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MCHO INSTRUCTORS MANUAL (ENGLISH)

**MATERNAL AND CHILD HEALTH
OFFICER (MCHO)
INSTRUCTORS' MANUAL
(ENGLISH)**

Islamic State of Afghanistan

608497

Institute of Public Health

Department of Medlevel Health Worker's Training

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**Maternal and Child Health Officer's
(MCHO)**

Instructors Manual

Published by: IPH Publication Department

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MCHO INSTRUCTOR'S MANUAL

INTRODUCTION:

The MCHO will be responsible for promoting MCH services within a defined service area, preferably at the Wolessali level. Under the supervision of the Provincial Public Health Director (PPHD), she will be based in an MCH clinic or MCH section of a comprehensive health center. She will be involved in female community health workers training and supervision, managing the activities of the MCH clinic particularly those involving female health, providing clinical services for women and children and promoting preventive health (e.g. vaccination) and health education.

Achieving the goal and objectives of MCHO training required to follow the recommended procedures/teaching methodology while teaching the MCHO trainees. MCHO candidate trainers should receive orientation about MCHO training program and follow the short term courses on Teachers Training, Primary Health Care concept, strategies and health care management. Part of the process for becoming the MCHO trainer it is required that the candidates should observe the MCHO training sessions in the class, teaching clinic, teaching hospital and in the community.

This manual is developed as a guidebook for those willing to be the MCHO trainer. The manual cover the basic requirement of conducting MCHO training sessions, but never replace the need for candidate trainers' orientation training sessions as mention above.

This manual is designed based on the steps for teaching the MCHO trainees. i.e. for each subtopic there has to be teaching objectives, task analysis, learning activities, lesson plan, checklist and evaluation methods.

1 - Teaching Objective:

Teaching objective is a statement indicates the students' ability for performing the specific duty at the end of a training session.

2 - Task Analysis:

Task Analysis is a job analysis outlines that health workers should carry out based on the needs you have identified. To analyze a job you first define the tasks that are required for the job. Next you identify the work requirement for completing each task. These work requirements are called duties. Then you define the training requirements for each duty. These training requirements are called skill and knowledge. Skills are what the student must learn to do so she/he can perform her/his new job. Knowledge is what the student must know before she/he can start practicing new skills.

The work and training requirement for each job task are called TASK ANALYSIS.

3 - Learning activities:

Indicate the activities that the students learn by doing thing.

Learning activities are mainly planned in three stages as follow:

A - Observation: Trainers practicing and the students observing.

B - Under supervision: Trainees performing but under supervision of their instructor.

C - Independent: Trainees performing independently.

4 - Lesson Plan:

A lesson plan is set of notes which a trainer can write to guide himself as she/he give a lesson. The lesson plan might include the main points to be covered in the lesson, and training activities.

5 - Checklists:

Checklist is a list of specific procedures and steps required to be followed for performing a duty. Checklists are usually used for practical training.

6 - Evaluation Method:

Evaluation is a the process of collecting information about and reaching a decision about the value of training activities/ lesson given. Evaluation will be used to improve the quality of teaching methodology or lesson given.

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To achieving the goal and objectives of MCHO training, the trainer is required to follow the recommended procedures/teaching methodology while teaching MCHO trainees. New MCHO trainers should receive orientation about MCHO training program and follow the short term courses on teachers training, primary health care concept and strategies and health care management. Part of the process for becoming the MCHO trainer is that the candidates should observe the MCHO training sessions in class, teaching clinic, teaching hospital and in the community.

This manual is developed as a guidebook for those selected to be an MCHO trainer. The manual covers the basic requirements of conducting MCHO training sessions, but never replaces the need for trainer's orientation training sessions as mention above.

This manual is based on the steps for teaching the MCHO trainees, i.e. for each subtopic there are teaching objectives, task analysis, learning activities, lesson plans, checklists and evaluation methods.

1 - Teaching Objective:

An statement indicates the student's ability for performing the specific duty at the end of a training session.

2 - Task Analysis:

A task analysis outlines what health workers should carry out based on the needs identified. To analyze a job first define the tasks that are required for the job, next identify the work requirement for completing each task. (These work requirements are called duties) then, define the training requirements for each duty. (These training requirements are called skill and knowledge). Skills are what the student must learn to do so he can perform his new job and knowledge is what the student must know before he can start practicing and perfecting new skills.

The work requirement and training requirement for each job task are called task analysis.

3 - Learning activities:

Indicate the training activities that the students learn by doing.

Learning activities are mainly planned in three stages as follow:

- A - Observation: Trainers are practicing and the students observe.
- B - Under Supervision: Trainees are performing but under supervision of their instructor.
- C - Independent: Trainees are performing independently.

4 - Lesson Plan:

A lesson plan is set of notes which a trainer can write to guide himself as he give a lesson. The lesson plan might include the main points to be covered in the lesson, activities which the students would do, questions and tests.

Checklists:

Checklist is a list of specific procedures and steps required to be followed for performing a duty. Checklists are usually used for practical training.

Evaluation Method:

Evaluation is a the process of collecting information about and reaching a decision about the value of training activities/lesson given. Evaluation will be used to improve the quality of teaching methodology or lesson given.

CHAPTER ONE

COMMUNITY HEALTH AND COMMUNICATION

SUB TOPICS.

1. MCHO job description.
2. MCHO's desired behavior.
3. The new concept of health.
4. Primary health care (PHC).
5. The community.
6. Afghanistan Provincial health system.
7. Home Visit.
8. Health Education.

OBJECTIVES

1. To describe MCHO's job description.
2. To describe MCHO's desired behavior.
3. To describe the new concept of health.
4. To explain what is PHC.
5. To know principles, strategies and elements of PHC.
6. To know types of community leaders and other respected people.
7. To explain why MCHO needs to meet community leaders and other respected people.
8. To Describe how to make first contact with the community.
9. To know which guidelines do MCHO's need to work with the community.
10. To explain why it is so important to get to know the community.
11. To know how together information about the community.
12. To explain how to talk to community members and people in group.
13. To describe MCHO's role in choosing activity.
14. To explain how to fill village and dai profile.
15. To describe Afghanistan provincial health system (health pyramid, supervision and referral system, provincial job description,, job description of health workers).
16. To describe what is home visit.
17. To describe what is family, why MCHO need, to focus on family in the community?
18. To describe how to plan and prepare for home visit.
19. To know habits, customs and home remedies use by families you have contact.
20. To know how to fill family assessment form.
21. To describe health education.
22. To list steps in planning health education session.
23. To describe 6 points for conducting health communication session.

TASK ANALYSIS

| DUTIES | KNOWLEDGE | SKILLS |
|---|--|---|
| <p>1 MCHO should know herself</p> | <ul style="list-style-type: none"> - Who is MCHO? - Desired behavior of MCHO. - Job description of MCHO. - What MCHO is responsible for? | <ul style="list-style-type: none"> - Communication skill - Simple and local language - Supervision and referral system. - Ability to convince and motivate people - Individual interview and group talk. |
| <p>2 New concept of health, and Primary health care (PHC).</p> | <ul style="list-style-type: none"> - What is health concept. - Factors influencing individual health. - What is PHC ? - Eight elements of PHC. - Principles of PHC - Strategies of PHC | <ul style="list-style-type: none"> - Simple and local language - Ability to convince and motivate people and group talk. - Ability to identify factors which influence individuals health. - Ability to explain PHC based health services to people. |
| <p>3 MCHO should get to know the community around their work area</p> | <ul style="list-style-type: none"> - Definition of the community. - Importance of community participation in health program. - Type of community leaders, and other respected people. - Activities to be carried out in the community. - Information about dai and village profile. | <ul style="list-style-type: none"> - Village leader identification. - Ability to make first contact. - Methods of getting information for health program. - Fill an information on record forms. - Identification of useful health practices, harmful practices and natural practices. |

| DUTIES | KNOWLEDGE | SKILL |
|--|---|---|
| 4. Afghanistan provincial health system. | <ul style="list-style-type: none"> - Information about Afghanistan provincial health system. - Supervision and referral system. - According to health pyramid. - Information about provincial health director and health workers. | <ul style="list-style-type: none"> - Communication skill. - Local simple language. - Ability to explain provincial health system (supervision and referral system). |
| 5. Home visit for health care activities. | <ul style="list-style-type: none"> - Importance of home visiting. - Procedure for home visit. - Reasons for home visit. | <ul style="list-style-type: none"> - Plan and organize home visit on priority basis. - Collect necessary materials needed for home visit. - Carry out planned activity and maintain necessary record on relevant form. |
| 6. Arrange health education for the community. | <ul style="list-style-type: none"> - Importance of communication in health program. - Guide lines to be a good conductor. - Important steps required to carry out communication session. - Various teaching methods. | <ul style="list-style-type: none"> - Better communication. - Adopt guidelines prescribed for communication. - Identification of health problem and specific area to address. - Good listener. - Encourage involvement. - Select appropriate topic for communication. - Select appropriate method for teaching communication. |

