

TRAINER'S MANUAL
General Introductory
Section

DIAPHOEAL DISEASES MANAGEMENT
TRAINER'S MANUAL



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INTENDED USERS:

All trainers of NCDDP courses run at the central, governorate, and district levels.

POTENTIAL USERS:

Trainers responsible for training courses run by the different educational institutions and ongoing projects.

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INTRODUCTION

In previous training activities we aimed at spreading scientific information to build up awareness and interest among health providers. Activities were subject based and of the orientation type. We focused on case management with emphasis on oral rehydration and nutritional therapy. We succeeded in establishing a broad knowledge base. Moreover, the efforts done were effective in convincing the majority of health providers to adopt the clinical management package.

Present training activities aim at developing the skills of health providers so that they can achieve a high standard of health care delivery. They aim at providing necessary skills and knowledge to help trainees to perform their duties. So the approach adopted is a mastery teaching, task-based curricula. In this approach the training programme derives its content and learning experiences from the professional profile of the health worker: job description-responsibilities-activities-and tasks carried out by the worker.

STEPS IN DESIGNING TASK -BASED CURRICULUM

A curriculum is a comprehensive outline indicating what is to be covered in a course, how it will be taught, and how the trainees will be evaluated. This document is usually prepared by the course designer for himself and other trainers.

To design the task-based curriculum the following major steps are carried out in a systematic way using different formats:

- 1- Define the instructional situation
- 2- Write and verify the job description(responsibilities, activities, tasks and subtasks)
- 3- Describe the desired on the job performance as well as that of the trainees
- 4- Produce an educational task analysis
- 5- Develop a course evaluation plan
- 6- Produce an activities plan
- 7- Develop a course syllabus
- 8- Develop session plan
- 9- Develop learning materials, trainer's manual and evaluation tests
- 10-Develop the agenda

As all steps were carried out systematically and precisely you should follow all directions provided. Use only the training methods specified and assess your trainees according to the instructions provided. Use the assessment tools designed for you. Remember that now you are training for skills and not for spreading knowledge.

THE TRAINERS FOR THE TASK -BASED CURRICULA

1- Selection of trainers:

The importance of the trainer in carrying out a successful training course is second to the curriculum design. So, trainers should be properly selected.

Criteria for selecting trainers :

Credibility : A trainer should be someone whose position background or personal impact predisposes the trainees to accept the ideas presented.

Maturity : The trainer should be mature enough to experience set backs and problems without frustrations or despair. He has to tolerate defects, enjoy triumphs and persevere.

Personal effectiveness and trait: The presence and bearing of the individual is important. Of equal importance is his respect to trainees, appreciation of problems, persistent and helpfulness. He should have as well analytic ability and be honest in appraisals of performance.

Communication : He should be able to communicate. Any trainer should have the following :

- o Oral communication facility
- o Presence in front of groups
- o Sensitivity to people-being a good listener
- o Adaptability
- o Native intelligence, quickness of mind
- o Sense of humour
- o Warmth of personality

Commitment : In order to teach high performance standards, trainers must themselves adhere to such standards as a basic requirement for modeling. This is important because by setting a good example, trainers can inspire trainees to follow that example. Moreover, trainers should be motivated to develop their own knowledge and skills.

Knowledge of subject matter: This is essential as it adds interest and credibility. IN NCDDP training courses if you are teaching clinical management skills ,look for a senior paediatrician. If you are teaching nursing skills a nurse will be more effective as a trainer than a doctor.

2- Training of trainers:

All trainers selected should be thoroughly trained to ensure the success of the course. The training course for trainers should cover:

- The adult learning process
- The design of the curriculum to be used
- Training goals and training methods
- Audiovisual aids to be used
- How to evaluate trainees
- Administration and logistics of training

3- Number of trainers in a course:

The ratio of trainers to trainees should be 1 : 5. More trainers will be needed for clinical skills whether these skills involve communicating or manual skills. In these sessions the ratio could be 1:3

CHOOSING THE TRAINING SETTING

The best designed course may fail if the course setting is wrong. All training programmes are carried out at the governorate and district levels and not centrally. As the courses designed aim at skill building, more time is allocated to practical training whether in the training room or in a rehydration center. In each governorate one or more rehydration centers were selected by local authorities to act as a training unit. The rehydration center will be used for giving clinical and communication skills. As a trainer you have to use as well the training room. Although the training room and its equipment are not the most vital determinants of training outcomes, yet an uninviting or poorly arranged training room can hinder learning.

Different kinds of learning require different environments. However, experienced trainers will tell you they want **learning rooms** i-e they look for flexibility, comfort of trainers, isolation, proper ventilation and for control of light.

As a trainer you want a room which quickly and easily be arranged and rearranged. The optimum width to length ratio of the room is three to four. Always when you select the room check the windows, the electric outlets and the lights. Avoid glare. The room should not be dim. Check the doors. Close doors (if more than one) that could prove the most bothersome.

