Instant Sagot) in order to attract more callers .	<ul style="list-style-type: none"> -Make a work plan for visual aid -Set objectives for the visual aid -Get the main ideas you want to project through the visual aid -Plan the visual aid (set the budget, materials, time needed for production) -Sketch the poster -Make a draft -Pretest the visual to the intended callers/audience -Revise -Actual production -Posting of products to: <ul style="list-style-type: none"> a. in front of my clinic b. supermarket c. business establishment d. government offices/ places 	Cartolinas, felt pens, crayons, tapes from -IMCH -POPCOM (with the help of IMCH we can coordinate with POPCOM since 42-80 (Instant Sagot) is part of their Demand Generation Campaign	<ul style="list-style-type: none"> -Display of posters on targeted areas -Records of callers who had known of the information about 42-80 (Instant Sagot) through the posters.
2. To make a flannel board where I can put illustrations of the: a. male female	<ul style="list-style-type: none"> -Make a workplan for the visual aid -Set objectives for the visual aid 	<ul style="list-style-type: none"> -1 cartolina, crayons, tapes flannel, felt paper -IMCH -Donations (if possible) 	<ul style="list-style-type: none"> -Actual presentation during sessions -Gather feedback for the learners about the visual aids

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OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
b. Tubal ligation and vasectomized organs c. IUD inside the uterus when I can use when invited as a resource speaker of: a. Population Education students b. nursing and midwifery students c. Workers/employees of establishment serviced d. MCRAs (label of parts would be changed) 3. To make a display board which I can place beside my information corner where patients waiting for consultation and prenatal and also their companions can see.	-Main ideas to be encoded by the visuals -Plan the visual aid (budget, materials, time) -Sketch the visual aid -Draft the visual aid -Pretest on few of intended learners -Revise -Production -Use of visual aid during lecture to the following: a. Population Education students b. Nursing and Midwifery students c. Workers/employees of establishment serviced d. MCRAs -Set a workplan for the visual aid -Set objectives -Set the main ideas you want to project through the visual aid -Plan the visual aid (budget, materials, time) -Sketch and draft -Pretest on few of intended learners -Revise - Production -Display of product	Hard board, cartolina, crayons, real object -IMCH -donation	Actual display in gathering feedback from the observers of those that took time to inspect the display board.

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NAME: ESPERANZA P. OLAVIAGA, RN

ADDRESS: Barangka Ibaba FP Clinic
P. Oliveros St., Mandaluyong, Metro Manila

RE-ENTRY PLAN

OBJECTIVES	ACTIVITIES	RESOURCES/MATERIALS	EVALUATION
In a six months duration I will be able to:			
1. Reproduce visual aid about physical assessment for the basic FP course.			
a. Drawing of the whole internal organs.	-make workplan -Set objectives for visual aids	-Dollar or Peso- IMCH/INTRAH -Clinic donation -Tracing Paper	
b. Picture series of a woman, on different position for breast examination.	-List down main ideas -Prepare for budget -Sketch visual aid -Writing test for each sketch -Make draft of visual aid -Pretest, show draft to my colleagues, or inteded learners -Review content of visual aid -Revision of visual aid -Finalization of visual aid	-Newsprints -Pencil -Crayons- 24 colors -Coloring pen refill -Perlin cloth -Thread, Needle -Black string -Masking tape -Illustration board -FP Staff -Books for references	
2. Conduct session to a group of nurses and midwives.	-Make session plan -Implementation of session plan -Coordinate with the trainers	-Trainers -Trainees	

qk

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES	EVALUATION
3. Make some revision on my display board to be use in conducting session to a group of mothers of reproductive age about the different family planning methods.	<ul style="list-style-type: none"> -Pretest the content of my visual aid -Revision of visual aid -Finalization of visual aid -Make session plan -Implementation of session to a group of mothers for family planning acceptance 	<ul style="list-style-type: none"> -Art paper -Scotch tape -Pentel pen refill type 	