Learning Activities for Community Health & Communication:

| | OBSEVE | UNDER SUPERVISOR | INDEPENDENT | |
|---|------------|------------------|-------------|----------------------|
| - Interview mothers (get to know) | 2 Mothers | 5 Mothers | 5 Mothers | For all ten Families |
| - Collect information about family health habits and home remedies. | 2 Families | 5 Families | 5 Families | |
| - Compile collected information and write findings. | 1 Report | 1 Report | 1 Report | |
| - Conduct health education sessions for mothers (in the community). | 1 Session | 2 Sessions | 2 Session | |
| - Arrange health talk (at the teaching clinic) | 1 Talk | 2 Talks | 2 Talk | |
| - Develop health education message. | 1 Message | 2 Messages | 5 Message | |
| - Prepare charts | 1 Chart | 2 Charts | 2 Charts | |
| | 9 | 19 | 22 | |

Lesson Plan for Lesson I

Title: MCHO job description
 Time: 75 minute

Date: / /
 Trainer's Name -----

Objective: By the End of This session MCHO will be able to describe her job.

| Time | Activity | Methods | Resources |
|--------|--|---|---|
| 15 min | Introduction: - Greetings. - Teacher's and students introduction - Make sure yourself, if students know the meaning of MCHO. - Introduction of the new lesson by teacher. | - Questions and answers - Discussion | |
| 25 min | Motivation: - What kind of health problems have you seen in your community? - Are there any health facilities in your community? - Have you ever faced with any health problem about children/mothers in your family? - What will you do as MCHO in the community? | - Questions and answers - Discussion | |
| 35 min | Developing the new lesson : - Title. - MCHO duties and Responsibilities. - Qualifications. | - Lecture | - Board - Marker - Chalk - Eraser - Text book |
| 10 min | Feed back and evaluation: - Give students questions about the new lesson, feeding back and evaluating them. | - Questions and answers | |
| 10 min | Summary: - Summarize the MCHO's job description at the and of the lesson. | - Lecture | |

Lesson Plan for Lesson II

Title: MCHO's desired behavior

Time: 75 minute

Trainer's Name -----

Objective: By the end of this session MCHO will be know her desired behavior.

| Time | Activity | Methods | Resources |
|--------|---|---|---|
| 10 min | Introduction: - Greetings. - Introduce the new lesson. - Evaluate the main points of previous lesson. - Make relation between previous and new lesson. | - Questions and answers | |
| 10 min | Motivation: - Why is it important to have a good behavior. - Are there any health workers in your community? If yes, do they have good behavior against the community members of bad behavior, specify their behaviors. | - Questions and answers - Discussion | |
| 35 min | Developing new lessons: - Explain the MCHO's desired behavior. | - Lecture | - Board - Marker - Chalk - Eraser - Text book |
| 10 min | Feedback and evaluation: - Give students questions about the new lesson, feedingback and evaluating them. | - Questions and answers | |
| 10 min | Summary: - Summarize the MCHO's job description at the end of the lesson. | - Lecture | |

Lesson Plan for Lesson III

Title: The new concept of health

Time: 75 minute

Trainer's Name -----

Objective: By the end of this session MCHO will be able to describe the historical definitions of health.

| Time | Activity | Methods | Resources |
|--------|--|---|---|
| 10 min | Introduction: - Greetings. - Evaluate the main points of previous lesson. - Make relation between the new and previous lessons. - Introduce objectives of the new lesson. | - Questions and answers | |
| 10 min | Motivation: - What is the health in your opinion. - Have you learned any thing about health during your study in school? | - Discussion - Questions and answers | |
| 30 min | Developing the new lesson: - Definition of health. - Historical definition of health. | - Lecture | - Board - Marker - Chalk - Text book |
| 15 min | Feedback and evaluation: - Feedback and evaluation about the new lesson feedingback and evaluating them. | - Lecture | |
| 10 min | Summary: - Summarize the new lesson at the end of the lesson. | - Lecture | |

Lesson Plan for Lesson IV

Title: Primary Health Care
Time: 60 minute

Date: / /
Trainer's Name -----

Objective: By the End of This session MCHO will be able to able to give definition of PHC and describe elements of primary health care.

| Time | Activity | Methods | Resources |
|--------|---|---|---|
| 5 min | Introduction: - Greetings. - Evaluating the main points of previous lesson. - Make relation between the new and previous lessons. - Introduce objectives of the new lesson. | - Questions and answers | |
| 20 min | Motivation: - How can we have a healthy community? - How can you carry out the eight elements of PHC in your community. - What is the most important element of PHC in your opinion? - Who is able to carry out health education session in the community? | - Questions and answers - Discussion - Work group | |
| 25 min | Developing the new lesson: - Definition of the new lesson. - List the principles of PHC and explain them. - Whow the circle of PHC on the over head projector screen. | - Lecture | - Board - Marker - Chalk - Eraser - Text book |
| 5 min | Feedback and evaluation: - Give students questions about the new lesson, feedingback and evaluating them. | - Questions and answer | |
| 5 min | Summary: - Summarize the definition elements and principles of PHC at the end of the lesson. | - Lecture | |

Lesson Plan for Lesson V

Title: Primary Health Care
 Time: 75 minute

Date: / /
 Trainer's Name -----

Objective: By the End of This session MCHO should be able to explain the strategies of PHC.

| Time | Activity | Methods | Resources |
|--------|--|---|--|
| 10 min | Introduction: - Greetings. - Evaluate the main point of previous lesson. - Make relation between the new and previous lessons. - Introduce the new lesson. | | |
| 20 min | Motivation: - What ways and means do you use for implementing PHC? - Are community participation important to implement PHC and achieving the goal of health for all? | - Questions and answers - Discussion | |
| 30 min | Developing new lesson: - Explain strategies of PHC. | - Lecture | - Board - Marker - Eraser - Book - Over-head Projector |
| 10 min | Feedback and Evaluation: - Give students questions about the new lesson, feedingback and evaluating them. | - Lecture | |
| 5 min | Summary: - Summarize the strategies of PHC at the end of this lesson. | - Lecture | |

Lesson Plan for Lesson VI

Title: Factor's influencing individual health
Time: 60 minute

Date: / /
Trainer's Name -----

Objective: By the End of This session MCHO will be able to identify factors that influence individual's health.

| Time | Activity | Methods | Resources |
|--------|---|---|--|
| 10 min | Introduction: - Greetings - Evaluate the main points of previous lesson. - Make relation between the new and previous lessons. - Introduce the new lesson. | - Questions and answers - Discussion | |
| 15 min | Motivation: - Which factors influence the health. - Do our behavior and culture influence the health? How? - Which kind of health care delivery system is available in your community? - Do socio economic factors influence the health? - Do physical and environmental factors influence the health. - Do hereditary factors influence the health? - Do political factors influence the health? | - Questions and Answers - Discussion | |
| 25 min | Developing the new lesson: - List factors which are influencing individual's health. - Explain each factor how they can influence individual's health? | - Lecture | - Board - Marker - Eraser - Book - Over-head Projector |
| 5 min | Feedback and Evaluation: - Give students questions about the new lesson, feedingback and evaluating them. | - Questions and answer | |
| 5 min | Summary: - Summarize factors which influence individual's health at the end of the lesson. | - Lecture | |

A Simple checklist for Trainees assessment and evaluation

Name: _____

Activity started: _____

Time: 30 to 45 minutes

Activity ended: _____

Activity: Home Visit.

| | ACTIVITY | RATING | MARKS OBTAINED | REMARKS |
|-------|---|--------|----------------|---------|
| 1 | Dressed appropriately. | 5 | | |
| 2 | Used common greetings. | 5 | | |
| 3 | Showed respect for the family. | 5 | | |
| 4 | Listened to what she/they are/is saying. | 5 | | |
| 5 | Used simple and local language. | 5 | | |
| 6 | | 5 | | |
| 7 | Give accurate information. | 5 | | |
| 8 | Honest to explain that she doesn't know the answer. | 5 | | |
| 9 | Completed her assignment in given time. | | | |
| Total | | 45 | | |

Evaluator's Name: _____

Evaluator's signature: _____

Date: / /

A Simple checklist for Trainees assessment and evaluation

Name: _____

Activity started: _____

Time: 45 minutes

Activity ended: _____

Activity: Health education about vaccine.

| | ACTIVITY | RATING | MARKS OBTAINED | REMARKS |
|-------|--|--------|-------------------|---------|
| 1 | Used common greeting. | 5 | | |
| 2 | Introduce your object to participants. | 5 | | |
| 3 | What is Vaccine? | 5 | | |
| 4 | Introducing immunizable diseases. | 5 | | |
| 5 | Motivate mothers for vaccination of children in complete series. | | | |
| 6 | Give information about normal reaction of vaccine. | 5 | | |
| 7 | Give information about abnormal reaction of vaccines, and how to prevent abnormal reactions. | 5 | | |
| 8 | Summarize at the end. | 5 | | |
| Total | | 40 | | |