The room should be far from noise and far from your trainees' boss. Isolation as you know is both physical and psychological. Make sure that the room is well ventilated and the air is kept moving. Use comfortable chairs. Your trainees have to sit for hours, they should not be tired.

The table used should provide enough space for trainees to lay out their documents. These should be of a suitable height and shape.

In arranging the room you should consider the following factors:

-
- o The physical lay out of the room, its shape, the location of windows, doors and electric outlets. For the latter you can use electric cords if the electric outlets were not properly suited
 - o The number of trainees
 - o The training techniques to be used as each technique will require a different layout
-

As a minimum requirement, in the arrangement of the room make sure that all trainees can see each other. Also it is preferable to arrange the chairs in a circle or semicircle. The arrangement in Fig. I is suggested for 15-17 trainees. You can increase the number if you make the circle more wider.

Studies indicated that more participation and shorter inputs seem to be achieved when trainees sit at round rather than at square tables. Chairs set in a circle with a single low table in the middle promote a more relaxed atmosphere.

Always arrange the chairs so that the main entrance is behind the learners.

Visual Area

Black board

Screen

Chart holder

Overhead projector

Desk for handouts

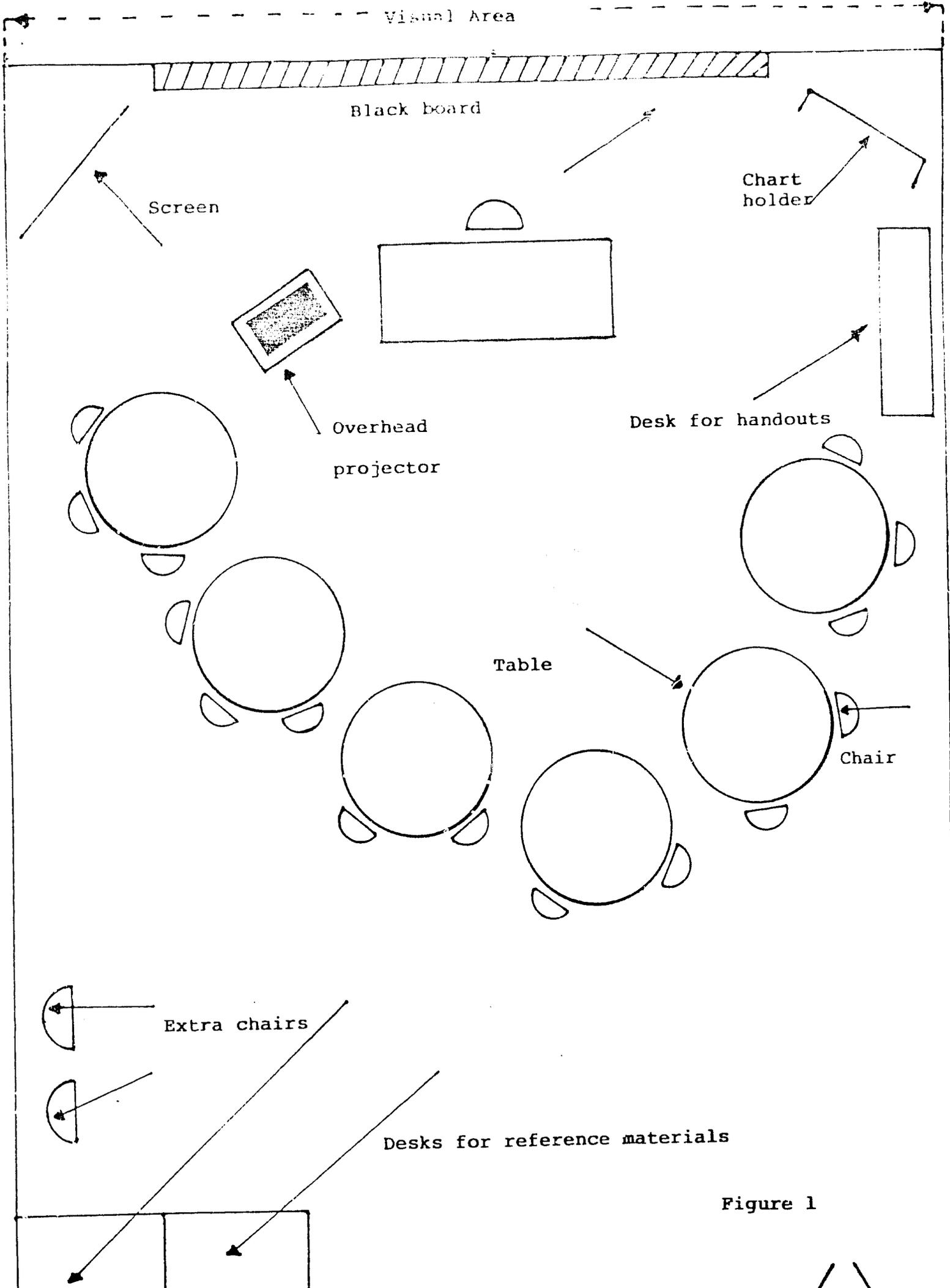
Table

Chair

Extra chairs

Desks for reference materials

Figure 1



You will use different training methods. So, you will need to rearrange your room. For the large group discussion you can use the unfurnished circle. look at figure 2. Here is a clear cut leader partly because the standing position and partly because of the symbol of authority : the black board. You can use the unfurnished circle with no table Figure 3 in small group discussions. Since there is no table between participants each person is in a sense totally revealed. In this arrangement, there is no status symbol denoting a leader, and every participant has direct sightlines to every other participant.