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APPENDIX F

Evaluation Materials

TRAINING DIVISION

INTEGRATED VISUAL AND GROUP COMMUNICATION
SKILLS FOR CLINIC AND COMMUNITY EDUCATORS

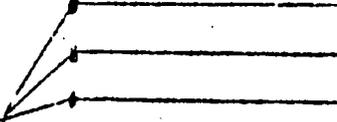
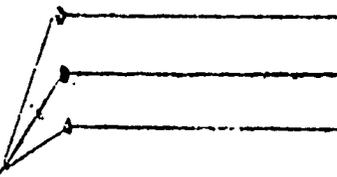
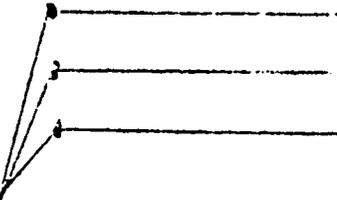
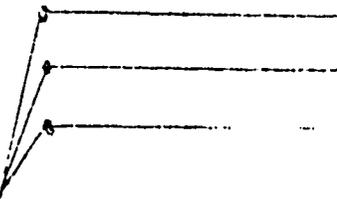
PRE-TEST/POST-TEST

1. Name the four (4) uses of Communication:

2. List the five (5) important parts of a session plan.

3. Below is a list of teaching methods commonly used by facilitators and trainers in health/family planning. Indicate what teaching methods are appropriate for the results on the right column:

Teaching Methods

- | | | |
|---------------------------|--|---|
| 1. Lecture | A. If you want your learner to understand something, furnish them information using _____ |  |
| 2. Role-Playing | | |
| 3. Brainstorming | | |
| 4. Simulation/Games | B. If you want your learner to be able to do something, help them experiment with it using _____ |  |
| 5. Programmed Instruction | | |
| 6. Worksheet | | |
| 7. Exercises | C. If you want your learner to change their values, priorities, assist them to inquire using _____ |  |
| 8. Self-Analysis | | |
| 9. Demonstrations | | |
| 10. Case Studies | D. If you want your learner to develop a capacity for creativity, let them experience innovation using _____ |  |
| 11. Films | | |
| 12. Diagrams | | |
| 13. Audio-tapes | | |
| 14. Group Discussion | | |
| 15. Tutorial | | |
| 16. Field training | | |

4. List at least six (6) kinds of visual aids that can be used for training and educational sessions.

5. Teaching Family Planning Trainees About Breast Examination

Considereing the increasing demand of the population program for more family planning service providers, a 3-Week Basic Training Course on Family Planning for Physicians, Nurses and Midwives is to be conducted. On the didactic phase, the trainer is to teach the art of physical assessment with emphasis on breast examination. She has about 2 more days to prepare for a 1½ hour session on physical assessment for her 24 nurses and midwives. She wants her trainees to be able to know the importance of breast examination. She also wants them to remember the different positions of the arms and proper procedure in doing a breast examination. She has already Betsy with her. She has materials like newsprints, felt pens and colored crayons.

What visual aids can she use when she conducts her session on breast examination?

Existing visual aids:

Visual aids to make:

6. Once you have selected a visual aid to develop for your training or educational session, you will need to plan your visual aid. Number the planning steps below so that they are in the correct order:

_____ list the main ideas to be covered by the visual aid.
_____ pretest visual aid with sample of intended learners and revise.
_____ write the text to go with each visual
_____ write the objective for the visual aid
_____ content review the visual aid and revise
_____ prepare work plan
_____ prepare the draft visual aid
_____ sketch a visual for each main idea

7. Look at the visual posted at the front of the room. Evaluate it in terms of how well it meets the following design considerations:

a. words and pictures should be easy to see

b. words and pictures should be easy to understand

c. information should be presented clearly and simply

- c. it is a waste of time if you show the visual aids to only 3 or 4 people.
- d. you should show the visuals to two or more people at the same time.