Evaluator's Name: _____

Evaluator's signature: _____

Date: / /

A Simple checklist for Trainees assessment and evaluation

Name: _____

Activity started: _____

Time: 45 minutes

Activity ended: _____

Activity: Health education about diarrhea.

| | ACTIVITY | RATING | MARKS OBTAINED | REMARKS |
|-------|--|--------|----------------|---------|
| 1 | Used common greeting. | 5 | | |
| 2 | Introduce your object to participants. | 5 | | |
| 3 | What is diarrhea? | 5 | | |
| 4 | Danger signs of diarrhea. | 5 | | |
| 5 | Home remedies for diarrhea. | 5 | | |
| 6 | Prevention of diarrhea. | 5 | | |
| 7 | Management of diarrhea. | 5 | | |
| 8 | Summarize at the end. | 5 | | |
| Total | | 40 | | |

Evaluator's Name: _____

Evaluator's signature: _____

Date: / /

A Simple checklist for Trainees assessment and evaluation

Name: _____

Activity started: _____

Time: 30 - 45 minutes

Activity ended: _____

Activity: Lecture.

| | ACTIVITY | RATING | MARKS OBTAINED | REMARKS |
|-------|---------------------------------|--------|----------------|---------|
| 1 | Speak loudly. | 5 | | |
| 2 | Speak clearly. | 5 | | |
| 3 | Use simple language. | 5 | | |
| 4 | Make it interesting. | 5 | | |
| 5 | Involvement of trainee. | 5 | | |
| 6 | Well prepared. | 5 | | |
| 7 | Summarize at the end. | 5 | | |
| 8 | Ask questions from the student. | | | |
| Total | | 40 | | |

Evaluator's Name: _____

Evaluator's signature: _____

Date: / /

A Simple checklist MCHO students on use of teaching methods

Name: _____

Activity started: _____

Time: 20 minutes

Activity ended: _____

Activity: Demonstration.

| | ACTIVITY | RATING | MARKS OBTAINED | REMARKS |
|-------|--|--------|----------------|---------|
| 1 | Collected all material. | 5 | | |
| 2 | Arranged properly that every body could see the demonstration. | 5 | | |
| 3 | Explained the procedure what you are going to do. | 5 | | |
| 4 | Involved viewers in the demonstration. | 5 | | |
| 5 | Ask viewers to repeat the step. | 5 | | |
| 6 | Repeated the steps if not understood. | 5 | | |
| 7 | Summarize at the end . | 5 | | |
| 8 | Asked to redemonstration. | 5 | | |
| Total | | 40 | | |

Evaluator's Name: _____

Evaluator's signature: _____

Date: / /

A Simple checklist for Trainees assessment and evaluation

Name: _____

Activity started: _____

Time: 30 minutes

Activity ended: _____

Activity: Role Play.

| | ACTIVITY | RATING | MARKS OBTAINED | REMARKS |
|--------------|-------------------------------------|-----------|----------------|---------|
| 1 | Identity the subject. | 5 | | |
| 2 | Explain your objective. | 5 | | |
| 3 | Collect all material. | 5 | | |
| 4 | Take prepeation. | 5 | | |
| 5 | Give question for group discussion. | 10 | | |
| 6 | Following the role play. | 10 | | |
| Total | | 40 | | |

Evaluator's Name: _____

Evaluator's signature: _____

Date: / /

A Simple checklist for Trainees assessment and evaluation

Name: _____

Activity started: _____

Time: 30 minutes

Activity ended: _____

Activity: Story Telling.

| | ACTIVITY | RATING | MARKS OBTAINED | REMARKS |
|-------|-----------------------------------|--------|----------------|---------|
| 1 | Know local customs. | 5 | | |
| 2 | Build on traditions. | 5 | | |
| 3 | Use Islamic Rawayat. | 5 | | |
| 4 | Avoid imposing outside ideas. | 5 | | |
| 5 | Admit your mistakes. | 5 | | |
| 6 | Set a good example. | 5 | | |
| 7 | Use comparisons. | 5 | | |
| 8 | Encourage a questioning attitude. | 5 | | |
| Total | | 40 | | |

Evaluator's Name: _____

Evaluator's signature: _____

Date: / /

**EVALUATION OF STUDENTS FOR
CHAPTER ONE**

| | REASONS | METHODS |
|---|--|---|
| 1 | <p>Basic knowledge about community health and communication(C.H.C). Use of various teaching methods.</p> | <p>3 hours written test at the MCHO training center. Practical test of MCHO training center (use checklist for evaluation and rate according) 1/2 hours must be allocated for each student.</p> |
| 2 | <p>Communication skill</p> <p>Identification of cause of problem and how to address in a given situation.</p> <p>Skills to adopt, preplanned activities to match the unexpected situation.</p> | <p>Practical test at the community Allocate topic a day before the test and make available necessary items to carry out activity asked by the students. Time allocation for the activity 30-45 minutes. Time should start from the moment entered in house.</p> <p>Students taken the house of A mother where she will identify cause of problem provide necessary education.</p> <p>Student taken to B mother with planned activity but different situation areas. Teacher may have prior understanding of family situation. 30-45 minutes may be allocated.</p> |

CHAPTER TWO
NORMAL PREGNANCY

Sub Topics:

1. Anatomy of female reproductive organs.
2. Anatomy and function of the breast.
3. Normal female pelvis.
4. Male reproductive organs.
5. Menstrual cycle.
6. Conception.
7. Estimated Date of Confinement (EDC)
8. Signs and symptoms of pregnancy.
9. Changes in women's body during pregnancy.
10. Fetal's growth and development.
11. Minor discomforts during pregnancy and MCHO's role in its management.

Objectives:

1. To know female external and internal reproductive organs.
2. To describe structure and function of the breast.
3. To give definition of pelvis.
4. To explain bony pelvis.
5. To explain anatomy and function of male reproductive organs.
6. To know how the menstruation occur.
7. To make differential diagnosis between normal and abnormal cycle.
8. To know how conception occur.
9. To give appropriate advice about dangers of using drugs without health workers consultation during pregnancy.
10. To give health education about personal hygeian nutrition and rest during pregnancy.
11. To calculate the Estimated date of confinement (EDC).
12. To identity normal signs and symptoms of pregnancy.
13. To diagnose weather the woman is pregnant or not.
14. To understand normal growth and development of fetus according to months of pregnancy.
15. TO give advice and take prepare management of minor discomforts during pregnancy.

(A).

TASK ANALYSIS

| Duties | Knowledge | Skill |
|--|--|--|
| 1 MCHO should know the female reproductive organ. | <ul style="list-style-type: none">- Define female's external and internal reproductive organs.- Describe anatomy of female external and internal reproductive organs.- Explain the function of female external and maternal reproductive organs. | <ul style="list-style-type: none">- Communication skill- Ability to explain each organ by using model and chart.- Ability of using teaching aids slide projector and over head projector.- Drawing skill. |
| 2 MCHO should know about the breast. | <ul style="list-style-type: none">- Define the breast.- Describe the structure of the breast.- Explain function. | <ul style="list-style-type: none">- Communication skill- Ability to explain each organ by using model and chart.- Drawing skill.- Ability of using teaching aids, like slide projector and over head projector. |
| 3 MCHO should know about the female normal pelvis. | <ul style="list-style-type: none">- Define the pelvis.- Explain anatomy of the bony pelvis. | <ul style="list-style-type: none">- MCHO should be able to describe bony privies on skeletal system model or chart. |
| 4 MCHO should know about male reproductive organ. | <ul style="list-style-type: none">- Define male reproductive organ.- Explain anatomy of male reproductive organ.- Describe function of male reproduce system's organs. | <ul style="list-style-type: none">- MCHO should be able to describe each part of male reproductive system on model and chart.- Ability of using slide projector and overhead projector. |

(B).

| Duties | knowledge | Skill |
|---|---|---|
| 5 MCHO should be able to diagnose normal pregnancy. | <ul style="list-style-type: none">- What is Menstrual cycle ?- How does conception occurs ?- Information about danger of using drugs without health workers consultation during first trimester of pregnancy.- Give information about duration and period of menstrual cycle.- Explain normal signs and symptoms of pregnancy.- Information about changes in women body during pregnancy.- Information about foetal growth and development.- Explain minor discomforts during pregnancy and MCHO's role in its management. | <ul style="list-style-type: none">- Able to calculate the estimated date of confinement.- MCHO should have good communication skill regarding using of drug during pregnancy.- To be able to advise about nutrition personal hygiene rest and ext.- Ability to identify normal changes in a women body during pregnancy.- Ability to identify the age of pregnancy by palpation.- Ability to take proper management for minor discomfort during pregnancy. |