FIGURE 2

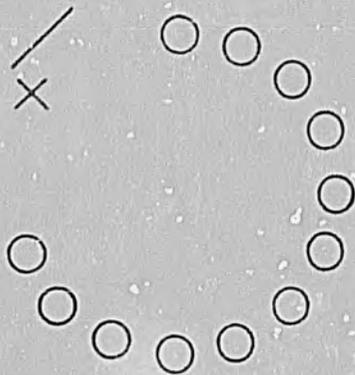
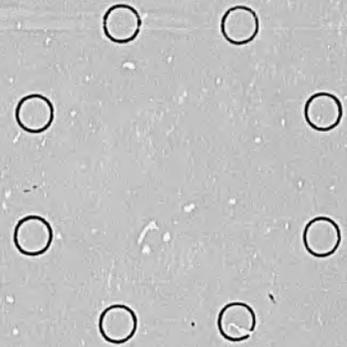
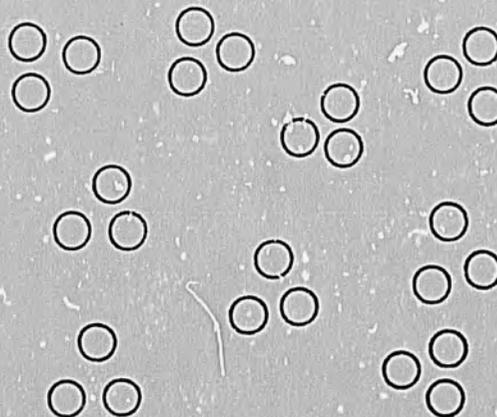


FIGURE 3



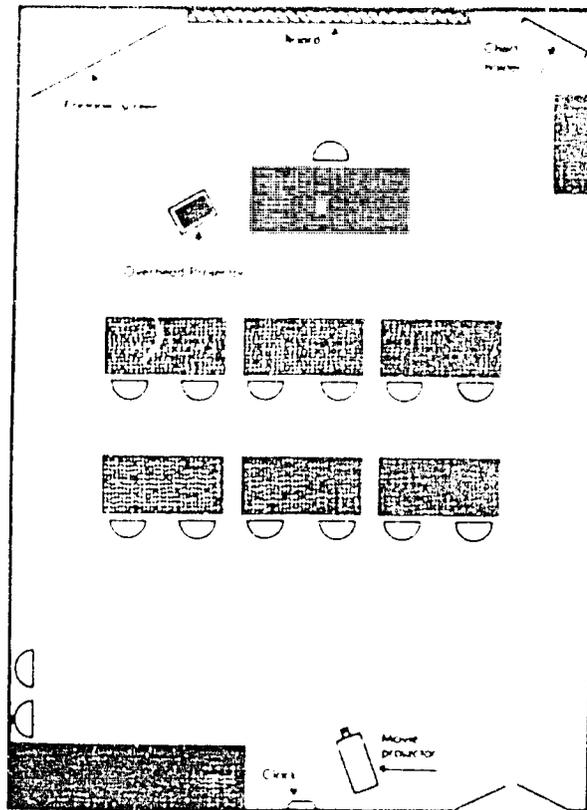
The scattershot method ,Figure 4 will be particularly useful in multiple role play and two or three person team tasks. This scattershot arrangement produces high interpersonal and intergroup communication.

FIGURE 4



Always remember to avoid the traditional class room lay out- Figure 5.

Figure 5



If you intend to use the overhead projector extensively then concentrate first on the placement of the projector. Set it up so that it throws a full well focussed picture. Set your desk to facilitate the use of the overhead projector. Then you can arrange the trainees' tables or desks or and chairs accordingly. Create a space about three meters between the board and the front desk. When you have set the room, sit

in every trainee's seat to ensure that all visual aids are visible. Also check that all electrically powered aids are working. Once you arrange the room use the following checklist to ensure you have done a good job.