INTRAH PRE-POST TEST RESULTS FORM

Trainee	Pre-Test Score	Post-Test Score	Trainee	Pre-Test Score	Post-Test Score
1	30	35.5	26		
2	29	41	27		
3	28	36	28		
4	26.5	37.5	29		
5	22	32.5	30		
6	20.5	36	31		
7	20	32	32		
8	20	36	33		
9	19.5	29.5	34		
10	19	29	35		
11	18	30.5	36		
12	17.5	34.5	37		
13	17.5	34	38		
14	17	35	39		
15	14.5	30	40		
16	10.5	30	41		
17			42		
18			43		
19			44		
20			45		
21			46		
22			47		
23			48		
24			49		
25			50		

QUESTIONS:	CATEGORIES:	FREQUENCIES				
		HIGH-LOW				
1. WORKSHOP OBJECTIVES WERE:	VERY, MOSTLY, SOMEWHAT, NOT VERY, NOT AT ALL CLEAR	15	1	0	0	0
2. WORKSHOP OBJECTIVES SEEMED TO BE ACHIEVED:	ENTIRELY, MOSTLY, SOMEWHAT, HARDLY AT ALL, NOT AT ALL	15	1	0	0	0
3. WHAT AMOUNT OF THE WORKSHOP MATERIALS WERE USEFUL?	ALL, MOST, SOME, LITTLE, NONE	14	2	0	0	0
4. WHAT PORTION OF THE TIME WAS THE WORKSHOP CLEAR AND EASY TO FOLLOW?	ALL, MORE THAN HALF, ABOUT HALF, LESS THAN HALF, NONE	14	2	0	0	0
5. WHAT AMOUNT OF MATERIAL WAS COVERED DURING THE WORKSHOP?	TOO MUCH, SOMEWHAT TOO MUCH, JUST ABOUT RIGHT, SOMEWHAT TOO LITTLE, TOO LITTLE	15	1	0	0	0
6. THE AMOUNT OF TIME DEVOTED TO THE WORKSHOP WAS:	TOO MUCH, SOMEWHAT TOO MUCH, JUST ABOUT RIGHT, SOMEWHAT TOO LITTLE, TOO LITTLE	15	1	0	0	0
7. HOW USEFUL WAS THE WORKSHOP FOR PARTICIPANT'S WORK?	VERY, MOSTLY, SOMEWHAT, NOT VERY, NOT AT ALL	0	0	15	0	0
8. WHAT PORTION OF THE TOPICS WERE POSSIBLE SOLUTIONS TO REAL WORLD PROBLEMS DEALT WITH?	ALL, MORE THAN HALF, ABOUT HALF, LESS THAN HALF, NONE	0	1	15	0	0
9. HOW MANY IMPORTANT AND USEFUL CONCEPTS WERE LEARNED IN THIS WORKSHOP?	MANY, SEVERAL, SOME, A FEW, ALMOST NONE	16	0	0	0	0
10. HOW MANY IMPORTANT AND USEFUL SKILLS WERE PRACTICED?	MANY, SEVERAL, SOME, A FEW, ALMOST NONE	16	1	0	0	0
11. WORKSHOP FACILITIES AND ARRANGEMENTS WERE:	VERY GOOD, GOOD, ACCEPTABLE, BARELY ACCEPTABLE, POOR	19	0	0	0	0
12. THE TRAINER(S) FOR THE WORKSHOP WERE:	VERY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE, NOT VERY EFFECTIVE, NOT	15	1	0	0	0

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INTRAH PARTICIPANT REACTION
SUMMARY REPORT

13. THE TRAINER(S) FOR THIS WORKSHOP ENCOURAGED ME TO GIVE MY OPINIONS OF THE COURSE:	ALWAYS, OFTEN, RARELY, SOMETIMES, NEVER	9	7	0	0	0
14. IN PROVIDING INFORMATION ABOUT MY PROGRESS IN TRAINING, THE TRAINER(S) FOR THIS WORKSHOP WERE:	VERY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE, NOT VERY EFFECTIVE, NOT EFFECTIVE AT ALL	9	7	0	0	0
15. WOULD YOU RECOMMEND THIS WORKSHOP?	YES, PROBABLY, MIGHT, MIGHT NOT, NO	12	4	0	0	0

