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# **GUIDELINES**

**AN INTERNATIONAL PROJECT  
May 1974**

## **for the Integration of Population and Family Planning into the Nursing School Curriculum**

PART I: Professional Nursing Education

PART II: Auxiliary Nursing Education

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## THE PROJECT

The international project, "Training for Nursing Leadership in Population and Family Planning in Developing Countries," was conducted through the International Programs Office of the Carolina Population Center at the University of North Carolina at Chapel Hill, under contract (AID-csd-3325) with the United States Agency for International Development. The project staff assumes full responsibility for the contents of the guidelines.

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## PHILOSOPHY

The philosophy of the Guidelines for Integration of Population and Family Planning into the Nursing School Curriculum is based on three basic beliefs regarding family planning and the nursing profession:

1. Family planning implies freedom of choice for individuals and couples to decide how many children they will have and at what intervals.
2. All levels of nursing personnel must be provided with the knowledge essential to the skills needed to deliver the services.
3. Nursing schools throughout the world have a responsibility to provide this education for their students.

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INTRODUCTION TO GUIDELINES  
FOR INTEGRATION OF  
POPULATION AND FAMILY PLANNING INTO  
THE NURSING SCHOOL CURRICULUM\*

As family planning is increasingly considered a part of the basic health services to which families are entitled, there has been worldwide recognition of the need for well-prepared nurses to function in this area. Nursing schools are now faced with the urgent need to introduce family planning into their curricula. Therefore, the preparation of nursing educators to assume this responsibility is of primary importance.

Family planning is a concept that should be integrated throughout the whole educational program. It not only deals with technical knowledge, but involves a set of attitudes, beliefs, and traditional behaviors, which often must be changed. Nurses should have the family's needs in family planning in mind as they evaluate their other basic needs.

To support this point of view, the definition provided by the World Health Organization illustrates the need for integration: "Family planning is a way of thinking and living that is adopted voluntarily, upon the basis of knowledge, attitudes, and responsible decisions by individuals and couples, in order to promote the health and welfare of the family group and thus contribute effectively to the social development of a country."<sup>1</sup>

Background

An international project, "Training for Nursing Leadership in Population and Family Planning," was funded by the Agency for International Development in 1971. The project, based in the Department of Public Health Nursing,

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\*Throughout these guidelines, it may be assumed that nursing encompasses nurse-midwifery and in some countries the professional midwife. Reference to auxiliary nurses may also include others trained to perform midwifery activities at the auxiliary level.

<sup>1</sup>World Health Organization. Technical Report Series, 1971, No. 483, p. 5.

School of Public Health and the School of Nursing, the University of North Carolina at Chapel Hill, focused on preparing nursing educators in professional nursing schools to integrate family planning content into their curriculum.

Among other activities of the project, a workshop was organized in September 1972 for eleven nursing educators in positions of leadership in six different countries. The objectives of the workshop were to give the participants the opportunity to discuss, define and develop the following:

1. A philosophy of nursing education in the selected field of population and family planning, according to the laws and mores of their own countries
2. The overall objectives for including population/family planning in the nursing school curricula and specific objectives for each content area
3. The content to be taught
4. New teaching methods
5. The process of integrating new material into an existing curriculum.

At the end of the workshop, several drafts of curricula integrating family planning had been prepared by the participants for their own countries. It was understood that each participant would try out her own draft and refine it further when she returned to her country.

In the meantime, the project staff began the preparation of a composite of these drafts, in order to produce a more extensive curriculum guide which might be used in other countries. A first draft of the Guidelines was completed early in 1973 and distributed among former participants of the workshop for testing and evaluation. Feedback was received during follow-up visits by project staff, participant evaluation, and through personal correspondence.

Working on this basis, a new revision of the Guidelines is now completed and presented with the expectation that it will help nursing schools throughout the world to integrate family planning into their curriculum.

### Selected Content

The content presented is extensive. It is not expected that every school will be able to integrate such a broad scope of knowledge in all the detail presented here. Schools are encouraged to use the Guidelines with the "cafeteria" approach, each one selecting what is necessary either to complete what they already do, or to prepare their own curriculum according to their own objectives and resources.

The Guidelines can also be used to prepare content for workshops. As a whole, they encompass the broad range of knowledge and skills needed for sound preparation. Each unit is complete in itself, but integral parts of each unit may be selected to accommodate special needs.

### Auxiliary Nursing

A second part has been added to the Guidelines, similar to the first one, but intended for the preparation of auxiliary nurses. It is presented on pages of a different color in order to avoid confusion. In many developing countries auxiliary nurses are responsible for motivating and educating individuals about family planning and in some for the delivery of services. The content has been adapted to the education of the auxiliary nurse and focused on the community in which the auxiliary workers will operate. All examples and illustrations should be drawn from the worker's own locality.

As with nursing schools, the cafeteria approach may be used by auxiliary schools, since all information provided may not be relevant either to local needs or to the schools' objectives and resources.

### Reference Lists

In selecting references to include in these guidelines, it is recognized that language, cultural background, library resources, and money to purchase reference materials will have wide variation by school and by country. The current printing of these guidelines is in English and most of the references are from American professional journals and publishers. However, in some countries there will be a wealth of similar material based on local conditions and resources. It is expected that the teacher will use such material as much as possible.

References for Part I--Professional Nursing Education, are primarily based at a reading level appropriate for the instructor. Some will be useful for students. Based on the assumption that teachers of auxiliary nursing students will be at a professional level themselves, selections for Part II--Auxiliary Nursing Education, are similar in depth of content and often have the same references. For students, some of this content will need to be excerpted and condensed.

### Conclusion

The goals of nursing schools have always been the preparation of nurses and auxiliaries capable of caring for the "whole" person. However, until recently, schools have usually omitted some important elements of knowledge and understanding. The Guidelines on population and family planning are an attempt to provide nursing educators with suggestions for content and a plan of integration that will enable them to give their students deeper insight into important aspects of human behavior and a broader understanding of the factors affecting the world in which they live.

## HOW TO USE THE GUIDELINES

The Guidelines include eight separate units, according to different areas of content. Each unit is preceded by the educational objectives the students are expected to achieve. They pertain to cognitive, psychomotor, and attitudinal domains. They cover, depending on the situation, all levels of learning difficulties from knowledge to evaluation.

The objectives are followed by the content needed to attain them. The presentation of the content consists of a series of columns into which the material has been organized.

The first column is a repetition of the title of the unit.

The second column contains a code for the reference list which follows each unit. Each reference code refers to reading material relevant to the particular topic.

The third column is for content. It is presented in a logical sequence by items, subitems, etc.

The three following columns are related to the areas suggested for presenting content. Each column corresponds to a progressive step in integrating content: introduction, teaching, and reinforcement. Some concepts need to be introduced before they are more thoroughly taught, in order to prepare the student to understand the content or accept the new presentation of ideas. Reinforcement is extremely important as it is related to the highest level of learning difficulty--integration and characterization. With the process of reinforcement, the students should be able to conceptualize and synthesize what they have learned, apply it to relevant situations, and evaluate the outcomes of their actions. In many schools, the area of public health nursing may be the logical place where reinforcement can take place, since it is community-centered and thus permits a comprehensive approach to problems.

The last column contains suggested methods of instruction and activities. They must be adapted to resources

and always illustrated by examples drawn from local situations. With these suggestions it is expected that many other activities will be found by creative teachers.

Although practice and field work are essential components of this education, no attempt has been made here to suggest how it might be organized. Vast differences exist between the resources available to do this type of teaching and each school will need to plan, organize, and use their practice areas according to needs and availability.

The users may find some areas of duplication in the content of the different units. This was difficult to avoid in presenting fully comprehensive units. However, this repetition should disappear in the integration process.

This publication is designed to be used as a "workbook." The reverse side of each page has been left blank intentionally. This will enable the users to outline their own teaching plans by extracting and rearranging appropriate content.

PART I

PROFESSIONAL NURSING EDUCATION

CONTENTS OF UNITS

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1 Dynamics of Change and Communication - - - - -	2
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3 Anatomy and Physiology of Reproductive System - - - - -	14
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8 Organization of Delivery of Family Planning Services - -	54

OBJECTIVES OF UNIT 1 ON  
DYNAMICS OF CHANGE AND COMMUNICATION

At the end of the unit on Dynamics of Change and Communication, the students should be able to;

- define the process of change
- identify and define the different types and levels of change
- identify in real situations the factors inhibiting change and propose adequate remedial suggestions
- identify learning situations related to family planning
- describe the influence of psychological and social background of an adult learner upon acceptance of new concepts such as family planning
- describe the characteristics of a change agent
- identify issues of concern for a change agent
- define the communication process
- identify and describe the different types of communication
- identify and describe the factors which influence communication
- identify and describe channels through which communication takes place
- describe the process of group dynamics
- describe the characteristics of a group
- describe the functioning of groups
- implement change in a selected situation by synthesis and application of the information communicated in this unit
- analyze and evaluate action of nurses as potential change agents in the field of family planning

DYNAMICS OF CHANGE AND COMMUNICATION

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,4,5, 8,9	<p>I. Introduction</p> <ol style="list-style-type: none"> <li>1. Family planning implies change</li> <li>2. Change takes place through communication and learning</li> <li>3. The learning process</li> </ol>		Sociol- ogy	Public Health Nursing Unit 6 Unit 7	- Group discussion
1,2,3, 4	<p>II. The Process of Change</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Types and levels of change</li> <li>3. Elements necessary to introduction of change</li> <li>4. Factors influencing change               <ol style="list-style-type: none"> <li>4.1. positive</li> <li>4.2. negative</li> </ol> </li> </ol>			Public Health Nursing	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Group discussions</li> <li>- Case studies related to family planning</li> </ul>
1,2,5, 7	<p>III. The Implementation of Change</p> <ol style="list-style-type: none"> <li>1. The learning situation</li> <li>2. The learner               <ol style="list-style-type: none"> <li>2.1. characteristics of the adult-learner</li> <li>2.2. influence of psychological and social background</li> </ol> </li> <li>3. The change-agent               <ol style="list-style-type: none"> <li>3.1. characteristics</li> </ol> </li> </ol>			Public Health Nursing	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussions</li> <li>- Case studies related to family planning</li> <li>- Lectures</li> </ul>

DYNAMICS OF CHANGE AND COMMUNICATION

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
2,3,5, 10	3.2. types 3.3. issues of concern for the change-agent 3.3.1. empathy 3.3.2. identification 3.3.3. marginality 3.3.4. motivation 3.3.5 authority  4. Role of the nurse in implementation of change-need for information on: 4.1. assessment of needs 4.2. assessment of resources 4.3. assessment of goals 4.4. methods to stimulate change 4.5. planning methods 4.6. evaluation methods			Unit 6	- Discussions  - Seminar with resource persons such as: . sociologist . community development leader . public health nurse . clergy . local government leaders . hospital & clinic administrators . private agency administrators
1,2,3, 9,10					
5,7,8, 9,12	IV. Methods to Stimulate Change  1. The communication process 1.1. generalities 1.1.1. purpose of communication 1.1.2. types  1.2. models of communication 1.2.1. interpersonal communication 1.2.1.1. learning 1.2.1.2. habit forming 1.2.2. group and communication		Sociology	Unit 5 Unit 6  Unit 8	- Lectures - Group discussions  - Supervised exercises of students communicating between themselves and with patients, colleagues, etc.  - Role playing

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
5,7, 8, 9,12	<ul style="list-style-type: none"> <li>1.3. positive factors influencing communication</li> <li>1.4. negative factors influencing communication</li> <li>1.5. communication breakdown</li> <li>2. The dynamics of groups                             <ul style="list-style-type: none"> <li>2.1. the group                                     <ul style="list-style-type: none"> <li>2.1.1. structure: membership and leadership</li> <li>2.1.2. cohesiveness</li> </ul> </li> <li>2.2. the functioning of the group                                     <ul style="list-style-type: none"> <li>2.2.1. standards</li> <li>2.2.2. pressures</li> <li>2.2.3. group perception</li> <li>2.2.4. group decision</li> <li>2.2.5. group goals</li> <li>2.2.6. implementation of tasks</li> <li>2.2.7. problem solving</li> <li>2.2.8. evaluation</li> </ul> </li> </ul> </li> </ul>				<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Group discussions</li> <li>- Supervised exercises of group communication and dynamics</li> </ul>
	<ul style="list-style-type: none"> <li>V. Implementation of Change (program planning)                             <ul style="list-style-type: none"> <li>1. Setting of goals</li> <li>2. Objectives</li> <li>3. Assessment of needs, of leaders, of resources</li> <li>4. Strategies</li> </ul> </li> </ul>		Adminis- tration	Unit 8	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Group discussion</li> <li>- Exercise on a given situation</li> </ul>

DYNAMICS OF CHANGE AND COMMUNICATION

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
2,3,11	5. Implementation 6. Evaluation 7. Revision				- Exercises in an interdiscip- linary group
	VI. Synthesis of the Unit				- Round table organized by students

REFERENCES FOR UNIT 1

DYNAMICS OF CHANGE AND COMMUNICATION

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6. Mead, Margaret. Cultural Patterns and Technical Change. 8th ed. New York: New American Library of World Literature, Mentor Books, 1963. \$1.25
7. Shepherd, Clovis. Small Groups. Some Sociological Perspectives. San Francisco: Chandler Publishing, 1964. \$2.75
8. Berelson, Bernard and Janowitz, M., eds. Reader in Public Opinion and Communication. 2nd ed. New York: The Free Press, 1966. \$11.95
9. Berlo, David K. The Process of Communication. An Introduction to Theory and Practice. New York: Holt, Rinehart and Winston, 1960. \$8.50
10. Kell, Bill and Mueller, William. Impact and Change. A Study of Counseling Relationships. New York: Appleton-Century-Crofts, 1966. \$3.65
11. Fishbein, Martin. Readings in Attitude Theory and Measurement. New York: John Wiley and Sons, 1967. \$12.75
12. Cartwright, D. and Zander, A., eds. Group Dynamics. Research and Theory. 3rd ed. White Plains, N.Y.: Harper & Row, 1968. \$12.95