CHECKLIST THE TRAINING ROOM

Assure that you have done the following:

- Selected a spacious room, well ventilated, isolated and properly lighted
 - Inspected the shape and physical lay-out of the room
 - Assessed the number of trainees it needs to accommodate
 - Made sure that each trainee has enough table space to lay out his documents
 - Set up and located the overhead projector
 - Located your desk
 - Set up the trainees' tables avoiding the traditional class room layout
 - Located the visual aids you want to position at the front of the room
 - Sat in every trainee's seat to ensure that all visual aids are visible
 - Located other training aids you will use
 - Checked that all equipment and aids are working
-

CONDUCTING THE COURSE

1- Know the course objectives, session objectives and subject matter. Knowing your subject gives you a great deal of self confidence. You know you can probably answer any question the trainees throw at you. You are sure to be able to think up the right questions, to lead group discussions, demonstrate a skill and give the correct feedback. Your command of the subject matter will become quickly apparent to the group and greatly heighten your credibility.

2- Know your trainees. This is important because :

a- You can talk at the right level. If you talk over their heads, they won't understand. If you talk down to them, they will resent it and lose interest in the course.

b- You are better able to call on the right trainee to add meaning to a group discussion, to demonstrate a skill or to be a critical observer.

c- It gives you an opportunity to provide recognition to trainees, which is important to continuing motivation.

d- If you know the interests of the trainees you will find it easier to capture their attention by appealing to their interests.

e- It gives you a fair chance to evaluate your trainees.

There are number of ways you can secure this information. At the outset of every programme you arrange for self introductions. All through the course there are constant opportunities to get to know your participants as individuals during the sessions and breaks. To help you remember trainees' names, you draw a sketch of the lay out and write the names on it while they are introducing themselves.

3- Keep trainees positively motivated. Motivate the trainees throughout the course. Remember that if they are not listening with interest, they won't understand; and if they haven't developed any inner commitment they won't apply what they have learned on the job.

So as a trainer you should:

a- Capture their interest. So get them involved personally. The curriculum designed takes into consideration this point. It ensures an active involvement of the trainees. So, do not switch methods or sessions.

b- Come across personally. An important aspect of holding the participants' interest is to be an interesting person yourself. Here are some hints:

i- **Smile-be relaxed and friendly.** Your open, outgoing attitude will encourage trainees to respond in the same way.

ii- **Use humour.** A ready wit helps to make training a pleasant experience, and provide occasional moments of mental relaxation. However, avoid humour that may offend your trainees.

iii- **Be alive.** The true test of the professional is an ability to be keenly alive; even enthusiastic though conducting the same course over and over again. Remember that if you act bored or placid, others will surely lose interest. Be careful of your own non-verbal cues. You should keep a lively eye-contact with trainees. You should recognize the useful contributions of individuals to the training session. You should vary the tone and loudness of your voice. All these add up to your own personality impact.

iv- Make every thing you do appear **relevant** to trainees.

v- Keep the **pace moving** properly. The course is designed to all frequent changes of approach. This will help to keep the interest level high. Remember that changing pace and method from time to time will help avoid boredom.

vi- **Observe and react** to many kinds of signals you will get. A puzzled look is a clue to restate, repeat or probe. Watch out for frowns, head shakings... etc.

There are clues that you have disagreement.

These are clues that you have disagreement.

4- **Gain trainees' commitment.** This will not be possible unless your trainees become interested. The courses are designed in such a way that the material itself will go a long way towards gaining the emotional commitment necessary for the trainees to truly want to learn and become eager to try their knowledge out on the job. But there are certain things that you should do that will help:

- a. Provide self satisfaction that comes from learning
- b. Give recognition when it is earned. It evokes a very positive emotional response.
- c. **Remove or lessen anxieties**, by letting the trainees know that you respect their expertise in their own fields. Show then this respect by your attitude as well as your words.

When you get your trainees properly motivated and committed you have cleared the way to get the subject matter of the course across to them.

5- **Secure understanding.** Present the ideas clearly and in logical sequence so that the process of learning can begin.

6- **Demonstrate the skill to be learned** to get clearer and greater understanding.

7- **Give opportunity for the trainees to apply the ideas and skills learned.** This will make them eager to learn the skill.

8- **The trainees should be given an opportunity to assess their own understanding of the materials presented, and the skills to be learned.**

9- **Get feedback.** The trainees need to have some way of knowing whether they are performing properly. Without feedback they can't know what they are doing right that should be continued and what they are doing wrong that should be discontinued. Feedback helps you as well to communicate better.

How to get feedback?

- a. Use questions.
- b. Pose hypothetical situation and ask trainees to analyse it, interpret or pass judgement. In this way you are testing their thinking skills.
- c. Ask trainees to perform and demonstrate a task, in this way you are testing the communication skills or the manual skills.

Whom to ask for feedback?

- Give everybody a chance. Do not always depend on volunteers as you will ignore others who may be shy or did not understand you. Use your questions to alert others but not to embarrass them.

- d. Pay attention - listen carefully to the answer or observe the performance of your trainee.
- e. React to the trainees' response. Encourage and praise if it is correct. If not, give him a second chance. Always treat your trainees with respect and consideration. The way you treat them will have a major influence on their willingness to give you the feedback you need to ensure full understanding.

10- Ensure retention. Associate facts with familiar ideas-
Use repetitions-Use trainees to think up ideas, give solutions and demonstrate skills. Make them involved.
Use audiovisuals.