16. WORKSHOP IMPROVEMENTS:

- 0 A. ADDITIONAL TIME FOR THE WORKSHOP
- 0 B. MORE LIMITED TIME FOR THE WORKSHOP
- 1 C. USE OF MORE REALISTIC EXAMPLES AND APPLICATIONS
- 4 E. MORE TIME TO BECOME FAMILIAR WITH THEORY AND CONCEPTS
- 13 D. MORE TIME TO PRACTICE SKILLS AND TECHNIQUES
- 0 F. MORE EFFECTIVE TRAINERS
- 0 G. MORE EFFECTIVE GROUP INTERACTION
- 9 H. DIFFERENT TRAINING SITE OR LOCATION
- 4 I. MORE PREPARATION TIME OUTSIDE THE TRAINING SESSIONS
- 7 J. MORE TIME SPENT IN ACTUAL TRAINING ACTIVITIES
- 2 K. CONCENTRATION ON A MORE LIMITED AND SPECIFIC TOPIC
- 2 L. CONSIDERATION OF A BROADER AND MORE COMPREHENSIVE TOPIC
- 1 M. OTHER

17. USEFULNESS RATING OF WORKSHOP:

TOPIC	VERY USEFUL				MODERATELY USEFUL
	1	2	3	4	
A.	16	0	0	0	0
B.	12	1	0	0	0
C.	16	0	0	0	0
D.	14	0	0	0	0
E.	11	0	0	0	0
F.	16	0	0	0	0
G.	1	0	0	0	0
H.	13	0	0	0	0
I.	10	0	0	0	0
J.	11	0	0	0	0

INTRAH PARTICIPANT REACTION
SUMMARY REPORT

DATE 06/17/86

18. RATE THE USEFULNESS OF THE TECHNIQUES AND RESOURCES USED IN THE WORKSHOP:

TECHNIQUES/RESOURCES	VERY USEFUL				HARDLY USEFUL	NOT USED
	1	2	3	4		
A. LECTURES	13	1	2	0	0	0
B. GROUP DISCUSSIONS	15	1	0	0	0	0
C. INDIVIDUAL EXERCISES	15	1	0	0	0	0
D. GROUP EXERCISES	14	2	0	0	0	0
E. CLINICAL SESSIONS	15	1	0	0	0	0
F. FIELD TRIPS	12	1	1	0	0	0
G. HANDOUTS/READINGS	15	1	0	0	0	0
H. BOOKS	14	2	0	0	0	0
I. AUDIO-VISUALS	12	2	2	0	0	0

19. THREE ADDITIONAL TRAINING AREAS:

10	A. COUNSELLING AND/OR CLIENT EDUCATION
2	B. PROVISION OF CLINICAL METHODS (IUDS, PILLS, DIAPHRAGMS, INJECTIONS)
0	C. PROVISION OF NON-CLINICAL METHODS (CONDOMS, FOAMING TABLETS, FOAM)
2	D. PROVISION OF NATURAL FAMILY PLANNING METHODS (RHYTHM, SYMPTO-THERMAL, MUCOUS)
5	E. SUPERVISION OF FAMILY PLANNING SERVICES
5	F. MANAGEMENT OF FAMILY PLANNING SERVICE SYSTEM
2	G. PLANNING/EVALUATION OF FAMILY PLANNING SERVICES
1	H. POLICY MAKING/DIRECTION OF FAMILY PLANNING
3	I. COMMUNITY BASED DISTRIBUTION OF CONTRACEPTIVES
11	J. COMMUNITY BASED OUTREACH, EDUCATION OR INFORMATION
6	K. IN-SERVICE TRAINING IN FAMILY PLANNING
0	L. PRE-SERVICE TEACHING/TUTORING IN FAMILY PLANNING
0	M. OTHER

INTRAH Activity # 874
Mat/Curr Development
May 19 - June 06 1986
Antipolo Philippines