OBJECTIVES OF UNIT 2 ON

DEMOGRAPHY

At the end of the unit on Demography, students should be able to:

- list ten rates or ratios most commonly used in demography
- given the title of five randomly chosen rates or ratios, identify at least one use of each of these rates
- given population data, apply their knowledge on rates and ratios by computing those relevant to the situation
- given raw data from a country, sort out data relevant to population, compute rates and ratios related to demographic growth and analyze findings according to population trends
- interpret data on socio-economic conditions of a country, relate to population growth or overgrowth of the country and explain their relationship
- manifest awareness of population overgrowth problems by spontaneous identification of situations where intervention is necessary and by proposal of solutions

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,2,3, 13	<p>I. Definition of Demography</p> <p>II. Statistical Implication of Demography</p> <p>1. Sources of demographic data</p> <p>1.1. censuses</p> <p>1.2. vital registration system</p> <p>1.3. sample surveys</p> <p>1.4. epidemiologic reports</p> <p>1.5. others</p> <p>2. Participation of para-medical personnel in data collection in developing countries</p> <p>3. Statistical measures used in demography</p> <p>3.1. rates</p> <p>3.2. ratios</p> <p>3.3. incidence</p> <p>3.4. prevalence</p>		<p>Statistics or Biostatistics or Special course: Problems in Demography</p>	<p>Unit 8</p> <p>Public Health Administration</p>	<ul style="list-style-type: none"> <li>- Lectures with use of graphs, tables, maps and projection of slides</li> <li>- Demonstration and use of calculating machines, of computers</li> <li>- Demonstration of vital statistics forms and visit to vital statistics center</li> <li>- Discussion on the participation and responsibility of nurses</li> </ul>
	<p>III. Types of Demographic Data</p> <p>1. Population</p> <p>1.1. population distribution by age, race, sex, religion, etc.</p> <p>1.2. population pyramid</p> <p>1.3. population growth</p> <p>1.4. crude rate of natural increase</p> <p>1.5. life expectancy</p> <p>2. Birth</p> <p>2.1. prematurity</p> <p>2.2. crude birth rate</p>			<p>Unit 5</p> <p>Unit 7</p> <p>Unit 8</p> <p>Public Health</p> <p>Maternal &amp; Child Health</p>	<ul style="list-style-type: none"> <li>- Lectures with use of maps, graphs, tables, and projection of slides</li> <li>- Prepared exercises for application of rates and ratios to local situations</li> <li>- Lab exercises with data from               <ul style="list-style-type: none"> <li>. one developed country</li> <li>. one developing country</li> </ul>               Students will compute rates and ratios, build up graphs and tables, compare and analyze data, identify trends and present relevant recommendations             </li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,2,13  DEMOGRAPHY	3. Death 3.1. crude death rate 3.2. infant mortality rate 3.3. age specific mortality rate 3.4. fetal death ratio/1000 live births 3.5. maternal mortality rate 3.6. age specific maternal mortality rate  4. Fertility 4.1. age specific fertility rate 4.2. general specific fertility rate for 1000 women 4.3. child to woman ratio 4.4. total fertility rate 4.5. children ever born to woman  5. Civil status 5.1. singleness 5.2. marriage 5.3. widowhood 5.4. divorce or separation  6. Illegitimacy  7. Migration  8. Employment  9. Resources 9.1. dependency rates				
	IV. Historical Review of Population Growth 1. Growth of world's population until 1650	Sociology		Unit 5 Unit 8 Public Health Maternal & Child Health	- Lectures with use of graphs, tables, maps and projection of slides - Demonstration and use of calculating machines, or computers - Demonstration of vital statistics forms and visit to vital statistics center - Discussion on the participation and responsibility of nurses

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
13	<p>2. Growth of world's population from 1650 to present</p> <p>2.1. changes in mortality patterns</p> <p>2.2. decline in fertility in</p> <p>2.2.1. Western populations</p> <p>2.2.2. Japan</p> <p>2.3. increase in fertility in developing countries</p> <p>3. The origin of the population control movement</p> <p>3.1. Malthus</p> <p>3.2. F. Place</p> <p>3.3. C. Knowlton</p> <p>3.4. others</p>				<p>Group discussions</p> <p>1</p> <p>- Selected literature made available to students</p>
	<p>V. Socio-Economic Factors Related to Demography</p> <p>1. Relationship between economy &amp; population</p> <p>1.1. GNP per capita distribution</p> <p>1.2. resources</p> <p>1.3. education</p> <p>1.4. economic development</p> <p>2. Population overgrowth and quality of life</p> <p>2.1. nutrition</p> <p>2.1.1. food supplies</p> <p>2.1.2. prices</p> <p>2.1.3. protein deficiency</p> <p>2.1.4. caloric intake per capita</p> <p>2.1.5. hidden hunger</p> <p>2.1.6. quality of food</p>		<p>Public Health or Special course: Problems in Demography</p> <p>Public Health or Special course</p>	<p>Unit 8</p> <p>Unit 5</p> <p>Unit 5</p> <p>Unit 8</p> <p>Public Health</p>	<p>- Lecture by an economist on developmental issues of the country</p> <p>- Field visits to water systems, food-processing industries, urban overcrowded areas, schools, and state parks, etc.</p> <p>- Field visits to water systems, food-processing industries, urban overcrowded areas, schools, and state parks, etc.</p> <p>- Projection of films, slides, etc.</p> <p>- Individual projects students choose a topic;</p>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
DEMOGRAPHY	<ul style="list-style-type: none"> <li>2.1.6.1. chemicals</li> <li>2.1.6.2. additives</li> <li>2.1.6.3. antibiotics</li> <li>2.1.6.4. hormones</li> <li>2.1.7. distribution of food</li> <li>2.2. environment <ul style="list-style-type: none"> <li>2.2.1. water supply</li> <li>2.2.2. air supply</li> <li>2.2.3. energy supply</li> <li>2.2.4. air pollution</li> <li>2.2.5. waste disposal</li> <li>2.2.6. urbanization &amp; industrial- ization</li> </ul> </li> <li>2.3. education <ul style="list-style-type: none"> <li>2.3.1. gap between educational resources and population growth</li> </ul> </li> <li>2.4. employment <ul style="list-style-type: none"> <li>2.4.1. implication of automation</li> <li>2.4.2. implication of a young population to availability of jobs</li> </ul> </li> <li>2.5. economy <ul style="list-style-type: none"> <li>2.5.1. growing gap between re- sources and population in developing countries</li> <li>2.5.2. implications</li> </ul> </li> </ul>				make search of literature, periodicals, local newspapers present it with the analysis of impact of population overgrowth on the environment
4,5,6,7, 9,10,11, 12					
	VI. An Issue in the World Today				
4,5,6, 10,11	1. The inter-relationship of underdevelop- ment and population growth				- Round table organized by students

REFERENCES FOR UNIT 2

DEMOGRAPHY

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2. Population Reference Bureau. The World Population Dilemma. Washington, D.C.: Population Reference Bureau, 1972. \$2.00
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10. Jones, G.W. "The Economic Effect of Declining Fertility in Less Developed Countries." An Occasional Paper of the Population Council, February 1972.
11. Thomlinson, R. Demographic Problems -Controversy Over Population Control. Belmont, Calif.: Dickenson Publishing Co., 1967. \$3.95
12. Schultz, Theodore W. "The Food Supply - Population Growth Quandry." Rapid Population Growth by Study Committee of the Office of the Foreign Secretary, National Academy of Sciences. Baltimore: Johns Hopkins Press, 1971. \$2.45, Vol. 1; \$6.50, Vol. 2.
13. World Population Status Report 1974. Reports on Population/Family Planning. No. 15. New York: Population Council, January 1974.

OBJECTIVES OF UNIT 3 ON  
ANATOMY AND PHYSIOLOGY OF REPRODUCTIVE SYSTEM

At the end of the unit on Anatomy and Physiology of the Reproductive System, students should be able to:

- identify the anatomical and physiological components of the adult female sexual organs and describe in detail the stages of the menstrual cycle and the hormonal relationships
- identify the anatomical and physiological components of the adult male sexual organs and describe the hormonal influences on formation of male reproductive cells
- describe the process of fertilization
- describe the growth and development of the fetus with emphasis on development of sexual characteristics
- describe the process of physical growth and development from birth to adolescence with emphasis on development of sexual characteristics
- describe the physiological changes that occur throughout pregnancy, delivery and the puerperium
- describe the anatomical and physiological transformations of climacteric in the female and the male

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,2,3	I. Anatomy and Physiology of Adult Female Organs		Anatomy & Physi- ology	Unit 4  Unit 7	- Lectures and/or self- instructional materials
4	II. Anatomy and Physiology of Adult Male Organs			Medical- Surgical Nursing	- Films, slides, anatomical charts and models
5,6	III. Conception, Growth and Development of Fetus  1. Fertilization and sex chromosome determinant  2. Development of embryo and fetus  3. Development of sexual characteristics  4. Genetical implications		Anatomy & Physi- ology and/or Obste- trics	Unit 7	- Lectures and/or self- instructional materials  - Films, slides, anatomical charts and models  - Observation of pregnant woman; assessment of fetal growth
5	IV. Physical Growth and Development of Girls from Birth to Adolescence		Anatomy & Physi- ology or Growth and Develop- ment	Unit 5, Part I	- Lectures and/or self- instructional materials  - Films, slides, anatomical charts  - Observation of children
5	V. Physical Growth and Development of Boys from Birth to Adolescence				
2,6,7	VI. Physiology of Normal Pregnancy, Delivery and Puerperium		Obste- trics	Unit 7 PHN U 4 MCH	- Care for individual obstetrical patient throughout continuum
	VII. Climacteric of Adulthood		Anatomy & Physi- ology	Unit 4  Unit 5	- Lectures and/or self- instructional materials

ANATOMY AND PHYSIOLOGY OF THE REPRODUCTIVE SYSTEM

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
4,8	1. Anatomical and physiological trans- formations 1.1. in the female 2.2. in the male				<ul style="list-style-type: none"> <li>- Films, slides, anatomical charts</li> <li>- Observation of patients</li> <li>- Discussion with patients</li> </ul>

REFERENCES FOR UNIT 3

ANATOMY AND PHYSIOLOGY OF REPRODUCTIVE SYSTEM

1. Whelan, E.M. and Quadland, M.C. Human Reproduction and Family Planning - A Programmed Text. Palo Alto, Calif.: Syntex Laboratories, Inc., 1972. \$5.00
2. Fitzpatrick, E.; Reeder, S.; Mastroianni, L. Maternity Nursing. 12th ed. Philadelphia: J.B. Lippincott Company, 1971. \$10.75
3. Beacham, D.W. and Beacham, W.D. Synopsis of Gynecology. 8th ed. St. Louis: C.V. Mosby, 1972. Chapter 1. \$10.90
4. McCary, J.L. Human Sexuality. 2nd ed. New York: Van Nostrand Reinhold Company, 1973. \$10.95
5. Broderick, C.B. and Bernard, J. The Individual, Sex and Society: A SIECUS Handbook for Teachers and Counselors. Baltimore: The Johns Hopkins Press, 1969, \$4.50
6. Hellman, L.M. and Pritchard, J.A. Williams Obstetrics. 14th ed. New York: Appleton-Century-Crofts, 1971 Chapters 9, 10, 11, 12, 13, 15, 16, 18. \$24.80
7. Maternal Nutrition and the Course of Pregnancy. Edited by Committee on Maternal Nutrition, National Academy of Sciences, Washington, D.C.: National Academy of Sciences, 1970. \$7.50
8. Brewer, J.I.; Molbo, D.M. and Gerbie, A.B. Gynecologic Nursing. St. Louis: C.V. Mosby, 1966. \$7.75

OBJECTIVES OF UNIT 4 ON  
PATHOLOGY OF REPRODUCTIVE SYSTEM

At the end of the unit on Pathology of the Reproductive System, the student should be able to:

- list and describe the symptoms, onset and development of untreated gonorrhoea and syphilis and their consequences
- describe the treatment of gonorrhoea and syphilis
- list and describe diseases affecting the reproductive system and their relationship with general health and with sexual life
- list and describe the most current surgical procedures in the female and male reproductive systems and identify their impact on the patient's sexual life
- list the factors influencing fertility in the female and the male. Describe the diagnostic procedures and treatment. Identify the psychological impact of these on patients
- provide care to patients with conditions affecting the reproductive system
- demonstrate a supportive attitude toward patients

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,5	<p>I. Diseases of Reproductive System (case finding, ways of transmission, diagnosis, treatment, follow-up)</p> <p>1. Venereal diseases 1.1. gonorrhea 1.2. syphilis</p> <p>2. Cancer</p> <p>3. Infectious diseases</p>	Unit 3	Med-Surg Nursing or Gyneco- logical Nursing	Unit 5  Public Health Unit 6 Unit 7	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Case-studies and discussions</li> <li>- Observation of patients</li> <li>- Assistance in patient inter- views and counseling sessions</li> <li>- Care of patients</li> <li>- Participation in case-finding and referrals</li> <li>- Films, slides, charts</li> <li>- Demonstration of lab tests</li> <li>- Discussion of case-finding for family planning in a medical setting</li> </ul>
1	<p>II. Diseases Affecting the Reproductive System</p> <p>1. Endocrine</p> <p>2. Cardio-vascular</p> <p>3. Neurological</p> <p>4. Communicable</p> <p>5. Genetic</p>			Public Health  Unit 6  Unit 7	
1,4,5	<p>III. Surgery of Reproductive System</p> <p>1. Female 1.1. hymenectomy 1.2. hysterectomy 1.3. mastectomy 1.4. tubal ligation 1.5. plastic surgery of malformations</p> <p>2. Male 2.1. circumcision</p>			Public Health	