ADMINISTERATION, MANAGEMENT , AND LOGISTICS

As the training is carried out in non-specialized training departments ,you as a trainer should be oriented about the administration,management and logistics. You should know how trainees are selected-What is the schedule of training? What equipment is needed? How is it operated? What educational materials are to be provided to the trainees? What are the materials that you will use yourself? Who is the person responsible for the materials and equipment to be used? What are the procedures for evaluating the course?

As a trainer you have to make a last minute check on the execution of the course,the training room, the preparation of clinical cases,the equipment,the materials to be used. No matter how reliable the administrative backup,there are always problems.

Ideally you should check everything the night before. Educational materials have to be distributed to be ready for the trainees when they arrive. The screen,the overhead projector ,the blackboard have to be carefully positioned. Trainers should know exactly their roles in each session.They should work as a team.

As a trainer you have to control the time. In the plan each session is given an average time.You should keep constantly aware of actual time as compared to plan. If you are running ahead of schedule ,you are better off than if you are running behind. If you are running ahead,you can introduce optional work excercises,group discussion,clinical round or let them read self instructional units. You can also respond to a time over run or short fall. You can give home work,excercises.Or you can ask trainees if they like to stay and complete their tasks.However, you should remember that ideally you should start as well as end on time

As a trainer you have to organize the trainees into groups ,subgroups and delegate tasks.As a trainer you have to decide what criteria to apply in dividing your trainees. Your division may be based on experience, background, institutional or geographic affiliation or personality.Always give assignments to the groups,have clear objectives,consider the capabilities of trainees and lastly establish and keep control. Be alert enough to step in and help weak groups,or individuals to get back on the right track.This is important so that you ensure that each group or person get some feelings of positive accomplishment and achievement. Helping those who are weak will prevent their embarrassment in front of their peers,the trainees.

TRAINING METHODS AND MEDIA

In training for task competence or mastery, the methods of training are organized in a training progression.

----- TRAINING PROGRESSION -----

- Provide trainee with background facts or contexts
- Tell trainee how to perform the skill
- Show trainee how to perform the skill
- Have trainee simulate the skill in safe setting
- Have trainee perform the skill in a real setting under supervision

The curriculum of all courses was designed in such a way that it allows trainees to master the task. So each task was broken down to its basic elements. The training progression is repeated for each of the elements. The trainees are given opportunities during the course to put these elements together as a task and through practice gain mastery. He will also be allowed to carry out group of tasks together so that he will gain mastery in carrying the major activities required from him or her.

There are several methods that you will use in the different courses. The methods were used according to their utilities. However we critically examined their limitations whether inherent in the method or related to the resources and constraint of the training environment.

The following methods were selected according to their utilities.

FOR KNOWLEDGE

- 1- Lecture
- 2- Questions
- 3- Group discussion
- 4- Informational videos
- 5- Demonstration
- 6- Behaviour modeling
- 7- Case method
- 8- Decision tree
- 9- Self instructional units

To change attitudes

- 1- Informational videos
- 2- Group discussion
- 3- Behaviour modeling
- 4- Role play
- 5- Clinical practice

FOR THINKING SKILLS

- 1- Self instructional units
- 2- Group discussion
- 3- case method
- 4- Decision tree
- 5- Clinical practice

FOR DOING SKILLS

- 1-Dry run
- 2-Clinical practice

FOR COMMUNICATION SKILLS

- 1- Role play
- 2- Clinical practice

LECTURES

This method of training will be used only in few sessions . The objectives of the lecture will always be stated The content of the lecture is broken into short sections and you will find that at the end of each section few questions that you have to state and your trainers have to respond to. Needless to say you have to give immediate feedback. It is recommended that at the end of your presentation that you invite questions from the trainees. Also you should question trainees and give immediate feedback.

The following checklist is provided .Always read it before you give a lecture.It will make you rememeber important points before you start lecturing. After the presentation use it for self evaluation.

----- Checklist :How to conduct a lecture -----

LECTURERE'S PREPARATION

- [] Read the information,opinion and concepts presented before giving the lecture
- [] State objectives of the presentation clearly

INTRODUCTION

- [] Check the current knowledge of the trainees
- [] Grab the interest of the trainees
- [] Orient the trainees to the subject in general
- [] Motivate the trainees
- [] Preview the information to be covered

BODY

- [] Divide the body into segments
- [] Get trainees to participate
- [] Present summaries at appropriate places in the session

CONCLUSION

- [] Review the main items
- [] Motivate the trainees to understand and appreciate the problem or topic discussed
- [] Preview future sessions and provide a link
- [] Leave the trainees in no doubt that the lecture came to an end

QUESTIONING

Questioning is one of the most basic and important techniques that could be used by trainers. Questions can be general(open) or specific (closed). Questioning techniques are many. You will use the overhead question (ask the question then wait for a trainee to volunteer an answer). Also you will use the direct question (name the person to answer, pause then ask the question)as well as the combined question (where you ask the question, pause then name a person to answer)

1 Questioning is dynamic where

2

Trainer	Asks	Listens	Responds	Asks
Trainee	Listens	Responds		

The following checklist is provided to enable you rememeber the important points in this technique and serves as a self evaluation tool.