07/09/86

INTRAH BIODATA FREQUENCIES

MALE 0 FEMALE 16
AGE: 11-20: 0 20-29: 8 30-39: 6 40-49: 2 OVER 50: 0

9. FORMAL YEARS OF EDUCATION: 0 a. None
0 b. Fewer than 8
5 c. 9 to 12
11 d. More than 12

JOB TITLE
FP NURSE
FP MIDWIFE
FP CLINIC NURSE
FP NURSE
FP MIDWIFE
FP MIDWIFE
FP MIDWIFE
FP MIDWIFE
FP TELEPHONE COUNSELOR
FP NURSE
FP NURSE - PRECEPTOR
FP MIDWIFE
FAMILY PLANNING MIDWIFE
FAMILY PLANNING MIDWIFE
NURSE COUNSELLOR
TELEPHONE COUNSELOR

10. DEGREE AREA AND DURATION OF PROFESSIONAL TRAINING:

a. For Medical and Health Personnel	Months of Training		Field of Accreditation	
	0-23	24-48	49->	
	8	8	0	a. Nursing
	7	0	0	b. Midwifery
	1	1	0	c. Public Health Nursing
	0	0	0	d. Medicine
	0	0	0	e. Other Medical or Health
b. For Non-Medical and Non-Health Personnel	0	0	0	f. Education
	0	0	0	g. Social Work/Social Sciences
	0	0	0	h. Physical and Biological Sciences
	0	0	0	i. Administration (Business)
	0	0	0	j. Other Non-Health

11. FORMAL TRAINING WITHOUT A DEGREE

Months of Training

Training Area

0-3	0	a. Patient Attendance
4-6	0	
7-12	0	
13->	0	
0-3	0	b. Traditional Birth Attendant
4-6	0	
7-12	0	
13->	0	
0-3	0	c. Information/Education/Communication
4-6	0	
7-12	0	
13->	0	
0-3	0	d. Motivation
4-6	0	
7-12	0	
13->	0	
0-3	0	e. Community Work
4-6	0	
7-12	0	
13->	0	
0-3	0	f. Other
4-6	0	
7-12	0	
13->	0	

12. IN-SERVICE OR REFRESHER TRAINING

	Range of Years	
0	0-3	a. Management/ Supervision of Family Planning Programs
0	4-6	
0	7-12	
0	13->	
0	0-3	b. Evaluation of Family Planning
0	4-6	
0	7-12	
0	13->	
0	0-3	c. Non-clinical Family Planning Service Delivery Skills
0	4-6	
0	7-12	
0	13->	
15	0-3	d. Clinical Family Planning Service Delivery Skills
0	4-6	
0	7-12	
0	13->	
15	0-3	e. Natural Family Methods
0	4-6	
0	7-12	
0	13->	
8	0-3	f. Information/ Education/Communication for Family Planning
0	4-6	
0	7-12	
0	13->	
15	0-3	g. Other
0	4-6	
0	7-12	
0	13->	

13. AREA OF MAJOR JOB RESPONSIBILITY

- 14 a. Provision of clinical medical or nursing services of Public Health Services
- 2 b. Communication/Information/Motivation
- 0 c. Planning/Administration/Management/Supervision/Evaluation
- 0 d. Training/Teaching/Tutoring
- 0 e. Other

14. FAMILY PLANNING TASKS

1	0-2	a. Counselling and/or client education
5	3-5	
6	6-9	
3	10 or more	
2	0-2	b. Provision of Clinical Methods (IUDs, pills, diaphragms, injections)
5	3-5	
6	6-9	
3	10 or more	
1	0-2	c. Provision of Non-clinical Methods (condoms, foaming tablets, foam)
5	3-5	
7	6-9	
3	10 or more	
8	0-2	d. Provision of Natural Family Planning Methods (rhythm, sympto-thermal, mucous)
3	3-5	
2	6-9	
0	10 or more	
2	0-2	e. Supervision of Family Planning Services
4	3-5	
2	6-9	
2	10 or more	
1	0-2	f. Management of Family Planning Service System
5	3-5	
5	6-9	
3	10 or more	
1	0-2	g. Planning/Evaluation of Family Planning Services
0	3-5	
0	6-9	
0	10 or more	