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
	2.2. prostatectomy 2.3. vasectomy 2.4. plastic surgery of malformations  3. Psychological aspects				
2,3,6	IV. Infertility  1. Incidence  2. Fertility threshold  3. Female factors  4. Male factors  5. Diagnostic procedures and treatment			Unit 5 Unit 6 Unit 7 Public Health	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Case-studies and discussions</li> <li>- Participation in case-finding and referrals</li> <li>- Assistance in patient inter-views and counseling</li> <li>- Assistance to patients during diagnostic procedures</li> <li>- Films, slides, charts, models</li> <li>- Demonstration of lab tests</li> </ul>

REFERENCES FOR UNIT 4

PATHOLOGY OF REPRODUCTIVE SYSTEM

1. Beacham, D.W. and Beacham, W.D. Synopsis of Gynecology. 8th ed. St. Louis: C.V. Mosby, 1972. \$10.90  
Chapters 2 through 14
2. Kistner, R.W. "The Intertile Woman." American Journal of Nursing. Vol. 73, No. 11 (November 1973)
3. Edmands, E.M. "Infertility." Maternity Nursing Today. Edited by J. Clausen, et al. New York: McGraw-Hill, 1973. \$12.95
4. Mathis, J.L. "Psychological Aspects of Surgery on Female Reproductive Organs." Journal of Obstetric, Gynecologic and Neonatal Nursing. January/February 1973.
5. Brewer, J.I.; Molbo, D.M. and Gerbie, A.B. Gynecologic Nursing. St. Louis: C.V. Mosby, 1966. \$7.75
6. Iorio, J. Principles of Obstetrics and Gynecology for Nurses. 2nd ed. St. Louis: C.V. Mosby, 1971. \$9.75  
Chapter on Infertility and Sterility
7. Guttmacher, A. Birth Control and Love. New York: Bantam Books, 1970. \$1.25

## OBJECTIVES OF UNIT 5 ON HUMAN SEXUALITY

### PART I: PSYCHOSEXUAL GROWTH AND DEVELOPMENT

At the end of the unit on Human Sexuality - Part I: Psychosexual Growth and Development, the students should be able to:

- summarize the theories of psychological development according to Freud, Erickson, and Piaget
- describe the psychosexual characteristics of the child's development.
  - . from birth to age 3
  - . from age 3 to age 7
  - . from age 7 to puberty
  - . during adolescence
- identify at least two psychosexual factors that influence behavior in adults
- develop awareness about own psychosexual development by writing a paper analyzing personal feelings and attitudes toward sex
- list and describe the different disturbances in sexual relationships listed in the content
- list and describe the variations in sexual relationships
- develop accepting attitude toward others' values and behaviors by:
  - . ability to verbalize their own feelings
  - . being able to receive patients' confidences with discretion
  - . absence of judgmental opinions
  - . active support of others in need
  - . positive counseling of patients
- develop awareness of needs of disturbed or different patients by demonstrating accepting and supporting attitude and providing constructive counseling
- show understanding of senior citizens' needs by providing supportive care, and promoting adequate social life

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
6,15,16	<p>I. Introduction on Human Psychological Growth and Development According to:</p> <ol style="list-style-type: none"> <li>1. Freud               <ol style="list-style-type: none"> <li>1.1. oral stage</li> <li>1.2. anal stage</li> <li>1.3. phallic stage</li> <li>1.4. latency stage</li> <li>1.5. puberty stage</li> </ol> </li> <li>2. Erickson</li> <li>3. Piaget</li> </ol>		Psychology or Growth & Development	Unit 6 Unit 7 Maternal & Child Health  Public Health Nursing	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Group discussions</li> <li>- Developmental charts</li> </ul>
1,2,5, 6,15,16 21	<p>II. Psychological Analysis of Child's Sexual Development</p> <ol style="list-style-type: none"> <li>1. From birth to 3 years old               <ol style="list-style-type: none"> <li>1.1. biological maturation of each sex</li> <li>1.2. psycho-social maturation of each sex</li> <li>1.3. development of sex role and influence of the family</li> <li>1.4. sexual activities</li> </ol> </li> <li>2. From 3 to 7 years old               <ol style="list-style-type: none"> <li>2.1. biological growth of each sex</li> <li>2.2. psycho-social growth of each sex</li> <li>2.3. development of sex-role; influence of the family and social environment</li> <li>2.4. sexual activities</li> </ol> </li> <li>3. From 7 years old to puberty               <ol style="list-style-type: none"> <li>3.1. biological growth of each sex</li> <li>3.2. psycho-social growth of each sex</li> </ol> </li> </ol>	Unit 3			<ul style="list-style-type: none"> <li>- Lectures with films, slides, etc.</li> <li>- Case studies</li> <li>- Observation visits with process recording or reports               <ul style="list-style-type: none"> <li>. in families</li> <li>. in kindergartens</li> <li>. in elementary schools</li> <li>. in mentally retarded schools and units</li> </ul> </li> <li>- Interview with parents               <ul style="list-style-type: none"> <li>. analysis of parents' attitudes toward sexual behavior of their children</li> </ul> </li> <li>- Observation and analysis of social pressure toward sex-role in the student's environment</li> </ul>

HUMAN SEXUALITY PART I: PSYCHOSEXUAL GROWTH AND DEVELOPMENT

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
2,6,9, 11	3.3. application of learned sex role 3.4. attitude of the family toward pre-puberty 3.5. sexual activities  4. Puberty and adolescence in girls 4.1. biological growth: menstruation 4.2. psycho-social growth and change in attitudes according to learned role 4.3. attitude of the family and society toward girls reaching puberty 4.4. sexual activities in teenage girls: implications for adulthood  5. Puberty and adolescence in boys 5.1. biological growth: ejaculations, nocturnal emissions 5.2. psycho-social growth and change in attitudes according to learned role 5.3. attitude of the family toward boys reaching puberty 5.4. sexual activities in teenage boys; implications for adulthood	Unit 3	Psychol- ogy and Growth & Develop- ment	Unit 6  Unit 7  Maternal & Child Health  Public Health Nursing	- Observation of teenagers . in families . in high schools . in colleges . at play . in hospitals  - Case studies  - The students will write a paper analyzing their own feelings toward their own childhood and adolescence and try to identify their reactions to the social influences to which they have been exposed
	III. Controversial Issues in Relation to Psycho-social Growth and Development  1. Masturbation  2. Sexual arousal (petting, etc.)  3. Pre-marital sex		Psychol- ogy		- Panel  - Discussions prepared by students with resource person  - Prepare outline for sex education at given level



HUMAN SEXUALITY PART I: PSYCHOSEXUAL GROWTH AND DEVELOPMENT

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,2,6, 9,10,13	<p>4. Variations in sexual relationships</p> <p>4.1. homosexuality</p> <p>    4.1.1. in the female</p> <p>    4.2.2. in the male</p> <p>4.2. prostitution</p> <p>4.3. transvestites, fetichists, sado-masochists</p> <p>4.4. rapism</p> <p>4.5. incest</p>		Psychol- ogy & Psychi- atry	Unit 6  Unit 7	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Assistance with patient inter- view</li> <li>- Analysis of patients' records</li> <li>- Case studies</li> <li>- Group discussions stressing expression of students' feelings</li> <li>- Study of research findings</li> <li>- Discussion of legal aspects in own community</li> </ul>
1,2	<p>5. Abstinence of sexual relationships</p> <p>5.1. psychological and physical implications</p> <p>5.2. widowhood and divorce</p> <p>5.3. celibacy</p>		Psychol- ogy		
1	<p>6. Old age</p> <p>6.1. attitudes of older persons</p> <p>6.2. needs of older persons</p>	Unit 3	Psychol- ogy	Unit 6	<ul style="list-style-type: none"> <li>- Visit to a home for the aged</li> <li>- Exploration through discussions with older citizens</li> </ul>

## OBJECTIVES OF UNIT 5 ON HUMAN SEXUALITY

### PART II. SEXUALITY AND SOCIETY

At the end of the unit on Human Sexuality - Part II: Sexuality and Society, the students should be able to:

- describe the historical development of various societies' attitudes toward sexuality
- differentiate the present attitudes of modern and traditional societies toward sexuality and relate these attitudes to historical development of these societies
- describe the position of major religions toward sexuality
- describe the laws of their country regarding sexuality and identify impact on peoples' behavior
- describe the laws pro-natalist and anti-natalist societies have edicted for or against reproduction
- analyze the impact each of these laws has/could have on the population of their country
- describe and analyze four different types of families
- describe and analyze the role of the family in their own society
- describe the evolution of the role of women in their country, its impact on family life, and analyze the specific trends toward women's emancipation
- describe the customs related to courtship and marriage in their own society
- identify the psychological effects for the couple related to breakdown of the marriage relationship
- develop and demonstrate positive attitude in relation to human sexuality by:
  - . verbalization of their feelings and values
  - . demonstrating acceptance regarding peoples' social and religious background by providing non-conflictive counseling
  - . absence of judgmental opinions
  - . active support of others in need, such as unwed mothers, sexually active single persons, separated couples, infertile couples
  - . positive counseling of people

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
19	<p>I. Historical Review of Societies' Attitudes Toward Sexuality</p> <ol style="list-style-type: none"> <li>1. Antiquity               <ol style="list-style-type: none"> <li>1.1. Greeks</li> <li>1.2. Romans</li> <li>1.3. Hebrews</li> <li>1.4. Early Christians</li> </ol> </li> <li>2. Middle Ages</li> <li>3. Renaissance</li> <li>4. In the last three centuries</li> <li>5. In the present modern societies</li> <li>6. In present traditional societies</li> </ol>	<p>History or Anthro- pology</p>	<p>Sociol- ogy or Psychol- ogy or Special Course</p>	<p>Public Health Nursing  Unit 6  Unit 7</p>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Students search in historical literature</li> <li>- Slides of reproductions of paintings or pictures</li> <li>- Students' group discussions and studies</li> <li>- Explore current evidence,               <ul style="list-style-type: none"> <li>. news</li> <li>. media</li> </ul> </li> </ul>
17,20, 21	<p>II. Attitudes of Religions toward Sexuality</p> <ol style="list-style-type: none"> <li>1. Christians               <ol style="list-style-type: none"> <li>1.1. Protestants</li> <li>1.2. Catholics</li> </ol> </li> <li>2. Moslems               <ol style="list-style-type: none"> <li>2.1. Arabic Moslems</li> <li>2.2. Black Moslems</li> <li>2.3. Asiatic Moslems</li> </ol> </li> <li>3. Jews</li> <li>4. Others               <ol style="list-style-type: none"> <li>4.1. Asiatic religions</li> <li>4.2. Animists</li> </ol> </li> </ol>	<p>History or Anthro- pology or Religion</p>			<ul style="list-style-type: none"> <li>- Students' research of literature and of lectures</li> <li>- Interviews with clergy from different religions</li> <li>- Discussion of differences and similarities between religions</li> </ul>



REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
8,10,11, 12,13, 14	<p>V. The Basic Unit of Society: The Family</p> <ol style="list-style-type: none"> <li>1. The family as a social institution               <ol style="list-style-type: none"> <li>1.1. biological factors</li> <li>1.2. cultural factors</li> <li>1.3. sex factor</li> <li>1.4. biosocial factor</li> <li>1.5. economic factors</li> </ol> </li> <li>2. Role of the family               <ol style="list-style-type: none"> <li>2.1. socialization</li> <li>2.2. reproduction</li> </ol> </li> <li>3. Variations of family types               <ol style="list-style-type: none"> <li>3.1. nuclear</li> <li>3.2. extended</li> <li>3.3. polygamy</li> <li>3.4. polyandry</li> <li>3.5. the broken family (divorce)</li> <li>3.6. kibbutz and commune</li> </ol> </li> <li>4. Analysis of role of women in families               <ol style="list-style-type: none"> <li>4.1. historical review</li> <li>4.2. women's liberation</li> <li>4.3. sexuality and move toward equality</li> <li>4.4. effect on male</li> </ol> </li> </ol>	Anthro- pology	Sociol- ogy or Psychol- ogy or Special Course	Unit 6  Unit 7  Public Health Nursing	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Group discussion on:               <ul style="list-style-type: none"> <li>. observation and comparison of different types of families</li> <li>. identification and analysis of role of families in own country</li> <li>. observation and analysis of roles of women, their change of status at work and at home</li> <li>. observation and analysis of local attitudes toward families</li> </ul> </li> <li>- Preparation of papers on current situation in own country</li> </ul>
	<p>VI. Marriage</p> <ol style="list-style-type: none"> <li>1. Adolescents' education in preparation for marriage in different cultures</li> <li>2. Courtship - choice of partner               <ol style="list-style-type: none"> <li>2.1. customs and taboos</li> <li>2.2. premarital relationships</li> <li>2.3. premarital counseling</li> </ol> </li> </ol>				<ul style="list-style-type: none"> <li>- Group discussions on:               <ul style="list-style-type: none"> <li>. observation and analysis of local customs</li> </ul> </li> <li>- Study of factors in:               <ul style="list-style-type: none"> <li>. assistance to premarital counseling</li> <li>. assistance to marital counseling sessions</li> </ul> </li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
8,9,10, 11,12, 13	<p>3. Marriage</p> <p>3.1. customs (age at marriage)</p> <p>3.2. religious influences</p> <p>3.3. implications for the husband</p> <p>3.4. implications for the wife</p> <p>3.5. new types of marriage</p> <p>3.6. marital adjustment</p> <p>    3.6.1. dissatisfaction</p> <p>    3.6.2. conflicts</p> <p>    3.6.3. influence of in-laws</p> <p>3.7. marriage and modern way of life for women</p> <p>    3.7.1. the working wife</p> <p>    3.7.2. the working mother</p> <p>    3.7.3. the ill mother</p> <p>4. Psychological effects of separation</p> <p>4.1. adultery</p> <p>4.2. divorce</p> <p>4.3. illness</p> <p>4.4. death</p> <p>5. Problems related to marriage as an imposed social institution</p> <p>5.1. the sexually active single adult</p> <p>5.2. the unwed mother</p> <p>5.3. the unwed father</p> <p>6. Problems related to fertility in marriage</p> <p>6.1. the overfertile couple</p> <p>6.2. the infertile couple</p>	Unit 4	<p>Sociol- ogy or Psychol- ogy or Special Course</p>	<p>Public Health Nursing</p> <p>Unit 6</p> <p>Unit 7</p>	<p>- Lecture</p> <p>- Panel presentation by sociologist, social worker, clergyman, psychologist, or others</p> <p>- Assistance in counseling and follow-up of problem family</p> <p>- Exploration of local resources for assistance</p> <p>. visit to orphanage</p> <p>. visit to juvenile or civil court</p> <p>. visit to adoption agency</p> <p>. visit to unwed mother hostel</p> <p>. visit to children's foster home</p>