LEARNING ACTIVITIES FOR NORMAL PREGNANCY:

| ACTIVITIES | OBSERVE | UNDER SUPERVISION | INDEPENDENT | |
|--|---------|-------------------|-------------|----|
| Show female reproductive organ by using model and chart. | 2 | 3 | 5 | 10 |
| Examining external aspect of the breast. | 1 | 1 | 2 | 4 |
| Show structure of the breast by using chart or projector. | 2 | 2 | 3 | 7 |
| Explain bony pelvis on skeletal system. | 4 | 2 | 4 | 10 |
| Show male reproductive system on model or chart. | 2 | 3 | 5 | 10 |
| Calculation of estimated date of confinement on the board. | 2 | 2 | 2 | 6 |
| Interview pregnant women to get information about menstrual period and cycle to calculate E.D.C. | 3 | 3 | 3 | 9 |
| Identify signs and symptom of pregnancy in pregnant women. | 2 | 3 | 5 | 10 |
| Identify age of pregnancy by abdominal palpation of pregnant women. | 5 | 5 | 5 | 15 |
| Total | 23 | 24 | 34 | 81 |

Evaluation of students for
Normal Pregnancy

| Reasons for evaluation | Methods for evaluation |
|--|--|
| <p>1 Basic knowledge about Normal pregnancy.</p> | <p>Written test by using pre-structured question paper. This should include question from all parts of the normal pregnancy. Tim=1,5 hours. place=MCHO training center.</p> |
| <p>2 Practical skills.</p> | <p>A Practical demonstration of male and female reproductive system on models or charts. Time = 1/2 H. Place = MCHO Training center in practical room.</p> <p>B Practical identification of Estimated date of confinement, signs of pregnancy, normal change of women's body during pregnancy's age of pregnancy by palpation, giving proper advise to women with minor discomforts during pregnancy. Time = 1/2 H. place = Clinic or ob/Gyn Hospital and community.</p> |

CHAPTER - 3

ABNORMAL-PREGNANCY

Sub-Topics

- 1- High risk factors during pregnancy.
- 2- Hyperemesis
- 3- Anemia
- 4- Toxemia of pregnancy.
- 5- Vaginal bleeding during pregnancy.
- 6- Abortions
- 7- Mole hydatiform.
- 8- Ectopic pregnancy.
- 9- Abratio placenta and placenta previa.

Objective.

- 1- To identify high risk mothers in the community and refer them to the health center.
- 2- To identify a mother with hyperemesis and give good advise about it and if it necessary refer her to the health center.
- 3- To identify anemic pregnant women and give her good advise ferrous sulfate and folic Acid tablet and in sever cases refer her to the health center.
- 4- To identify pregnant women with pre-eclapsia and to better management to prevent eclampsia.
- 5- To identify women with eclampsia and take proper management and send her to the hospital as soon as possible.
- 6- To make differential diagnosis between first and second and third trimesters bleeding and take proper management for it and refer sever cases to the hospital as soon as possible.
- 7- To identify a women with mole hydatiform and refer her to the hospital.
- 8- To identify a women with ectopic pregnancy and refer her to the hospital as soon as possible.
- 9- To identify a women with Abruptio-placenta or placenta previa, take proper management and refer her to the hospital.

TASK ANALYSIS

| Duties | Knowledge | Skill |
|--|---|--|
| <p>1 MCHO should be able to identify high risk mothers in the community.</p> | <ul style="list-style-type: none"> - Information about the age of pregnant women. - Take history of previous pregnancy to know about the number of children and difficulties. - Does pregnancy associate with disease like hypertension, Diabet heart disease, kidney disease, liver diseases. - Information about status of pregnant women. - Information about multiple pregnancy. | <ul style="list-style-type: none"> -Communication -Ability of taking History. -Using scale -Using measuring tap to measure women height. |
| <p>2 MCHO should know about discomfords during pregnancy.</p> | <ul style="list-style-type: none"> - Defined hyperemesis - Anemia preeclampsia and eclampsia. - Describe signs and symptom of discomfords which are mentioned before. - Explain management of discomfords which are mentioned before. | <ul style="list-style-type: none"> - Communication - Ability to take vital sings. - Ability to examine pregnant women's sclera and nail for signs of anaemia. - Ability to identify weather pitting sign is (+) or (-) - Knowing referral system. |
| <p>3 MCHO should know about vaginal bleeding during pregnancy.</p> | <ul style="list-style-type: none"> - Information about condition which are caused vaginal bleeding during pregnancy. - Information about classification of vaginal bleeding. - Information about care and management of vaginal bleeding. | <ul style="list-style-type: none"> - Communication - Taking vital sign - Knowing referral system. |

**LEARNING ACTIVITIES FOR
ABNORMAL PREGNANCY**

| Activities | Observe | Under supervision | Independent | Total |
|---|---------|-------------------|-------------|-------|
| Taking history | 2 | 2 | 4 | 8 |
| Examination pregnant women's sclera and nail for sign of anemia. | 2 | 2 | 4 | 8 |
| Conduct pregnant women with hyperemesis. | 2 | 2 | 4 | 8 |
| Taking management of preeclampsia. | 4 | 4 | 8 | 16 |
| Taking emergency care of eclampsia and refer to hospital as soon as possible. | 4 | 4 | 6 | 14 |
| Taking care of vaginal bleeding and refer her to the hospital. | 10 | 10 | 15 | 35 |
| Total | 24 | 24 | 39 | 87 |

Lesson Plan

Title: Identified high risk factors during pregnancy. Date: / /

Time: 75 min practical, 75 min theoretical Trainers Name:

Objective: By the end of this session MCHO will be able to identified high risk mothers in the community.

| Time | Activity | Methods | Resources |
|--------|---|--|---|
| 10 min | Introduction: - Greetings - Make sure your self if students know about high risk women with pregnancy. - Introduction of the new lesson. | Question and Answer Discussion | Board Marker Mother Eraser Text book Hospital Field clinic (patient) |
| 10 min | Motivation: - What is your opinion about high risk factor in pregnant women? - Have you ever faced with any of those factors in your family. - What will you do as MCHO when you face a pregnant women with high risk factor. | Lecture Question and Answer Discussion | |
| 35 min | Developing the new lesson: - List factor which cause high risk in pregnant women. - Explain each factors - Explain each factors on pregnant women. | Lecture Practical work | |
| 10 min | Feed back and Evaluation: - Give students question about the new lesson and evaluate them. | Question and answer | |
| 10 min | Summary: - Summarize the high risk factors at the end of the lesson. | Lecture | |

Lesson Plan

Title: Hyperemesis (Sever vomiting) Date: / /
 Time: 75 min practical, 75 min theoretical Trainers Name:

Objective: By the end of this session MCHO should be able to identify sign and symptoms and take emergency care for pregnant women.

| Time | Activity | Methods | Resources |
|--------|---|--|---|
| 10 min | Introduction: - Greetings - Evaluate the main point to the previous lesson. - Make relation between the new lesson and previous lesson. - Introduce the new lesson. | Question and Answer | Board Marker Text book Overhead Projector Slid Projector Community Hospital Clinic |
| 10 min | Motivation: - Have you ever faced with any pregnant women who has hypey emesis. - What will you do as MCHO when you face a pregnant women with hyperemesis. | | |
| 35 min | Developing the new lesson: - Give definition of hyperemesis. - Describe sign and symptoms of hyperemesis. - Explain management for hyperemesis. | Lecture Discussion Practical work Role play Telling story. | |
| 10 min | Feed back and Evaluation: - Give students question about the how lesson feeding back and evaluating them. | | |
| 10 min | Summary: - Summarize the hyperemesis at the end of the lesson. | | |

Evaluation

| Reasons for Evaluation | Methods for Evaluation |
|--|---|
| 1 Basic knowledge about abnormal pregnancy (theoretical) | Written test by using pre structured question paper. This should include question from all part of the abnormal pregnancy's chapter. Time = 1.5 hours. Place = MCHO training center. |
| 2 Practical-skills | A Story telling and Role play about abnormal pregnancy. Time = 1/2 hours for each student. Place = MCHO training center in practical room. B practical identification high risk factors and disorder during pregnancy. Time = 1/2 hours Place = Gy/ob Hospital-Community Clinic. |

CHAPTER - 4

ANTENATAL CARE

Sub-Topics:

- 1- What is antenatal Care?
- 2- Taking history during pregnancy.
- 3- Physical examination during pregnancy.
- 4- Taking vital signs during pregnancy.
- 5- Measuring weight and height of pregnant woman.
- 6- Maneuvers of Leopold.
- 7- Pelvic examination and the diameters of the fetal skull.
- 8- Vaginal examination.
- 9- Laboratory tests.
- 10- Health education for pregnant woman.