0	0-2	h. Policy Making/Direction of Family Planning Services
0	3-5	
0	6-9	
0	10 or more	
1	0-2	i. Community Based Distri- bution of Contraceptives
1	3-5	
3	6-9	
0	10 or more	
1	0-2	i. Community Based Outreach, Education or Information
7	3-5	
7	6-9	
1	10 or more	
10	0-2	k. In-Service Training in Family Planning
1	3-5	
2	6-9	
0	10 or more	
0	0-2	l. Pre-Service Teaching/ Tutoring in Family Planning
0	3-5	
0	6-9	
0	10 or more	
0	0-2	m. Other
0	3-5	
0	6-9	
0	10 or more	

15. LOCATION OF YOUR PRIMARY WORK SITE

- a. National Administrative/Planning/Evaluation Unit or Center
- b. Regional, Provincial, District or Local Administrative/Planning/Evaluation Unit or Center
- c. Clinic/Dispensary/Hospital, not specifically or primarily Family Planning
- d. Clinic/Dispensary/Unit in Hospital, specifically Family Planning
- e. Teaching or Training Institution
- f. Teaching or Training Unit
- g. Community
- h. Other

16. SETTING

- a. A public governmental organization
- b. A public non-governmental or voluntary organization
- c. A private sector organization

17. URBAN/RURAL

- 15 Urban
- 1 Rural
- 0 Both

18. ATTENDED ANY OTHER INTRAH SPONSORED COURSE(S)

- 13 Yes
- 3 No

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Date Completed _____
Completed by Respondent? (Y/N) _____
Course ID # _____

INTRAH BIODATA FORM

1. Surname _____
2. Maiden Name (if married) _____
3. Other names _____
4. Sex (Circle One) Male Female 5. Age in Years _____
6. Address (Home) _____

7. Address (Business) _____

8. Country of Residence _____
- 9.1 Number of years of formal education:
 - _____ a. None
 - _____ b. Fewer than 8
 - _____ c. 9 to 12
 - _____ d. More than 12
- 9.2 Job Title _____

10. If you have received a professional diploma, certificate, or university level degree, please indicate your degree area and duration of your professional training in months:

a. For Medical and Health Personnel

Length of Training
(months)

Field of Accreditation

a. Nursing

b. Midwifery

c. Public Health Nursing

d. Medicine

e. Other Medical or
Health, (Please
specify)

b. For Non-Medical and Non-Health Personnel

Length of Training
(months)

Degree Area

g. Education

h. Social Work/Social
Sciences

i. Physical and
Biological Sciences

j. Administration
(Business)

k. Other Non-Health
(Please specify)

11. For persons WITHOUT a professional diploma, certificate, or university level degree, indicate any area in which you have had formal training and duration of that training in months. (Check all that apply.)

Length of Training
(months)

Training Area

a. Patient Attendance

b. Traditional Birth Attendant

c. Information/Education/Communication

d. Motivation

e. Community Work

f. Other (Please Specify)

12. If you completed in-service or refresher training in any of the following areas, please check any that apply and indicate on the right the length and approximate completion of training in each area.

		Length of Training (months)	Date of completion (year)
<input type="checkbox"/> a.	Management/ Supervision of Family Planning Programs	a. _____	_____
<input type="checkbox"/> b.	Evaluation of Family Planning	b. _____	_____
<input type="checkbox"/> c.	Non-clinical Family Planning Service Delivery Skills	c. _____	_____
<input type="checkbox"/> d.	Clinical Family Planning Service Delivery Skills	d. _____	_____
<input type="checkbox"/> e.	Natural Family Methods	e. _____	_____
<input type="checkbox"/> f.	Information/ Education/Communi- cation for Family Planning	f. _____	_____
<input type="checkbox"/> g.	Other (specify)	g. _____	_____

13. What is the area of your major job responsibility?
(Check one only)

- a. Provision of clinical medical or nursing services
of Public Health Services
- b. Communication/Information/Motivation
- c. Planning/Administration/Management/Supervision/
Evaluation
- d. Training/Teaching/Tutoring
- e. Other (please specify) _____

14. Which of the following describe tasks you perform in Family Planning and how long have you performed these tasks? (Check all that apply)