## REFERENCES FOR UNIT 5

### HUMAN SEXUALITY

1. McCary, J.L. Human Sexuality. 2nd ed. New York: Van Nostrand Reinhold Co., 1973. \$10.95
2. Broderick, C.B. and Bernard, J. The Individual, Sex and Society. A SIECUS Handbook for Teachers and Counselors. Baltimore: The Johns Hopkins Press, 1969. \$4.50
3. Fonseca, J. "Sexuality, a Quality of Being Human." Nursing Outlook. Vol. 18, No. 11 (November 1970) editorial.
4. Elder, M.S. "Nurse Counseling in Sexuality." Nursing Outlook. Vol. 18, No. 11 (November 1970)
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7. Stycos, J.M. Ideology, Faith and Family Planning in Latin America. New York: McGraw-Hill, 1971. Chapters 4-11. \$15.00
8. Goode, W.J. The Family. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1964. \$2.65
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10. Kephart, William. The Family, Society and the Individual. 3rd ed. Boston, Mass.: Houghton Mifflin Co., 1972. \$10.25
11. Mead, Margaret. Cultural Patterns and Technical Change. 8th ed. New York: New American Library of World Literature, Mentor Books, 1963. \$1.25
12. Elliot, Katherine. The Family and Its Future. A Ciba Foundation Symposium. London: J. & A. Churchill, 1970
13. Landis, P.H. Your Marriage and Family Living. 3rd ed. St. Louis: McGraw-Hill, 1969, \$8.76
14. Klemmer, Richard H. Marriage and Family Relationships. New York: Harper and Row, 1970. \$10.50
15. Green, Richard. Sexual Identity Conflict in Children and Adults. New York: Basic Books, 1974. \$15.00
16. Lidz, Theodore. The Person. His Development Throughout the Life Cycle. New York: Basic Books, 1968. \$10.85

17. Guttmacher, A. Birth Control and Love. New York: Bantam Books, 1970. Chapter 13. \$1.25
18. Lee, Luke T. "Law and Family Planning." Studies in Family Planning. Vol. 2, No. 4 (April 1971) New York: The Population Council.
19. Seward, G.H. and Williamson, R.C., eds. Sex Roles in a Changing Society. New York: Random House, Inc., 1970. \$10.75
20. Fagley, R.M. "Doctrines and Attitudes of Major Religions in Regard to Fertility." Paper delivered at U.N. World Population Conference, Belgrade, Yugoslavia, September 1965.
21. Katchadourian, H.A. and Lunde, D.T. Fundamentals of Human Sexuality. New York: Holt, Rinehart & Winston, 1972. \$15.00

OBJECTIVES OF UNIT 6 ON  
NURSING IN FAMILY PLANNING

At the end of this unit on Nursing in Family Planning, the students should be able to:

- identify and give a written description of their own individual characteristics as nurses and analyze implications on their professional performance in family planning
- identify the various health delivery locations in which their activities related to family planning might take place
- describe at least four nursing activities related to family planning
- participate in the counseling and education of patients in family planning
- participate in the counseling, education and supervision of younger students and evaluate the students' activities related to family planning
- participate in team-work, planning and evaluation of family planning activities
- describe the trend of the extended role of the nurse and analyze the change from the traditional role and the new responsibilities involved
- select appropriate content for a continuing education program
- actively participate in on-going research on family planning, identify areas of research and encourage participation in research around them
- identify and propose creative solutions to ethical problems, related to nursing in family planning

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,2,3, 10,16, 18	I. The Nurse as an Individual  1. Background  2. Attitudes  3. Knowledge  4. Male/female	Unit 6  Psychol- ogy	Nursing	Public Health Nursing	- Group discussions  - Written analysis of own charac- teristics and of their implications on professions
	Unit 8  Ethics or Profes- sional Problems			- Summarization	
2,7,8,9	II. Setting of Activities  1. Hospital  2. Community  3. Home  4. Special programs			Unit 7	- Group discussions  - Review
	III. Nursing Activities  1. Case-finding  2. Care 2.1. physical care 2.1.1. procedures 2.1.2. physical preparation of patient 2.1.3. psychological preparation of patient 2.1.4. techniques  2.2. special role of the nurse 2.2.1. understanding and support			Adminis- tration of Nursing Services  Unit 8  Unit 7	- Group discussions  - Observation and practice in family planning setting  - Case-finding exercises  - Review of procedures and techniques in care of patients  - Referral and follow-up exercises

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
NURSING IN FAMILY PLANNING  1,3,4,5, 8,9,10, 12,13, 24  5,12,22, 24	2.2.2. providing information regarding procedures, methods and use				
	2.2.3. reassurance				
	2.2.4. providing respect for modesty				
	2.3. referrals				
	2.3.1. assessment of needs				
	2.3.2. referrals to other family planning services				
	2.3.3. referrals to general health services				
	2.4. follow-up				
	2.4.1. selection of method				
	2.4.2. selection of time intervals				
2.4.3. investigation of dropouts					
3. Education					
3.1. education and counseling of patients	Unit 6	Nursing	Public Health Nursing	- Exercises of interviews with family planning consumers	
3.1.1. groups or individuals					
3.1.2. timing				- Case conferences	
3.1.3. selection of content					
3.1.4. selection of appropriate methods and media			Unit 8	- Supervised educational sessions	
3.1.5. delivery of service					
3.2. education and supervision of students	Unit 1		Unit 8	- Lectures	
3.2.1. the learning process	Unit 5			- Group discussions	
3.2.1.1. theories of learning					

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES	
		Intro- duction	Teach- ing	Rein- forcement		
14,15, 19,20, 21,22, 23,25	3.2.1.2. the audience 3.2.1.3. the content	Unit 6				
	3.2.2. the teaching process 3.2.2.1. building of objectives 3.2.2.2. preparation of a course 3.2.2.3. selection of media and activities 3.2.2.4. the teaching of a course				- Lectures  - Group discussions  - Supervised exercises in building objectives, teaching a course, etc.	
	3.2.3. the planning of content of educational experiences 3.2.3.1. theoretical 3.2.3.2. practical				- Exercises of supervision of students	
	3.2.4. the evaluation process 3.2.4.1. examinations and tests 3.2.4.2. grading				- Lectures and group discussions  - Supervised exercises	
	3.2.5. the supervision process 3.2.5.1. practical experiences 3.2.5.2. field experiences				- Supervised exercises	
	3.3. special problems related to education of auxiliaries 3.3.1. adaptation of content 3.3.2. limits of content and responsibilities				- Lectures and group discussions  - Preparation and teaching of a course to auxiliaries	
	4. Administration (see Unit 8)					
	5. Interdisciplinary activities		Unit 1		Unit 8	- Group discussions
	11					

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1	5.1. communication 5.2. referral 5.3. team work				- Participation in interdiscip- linery staff meetings or case conferences
1,2,6, 17	IV. Evaluation of Activities 1. Self-evaluation 2. Evaluation of achievement 3. Consumer's perception of the nurse	Unit 1	Nursing	Unit 8	- Exercises in self-evaluation  - Participation in planned evaluation of service
6,17, 20	V. Extended Role of the Nurse 1. Objectives 2. Preparation 3. Activities 4. Her place in the hierarchy of health services			Unit 7	- Group discussions  - Observation of clinical practice in specialized service
14	VI. Continuing Education 1. Analysis of the role of the nurse in continuing education				- Group discussions
	VII. Research 1. Analysis of the role of the nurse in family planning research				- Study of research reports

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
3,14,15, 16, 18	<p>VIII. Family Planning and Nursing Ethics</p> <ol style="list-style-type: none"> <li>1. Professional standards</li> <li>2. Professional problems               <ol style="list-style-type: none"> <li>2.1. responsibilities of the nurse</li> </ol> </li> <li>3. Psychological problems</li> <li>4. Religious problems</li> </ol>		Nursing	Unit 7	- Group discussions with resource person such as lawyer, clergy psychologist

## REFERENCES FOR UNIT 6

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21. Mager, R.F. Preparing Instructional Objectives. Palo-Alto; Calif.: Fearon Publishers, 1962. \$2.00
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OBJECTIVES OF UNIT 7 ON

PLANNING A FAMILY

At the end of the unit on Planning a Family, the students should be able to:

- I.
    - describe the origins, development and philosophy of the family planning movement
    - list the most prominent agencies sponsoring family planning in the world and describe the main field of activities of each
    - list the contributions of nursing to family planning and write own philosophy on the subject
  - II.
    - identify patients in need of contraception and be able to describe the advantages and disadvantages of each type of contraceptive for each individual patient
    - demonstrate recognition of own limitations by appropriate referrals to agencies
    - demonstrate positive working relationship with other agencies by continued communication and referral
    - demonstrate appropriate counseling of patients in family planning
    - list the different contraceptive methods
- A. Contraception
- describe behavioral methods, their indications, contraindications and side-effects and counsel patients on their use
  - describe mechanical methods, their indications, contraindications and side-effects, counsel patients on their use and if appropriate, insert a diaphragm under supervision. Plan follow-up of patient
  - describe systemic methods, list three types of pills, their composition, indications and effectiveness. If appropriate, prescribe pills under supervision.

- identify the side-effects and describe the contraindications and complications of the systemic method
- plan follow-up of patients under pill medication
- describe the different types of IUDs
- if appropriate, insert an IUD under supervision
- identify the side-effects and describe contraindications and complications of IUDs
- plan follow-up of patients with IUDs

B. Abortion

- identify social problems which cause women to seek an abortion
- participate in interviewing and counseling of women seeking an abortion
- identify patients who are seeking an abortion and refer them to resources, if appropriate
- describe the different techniques of abortion
- give nursing care to patients with abortion
- develop awareness of own feelings toward abortion by being able to verbalize them

C. Sterilization

- identify psychological problems related to sterilization in patients of both sexes
- participate in interviewing and counseling of potential patients
- describe the techniques of female sterilization
- describe the techniques of male sterilization
- give nursing care to patients with sterilization
- plan appropriate follow-up of patients after sterilization
- develop awareness of own feelings toward sterilization by being able to verbalize them

- III. - list five health benefits of family planning. Illustrate each area by appropriate examples
- describe the concept of birth/pregnancy interval and defend it by appropriate example
  - describe the concept of age minimum and maximum reproductive risk
  - list five areas of sociological benefits derived from use of family planning. For each area provide adequate examples

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,2,3, 4,5,6, 15,18	<p>I. What is Family Planning?</p> <p>1. Definition and development of concept of family planning</p> <p>2. History of family planning 2.1. from antiquity 2.2. personalities and their contributions</p> <p>3. Philosophy and objectives of family planning - differences in implementation in selected countries, such as U.S.A., Hungary, Japan, Colombia, and Korea</p> <p>4. Governmental policy for family planning 4.1. influencing factors 4.2. resources</p> <p>5. Agencies sponsoring family planning in the world 5.1. International Planned Parenthood Fed. 5.2. Population Council 5.3. Ford Foundation 5.4. others</p> <p>6. Organization of family planning services 6.1. national level 6.2. local level 6.3. private agencies</p> <p>7. Family planning manpower 7.1. selection 7.2. training</p>	<p>History of Nursing</p> <p>Professional Problems</p> <p>Unit 5</p> <p>Unit 6</p>	<p>Nursing in Family Planning</p>	<p>Public Health Nursing</p> <p>Unit 8</p>	<p>- Lectures</p> <p>- Search in literature</p> <p>- Student presentation of a related subject, after search of literature</p> <p>- Exploration of contribution of nursing to family planning activities by search of literature</p> <p>- Observation (where feasible) of activities of agencies at various levels</p>



REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
	<ul style="list-style-type: none"> <li>. composition</li> <li>. indication</li> <li>. effectiveness</li> </ul> 1.2.3.4. side effects <ul style="list-style-type: none"> <li>- short term</li> <li>- long term</li> </ul> 1.2.3.5. complications           1.2.3.6. contraindications           1.2.3.7. reversibility           1.2.3.8. research in pill field				
	1.2.4. intrauterine devices (IUD) <ul style="list-style-type: none"> <li>1.2.4.1. review of female reproductive physiology</li> <li>1.2.4.2. indications</li> <li>1.2.4.3. types of IUDs, insertion, combined approach</li> <li>1.2.4.4. side effects               <ul style="list-style-type: none"> <li>- short term</li> <li>- long term</li> </ul> </li> <li>1.2.4.5. complications</li> <li>1.2.4.6. contraindications</li> <li>1.2.4.7. reversibility</li> <li>1.2.4.8. research in the field of IUDs</li> </ul> 2. Abortion <ul style="list-style-type: none"> <li>2.1. definition</li> <li>2.2. social factors and historical review of the problem</li> <li>2.3. spontaneous abortion</li> </ul>	Obste- trics & Gynecol- ogy  Unit 3  Unit 4  Unit 5  Unit 6	Nursing in Family Planning	Public Health Nursing  Unit 8	<ul style="list-style-type: none"> <li>- Lectures and discussions</li> <li>- Slides and films</li> <li>- Preparation of patient and equipment for IUD insertion</li> <li>- Assist the doctor or midwife in insertion procedures</li> <li>- Lectures</li> <li>- Self-instructional materials</li> <li>- Group discussions with guest lecturers:               <ul style="list-style-type: none"> <li>. psychologist</li> <li>. social worker</li> <li>. public health nurse</li> <li>. clergy</li> </ul> </li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
10,11, 17	2.4. induced abortion				
	2.4.1. indications				. lawyer
	2.4.1.1. social				. clinical nurse
	2.4.1.2. psychiatric				- Assistance in interviews of patients
	2.4.1.3. eugenic				- Care of patient, pre & post abortion
	2.4.1.4. medical				
	2.4.2. methods				- Group discussion with other students on own feelings on abortion
	2.4.2.1. dilation and curettage				- Projection of films
	2.4.2.2. aspiration				- If appropriate, assistance in abortions in operating room
	2.4.2.3. hysterotomy				
2.4.2.4. intra-amniotic injections					
2.4.2.5. abortifacients, drugs and pastes					
2.4.2.6. prostaglandins					
2.4.3. side effects					
2.4.3.1. medical and surgical					
2.4.3.2. psychological					
2.4.3.3. social					
2.4.4. complications					
2.4.5. contraindications					
	2.5. religious positions on abortion	Unit 3	Nursing in Family Planning	Public Health Nursing	- Lectures
	2.6. legal positions on abortion	Unit 4			- Group discussions with guest lecturers: psychologist, social worker, public health nurse, clergy, lawyer
	2.7. clandestine abortion, an issue in many countries - its health and social implications	Unit 5			- Methods of collection of data on clandestine abortion
		Unit 6			
	3. Sterilization				
	3.1. definition				- Lectures and discussions
	3.2. female sterilization (tubectomy)				- Self-instructional materials
					- Assistance in interviews of patients

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
12,13, 17	<p>3.2.1. operation on Fallopian tubes</p> <p>3.2.1.1. excision - partial or total</p> <p>3.2.1.2. ligation - clips</p> <p>3.2.1.3. obliteration from within the tubes</p> <p>3.2.1.4. vaginal approach</p> <p>3.2.1.5. abdominal approach</p> <p>3.2.1.6. operation at delivery or termination</p> <p>3.2.2. hysterectomy</p> <p>3.2.3. radiation</p> <p>3.2.4. side effects</p> <p>3.2.5. psychological reactions</p> <p>3.2.6. effectiveness</p> <p>3.3. male sterilization (vasectomy)</p> <p>3.3.1. techniques</p> <p>3.3.2. side effects</p> <p>3.3.3. psychological reactions</p> <p>3.3.4. effectiveness</p> <p>3.4. religious position on sterilization</p> <p>3.5. legal position on sterilization</p> <p>3.6. sterilization as an issue in family planning</p> <p>3.7. psychological aspects</p>				<ul style="list-style-type: none"> <li>- Preparation and care of patient, pre and post sterilization</li> <li>- Follow-up of patient</li> <li>- Group discussion of own feelings and attitude on female sterilization</li> <li>- Assistance in interviews of male patients seeking sterilization, if locally appropriate</li> <li>- Care of patient</li> <li>- Discussion of own feelings toward male sterilization</li> <li>- Round table with resource persons</li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
2,3,4, 17,18	III. Why Plan a Family				
	1. Health benefits of family planning	Unit 3	Nursing	Public Health Nursing	- Lectures with use of films, slides, charts
	1.1. decrease in mortality				
	1.1.1. maternal	Unit 4			
	1.1.2. perinatal				
	1.1.3. childhood	Unit 5		Unit 8	- Search of selected literature
	1.2. decrease in complications of pregnancies	Unit 6			- Group discussions
	1.3. decrease in complications of deliveries				- Case studies
	1.4. decrease in abortion				- Comparison of health factors in large and small families
	1.5. the concept of birth/pregnancy interval				
1.6. the concept of age of minimum reproductive risk				- Interview with genetic counselor	
1.7. prevention of genetic diseases				- Presentation of charts and family trees from families with hereditary diseases	
1.8. prevention of hereditary and communicable disease					
1.9. prevention of mental illness				- Interview with school/or child psychologist	
1.10. improvement of					
1.10.1. children's physical and psychological growth				- Assessment and comparison of child development in large and small families	
1.10.2. women's physical and psychological health					
1.10.3. nutritional status of families				- Assessment of nutritional status of large and small families	
1.10.4. mental health and family adjustment				- Exercise: Preparation of speech for a group of parents on health benefits of family planning	

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
4,5,18	<p>2. Sociological benefits of family planning</p> <p>2.1. decrease in unwanted pregnancies</p> <p>2.1.1. psychological implications</p> <p>2.1.2. sociological implications</p> <p>2.2. improvement of financial potentials for families</p> <p>2.3. improvement of intellectual development of children</p> <p>2.4. improvement of educational potentials for children</p> <p>2.5. improvement of opportunities for women (education, work)</p> <p>2.6. limitation of population over-growth</p>	Sociol- ogy	Nursing	Public Health Nursing	<ul style="list-style-type: none"> <li>- Lectures and group discussions</li> <li>- Assessment of comparison of financial status of large and small families</li> <li>- Assessment of educational status of children of large and small families per social class</li> <li>- Assessment of women's activities in large and small families per social class</li> </ul>
	<p>IV. The Impact of Contraception on Human Sexuality (open discussion)</p>	Unit 5	Nursing		<ul style="list-style-type: none"> <li>- Round table organized by students</li> <li>Guests from:               <ul style="list-style-type: none"> <li>. clergy</li> <li>. social work</li> <li>. public health nursing</li> <li>. drug rehabilitation</li> <li>. doctors</li> </ul> </li> </ul>
3,14,16	<p>V. Deterrents to Family Planning</p> <p>1. Social</p> <p>2. Religious</p> <p>3. Legal</p> <p>4. Moral</p>	Unit 5	Nursing		<ul style="list-style-type: none"> <li>- Round table organized by students</li> <li>- Studies of attitudes and behavior related to family planning</li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
15	<p>VI. Economical Aspects</p> <ol style="list-style-type: none"> <li>1. Cost of various methods versus effectiveness of method</li> <li>2. Child rearing cost versus economic value of child</li> </ol>	Unit 2	Nursing		- Discussions or panel

REFERENCES FOR UNIT 7

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OBJECTIVES OF UNIT 8 ON  
ORGANIZATION OF DELIVERY OF FAMILY PLANNING SERVICES

At the end of the unit on Organization of Delivery of Family Planning Services, the students should be able to:

- participate in the assessment of nursing needs of a family planning program in the community
- participate in the assessment of nursing resources for family planning programs in the community
- participate in the establishment and implementation of the objectives for nursing services
- function as a member of a nursing team in different settings such as hospitals, community services or assist private physicians
- counsel, advise, educate, care for and refer patients in family planning services
- participate in the organization of the staffing of family planning services, supervision and evaluation of staff at an appropriate level
- participate in coordinating activities with other community services
- participate in evaluation of effectiveness of family planning services
- adapt knowledge and nursing experience in family planning to population problems specific to other countries
- participate in organization and implementation of research on family planning

ORGANIZATION OF DELIVERY OF FAMILY PLANNING SERVICES

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,3,5, 6,9	<p>I. Assessment of Needs of Communities</p> <ol style="list-style-type: none"> <li>1. Definition and identification of groups in need of family planning</li> <li>2. Assessment of needs for family planning care in the context of overall health and other needs</li> <li>3. Assessment of number of women in need</li> </ol>	<p>Adminis- tration</p> <p>Unit 6</p> <p>Unit 7</p>	<p>Public Health Nursing</p>	<p>Adminis- tration of Public Health</p>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Group discussions</li> </ul>
5,14	<p>II. Assessment of Resources of Communities</p> <ol style="list-style-type: none"> <li>1. Manpower</li> <li>2. Facilities</li> <li>3. Equipment and supplies</li> <li>4. Finances</li> <li>5. Administrative infrastructure</li> <li>6. Other community agencies</li> </ol>				<ul style="list-style-type: none"> <li>- Lectures and discussion</li> <li>- Practical exercise on a pre- pared situation: given data, student must assess need, establish objectives, choose type of service and activi- ties, build an organization chart and describe number &amp; specification of staff</li> </ul>
	<p>III. Planning for Family Planning Services</p> <ol style="list-style-type: none"> <li>1. Setting objectives</li> <li>2. Determining priorities</li> <li>3. Developing strategies</li> <li>4. Phasing activities</li> <li>5. Evaluation process</li> </ol>				

ORGANIZATION OF DELIVERY OF FAMILY PLANNING SERVICES

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,11	6. Revision process 7. Records				
3,4,5, 6,7,13	IV. Types of Family Planning Services  1. Hospital 1.1. out-patient 1.2. in-patient 1.3. post-partum  2. Community 2.1. state 2.2. local 2.3. private  3. Private physician office  4. Advantages and disadvantages of different methods of delivery				- Visit to different types of family planning services  - Selected field training experience in correlation with Unit 6
1,2,15	V. Types of Activities in Family Planning Services  1. In contraception services 1.1. case-finding 1.2. counseling 1.3. education 1.4. care 1.5. follow-up  2. In sterilization, abortion, infertility services 2.1. counseling 2.2. referral	Unit 6 Unit 7 Adminis- tration	Public Health Nursing	Adminis- tration of Public Health	- Organized experiences in varied types of activities in relation to activities of Unit   - Prepare an educational session for patients on given topic

ORGANIZATION OF DELIVERY OF FAMILY PLANNING SERVICES

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
	3. Referral for other gynecological conditions 4. Referral for VD 5. Follow-up including home visiting 6. Lab services 7. Recording				
11,12, 13,14	VI. Staffing of Family Planning Services 1. Organization chart of a family planning service 2. The family planning services staff 2.1. physicians 2.2. nurses and/or midwives 2.3. auxiliaires/aides 2.4. others 2.5. volunteers 3. Supervision and evaluation of staff				<ul style="list-style-type: none"> <li>- Draft an organization chart</li> <li>- Group discussions with different members of family planning services staff</li> </ul>
4,5,13	VII. Coordination of Family Planning Services with other Services in the Community 1. Hospitals 2. Churches 3. Schools 4. Private agencies and physicians				<ul style="list-style-type: none"> <li>- Visits to various agencies and analysis of similarities and differences</li> <li>- Panel discussion by representative community members</li> </ul>

ORGANIZATION OF DELIVERY OF FAMILY PLANNING SERVICES

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
	5. Social agencies 6. Community development centers 7. Mechanisms for coordination and referral				
8,9,10	VIII. Evaluation of Family Planning Services 1. Criteria 1.1. availability 1.2. accessibility 1.3. suitability 1.4. quality of services 2. Approach 2.1. build in evaluation 2.2. routine administrative evaluation 2.3. periodic evaluation 2.4. outside evaluation	Adminis- tration  Unit 6  Unit 7	Public Health Nursing	Adminis- tration of Public Health	- Exercises of evaluation of a clinic where student has gone in field training
8,9,10	IX. Research 1. Appropriate kinds 2. Availability of data 3. Participation in surveys, etc. 4. Acceptance and support of research 5. Utilization of research	Unit 2			- Presentation to students of research implemented in family planning clinics or the community such as: . analysis of referrals . analysis of dropouts

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
4,7,8	<p>X. Problems Relevant to Some Countries</p> <p>1. Integration of family planning activities in countries</p> <p>    1.1. with relatively well-developed health resources</p> <p>    1.2. with less developed health resources</p> <p>2. Level of organizational structure: peripheral, intermediate, central</p> <p>3. The problem of incentives</p> <p>    3.1. the moral issue vs. effectiveness</p>				<p>- Analysis of local family planning services' administrative structures</p> <p>- Group discussion on incentives</p>

REFERENCES FOR UNIT 8

ORGANIZATION OF DELIVERY OF FAMILY PLANNING SERVICES

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3. Taylor, H. and Berelson, B. "Maternity Care and Family Planning as a World Program." American Journal of Obstetrics and Gynecology, Vol. 100, No. 7 (April 1, 1968)
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5. Freeman, R. Community Health Nursing Practice. Philadelphia: W.B. Saunders, 1970. \$7.50. Chapters 2, 3, 4, 5, 6, 15, 17.
6. Perkin, G.W. "A Family Planning Unit for Your Hospital?" Hospital Practice. Vol. 2, No. 5 (May 1967).
7. Zatuchni, G., Ed. Post-Partum Family Planning: A Report on the International Program. The Population Council. New York: McGraw-Hill, 1970. \$15.00.
8. Wishik, S.M. "Designs for Family Planning Programs and Research in Developing Countries." American Journal of Public Health. Vol. 57, No. 1 (January 1967).
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10. Tyler, C. "Family Planning Program Evaluation by Use of a Sample Survey." American Journal of Public Health, Vol. 69, No. 7 (July 1970).
11. American Public Health Association. Family Planning: A Guide for State and Local Agencies. Washington, D.C. American Public Health Association, 1968.
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13. White, R. "Family Planning as a Part of Maternal Health Services in a Metropolitan Health Department." American Journal of Public Health. Vol. 56, No. 8 (August 1966).
14. Peck, P.R. "The Role of Paramedical Personnel in Family Planning." Culture and Population. Edited by S. Polgar. Monograph 9. Chapel Hill: Carolina Population Center, UNC-CH, 1971.
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15. Thomlinson, R. Demographic Problems - Controversy Over Population Control. Belmont, Calif. Dickenson Publishing Co., 1967. Chapter 10. \$3.95
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17. Hubbard, C.W. Family Planning Education: Parenthood & Social Disease Control. St. Louis: C.V. Mosby, 1973. \$3.95
18. Pohlman, E. "Wanted and Unwanted: Toward a Less Ambiguous Definition." Eugenics Quarterly. Vol. 12, No. 1 (March 1965)
19. Fischman, S. "Choosing an Appropriate Contraceptive." Nursing Outlook. Vol. 15, No. 12 (December 1967)
20. Whelan, E.M. and Quadland, M.C. Human Reproduction and Family Planning: A Programmed Text. Palo Alto: Syntex Laboratories, Inc., 1972. \$5.00