OBJECTIVES

- 1- To reduce morbidity and mortality of mother's and children in the community.
- 2- To know whether pregnancy is progressing normally and to identify any problem.
- 3- To identify danger signs during pregnancy.
- 4- To know about the position of fetus.
- 5- To know about normal diameter of pelvis and fetal skull.
- 6- To evaluate pregnant mothers whether they are at risk or not.
- 7- To will being of mother and child health.

TASK ANALYSIS.

| Duties | Knowledge | Skills |
|--|--|--|
| <p>MCHO should know about antenatal care (ANC).</p> | <ul style="list-style-type: none"> - Definition A.N.C - Importance of A.N.C - Identification of pregnant woman in the community. - Number of Antenatal visit. | <ul style="list-style-type: none"> - Communication Skill. |
| <p>MCHO should be able to exam pregnant woman.</p> | <ul style="list-style-type: none"> - Information about taking history during pregnancy. - Information about Physical examination during pregnancy. Information about vital signs. - Information about height and weight of pregnant woman. - Information about maneuvers of leapold. | <ul style="list-style-type: none"> - Communication skill. - MCHO should be able to give suitable position to pregnant women to do inspection. palpation and Auscultation. - MCHO should be able collect necessary material - MCHO should know procedures of taking vital signs. - MCHO should have ability of using scale and measuring tape. MCHO should have skill of diagnosis fetal's position. |
| <p>MCHO should have information about mothers pelvis diameter and diameter of fetal skull.</p> | <ul style="list-style-type: none"> - Why it is more important to measure pelvis diameter? - Information about fetal's shell diameter. | <ul style="list-style-type: none"> - MCHO should be able to measure pelvis demeter by hands, tape-pelvis meter. |

| Activities | Observe | Under Supervision | Independent | Total |
|---|---------|-------------------|-------------|-------|
| Taking History | 3 | 3 | 4 | 10 |
| Physical Examination | 3 | 3 | 4 | 10 |
| Taking Pulse Rate | 2 | 2 | 4 | 8 |
| Taking Respiratory Rate | 2 | 2 | 4 | 8 |
| Checking Blood Pressure | 2 | 2 | 4 | 8 |
| Checking Temperature | 6 | 6 | 12 | 24 |
| Measuring weight of pregnant woman | 2 | 2 | 4 | 8 |
| Measuring height of pregnant woman | 2 | 2 | 4 | 8 |
| Maneuvers of Leopold | 8 | 8 | 16 | 32 |
| Pelvic Examination. | 3 | 3 | 6 | 12 |
| Hb Test | 3 | 3 | 6 | 12 |
| Urine Examination for Albumin | 3 | 3 | 6 | 12 |
| Urine Examination for sugar | 3 | 3 | 6 | 12 |
| Urine Examination for pregnancy | 3 | 3 | 6 | 12 |
| Give health education (For pregnant woman). | 10 | 10 | 20 | 40 |
| Total | 55 | 55 | 106 | 216 |

Lesson Plan

Title: Antenatal Care (ANC)

Date: / /

Time: 75 min

Trainers Name:

Objective: By the end of this session MCHO should be able to give definition of ANC know importance of ANC and find sources TO identify pregnant women in the community.

| Time | Activity | Methods | Resources |
|--------|--|---------------------------------------|--|
| 15 min | Introduction: - Greetings - Introduce the new lesson. - Make sure what students know about ANC. - Identify the main points of new lesson. | Questions and Answer Discussion | Board Marker Eraser Text book Charts Flip Charts Slide |
| 15 min | Motivation: - What is A.N.C in your opinion? - Do mothers need A.N.C. in your community? - Who give health education about A.N.C. to pregnant woman in your community? | Questions and Answer Discussion | Projector Overhead Projector |
| 30 min | Developing the new lesson: - Definition of A.N.C. - Importance of A.N.C. - Identification of Pregnant women in the community. | Lecture Role Play Story telling | |
| 10 min | Feed back and evaluation: - Give Students questions about ANC feeding back and evaluate them. | Questions and Answers | |
| 5 min | Summary: - Summarize the lesson at the end of the lesson. | Lecture | |

Lesson Plan

Title: Number of ANC visits
Time: 75 min

Date: / /
Trainers Name:

Objective: By the end of this session MCHO should know how often they should visit pregnant woman during Antenatal.

| Time | Activity | Methods | Resources |
|--------|---|--------------------------------------|------------------------------|
| 10 min | Introduction: - Greeting main points of new lesson. - Make relation between the new and previous lesson. - Introduce the new lesson. | Question and Answers Discussion | Board Marker Text Book |
| 15 min | Motivation: - Why is it important to visit pregnant woman during pregnancy? - Are pregnant woman visited in your community? By whom? - What should MCHO do during ANC visits. - How often should MCHO has to visit pregnant woman durig Antenatal? | Question and Answers Discussion | |
| 40 min | Developing New lesson: - Explain numbers of A.N.C. visits. - MCHO's role in each visit. - Additional visits. | Lecture Role Play Story tellin | |
| 5 min | Feed back and evaluation: - Give students questions about the new lesson. Feeding back and evaluate them. | Questions and Answers | |
| 5 min | Summary: - Summarize lesson at the end of the lesson. | Lecture | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity:

| Activity | Rating | Obtained Number | Remarks |
|---|--------|-----------------|---------|
| <p>1- Greeting:</p> <ul style="list-style-type: none"> - Be respectful - Explain purpose for taking history - Be tactful in asking personal question. - Allow time to answer questions, avoid putting answers in her mouth. - Pay full attention to what she is saying, show no hesitation to ask again if she has not understand what was explained by you. - Use Patients name for subsequent questions, avoid medical terminology. | 5 | | |
| <p>2. Introduction:</p> <p>Name , Husband's name, Occupation of husband, woman work status, address, age or date of birth, number of years married.</p> | 5 | | |
| <p>3. Obstetrical History:</p> <ul style="list-style-type: none"> - Number of previous pregnancies live births and abortion. - Where was mother delivered and by whom? - Experience with previous pregnancies. | 5 | | |

| Activity | Rating | Obtained Number | Remarks |
|--|-----------|-----------------|---------|
| 4. Past medical history. - Vaccination, any diseases such as T.B, malaria, hypertension, Icterus, etc. | 5 | | |
| 5. Family history. - Some diseases are common among family members diabetes high blood pressure, hearted disease. | 5 | | |
| 6. Present Pregnancy. - Last menstrual Period. | 5 | | |
| 7. Chief complaints. - Cause of problem in her opinion. - What makes the symptoms better or worse. | 5 | | |
| 8. Location of Symptoms | 5 | | |
| Total | 40 | | |
| Trainer's Name: _____ Trainer's Signature: _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity:

| Activity | Rating | Obtained Number | Remarks |
|---|-----------|-----------------|---------|
| 1. The machine should be kept in one spot. If moving is necessary it should be done with great care to avoid upsetting the balance. | 5 | | |
| 2. The machine should be checked periodically for accuracy. | 5 | | |
| 3. If the scale is different from the system used locally, MCHO should know how to convert the weight from one system to another. | 5 | | |
| 4. The mother should wear the same clothes each time. | 5 | | |
| 5. Be Sure the machine is correctly balanced before the steps on. | 5 | | |
| 6. The weight should be recorded promptly on record card. | 5 | | |
| Total | 30 | | |
| Trainer's Name: _____ Trainer's Signature: _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Height measurement

| Activity | Rating | Obtained Number | Remarks |
|--|-----------|-----------------|---------|
| 1. Instruct the patient to stand right and look straight ahead with his or her back to the scale. | 5 | | |
| 2. Keeping the bar of the measuring scale in a vertical position. Keep the bar above the patient's head. | 5 | | |
| 3. Open the bar out into a horizontal position and move it down until it just touches the top of the patient's head. | 5 | | |
| 4. Instruct the patient to step down and put on her shoes. | 5 | | |
| 5. Read the marking. | 3 | | |
| 6. Record the height correctly. | 2 | | |
| 7. Return the bar to the resting position. | 5 | | |
| Total | 30 | | |
| Trainer's Name: _____ Trainer's Signature: _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Checking Blood Pressure

| Activity | Rating | Obtained Number | Remarks |
|--|--------|-----------------|---------|
| 1. Wash the hand and assemble the equipment. | 2 | | |
| 2. Explain procedure to the patient. | 3 | | |
| 3. Position the patient comfortably in a sitting position. The arm should be at heart level, well supported and well extended, with the palm facing upward. Roll up the patient's sleeve approximately 5 inches above the elbow. | 5 | | |
| 4. Place the cuff on the patient's arm so that the lower edge of the cuff is 1-2 inches above the bend in the elbow. The inflatable over the brachial artery. | 5 | | |
| 5. Wrap the cuff smoothly around the patient's arm and secure the end of it. | 2 | | |
| 6. Position the manometer for direct viewing and at a distance of no more than 3 feet. | 3 | | |