Tasks	How long have you done this task? (years) (months)
___ a. Counselling and/or client education	a. _____ _____
___ b. Provision of Clinical Methods (IUDs, pills, diaphragms, injections)	b. _____ _____
___ c. Provision of Non-clinical Methods (condoms, foaming tablets, foam)	c. _____ _____
___ d. Provision of Natural Family Planning Methods (rhythm, sympto-thermal, mucous)	d. _____ _____
___ e. Supervision of Family Planning Services	e. _____ _____
___ f. Management of Family Planning Service System	f. _____ _____
___ g. Planning/Evaluation of Family Planning Services	g. _____ _____
___ h. Policy Making/Direction of Family Planning Services	h. _____ _____
___ i. Community Based Distribution of Contraceptives	i. _____ _____
___ j. Community Based Outreach, Education or Information	j. _____ _____
___ k. In-Service Training in Family Planning	k. _____ _____
___ l. Pre-Service Teaching/Tutoring in Family Planning	l. _____ _____
___ m. Other (Please specify)	m. _____ _____

15. Where is your primary work site? (Check one)

- a. National Administrative/Planning/Evaluation Unit or Center
- b. Regional, Provincial, District or Local Administrative/Planning/Evaluation Unit or Center
- c. Clinic/Dispensary/Hospital, not specifically or primarily Family Planning
- d. Clinic/Dispensary/Unit in Hospital, specifically Family Planning
- e. Teaching or Training Institution
- f. Teaching or Training Unit
- g. Community
- h. Other (please specify)

16. Is the setting in which you work: (check one)

- a. A public governmental organization
- b. A public non-governmental or voluntary organization
- c. A private sector organization?

17. Is the setting in which you work:

Urban Rural Both?

18. To the best of your knowledge have you attended any other INTRAH sponsored course or courses?

Yes --> Date of Most Recent (mo) _____ (yr) _____
Topic(s) _____

No

19. Have you participated as a trainer or co-trainer during the last year? _____ Yes _____ No

If you have participated as a trainer/co-trainer, please check any that apply and indicate on the right the length, approximate completion of training, number of trainees and if the training was funded by INTRAH.

		Length of Training (months)	Date of completion (year)	Number of trainees	Did INTRAH Fund it
___	a. Management/ Supervision of Family Planning Programs	a.			
___	b. Evaluation of Family Planning	b.			
___	c. Non-clinical Family Planning Service Delivery Skills	c.			
___	d. Clinical Family Planning Service Delivery Skills	d.			
___	e. Natural Family Methods	e.			
___	f. Information/ Education/ Communication for Family Planning	f.			
___	g. Other (specify below)	g.			

Course ID#

INTRAH 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"/> |

2. Workshop objectives seemed to be achieved:

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

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

- a. All material was useful
- 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"/> | <input type="checkbox"/> | <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

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

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. 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

9. In this workshop I learned:

- ___ a. many important and useful concepts,
___ b. several important and useful concepts,
___ 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:

- ___ a. many important and useful skills,
___ b. several important and useful skills,
___ c. some important and useful skills,
___ 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
-

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
-

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
-

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
-

15. _____ a. I would recommend this workshop without hesitation,
_____ b. I would probably recommend this workshop
_____ 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.

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

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. _____	<input type="checkbox"/>					
b. _____	<input type="checkbox"/>					
c. _____	<input type="checkbox"/>					
d. _____	<input type="checkbox"/>					
e. _____	<input type="checkbox"/>					
f. _____	<input type="checkbox"/>					
g. _____	<input type="checkbox"/>					
h. _____	<input type="checkbox"/>					
i. _____	<input type="checkbox"/>					
j. _____	<input type="checkbox"/>					

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
	1	2	3	4	5	6
a. lectures	<input type="checkbox"/>					
b. group discussions	<input type="checkbox"/>					
c. individual exercises	<input type="checkbox"/>					
d. group exercises	<input type="checkbox"/>					
e. clinical sessions	<input type="checkbox"/>					
f. field trips	<input type="checkbox"/>					
g. handouts/readings	<input type="checkbox"/>					
h. books	<input type="checkbox"/>					
i. audio-visuals	<input type="checkbox"/>					

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.

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

20. Additional Comments: _____

Feel free to sign your name. (Optional)

May, 1985

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