PART II  
AUXILIARY NURSING EDUCATION

CONTENTS OF UNITS

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1 Dynamics of Change and Communication - - - - -	63
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OBJECTIVES OF UNIT 1 ON  
DYNAMICS OF CHANGE AND COMMUNICATION

At the end of the unit on Dynamics of Change and Communication, the auxiliary students should be able to:

- identify areas of change in their community
- identify three factors that may influence acceptance of change in their community
- describe the characteristics of an efficient change agent
- define the communication process
- identify and describe three factors which influence communication
- define the process of group dynamics
- describe the functioning of groups, and apply this knowledge to the functioning of groups in the community
- actively participate (according to the responsibilities imparted to them) in projects to implement change in their community
- demonstrate the characteristics of the change agent in their community with emphasis on family planning
- identify ways in which auxiliary nurses act as change agents

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
3,6	<p>I. Introduction</p> <ol style="list-style-type: none"> <li>1. Family planning implies change</li> <li>2. Analysis of process of introduction of family planning the community</li> </ol>		Family Health	Public Health  Unit 6	- Group discussion
1,4,5	<p>II. Process of Change</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Identification of types, levels and elements necessary to promote change within the community</li> <li>3. Identification of factors which might influence change in the community</li> </ol>			Unit 7	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Group discussion</li> <li>- Case studies from local situation</li> </ul>
3,4,6	<p>III. Implementation of Change</p> <ol style="list-style-type: none"> <li>1. Identification of the learners' characteristics</li> <li>2. Identification of the change-agent characteristics</li> <li>3. What should the auxiliary know to participate in the plans for change?               <ol style="list-style-type: none"> <li>3.1. needs of the community</li> <li>3.2. resources of the community</li> <li>3.3. goals of the community</li> <li>3.4. methods to stimulate change</li> <li>3.5. elements of planning</li> </ol> </li> </ol>				<ul style="list-style-type: none"> <li>- Group discussions with analysis of the local situation</li> <li>- Observation of group meetings in community</li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
4,6,7	<p>IV. Methods to Stimulate Change</p> <ol style="list-style-type: none"> <li>1. Communication               <ol style="list-style-type: none"> <li>1.1. adequate models of communication for the community</li> <li>1.2. identification of factors which might influence interpersonal and group communication in the community</li> </ol> </li> <li>2. Dynamics of group               <ol style="list-style-type: none"> <li>2.1. identification of possible group structures in the community</li> <li>2.2. identification of possible ways of group functioning in the community</li> </ol> </li> </ol>		Family Health	Public Health Unit 8	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Group discussion</li> <li>- Supervised exercises of communication between students and with patients</li> <li>- Lectures</li> <li>- Group discussions</li> <li>- Supervised exercises</li> </ul>
1,2,8	<p>V. Participation in Implementation of Change</p> <ol style="list-style-type: none"> <li>1. Setting of goals</li> <li>2. Objectives</li> <li>3. Assessment of needs and resources</li> <li>4. Strategies</li> <li>5. Implementation</li> <li>6. Evaluation</li> <li>7. Revision</li> </ol>		Family Health	Unit 8	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Group discussion</li> <li>- Participation in planning exercises in <b>interdisciplinary</b> and lay groups</li> </ul>
	<p>VI. Synthesis of the Unit</p> <ol style="list-style-type: none"> <li>1. The role of the auxiliary nurse as a change-agent in her community</li> </ol>				<ul style="list-style-type: none"> <li>- Round table organized by students</li> </ul>

REFERENCES FOR UNIT 1

DYNAMICS OF CHANGE AND COMMUNICATION

1. Bruhn, J.G. "Planning for Social Changes: Dilemmas for Health Planning." American Journal of Public Health. Vol. 63, No. 7 (July 1973).
2. Dubois, Cora. "The Public Health Worker as an Agent of Change." Health Education Monographs. No. 5. Oakland: Society of Public Health Educators, 1959.
3. Matthews, Betty. "Planned Change and the Web of Training." Pacific Health Education Reports, No. 2, 1971.
4. Bogue, Donald J., ed. Mass Communication and Motivation for Birth Control. Community and Family Study Center. Chicago: University of Chicago Press, 1967. \$5.00.
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6. Berelson, Bernard and Janowitz, M. eds. Reader in Public Opinion and Communication. 2nd ed. New York: The Free Press, 1966. \$11.95.
7. Berlo, David K. The Process of Communication. An Introduction to Theory and Practice. New York: Holt, Rinehart and Winston, 1960. \$8.50.
8. Kell, Bill and Mueller, William. Impact and Change. A Study in Counseling Relationships. New York: Appleton-Century-Crofts, 1966. \$3.65.

OBJECTIVES OF UNIT 2 ON

DEMOGRAPHY

At the end of the unit on Demography, auxiliary level students should be able to:

- recognize the terms used for types of data that describe populations and the rates that apply to these terms
- describe the trend of population growth in their country
- describe the implications of population overgrowth in their community
  - . in economy
  - . in environment
  - . in employment
  - . in nutrition
  - . in education
  - . in health
- show awareness of the problem of population overgrowth by identification of examples relevant to their community



REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
10	IV. Brief Description of the Evolution of Population Growth		Special course: Community Health or Problems in Demography	Unit 8 Public Health	<ul style="list-style-type: none"> <li>- Lecture with examples drawn from world, country &amp; local situations</li> <li>- Films depicting shortages, excessive use of resources, crowding, etc.</li> </ul>
4,5,6, 7,8,9	V. Relationship Between Economy and Population <ol style="list-style-type: none"> <li>1. Development</li> <li>2. Resources</li> <li>3. Gross national product (GNP)</li> <li>4. Education</li> </ol>		Special course: Community Health or Problems in Demography	Unit 8 Public Health	<ul style="list-style-type: none"> <li>- Lecture and discussions</li> <li>- Use of charts, slides, films, handouts, etc.</li> </ul>
4,6,9	VI. Population Overgrowth and Quality of Life <ol style="list-style-type: none"> <li>1. Environment</li> <li>2. Economy</li> <li>3. Nutrition</li> <li>4. Education</li> <li>5. Employment</li> <li>6. Health</li> </ol>		Special course: Community Health or Problems in Demography	Unit 8 Public Health	<ul style="list-style-type: none"> <li>- Lecture stressing the basic implications of population overgrowth</li> <li>- Discussion focusing on examples drawn from everyday life of the student and on his own problems</li> <li>- Field visits to crowded slum areas, schools, etc. and the better part of town or city</li> </ul>

DEMOGRAPHY

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
5	VII. Population Overgrowth and Development  1. Identification and discussion of local problems				- Basic data  - Round table organized by students

REFERENCES FOR UNIT 2

DEMOGRAPHY

1. U.S. Bureau of the Census: Supplemental Courses for Case Studies in Surveys and Censuses. Demography Lectures, ISP. Supplemental Course Series No. 2, Washington, D.C., 1969. \$.50.
2. Population Reference Bureau. The World Population Dilemma. Washington, D.C.: Population Reference Bureau, 1972. \$2.00.
3. Nortman, Dorothy. Population and Family Planning Programs: A Factbook. Reports on Population/Family Planning. No. 2. New York: The Population Council, 1973 edition. Free from Population Council Information Office.
4. Viel, Benjamin. "The Social Consequences of Population Growth." PRB, Selection #30, Washington, D.C.: Population Reference Bureau, 1972.
5. Stycos, J.M. Ideology, Faith and Family Planning in Latin America. New York: McGraw-Hill Book Co., 1971. \$15.00.
6. Adelstein, M.E. and Pival, J.G., eds. Ecocide and Population. New York: St. Martins Press, 1972. \$2.25.
7. Hall, Edward. The Hidden Dimension. Garden City, N.Y.: Doubleday & Co., Inc., 1966.
8. Jones, G.W. "The Economic Effect of Declining Fertility in Less Developed Countries." An Occasional Paper of the Population Council, February 1972.
9. Schultz, Theodore W. "The Food Supply - Population Growth Quandry." Rapid Population Growth by Study Committee of the Office of the Foreign Secretary, National Academy of Sciences. Baltimore: Johns Hopkins Press, 1971. \$2.45 - Vol. 1; \$6.50 - Vol. 2.
10. World Population Status Report 1974. Reports on Population/Family Planning. No. 15. New York: Population Council, January 1974.

OBJECTIVES OF UNIT 3 ON

ANATOMY AND PHYSIOLOGY OF REPRODUCTIVE SYSTEM

At the end of the unit on Anatomy and Physiology of the Reproductive System, auxiliary level students should be able to:

- identify the anatomical components of female sexual organs and briefly describe the hormonal process of menstruation
- identify the anatomical components of the male sexual organs and briefly describe the hormonal influences on formation of male reproductive cells
- describe the mechanics of the process of fertilization
- describe the process of the development of the fetus
- describe the physiological changes during pregnancy and delivery
- describe the physical and physiological transformations of the climacteric in males and females

ANATOMY AND PHYSIOLOGY OF THE REPRODUCTIVE SYSTEM

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,2	I. Description of Anatomy and Introduction to Physiology of Female Reproductive Organs		Anatomy & Physiology	Unit 4 Medical-surgical Nursing or Gynecological Nursing Unit 7	<ul style="list-style-type: none"> <li>- Lectures or self-instructional materials</li> <li>- Films, slides, anatomical charts, and models</li> </ul>
3,4	II. Description of Anatomy and Introduction to Physiology of Male Reproductive Organs		Anatomy & Physiology	Unit 4 Medical-surgical Nursing or Gynecological Nursing Unit 7	<ul style="list-style-type: none"> <li>- Lectures or self-instructional materials</li> <li>- Films, slides, anatomical charts and models</li> </ul>
4	III. Brief Description of Process of Fertilization and Stages of Development of the Embryo and Fetus		Anatomy & Physiology or Obstetrics	Medical-surgical Nursing and Obstetrical Nursing Unit 7	<ul style="list-style-type: none"> <li>- Film and anatomical models</li> <li>- Figures and drawings</li> </ul>
2,5	IV. Physiology of Normal Pregnancy, Delivery, and Puerperium		Anatomy & Physiology or Obstetrics	Public Health Nursing Unit 7 Obstetrical Nursing	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Care of patients from beginning to end of pregnancy</li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
3,6	V. Brief Description of Physical and Physiological Transformations in Climacteric of Adulthood		Anatomy & Physiology or Obstetrics	Public Health and Medical-surgical Nursing Unit 5	- Group discussion based on observation of patients of different ages

REFERENCES FOR UNIT 3

ANATOMY AND PHYSIOLOGY OF REPRODUCTIVE SYSTEM

1. Whelan, E.M. and Quadland, M.C. Human Reproduction and Family Planning - A Programmed Text. Palo Alto, Calif.: Syntex Laboratories, Inc., 1972. \$5.00.
2. Fitzpatrick, E.; Reeder, S.; Mastroianni, L. Maternity Nursing. 12th ed. Philadelphia: J.B. Lippincott Company, 1971. \$10.75.
3. McCary, J.L. Human Sexuality. 2nd ed. New York: Van Nostrand Reinhold Company, 1973. \$10.95.
4. Broderick, C.B. and Bernard, J. The Individual, Sex and Society: A SIECUS Handbook for Teachers and Counselors. Baltimore: The Johns Hopkins Press, 1969, \$4.50.
5. Maternal Nutrition and the Course of Pregnancy. Edited by Committee on Maternal Nutrition, National Academy of Sciences, Washington, D.C.: National Academy of Sciences, 1970. \$7.50.
6. Brewer, J.I.; Molbo, D.M. and Gerbie, A.B. Gynecological Nursing. St. Louis: C.V. Mosby, 1966. \$7.75.