| Activity | Rating | Obtained Number | Remarks |
|---|--------|-----------------|---------|
| <p>7. Place the earpiece of the stethoscope in your ears. Making sure the arm is well extended, palpate the brachial plus with the fingertips and place the diaphragm gently but firmly over the artery. Hold the diaphragm with your thumb and place your fingers under the patient's elbow. There should be no gap between the skin and the diaphragm make sure the diaphragm is not touching the cuff.</p> | 5 | | |
| <p>8. Close the valve on the bulb by turning the thumbscrew in a clockwise direction until it feels tight. pump air into the inflatable bag as rapidly as possible up to a level of approximately 20-30 mmHg above the palpated or previously measured systolic pressure. Explain to the patient that this will cause a numbing and tingling sensation in the arm.</p> | 5 | | |
| <p>9. Release the pressure at a moderately steady rate of 2-3 mmHg per heart beat by slowly turning the thumb screw in a counter clockwise direction. This opens the valve and allow the air in the cuff to slowly escape. Listen for the first clear sound, that is systolic pressure.</p> | 5 | | |

| Activity | Rating | Obtained Number | Remarks |
|--|--------|-----------------|---------|
| 10. Continue to deflate the cuff while listening to the sounds. | 3 | | |
| 11. Quickly and completely deflate the cuff to zero. If you could not obtain an accurate BP reading. wait 15-30 seconds and repeat the BP procedure again. | 5 | | |
| 12. Record the result. | 3 | | |
| 13. Clean the earpiece. | 2 | | |
| 14. Properly replace the equipment. | 2 | | |
| Total | 50 | | |
| Trainer's Name: _____ Trainer's Signature: _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Tacking Radial Pulse.

| Activity | Rating | Obtained Number | Remarks |
|---|-----------|-----------------|---------|
| 1. Explained procedure to patient. | 5 | | |
| 2. Located the radial pulse site. | 5 | | |
| 3. Positioned arm along with body, wrist slightly flexed. | 5 | | |
| 4. Placed three middle fingertips over Radial pulse site. | 5 | | |
| 5. Counted the pulse for one minute. | 5 | | |
| 6. Recorded the results on a pieces of paper correctly. | 5 | | |
| Total | 30 | | |
| Trainer's Name: _____ | | | |
| Trainer's Signature: _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Measuring Radial Pulse.

| Activity | Rating | Obtained Number | Remarks |
|--|-----------|-----------------|---------|
| 1. Explained why wrist must be slightly fixed. | 5 | | |
| 2. Explained why three fingers are to be used and not thumb over the pulse. | 5 | | |
| 3. Explained what is range of normal pulse for adult. | 5 | | |
| 4. Explained the other areas where pulse can be taken/Range of babies pulse. | 5 | | |
| Total | 20 | | |
| Trainer's Name: _____ Trainer's Signature: _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: How to count respiration rate.

| Activity | Rating | Obtained Number | Remarks |
|---|-----------|-----------------|---------|
| 1. Count patient respiration rate without patient's awareness. | 5 | | |
| 2. Is able to state why respiration rate should be count without Patient's awareness. | 5 | | |
| 3. Observed the rise and fall of patient's chest. | 5 | | |
| 4. Counted the number of respiration per minute. | 5 | | |
| 5. The measurement was within +1 respiration of the evaluator's measurement. | 5 | | |
| 6. Is able to state what makes up one respiration. | | | |
| 7. Correctly recorded results in patient's chart. | | | |
| 8. Completed the procedure within 5 minutes. | | | |
| Total | 40 | | |
| Trainer's Name: _____ Trainer's Signature: _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: _____

| Activity | Rating | Obtained Number | Remarks |
|---|--------|-----------------|---------|
| 1. Gather a good light, clean speculum, surgical gloves, lubricant jelly, sheet, and use an examining bed or table. | 5 | | |
| 2. Ask the woman to pass urine to empty her bladder. | 5 | | |
| 3. Ask the woman to undress below her waist. | 5 | | |
| 4. Ask the woman to lie on her back on the examining bed with her legs apart and her knees bent. Cover her with a sheet. | 5 | | |
| 5. Wash your hands and puts on clean surgical gloves. | 5 | | |
| 6. Explain the examination to your patient. Ask her if she becomes uncomfortable. | 5 | | |
| 7. Spread the lips of the patient vagina with your left hand. Look for any discharge blood cuts, or swelling. | 5 | | |
| 8. Warm the speculum to body temperature, lubricate the speculum. Gently insert it sideways into the vaginal turn it, then open it. | 5 | | |
| 9. Arrange the light so you can see the cervix. | 5 | | |
| 10. Examine the cervix. Look for any discharge, redness, scars, abnormal color, bleeding. Look for the strings at the contraceptive device. | 5 | | |

| Activity | Rating | Obtained Number | Remarks |
|---|--------|-----------------|---------|
| 11. Examine the walls of the vagina for abnormal color or swelling. | 5 | | |
| 12. Gently close the speculum and remove it. | 5 | | |
| 13. Put lubricant jelly on the index and middle fingers of your right hand. | 5 | | |
| 14. Insert those fingers into the vagina until you can feel the cervix. | 5 | | |
| 15. Put your left hand on the abdomen. Locate the uterus between your fingers inside the vagina and your left hand on the abdomen. | 5 | | |
| 16. Gently move the uterus from side to side. Ask the patient whether she feels any pain. | 5 | | |
| 17. Move the fingers inside the women's vagina to either side of the cervix to feel areas near the ovaries and fallopian tubes. Gently remove your fingers from the vagina. | 5 | | |
| 18. Tell the woman that she may dress. | 5 | | |
| 19. Write down what you have found. | 5 | | |
| 20. Talk with the woman about your findings. | 5 | | |
| Total | 100 | | |
| Trainer's Name: _____ Trainer's Signature: _____ | | | |

EVALUATION METHODS

| Reasons for Evaluation | Methods for Evaluation. |
|-------------------------------------|---|
| 1. Basic knowledge about Antenatal. | Written test at MCHO training center. By using pre-structured question paper from antenatal chapter. Time=3h. |
| 2. Practical Skills. | <ol style="list-style-type: none">1. Practical test at MCHO training center in practical room by using checklist. Time = 10-30 minutes for each trainee.2. Practical test at OB/Gyn Hospital by using checklist. Time = 30-45 minutes for each trainee.3. Practical test at teaching clinic by using checklist Time 30 min for each trainee.4. Practical test in the community by using checklist. Time = 30 minutes for each trainee. |

CHAPTER - 5

Topic:

Normal Labor and Delivery

Sub Topics:

1. How to assess the start of labor.
2. Material needed for delivery.
3. The Stages of labor and their durations
4. MCHO's role in each stage.
5. Immediate care of newborn baby.

Objectives:

1. To diagnose whether the real pain is started or not.
2. TO know about contain of delivery kit.
3. TO Know necessary materials for home delivery.
4. TO make differential diagnosis between each stage of labor.
5. To know about MCHO's role in management of each stage of delivery.
6. TO assess health status of the newborn baby.
7. To take appropriate management of newborn baby if it is necessary.

TASK ANALYSIS

| Duties | knowledge | Skill |
|--|--|---|
| <p>1 MCHO should be able to make differential diagnosis between the real and false pain.</p> | <ul style="list-style-type: none"> - Information about signs and symptoms of false pain. - Information about signs and symptoms of real pain. | <ul style="list-style-type: none"> - Ability to do physical examination - Ability to do vaginal examination - Communication skill. |
| <p>2 MCHO's should know that which materials are needed for delivery.</p> | <ul style="list-style-type: none"> - Information about items of delivery kit. - Information about items needed for home delivery. | <ul style="list-style-type: none"> - MCHO should be able to use each item for proper purpose during delivery. |
| <p>3 MCHO should know about stages of delivery.</p> | <ul style="list-style-type: none"> - Information about stages of labor and delivery. - Definition at each stage. - Signs and symptoms of each stage. - Role of MCHO in each stage of L and D. | <ul style="list-style-type: none"> - Communication Skill - Doing physical exam. - Using each item of delivery kit at proper purposes for each stage. - Ability of vaginal examination. |
| <p>4 MCHO should know about immediate care of new born baby.</p> | <ul style="list-style-type: none"> - Information about APGAR scoring method. - Taking management and reassociation of respiration of children who have worse respiration. - Information about general physical examination of the newborn baby. - Information about normal and abnormal signs of same parts of the baby's body skull weight and height, vertebral column, eyes, mouth limbs, skin, Anus, umbilical cord. | <ul style="list-style-type: none"> - Ability of APGAR scoring. - Procedure of using mucus sucker. - Giving artificial mouth to mouth respiration. - Giving proper position to the baby. - Procedure of cutting umbilical cord. - Procedure of physical examination. |