----- Checklist: questioning -----

QUESTIONING

- [] Do most trainees switch off as soon as the question is asked ?
- [] Are there long pauses before questions are answered?
- [] Does interest exists in answering the questions?
- [] Do some trainees answer very infrequently?
- [] Do some trainees want to answer every question ?

LISTENING

- [] Do all trainees listen to answers to questions?
- [] Do the trainer use non verbal signals to indicate that he is paying attention to speaker ?
- [] Do the trainer check that he has accurately understood the meaning of the answer ?

RESPONDING

- [] Are comments answer-oriented rather than person oriented?
- [] Are comments specific,realistic, and directed towards improving learning ?

GROUP DISCUSSION

Different types of group discussions will be used in NCDDP courses. Diads and triads will be used in some of the courses for problem solving. Small group discussions (5-7) will be used in all courses designed for problem solving and means of changing attitudes. Large group discussion will also be used to give knowledge, share ideas and as a means of changing attitudes as well.

All large group discussions that are part of the NCDDP courses are of the structured type. This means that you as a trainer will guide trainees step by step through a process of questions, answers and open discussion to reach a desired response. The following checklist is provided to enable you to remember the important points in this technique and serves as a self evaluation tool.

CHECKLIST: LARGE GROUP DISCUSSION

SITUATION

- Was the room arranged properly?
- were trainees able to see each other?
- Were trainees made known to each other?

PREPARATION

- Was the plan for the learning experience read?

INTRODUCTION

- Was the introduction motivating and interesting?
- Was the topic clearly stated?

BODY

- Was the discussion kept on the topic?
- Were efforts done to promote participation by all group members?
- Were disruptions controlled?
- Were trainees rewarded for their positive contributions?
- Were trainees observed carefully for behaviors indicating their degree of understanding of the discussion?

-] Was feedback given?
-] Was feedback from group members used?

CONCLUSION

-] Did the conclusion relate the discussion to the objectives?
 -] Were summaries done at strategic points in the discussion?
 -] Was the conclusion an overall summary?
-

All small group discussions in the NCDDP course are of the unstructured type. Trainees formulate the discussion structure and discussion is controlled totally by the trainees. As a trainer you have to state the topic or the problem to be discussed and the objectives. During the session you will serve as a moderator or a catalyst. The following checklist is provided to enable you to remember the important points in this technique and serve as a self evaluation tool.

CHECKLIST: SMALL GROUP DISCUSSIONS

SITUATION

-] Was the room arranged properly?
-] Were groups properly selected?
-] Were the groups informed about their selection?

PREPARATION

-] Were objectives stated clearly?
-] Was the plan for the learning experience read?

INTRODUCTION

-] Were clear instructions given about the topic to be discussed and the time allowed?

SMALL GROUP ACTIVITIES

-] Were notes taken on the group dynamic?
-] Were the groups joined by the trainer to support them or deal with problems?
-] Did all groups finish their discussion on time?
-] Was the result of the discussion for each group satisfactory?
-] Were small groups allowed to share the outcome of their activities?

CONCLUSION

-] Did the conclusion relate the discussion to the objectives?
-] Were summaries done at strategic points in the discussion?
-] Was the conclusion an overall summary?

DEMONSTRATIONS

In generic terms, a demonstration is any method of instruction in which a trainer actually performs an operation, and in doing so shows the trainees how and what to do and through explanations brings out the why, where, and when it ought to be done.

Demonstrations will be used in all training courses of the NCDDP to demonstrate skills and processes. The following checklist is provided to enable you remember the important points in this technique and serves as well as a self evaluation tool.

----- Checklist: demonstration -----

-] Did the trainer collect all the materials and place them on the table before starting the demonstration?
 -] Did the trainer check all equipment to be used before starting the demonstration?
 -] Did the trainer explain the goals of the demonstration at the beginning?
 -] Did the trainer present the process one step at a time?
 -] Did the trainer explain verbally each step before he carried it ?
 -] Did the trainer allow the trainees to try out the skill following the demonstration?
-

BEHAVIOUR MODELING

This is a specific type of demonstration which is used when the task to be learned tend to be more dynamic and has a large interpersonal skills component. Behaviour modeling is a critical componenet in using role play in the training experience.

ROLE PLAYING

This is a training technique in which trainees act out spontaneously, the parts of different people who normally interact in the performance of a task. In all NCDDP training courses role playing is used in teaching communicating skills like interviewing mothers, educating and counseling mothers, working together with other members of the health care team.

In every training role play, there are three distinct kinds of roles:

The main character i-e the one who has the skill burden (Protagonist)

The counterpart-one or more persons playing opposite the main character

The observer. All those not having an active role in the role play but are assigned to observe and later comment on the various aspects of the interaction.