OBJECTIVES OF UNIT 4 ON  
PATHOLOGY OF THE REPRODUCTIVE SYSTEM

At the end of the unit on Pathology of the Reproductive System, auxiliary level students will be able to:

- describe observable symptoms for gonorrhoea and syphilis. Describe mode of transmission of these venereal diseases and their standard treatment
- describe briefly the implications of diseases such as cardio-vascular, neurological, cancer, and communicable upon the reproductive system
- list the surgical operations most commonly performed on
  - . the female reproductive system
  - . the male reproductive system
- identify couples with infertility problems and refer them to appropriate agency

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,5	<p>I. Diseases of Reproductive System (case finding, way of transmission, observable symptoms, diagnosis, standard treatment and follow-up)</p> <p>1. Venereal diseases 1.1. gonorrhea 1.2. syphilis</p> <p>2. Cancer</p> <p>3. Infectious diseases</p>	Unit 3	Community Health or Gynecological Nursing or Med-surg Nursing	Unit 5 Unit 6 Unit 7	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Case presentation</li> <li>- Observation of patients with emphasis on observable factors</li> <li>- Demonstration of treatment and lab tests</li> <li>- Films, slides</li> <li>- Group discussions</li> </ul>
1	<p>II. Diseases affecting Reproductive System</p> <p>1. Cardio-vascular</p> <p>2. Neurological</p> <p>3. Communicable</p>	Unit 3	Community Health or Gynecological Nursing or Med-surg Nursing	Public Health	<ul style="list-style-type: none"> <li>- Lectures with emphasis on conditions most prevalent locally and care of patients</li> <li>- Films, slides, discussions, visit to patients' wards, or outpatient clinics</li> <li>- Case-finding for family planning in a medical setting</li> </ul>
1,4,5	<p>III. Surgery of Reproductive System</p> <p>1. Female 1.1. hymenectomy 1.2. hysterectomy 1.3. mastectomy 1.4. tubal ligation</p> <p>2. Male 2.1. circumcision 2.2. prostatectomy 2.3. vasectomy</p>	Unit 3	Community Health or Gynecological Nursing or Med-surg Nursing	Unit 5 Unit 6 Unit 7 Public Health	<ul style="list-style-type: none"> <li>- Lectures emphasizing counseling, understanding of patients' psychological reactions to surgery of the reproductive system</li> <li>- Care of patients</li> <li>- Group discussion on the local cultural implications of such surgery</li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
	3. Psychological aspects				
2,3,6	IV. Infertility 1. Generalities 2. Identification of patients 3. Fertility threshold	Unit 3	Communi- ty Health or Gyneco- logical Nursing or Med-surg Nursing	Unit 5 Unit 6 Unit 7 Public Health	- Short lectures followed by group discussion with resource person (specialist, Ob-Gyn, MD, etc.)

REFERENCES FOR UNIT 4

PATHOLOGY OF REPRODUCTIVE SYSTEM

1. Beacham, D.W. and Beacham, W.D. Synopsis of Gynecology. 8th ed. St. Louis: C.V. Mosby, 1972. \$10.90. Chapters 2 through 14
2. Kistner, R.W. "The Infertile Woman." American Journal of Nursing. Vol. 73, No. 11 (November 1973).
3. Edmands, E.M. "Infertility." Maternity Nursing Today. Edited by J. Clausen, et al. New York: McGraw-Hill, 1973. \$12.95
4. Mathis, J.L. "Psychological Aspects of Surgery on Female Reproductive Organs." Journal of Obstetric, Gynecologic and Neonatal Nursing. January/February 1973.
5. Brewer, J.I.; Molbo, D.M. and Gerbie, A.B. Gynecologic Nursing. St. Louis: C.V. Mosby, 1966. \$7.75.
6. Iorio, J. Principles of Obstetrics and Gynecology for Nurses. 2nd ed. St. Louis: C.V. Mosby, 1971. \$9.75.

OBJECTIVES OF UNIT 5 ON

HUMAN SEXUALITY

PART I: PSYCHOSEXUAL GROWTH AND DEVELOPMENT

At the end of the unit on Human Sexuality - Part I. Psychosexual Growth and Development, auxiliary level students should be able to:

- describe the psychosexual characteristics of development of children
  - . from birth to age 3
  - . from age 3 to age 7
  - . from age 7 to puberty
  - . during adolescence
- identify at least two psychosexual factors that influence behavior in adults
- identify the influence of the customs of their own community upon the sexual behaviors of children, adolescents, and adults
- list and describe the most common disturbances in sexual relationships
- list and describe the variations in sexual relationships
- demonstrate understanding of sexual problems of the young, the adult and the elderly in their community:
  - . by being able to verbalize their own feelings and problems
  - . by abstention of judgment and criticism of others' behaviors
  - . by being able to receive patients' confidences with discretion
- demonstrate supportive behavior toward senior citizens by providing supporting care and promotion of adequate social life

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1	<p>I. Generalities on Human Psychological Growth and Development</p> <ol style="list-style-type: none"> <li>1. Concepts of development</li> <li>2. Immaturity to maturity</li> </ol>	Unit 3	Introduction to Maternal & Child Health or Special course: Family Health or psychology	Unit 6  Unit 7  Public Health Nursing	- Lectures with use of slides, local films, if any
1,3,6, 7	<p>II. Stages in Psychosexual Development (as in the students' community)</p> <ol style="list-style-type: none"> <li>1. From birth to 3 years old               <ol style="list-style-type: none"> <li>1.1. physical &amp; psychological maturation for each sex</li> <li>1.2. sex roles and influence of the family</li> <li>1.3. sexual activities</li> </ol> </li> <li>2. From 3 to 7 years old               <ol style="list-style-type: none"> <li>2.1. physical and psychological growth for each sex</li> <li>2.2. development of sex roles</li> <li>2.3. influence of the family and community</li> <li>2.4. sexual activities</li> </ol> </li> <li>3. From 7 years old to puberty               <ol style="list-style-type: none"> <li>3.1. physical and psychological growth</li> <li>3.2. application of sex roles</li> <li>3.3. influence of the family &amp; community</li> </ol> </li> </ol>	Unit 3	Introduction to Maternal & Child Health or Special course: Family Health or Psychology	Unit 6  Unit 7	<p>- Lecture to provide framework for observations</p> <p>- Observation visits in</p> <ul style="list-style-type: none"> <li>. kindergartens</li> <li>. schools</li> <li>. pediatric ward in hospital</li> </ul> <p>- Observation of children</p> <ul style="list-style-type: none"> <li>. in families</li> <li>. at play</li> </ul>

HUMAN SEXUALITY PART I. PSYCHOSEXUAL GROWTH AND DEVELOPMENT

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
	<p>4. Puberty and adolescence in girls</p> <p>4.1. physical growth: menstruation</p> <p>4.2. psychological growth</p> <p>4.3. meaning of puberty in the local culture (attitude of family and community)</p> <p>4.4. expected behavior</p> <p>4.5. sexual activities</p> <p>5. Puberty and adolescence in boys</p> <p>5.1. physical growth: ejaculation, nocturnal emissions</p> <p>5.2. psychological growth</p> <p>5.3. meaning of puberty in the local culture (attitude of family and community)</p> <p>5.4. expected behavior</p> <p>5.5. sexual activities</p> <p>6. Problems related to sexual growth in the local culture</p>	Unit 1	Intro- duction to Maternal & Child Health or Family Health	Unit 6  Unit 7  Public Health Nursing	<p>- Observation of adolescent girls</p> <ul style="list-style-type: none"> <li>. in families</li> <li>. in schools</li> <li>. with peer group</li> </ul> <p>- Group discussions</p> <ul style="list-style-type: none"> <li>. analysis of local customs regarding sexual growth and child rearing</li> <li>. analysis of own feelings regarding sexual growth</li> <li>. analysis of development of sex roles in the community</li> <li>. analysis of problems such as masturbation, teenage pregnancies, etc</li> </ul>
1,3,4, 5,6	<p>III. Adulthood</p> <p>1. The sexual relationship, physical and psychological implications</p>	Unit 3	Family Health or Psychol- ogy	Unit 6  Unit 7 Public Health Nursing	<p>- Group discussions</p> <ul style="list-style-type: none"> <li>. analysis of local perceptions of harmonious sexual relationships</li> </ul>

HUMAN SEXUALITY PART I. PSYCHOSEXUAL GROWTH AND DEVELOPMENT

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
	2. Climacteric of adulthood, physical and psychological implications  3. Disturbances in the sexual relationship 3.1. pregnancy 3.2. frigidity 3.3. premature ejaculations 3.4. impotence  4. Variations in the sexual relationship 4.1. homosexuality 4.2. prostitution 4.3. rape 4.4. incest				<ul style="list-style-type: none"> <li>. analysis of local perception of disturbances in the sexual relationship</li> <li>. analysis of local handling of variations in sexual relationships</li> <li>. analysis of expected behavior according to age</li> </ul> - Discussion of own feelings toward sex - in group or with counselor
2.	IV. Old Age (physical and psychological needs)  1. Attitudes of older persons  2. Needs of older persons	Unit 3	Family Health or Psychology	Public Health Nursing	- Observation of senior citizens in the community  - Discussions

OBJECTIVES OF UNIT 5 ON

HUMAN SEXUALITY

PART II: SEXUALITY AND SOCIETY

At the end of the unit on Human Sexuality - Part II. Sexuality and Society, auxiliary level students should be able to:

- describe the relationships between society and sexuality by identifying the historical, religious and legal influences upon people's behavior in their own community
- discuss any changes in their country's laws in relation to human reproduction
- describe the role of the family in their community
- describe the role of women in their community and analyze the impact of women's emancipation upon this role
- describe the customs related to courtship and marriage in their community
- identify causes most often related to marriage breakdown in the community and describe ways the community deals with the situation
- demonstrate positive attitude in relation to human sexuality by:
  - . verbalization of their own feelings and values
  - . demonstration of acceptance regarding people's social and religious background by providing non-conflicting counseling
  - . absence of judgmental opinions
  - . acceptance and support of others in need, such as unwed mothers, infertile couples, etc.
  - . positive interaction with people followed by adequate referral

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
13	<p>I. Brief Historical Review of Societies' Attitude Toward Sexuality</p> <p>1. From antiquity to modern world</p>	Sociology	Family Health or Special course	Public Health Nursing	- Lecture with discussions focusing on the local history
9,10, 11,12	<p>II. The Basic Unit of Society: The Family</p> <p>1. The family as a social institution</p> <p>2. Role of the family in society</p> <p>3. Different types of families</p> <p>3.1. nuclear</p> <p>3.2. extended</p> <p>3.3. communal</p> <p>3.4. polygamous</p> <p>4. Analysis of the role of women in families</p> <p>4.1. traditional role</p> <p>4.2. new trends</p>		Family Health or Sociology or Special course	Unit 6 Unit 7 Public Health Nursing	- Group discussions on: <ul style="list-style-type: none"> <li>. observation and comparison of different types of families</li> <li>. identification of role of families in the community</li> <li>. observation and analysis of role of women in local families</li> </ul>
10, 11, 12	<p>III. Marriage</p> <p>1. Education of adolescents toward marriage</p> <p>2. Courtship (local customs)</p> <p>3. Marriage (local customs)</p> <p>4. Problems in marriage</p> <p>4.1. dissatisfaction and conflicts</p> <p>4.2. influence of in-laws</p> <p>4.3. influence of professional life</p>	Sociology	Family Health or Sociology or Special course	Unit 5 Public Health Nursing	- Group discussions on: <ul style="list-style-type: none"> <li>. observation and analysis of local customs</li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
	5. Marriage breakdown 5.1. adultery 5.2. divorce 5.3. illness 5.4. death				- Group discussions on how the community deals with situations involving marriage breakdown
1,3,10	IV. Problems Related to Marriage as a Social Institution  1. The sexually active single adult 2. The unwed mother 3. The unwed father 4. The "swinging" couple	Sociology	Family Health or Sociology or Special course	Unit 6 Unit 7 Public Health Nursing	- Group discussions on how the community deals with "non-conformists"
3,13	V. Problems Related to Fertility in Marriage  1. The overfertile couple 2. The infertile couple	Unit 3 Unit 4			- Field visits to infertility clinics.
1,8,13	VI. Attitudes of Religions Toward Sexuality (focused on religions prevalent locally)  1. Christians 2. Moslems 3. Jews 4. Others		Family Health or Sociology or Special course	Public Health Nursing	- Lecture - Interview with clergy from local churches - Interviews with patients from different religions - Discussion of differences and similarities

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
8,10	<p>VII. Influence of Law Toward Sexuality</p> <ol style="list-style-type: none"> <li>1. Laws regarding marriage               <ol style="list-style-type: none"> <li>1.1. adoption</li> <li>1.2. illegitimacy</li> <li>1.3. marriage, separation and divorce</li> <li>1.4. inheritance</li> </ol> </li> <li>2. Laws regarding public morality               <ol style="list-style-type: none"> <li>2.1. sterilization</li> <li>2.2. abortion</li> <li>2.3. prostitution</li> <li>2.4. public offenses</li> <li>2.5. homosexuality</li> </ol> </li> <li>3. Laws regarding reproduction               <ol style="list-style-type: none"> <li>3.1. pro-natalist laws</li> <li>3.2. anti-natalist laws</li> <li>3.3. their possible implications for the country</li> </ol> </li> </ol>			<p>Public Health Nursing</p> <p>Public Health Nursing</p>	<ul style="list-style-type: none"> <li>- Lectures focusing on local conditions</li> <li>- Field visit to unwed mother hostel, to adoption agency, to children's foster home</li> <li>- Field visit to divorce court and to lawyer</li> <li>- Field visit to law courts</li> <li>- Group discussion on local problems and local laws</li> <li>- Group discussion with analysis of local situation and identification of the country's laws</li> </ul>
	VIII. Synthesis: Societies' Attitudes Toward Sexuality				<ul style="list-style-type: none"> <li>- Round table organized by students</li> </ul>

## REFERENCES FOR UNIT 5

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11. Landis, P.H. Your Marriage and Family Living. 3rd ed. St. Louis: McGraw-Hill, 1969. \$8.76.
12. Klemmer, Richard H. Marriage and Family Relationships. New York: Harper and Row, 1970. \$10.50.
13. Guttmacher, A. Birth Control and Love. New York: Bantam Books, 1970. \$1.25. Chapter 13.