**LEARNING ACTIVITIES
FOR
HOME DELIVERY**

| Activities | Observe | Under Supervision | Independent | Total |
|--|-----------|-------------------|-------------|------------|
| 1. Examine the woman to know that she has real pain or false pain (To know the started of labor). | 5 | 5 | 10 | 20 |
| 2. Placing delivery's necessary items into delivery kit. | 3 | 3 | 6 | 12 |
| 3. Examine the woman during labor and taking proper management for each stage of delivery. (To know role of MCHO in each stage of delivery). | 10 | 10 | 20 | 40 |
| 4. Immediate care of new born. | 10 | 15 | 20 | 45 |
| Total | 28 | 33 | 56 | 117 |

Lesson Plan

Title: How to assess the start of labor
 Time: 75 min theory & 75 min practice

Date: / /
 Trainers Name:

Objective: By the end of this session MCHO should be able to identify that the woman is in labor or not.

| Time | Activity | Methods | Resources |
|--------|---|---------------------------|---|
| 10 min | Introduction: - Greeting - Introduce the new lesson. | Questions and Answers | Board Marker Eraser Test Book |
| 15 min | Motivation: - Make sure that MCHO know real and false pain. - Have you ever seen woman in labor in your family/community. - What should MCHO do if they faced with woman in labor. | Questions and Answers | OB/GYN Hospital Clinic Community |
| 35 min | Developing the new lesson: - Pseudo pain. - Real pain. | Lecture Practical work | |
| 10 min | Feed back and evaluation: - Give students questions about pseudo and real pain, feeding back and evaluate them. | Questions and Answers | |
| 5 min | Summary: - Summarize how to assess the start of labor at the end of the lesson. | Lecture | |

Lesson Plan

Title: Materials needed for delivery
Time:

Date: / / /
Trainers Name:

Objective: By the end of this session MCHO will be able to provide and use needed materials for delivery.

| Time | Activity | Methods | Resources |
|--------|--|-------------------------------------|---|
| 10 min | Introduction: - Greetings - Evaluate the main points of the previous lesson. - Make relation between the new and previous lesson. - Introduce the new lesson. | Questions and Answers Discussion | Board Marker Eraser Test Book Chart Flip chart Overhead projector |
| 10 min | Motivation: - Which materials are needed for delivery in your opinion. - What are you using for cutting umbilical cord. | Questions and Answers | Slide projector |
| 35 min | Developing the new lesson: - Delivery kit. - List kits items and their using. - List materials needed for home delivery. | Lecture Demonstration | |
| 15 min | Feed back and evaluation: - Give students questions about the new lesson and feeding back and evaluate them. | Questions and Answers | |
| 5 min | Summary: - Summarize the lesson at the end of the lesson. | Lecture | |

Simple Checklist

Name: _____

Activity started: _____

Time: 30 minutes

Activity ended: _____

Activity: MCHO's role in first stage of labor.

| Activity | Rating | Obtained Number | Remarks |
|--|-----------|-----------------|---------|
| 1 Ask following questions from the mother: - When did the pain starts? - How often do they happen? - Have you seen the show? - Did the water (fluid) flow suddenly in a large amount or it is trickling? | 5 | | |
| 2 Checking vital sign T.R. P.R. RR. BP. | 10 | | |
| 3 Abdominal examinations. (Leopold manoeuvre) | 10 | | |
| 4 The checking fatales heart sound. | 5 | | |
| 5 Vaginal Examination: state of cervix amniotic membrane and the presenting part. | 10 | | |
| Total | 40 | | |
| Trainer's Name _____ Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: MCHO role in second stage of labor

| Activity | Rating | Obtained Number | Remarks |
|---|-----------|-----------------|---------|
| 1 Giving prepare position to pregnant woman. | 5 | | |
| 2 Assist her to relax in the time between two contractions period. | 5 | | |
| 3 Frequent auscultation of fetal heart sound. | 5 | | |
| 4 Making sure if bladder is empty or not. | 10 | | |
| 5 Inspect fetal's head appearance (using mask during vaginal examination to prevent sending infection to vagina through air droplets. | 10 | | |
| 6 If the membranes has not ruptured rupture it. | 5 | | |
| Total | 40 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: MCHO role in third stage of labor.

| Activity | Rating | Obtained Number | Remarks |
|---|--------|-----------------|---------|
| 1 Examining umbilical cord to make sure that it is free. | 5 | | |
| 2 Try to prevent laceration and ruptures, by supporting the perineum. | 5 | | |
| Total | 10 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: How to cut umbilical cord.

| Activity | Rating | Obtained Number | Remarks |
|--|-----------|-----------------|---------|
| 1 Washing hands with soap and water. | 4 | | |
| 2 Wait until cord goes white and thin and stops pulsating. | 4 | | |
| 3 Take clamps and put at this distances from the baby: 1st: 2 fingers. 2nd: 4 fingers. | 4 | | |
| 4 Pickup sterile blade, do not touch the cutting edge. | 4 | | |
| 5 Cut the cord between the 1st and 2nd clamp. | 4 | | |
| Total | 20 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: APGAR scoring.

| Activity | Rating | Obtained Number | Remarks |
|---|--------|-----------------|---------|
| 1 Assessment of baby's heart rate. | 2 | | |
| 2 Assessing newborn's respiration. | 2 | | |
| 3 Assessing newborn's muscle tone. | 2 | | |
| 4 Assessing responsibility to stimulus. | 2 | | |
| 5 Assessing skin color. | 2 | | |
| Total | 10 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: General examination of new born baby.

| Activity | Rating | Obtained Number | Remarks |
|---------------------------------------|-----------|-----------------|---------|
| 1 Examining baby's skull, | 2 | | |
| 2 Measuring baby's weight and height. | 4 | | |
| 3 Examining baby's vertebra column. | 4 | | |
| 4 Examining baby's eyes. | 4 | | |
| 5 Examining baby's mouth. | 2 | | |
| 6 Examining baby's limbs. | 2 | | |
| 7 Examining baby's skin. | 2 | | |
| 8 Examining baby's anus. | 2 | | |
| 9 Examining baby's umbilical cord. | 2 | | |
| Total | 20 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

EVALUATION METHODS

| Reasons for Evaluation | Methods for Evaluation. |
|--|---|
| <p>1 For evaluating MCHO's basic knowledge about normal labor and delivery.</p> <p>2 For evaluating MCHO's practical work.</p> | <p>Written test by using pre-structured question paper. This should include questions from all parts of normal pregnancy.</p> <p>Place= at MCHO training center.</p> <p>Time= 1 hours.</p> <p>Practical test at OB/GYN hospital and community, by using check list time-1/2 hours for each student.</p> |

CHAPTER - 6

Topic: ABNORMAL LABOR AND DELIVERY

Sub Topic:

- 1- Premature labor
- 2- Premature rupture of membranes.
- 3- Obstructed labor.
- 4- Abnormal presentation and positions.
- 5- Rupture of the uterus.
- 6- Prolonged labor.
- 7- Fetal distress.
- 8- Maternal distress
- 9- Cord prolapse.
- 10- Heavy bleeding.
- 11- Multiple pregnancy.
- 12- Retained placenta.
- 13- Incomplete placenta.

Objective:

- 1- To Know about cause of premature labor and taking its management.
- 2- To diagnosis premature rupture of membranous and refer them.
- 3- To diagnosis obstructed labor and refer them to the hospital.
- 4- To identify abnormal presentation and positions and refer them to the hospital.
- 5- To diagnosis rupture of the uterus and refer them to the hospital.
- 6- To diagnosis causes of prolonged labor and taking proper management.
- 7- To identify cause of fetal and maternal distress and taking prepare management.
- 8- To diagnosis cause of cord prolapse and taking emergency management.
- 9- To diagnosis cause of heavy bleeding and taking emergency management if it is necessary refer them to the hospital.
- 10- To identify multiple pregnancy and refer them to the hospital as soon as possible.
- 11- To take proper management women with retained placenta if it is necessary refer them to the hospital.
- 12- To take proper management of incomplete placenta and incomplete is a danger sign MCHO must refer the woman to the hospital.