So the basic idea is that few trainees are asked to play the part of other people in a specified situation. As a trainer you should explain each of the roles and describe the specific situations to trainees.

In all the courses of NCDDP, you will be provided by a general briefing document as well as briefing documents for those who will play the roles specified. You also have to prepare the rest of the trainees to be observers. They should be able to:

- o Check the accuracy of information stated in the role play
- o Note the communication skills
- o Interpret attitudes and compare the beliefs expressed with their own beliefs

A role play should be followed by a discussion and feedback. The following checklist is provided to enable you to remember the important points in this technique and serves as a self evaluation tool.

_____ CHECKLIST :ROLE PLAYING _____

SITUATION

- [] Was the room arranged properly?

PREPARATION

- [] Were objectives stated clearly?
[] Was the plan for learning experience read?

INTRODUCTION

- [] Did the trainer present factual material needed?
[] Did the trainer set the scene of the role play and assigned roles?
[] Did the trainer brief the group on the role play situation?
[] Did the trainer brief the main character using a special briefing document?
[] Did the trainer brief the counterpart using a special briefing document
[] Did the trainer distribute the full set of briefing documents for the roles?
[] Did the trainer allowed time for observers to read their sheets?
[] Did the trainer clarify any questions role players and observers had ?

- [] Did the trainer make sure that observers understood that they should not interfere with the role play?
- [] Did the trainer make sure that role players understood that under no circumstances should they step out of their roles?

ROLE PLAY

- [] Did the trainer instruct the palyers to start their role play?
- [] Did the trainer allow the role play to continue until it reaches its natural conclusion ?
- [] Did the trainer intervene only when necessary?

DISCUSSION

- [] Did the trainer allow feedback by the role players?
- [] Did the trainer allow feedback by observers?
- [] Did the trainer allow a free discussion to discuss content- skills of communication- attitudes?

SUMMARY

- [] Did trainer summarize the relevamy points?

INFORMATIONAL VIDEO

Audiovisual materials such as films, videos and tapes can also be used to give information. Here the factual material can be standardized, and the information is reinforced via sight, motion and sound. The project's informational video: "Scientific Breakthroughs in the Treatment of Acute Diarrhoea" will be used in some of the courses of NCDDP. When you use this format start by stating clearly the objective of the session. Introduce the film and list the important points that the film is covering. After showing the film, hold a large group discussion.

SELF INSTRUCTIONAL UNITS

Self instructional materials are exactly what their name implies : materials designed for individual learning. The project has developed several self instructional units for physicians and nurses. Each unit includes specific directions for its use and suggested preparation and follow up activities to coordinate with the use of the unit. The unit has its stated objectives, several information sections, opportunities for trainees ' use of the information usually in the form of practice questions after each section as well as the correct answers to the practice questions. Incorporated in some of these units are case methods and decision trees. The case methods and decision trees are used to teach thinking skills. The case methods used are case descriptions or a situation. The trainee must make a decision or choose a course of action. Self instructional units are unique in that they are self contained programs of instruction which allow the trainee to learn at his own pace.

DRY RUN

A dry run is probably the simplest form of simulation and is used to give trainees an opportunity to practice tasks or procedures which are straight forward and require recall of the components or sequence of the process and some perceptual motor skills but little or no interpersonal skills. Dry run Will be used in training nurses on how to arrange the rehydration center as well as how to prepare the equipment and instruments. It will be also needed in training procedures as weighing children .

SUPERVISED PRACTICE

To teach a particular skill, the trainee should practice the skill-but under supervision. Usually supervised practice should be preceded by a demonstration. This shows how a particular trainee should be involved. Supervised practice trains communications and manual skills. It develops qualities of observation and decision making. Moreover initiates self confidence, and puts the trainees in an active situation. Also it permits evaluation of the degree to which communicating and manual skills have been attained. Because of the need for standardization, in all the clinical and practical sessions an objective observational sheets were designed for the trainer to use in each session. Moreover trainees will be provided by similar tools in order to be critical observers.

The following checklist is provided to enable you to remember the important points and serves as well as a self evaluation tool

CHECKLIST :SUPERVISED PRACTICE

SITUATION

-] Was the setting arranged properly
-] Were cases ,materials,equipment etc properly selected?
-] Were trainees informed about the tasks they have to do?

PREPARATION

-] Were objectives stated clearly?
-] Was the plan for learning experience read?

INTRODUCTION

-] Were clear instructions given about the clinical,practical activity,where it will be done, and the time allowed?

PRACTICE

-] Were trainees allowed to practice the task step by step?

- [] Were trainees allowed to practice the task as a whole?
- [] Did the trainer observe the trainees objectively?
- [] Did the trainer give immediate feedback?
- [] Did he demonstrate the skill ,use job aids to recorrect performance?
- [] Did the trainees practice the skills and evaluate their own performance until they mastered the skill?