OBJECTIVES OF UNIT 6 ON  
NURSING IN FAMILY PLANNING

At the end of the unit on Nursing in Family Planning, the auxiliary students should be able to:

- analyze in writing their own individual characteristics as nurses and verbalize the implications of these characteristics on their professional performance in family planning
- identify the various locations in which family planning takes place
- describe the activities related to family planning in which they will participate
- analyze in writing the role of the auxiliary nurse in a nursing team in family planning
- identify local ethical problems related to auxiliary nursing in family planning and propose tentative solutions for each problem identified

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES	
		Intro- duction	Teach- ing	Rein- forcement		
1,3,13	<p>I. The Auxiliary Nurse as an Individual</p> <ol style="list-style-type: none"> <li>1. Background</li> <li>2. Attitudes</li> <li>3. Knowledge</li> <li>4. Male/female</li> </ol>	Unit 1	Nursing or Family Health	Public Health  Unit 5  Unit 7	- Group discussion of characteristics of nursing personnel, needs of public for services	
2,6,7	<p>II. Setting of Her Activities</p> <ol style="list-style-type: none"> <li>1. Hospital</li> <li>2. Community</li> <li>3. Home</li> <li>4. Programs</li> </ol>				- Group discussions focusing on local settings	
1,3,4, 5,8,9, 10,14	<p>III. Nursing Activities</p> <ol style="list-style-type: none"> <li>1. Case-finding</li> <li>2. Care of patients               <ol style="list-style-type: none"> <li>2.1. procedures</li> <li>2.2. physical preparation of patient</li> <li>2.3. psychological preparation of patient</li> <li>2.4. techniques</li> </ol> </li> <li>3. Special role of the auxiliary nurse               <ol style="list-style-type: none"> <li>3.1. understanding and support</li> <li>3.2. providing information regarding procedures, methods and use</li> </ol> </li> </ol>				- Group discussions	- Case-finding exercises

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
	3.3. reassurance 3.4. providing respect for modesty 4. Referrals 4.1. assessment of needs 4.2. referrals to other family planning services 4.3. referrals to general health services 5. Follow-up 5.1. selection of method 5.2. selection of time intervals 5.3. investigation of dropouts 6. Education of patients 7. Coordination with other members of nursing team				
1,2	IV. Evaluation of Activities 1. Self-evaluation 2. Work-evaluation		Nursing or Family Health	Community Nursing or Public Health	- Self evaluation exercises - Participation in work evaluation
9,11	V. Continuing Education 1. Opportunities for the auxiliary			Unit 5  Unit 7	- Group discussion
3,12,13	VI. Family Planning and Nursing Ethics 1. Professional problems i.1. responsibilities and limitations of auxiliary nursing 2. Psychological problems 3. Religious problems				- Group discussions with local resource person such as lawyer, clergy, etc., focusing on the ethical problems emerging from the local role and responsibili- ties of the auxiliary nurse

## REFERENCES FOR UNIT 6

### NURSING IN FAMILY PLANNING

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OBJECTIVES OF UNIT 7 ON

PLANNING A FAMILY

At the end of the unit on Planning a Family, auxiliary students should be able to:

- I. - briefly describe the philosophy of the family planning movement
- list the agencies sponsoring family planning in their community
- II. A. - list the different contraceptive methods
- describe behavioral methods, their indications and limitations
- describe mechanical methods, their indications and limitations
- describe systemic methods, their indications and effectiveness
- list possible side-effects of the pill, contraindications and complications
- describe the different types of IUDs
- list side-effects of IUDs, contraindications and complications
- B. - identify social problems which cause women to seek an abortion
- identify patients seeking an abortion and refer them to resources, if appropriate.
- briefly describe the principal methods of abortion
- provide care to patients with abortions
- develop awareness of own feelings toward abortion by being able to verbalize them

- C. - identify local psychological problems related to sterilization in patients of both sexes
  - identify patients in need of sterilization and refer them to appropriate resources
  - briefly describe the techniques of sterilization
    - . for the female
    - . for the male
  - provide care to patients with sterilization
  - develop awareness of own feelings toward sterilization by being able to verbalize them
- D. - demonstrate recognition of own limitations by appropriate referrals
  - demonstrate positive working relationships with other family planning workers
  - demonstrate positive attitude toward family planning by appropriate counseling of patients
- III. - list five areas of prevention where family planning will have an impact on family health and illustrate by appropriate examples derived from the community
  - list five areas of sociological benefits derived from use of family planning. Illustrate by appropriate examples derived from the community.

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
2,10	<p>I. What is Family Planning?</p> <ol style="list-style-type: none"> <li>1. Definition and philosophy of family planning movement</li> <li>2. Brief history of development of family planning movement and family planning pioneers</li> <li>3. Family planning in the world, example of some selected countries</li> <li>4. Agencies supporting family planning in the country</li> </ol>		Family Health	Public Health Unit 8	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Selected abstracts from literature on the subject</li> <li>- Identification of agencies</li> <li>- Identification of agencies supporting family planning in the community and analysis of their philosophy, approach, etc.</li> </ul>
2,3, 12,13	<p>II. How to Plan a Family</p> <ol style="list-style-type: none"> <li>1. Contraception <ol style="list-style-type: none"> <li>1.1. definition</li> <li>1.2. methods <ol style="list-style-type: none"> <li>1.2.1. behavioral <ol style="list-style-type: none"> <li>1.2.1.1. basal body temperature</li> <li>1.2.1.2. rhythm</li> <li>1.2.1.3. withdrawal</li> </ol> </li> <li>1.2.2. mechanical and chemical <ol style="list-style-type: none"> <li>1.2.2.1. condom</li> <li>1.2.2.2. diaphragm</li> <li>1.2.2.3. foams, jellies, tablets</li> </ol> </li> <li>1.2.3. systemic <ol style="list-style-type: none"> <li>1.2.3.1. brief description of mode of action of the pill</li> </ol> </li> </ol> </li> </ol> </li> </ol>	Unit 3 Unit 4 Unit 5 Unit 6	Family Health	Public Health Nursing	<ul style="list-style-type: none"> <li>- Lecture and discussion</li> <li>- Demonstration of devices, samples of products, etc. with emphasis on "how to" use them and how to teach patients to use them</li> <li>- Projection of films</li> <li>- Assistance in patient interviews, counseling, and care at home, at clinics, hospital and post-partum wards</li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
5,10	<p>1.2.3.2. brief descrip- tion of different kinds of pills</p> <p>1.2.3.3. indications</p> <p>1.2.3.4. mode of pre- scription</p> <p>1.2.3.5. directions for use</p> <p>1.2.3.6. side effects</p> <p>1.2.3.7. contraindications</p> <p>1.2.3.8. complications</p> <p>1.2.4. Intrauterine devices(IUD)</p> <p>1.2.4.1. brief description of mode of action</p> <p>1.2.4.2. indications</p> <p>1.2.4.3. different types and modes of insertions</p> <p>1.2.4.4. side effects</p> <p>1.2.4.5. complications</p> <p>1.2.4.6. contraindications</p> <p>1.2.4.7. reversibility</p> <p>2. Abortion</p> <p>2.1. definition</p> <p>2.2. different kinds of abortions</p> <p>2.2.1. spontaneous</p> <p>2.2.2. induced - legal</p> <p>2.2.2.1. indications</p> <p>2.2.2.2. methods</p> <p>2.2.2.3. side effects</p> <p>2.2.2.4. complications</p> <p>2.2.2.5. contraindications</p> <p>2.2.3. induced - clandestine</p> <p>2.3. identification of local social factors</p>	<p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p>	<p>Family Health</p>	<p>Unit 8</p> <p>Public Health</p>	<ul style="list-style-type: none"> <li>- Presentation of different kinds and brands of pills used locally</li> <li>- Supervised practice in counseling of patients and detection of side effects and complications</li> <li>- Lectures and discussion</li> <li>- Presentation of different types of IUDs and demonstration of insertion</li> <li>- Assistance in patient interviews, counseling and care at home, clinics, hospital and post-partum wards</li> <li>- Lectures</li> <li>- Group discussion on local problems with local resource person: priest, lawyer, social worker, public health nurse, psychologist, etc.</li> <li>- Assistance in interviews of patient seeking abortion</li> <li>- Care of patients with abortions</li> <li>- Group discussion on personal feelings toward abortion</li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
6,7	<p>2.4. identification of local religious and legal implications upon abortions</p> <p>3. Sterilization</p> <p>3.1. definition</p> <p>3.2. female sterilization</p> <p>3.2.1. tubal intervention</p> <p>3.2.2. hysterectomy</p> <p>3.2.3. radiation</p> <p>3.2.3.1. side effects</p> <p>3.2.3.2. psychological reactions</p> <p>3.3. male sterilization</p> <p>3.3.1. techniques</p> <p>3.3.2. side effects and psychological reactions</p> <p>3.4. local religious and legal position on sterilization</p>	<p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p>	<p>Family Health</p>	<p>Unit 8</p>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussions of local acceptance of female sterilization</li> <li>- Assistance in interviews of female patients seeking sterilization</li> <li>- Care of patient</li> <li>- Discussion of own feelings about female sterilization</li> <li>- Lecture</li> <li>- Assistance in interviews of patients if locally acceptable</li> <li>- Care of patient</li> <li>- Discussion of own feelings toward male sterilization</li> <li>- Round table with local resource persons</li> </ul>
1,2	<p>III. Why Plan a Family</p> <p>1. Health benefits of family planning</p> <p>1.1. decrease of mortality</p> <p>1.1.1. women</p> <p>1.1.2. children</p> <p>1.2. decrease in complications</p> <p>1.2.1. of pregnancies</p> <p>1.2.2. of deliveries</p> <p>1.3. benefits of birth spacing</p> <p>1.4. benefits of best reproductive age</p>	<p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p>	<p>Family Health</p>	<p>Unit 8</p> <p>Public Health</p>	<ul style="list-style-type: none"> <li>- Lectures focusing on local data</li> <li>- Discussions with examples drawn from local situations</li> <li>- Discussion with selected families practicing family planning for a few years</li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
3,4,11	1.5. prevention of 1.5.1. heredity illnesses 1.5.2. communicable illnesses 1.5.3. mental illnesses 1.6. improvement of 1.6.1. child's health 1.6.2. women's health 1.6.3. nutritional status of family 1.6.4. mental health				- Assessment of health and devel- opment in small and large families
2,8,9	2. Sociological benefits of family planning 2.1. decrease of unwanted pregnancies 2.2. increased family resources 2.3. increased educational oppor- tunities for children 2.4. increased opportunities for women 2.5. limitation of population over- trowth 3. Deterrents to family planning				- Group discussion on differences in financial, educational work opportunities in large and small families within the community

PLANNING A FAMILY

REFERENCES FOR UNIT 7

PLANNING A FAMILY

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OBJECTIVES OF UNIT 8 ON

ORGANIZATION OF DELIVERY OF FAMILY PLANNING SERVICES

At the end of the unit on Organization of Delivery of Family Planning Services, the auxiliary students should be able to:

- actively participate in the assessment of needs of their community
- actively participate in the assessment of the resources of their community
- actively participate in the establishment and implementation of objectives for auxiliary nursing
- actively participate in plans for education, care and referral of patients in family planning services
- actively participate in evaluation of effectiveness of auxiliary nursing in family planning services

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
1,4,5	<p>I. Assessment of Needs of the Community</p> <ol style="list-style-type: none"> <li>1. Identification of groups in need of family planning</li> <li>2. Identification of needs in family planning</li> </ol>	<p>Unit 5</p> <p>Unit 6</p> <p>Unit 7</p>	<p>Public</p> <p>or</p> <p>Family Health</p>		<ul style="list-style-type: none"> <li>- Group discussion with focus on the local community's need</li> </ul>
3,7	<p>II. Assessment of Resources of the Community</p> <ol style="list-style-type: none"> <li>1. Auxiliary manpower</li> <li>2. Facilities</li> <li>3. Equipment and supplies</li> <li>4. Community agencies</li> <li>5. Finances</li> </ol>				<ul style="list-style-type: none"> <li>- Group discussion with focus on the local community's resources</li> </ul>
9	<p>III. Planning for Auxiliary Nursing in a Family Planning Service</p> <ol style="list-style-type: none"> <li>1. Setting of objectives</li> <li>2. Development of strategies</li> <li>3. Phasing of activities</li> <li>4. Evaluation process</li> <li>5. Revision process</li> <li>6. Recording</li> </ol>				<ul style="list-style-type: none"> <li>- Lecture on planning process</li> <li>- Group discussion on application of planning process to local auxiliary nursing</li> </ul>

REFER- ENCES	CONTENT	RECOMMENDED AREAS FOR PRESENTING CONTENT			METHODS OF INSTRUCTION AND ACTIVITIES
		Intro- duction	Teach- ing	Rein- forcement	
2,4,5,6	<p>IV. Types of Family Planning Services</p> <ol style="list-style-type: none"> <li>1. Hospital               <ol style="list-style-type: none"> <li>1.1. out-patient</li> <li>1.2. in-patient</li> <li>1.3. post-partum</li> </ol> </li> <li>2. Community               <ol style="list-style-type: none"> <li>2.1. state</li> <li>2.2. local</li> <li>2.3. private</li> </ol> </li> <li>3. Private physician's office</li> </ol>				<ul style="list-style-type: none"> <li>- Group discussion</li> <li>- Visit to local family planning services</li> </ul>
	<p>V. Types of Activities in Family Planning Services</p> <ol style="list-style-type: none"> <li>1. In contraceptive services               <ol style="list-style-type: none"> <li>1.1. education of patients</li> <li>1.2. care of patients</li> <li>1.3. referral of patients</li> <li>1.4. follow-up</li> </ol> </li> <li>2. In sterilization, abortion, infertility services               <ol style="list-style-type: none"> <li>2.1. education</li> <li>2.2. referrals</li> <li>2.3. follow-up</li> </ol> </li> </ol>	<p>Unit 1 Unit 6 Unit 7</p>	<p>Public Health or Family Planning</p>		<ul style="list-style-type: none"> <li>- Group discussion Synthesis with Unit 6 and Unit 7</li> </ul>
	<p>VI. Evaluation of Family Planning Services</p> <ol style="list-style-type: none"> <li>1. Evaluation of auxiliary activities in relation to the working team</li> </ol>				<ul style="list-style-type: none"> <li>- Group discussion Synthesis with Unit 6 and Unit 7</li> <li>- Contribute, under supervision, to evaluation in relation to auxiliary nursing role.</li> </ul>

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