AUDIOVISUALS

Several training materials were provided by NCDDP that aim at giving ideas. However, visual aids should be used always to present these ideas.

How to use visual aids?

- 1-Keep aids simple and concise.
- 2- Make aids legible. Make sure that visuals can be read by all trainees including those at the back of the room.
- 3-Only use visuals that count. Select visuals for points that need to be given special emphasis.
- 4- Provide variety .Use blackboard, pictures, photographs, diagrams-cases-real objects-films. Use more visualization and less text. A picture is worth a thousand words.
- 5- Use visual aids that you can actually use.

Two audiovisual aids you can use in all courses and continuously: the overhead projector and the blackboard.

USING THE OVERHEAD PROJECTOR

The main advantage of using the overhead projector is that the trainer can face the trainees and talk at the same time as he writes or draws. Remember that you can use the same transparencies every time you carry the same session. Transparencies used should be related to what is being explained at the time. The visual items should reinforce the spoken word and focus attention.

CHECKLIST: USING THE OVERHEAD

- [] Arrange transparencies in order
- [] Place a clean sheet of paper between each transparency.
- [] Test the bulb in advance
- [] Always have a spare bulb
- [] Set up the room so that the overhead projector is on the right side of the trainer's table and as low as possible
- [] Always test the position and focus of the projected image before starting. The image should be high enough that neither the projector nor the trainer obstruct the trainee's view.
- [] Check the legibility of the transparencies from the back of the room

USING THE BLACKBOARD

The black board is the most universal visual aid. It is available in all the training centers. When you use it remember the following:

- 1- Never talk and write on the blackboard at the same time.
- 2- Writing on the board should be legible and visible at the back of the training room.
- 3- What is placed on the board should be selective.
- 4- What is on the board should relate to what is being explained at that time.
- 5- Visual items should reinforce the spoken word and focus attention.
- 6- Diagrams on board should be simple. You can draw carefully diagrams before hand. This will save time.

CHECKLIST: USING THE BLACKBOARD

- [] Were the visuals written well selected?
- [] Were visuals written or drawn relate to what was being explained at that time?
- [] Did the item on the board reinforce the spoken word and focus on attention?
- [] Were the words written or diagrams drawn clear and visible?
- [] Did the trainer stop talking when he used the blackboard?
- [] Did the trainer prepare before hand complicated diagrams?
- [] Did the trainer allow time for the trainees to copy what was written or drawn on the blackboard?

FLIP CHART

Flip charts are large pads of papers, usually 30 x 40 inches. These are usually held on a portable easle (usually wood or metal). The paper can be plain or printed with lines, grids, etc. Information is displayed by writing on the sheets with marking pens, or more elaborate presentations can be prepared in advance. There are a number of specific instances in which it is quite useful to write something down on the chart:

1. Providing specific emphasis during large group discussions.
2. Showing relationships diagrams.
3. Recording outcome of small group discussions and exercise response.
4. Making work assignment and giving direction. It is useful to write down as well as give orally individual or group work. The assignment will be more surely understood and remembered; as it is up there on the flip chart in writing for all to see.

CHECKLIST: USING FLIP CHART

-] Was a title clearly written?
 -] Were key words used?
 -] Were the words written or diagrams drawn clear and visible?
 -] Did the trainer stop talking when he used the flip chart?
 -] Were written assignments, and directories clear?
 -] Were recorded outcome and responses relate to what was being discussed or carried out?
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----- COURSE EVALUATION -----

Evaluation is a process of judging whether the training programme and its components have been effective or not. The primary purpose of evaluation is to provide feedback to the trainers and trainees on the progress made by trainees. As trainers are trying to facilitate the learning and mastery of certain skills and knowledge or the or the adoption of certain attitudes, they are concerned during the training process to find out whether this learning is occurring or not, and to take actions accordingly. Evaluation is concerned with getting information to learn if the objectives of the training have been achieved or not.

There are several methodologies and tools for evaluation of educational and training programmes, depending on the type, scope and objectives of these programmes.

To evaluate the task based courses several tests were designed. All are objective tests. These included:

- 1- **Pretest** : This is designed to test enabling knowledge and thinking skills. It is helpful to alert trainees to what they will be expected to learn. A written format will be used. Objective tests are designed to assess knowledge and thinking skills.

2-Progress tests :* These tests will be carried out at specific check points to assess all skills learned. Different types of tests were designed for this purpose namely :

- Objective questions to tests knowledge
- Case histories to test thinking skills
- Checklists to test manual skills
- Rating scales to test communicating skills and attitudes.

3-Activity checklists: these are designed to evaluate the course. They should be kept for each trainee.

4- Post test : This is carried out at the end of the course and assess whether trainees gained the required knowledge and thinking skills or not.

5- On the job : This is a follow up evaluation. This is important as it will not only show the skills the trainees have gained from the course, but more important it indicates if the course has succeeded in filling the gap between knowing and doing.

* Evaluation of the manual and communicating skills as well as attitudes will be carried out using the progress tests.

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