TASK ANALYSIS

| Duties | knowledge | Skill |
|--|---|--|
| 1 MCHO should know about premature labor. | <ul style="list-style-type: none"> - Definition of premature labor. - Causes of premature labor. - Management premature labor. | <ul style="list-style-type: none"> - Ability to take special care for low birth weight babies and refer to the hospital. |
| 2 MCHO should know about premature rupture (PR) of membranes. | <ul style="list-style-type: none"> - Definition of P.R. of membranes. - Cause of P.R. of membranes - Diagnosis on P.R. of membranes. - Management of P.R. of membranes. | <ul style="list-style-type: none"> - Ability to identify P.R. of membranes and Refer to the hospital. |
| 3 MCHO should know about obstructed labor (OL). | <ul style="list-style-type: none"> - Definition of O.L. - Causes of O.L. - Management of O.L. - Complications of O.L. | <ul style="list-style-type: none"> - Ability to diagnosis Obstructed labor and Refer to the hospital. |
| 4 MCHO should know about abnormal presentation (AP) and positions. | <ul style="list-style-type: none"> - Definition of A.P. and positions. - Types of A.P. and Position. - Management of abnormal Presentation and position. | <ul style="list-style-type: none"> - Ability to identify abnormal presentation and position and refer to the hospital. |
| 5 MCHO should know about rupture of a uterus. | <ul style="list-style-type: none"> - Definition of rupture of uterus. - Causes of rupture of uterus. - Diagnosis of rupture of uterus. - Complication of rupture of uterus. - Management of Rupture of uterus. | <ul style="list-style-type: none"> - Ability to identify Rupture to uterus and refer as soon as possible to the hospital. |

TASK ANALYSIS

| Duties | knowledge | Skill |
|--|--|--|
| <p>6 MCHO should know about maternal and fetal distress.</p> | <ul style="list-style-type: none"> - Definition of maternal and fetal distress. - Causes of maternal and fetal distress. - Signs of maternal and fetal distress. - Complication of maternal and fetal distress. - Management and prevention of maternal and fetal distress. | <ul style="list-style-type: none"> - Ability to measure vital signs. - Ability to refer patient to the hospital. |
| <p>7 MCHO should know about cord prolapse.</p> | <ul style="list-style-type: none"> - Give definition of cord prolapse. - Management of cord prolapse. - Diagnosis of cord prolapse. | <ul style="list-style-type: none"> - Ability to push the cord back into the uterus by vaginal examination. - Give prepare position for pregnant women and refer to hospital. |
| <p>8 MCHO should know about heavy bleeding.</p> | <ul style="list-style-type: none"> - Definition of heavy bleeding. - Diagnosis of heavy bleeding. - Complication of heavy bleeding. - Management of heavy bleeding. | <ul style="list-style-type: none"> - Ability to identify and transfer her as quickly as possible to a hospital. |
| <p>9 MCHO should know about multiple pregnancy.</p> | <ul style="list-style-type: none"> - Definition of multiple pregnancy. - Complication of multiple pregnancy. - Management and prevention of multiple pregnancy. | <ul style="list-style-type: none"> - Ability to discovered woman with multiple pregnancies during antenatal care and should be advised to deliver in a hospital. |

TASK ANALYSIS

| Duties | knowledge | Skill |
|--|--|--|
| <p>10 MCHO should know about retained placenta.</p> | <ul style="list-style-type: none"> - Definition of retained Placenta. - Complication of retained placenta. - Management of retained placenta. | <ul style="list-style-type: none"> - Ability to take Management for Women with retained Placenta. I necessary refer them to the hospital. |
| <p>11 MCHO should know about incomplete placentas.</p> | <ul style="list-style-type: none"> - Information about incomplete Placenta. | <ul style="list-style-type: none"> - MCHO must be able to check piacenta for missing pieces. |

**LEARNING ACTIVITY
FOR ABNORMAL LABOR AND DELIVERY**

| Activities | Observe | Under Supervi- sion | Indepen- dent | Total |
|--|-----------|---------------------------|------------------|------------|
| 1 Taking management of premature labor and refer woman to the hospital. | 5 | 5 | 5 | 15 |
| 2 Taking management of premature Rapture of membranes and refer them to the hospital. | 5 | 5 | 5 | 15 |
| 3 Taking prepare care and management for women with obstructed labor and refer them to the hospital. | 5 | 5 | 5 | 15 |
| 4 Identify woman with abnormal presentation and postilion and refer them to the hospital. | 5 | 5 | 5 | 15 |
| 5 Identify women with rupture of uterus and refer them as soon as possible to the hospital. | 5 | 5 | 5 | 15 |
| 6 Diagnose longed labor and refer her to hospital. | 5 | 5 | 5 | 15 |
| 7 Taking prepare management for fetal and Maternal distress and refer them to hospital. | 5 | 5 | 5 | 15 |
| 8 Taking emergency care for woman with cord prolapse and refer them to the hospital. | 5 | 5 | 5 | 15 |
| 9 Identify women with heavy bleeding during pregnancy and refer them to the hospital. | 5 | 5 | 5 | 15 |
| 10 Identify women with multiple pregnancy and refer them to the hospital. | 5 | 5 | 5 | 15 |
| 11 Diagnose retained and incomplete placenta and refer them to the hospital. | 5 | 5 | 5 | 15 |
| Total | 55 | 55 | 55 | 165 |

Lesson Plan

Title: Materials needed for delivery
 Time: 75 min theory, 75 min practical

Date: / /
 Trainers Name:

Objective: By the end of this session MCHO will be able to know cause of premature labor a make diagnosis and take prepare management for premature labor.

| Time | Activity | Methods | Resources |
|--------|--|-------------------------------------|---|
| 10 min | Introduction: - Greetings. - Introduce the new lesson. - Make relation between the new and previous lesson. | Questions and Answers | Board Marker Eraser Text book Hospital (patient) |
| 15 min | Motivation: - Make sure if students know about premature labor. - What do you do for women with premature labor. | Questions and Answers Discussion | Clinic and Community |
| 30 min | Developing the new lesson: - Definition of Premature labor. - Causes of premature labor. - Management of premature labor. | Lecture | |
| 10 min | Feedback and evaluation: - Give students questions about the new lesson feeding back and evaluate them. Summary: - Summarize the new lesson at the end of the lesson. | Question and Answer Lecture | |

Evaluation of Students for abnormal labor

| Reasons for Evaluation | Methods for Evaluation. |
|---|---|
| 1 Basic knowledge about abnormal labor. | <p>- Written test by using restructured question paper. This should includes questions from all parts of abnormal labor.</p> <p>Time = 1.5 hour Place = MCHO training center.</p> |
| 2 Practical skills | <p>- Practical test at hospital clinic and community.</p> <p>Time = 1/2 h for each student.</p> |

CHAPTER - 7

Topic: Normal post Partum

Sub Topic:

1. Definition of postnatal care.
2. Number of postnatal visit.
3. Care of the mother during postnatal period.
4. Care of the new born during postnatal period.
5. Mild disorders of the mother during postnatal period.
6. Mild disorders of the newborn during postnatal period.

Objectives:

1. To Know duration of postnatal period within which the body turns to its normal state.
2. To know how often MCHO need to visit mother and newborn during postnatal period.
3. To check mothers vital signs, fundus of uterus lochia, perineal & lactation, during postnatal period.
4. To give advises about diet & rests to delivered mother during postnatal visit.
5. To examine newborns umbilical cord, eyes vital signs, weight, skin, stool, feeding.
6. To give good advises about post delivery pain constipation, hemorrhoids, urinary retention, care of episiotomy, swollen breast., fissures of the nipples, lack of breast milk for delivered mother.
7. To give good advises about care of newborns adhesive umbilical cord, sticky eyes, swollen breast, vaginal bleeding, physiologic jaundice, caput succedaneum and caffeol hematoma.

TASK ANALYSIS

| Duties | knowledge | Skill |
|---|---|---|
| <p>1 MCHO should know about post natal care.</p> | <ul style="list-style-type: none"> - Give definition of post natal care. - Information about number of post natal visit. | <ul style="list-style-type: none"> - Communication skill. |
| <p>2 MCHO should take care of the mother during postnatal period.</p> | <ul style="list-style-type: none"> - Information about vital signs. - Changes (decrease) in size of uterus during postnatal period. - Information about vaginal discharge during postnatal period. - Information about taking care of perineal. - Information about lactation. - Give advice to the mother about rest and diet during post natal. | <ul style="list-style-type: none"> - Ability to measure vital sign. - Ability to measure the fundus of uterus. - Ability to diagnose normal vaginal discharge from abnormal. - Communication skill. |
| <p>3 MCHO must be able to take care of newborn baby.</p> | <ul style="list-style-type: none"> - Information about care of umbilical cord eyes, skin of newborn baby - information about examining vital signs & weight of new born baby. - Giving advice about feeding of new born baby to the mother. | <ul style="list-style-type: none"> - Communication skills. - Knowing procedure of taking vital signs. - Ability to use scale for waiting new born baby. |

TASK ANALYSIS

| Duties | knowledge | Skill |
|--|---|---|
| <p>4 MCHO must be able to take proper management for mild disorders of mother during post partum period.</p> | <ul style="list-style-type: none"> - Information about post delivery pain, constipation, Hemorrhoid, urinary retention, care of episiotomy, swollen breast, fissure of the nipple and lack of the breast milk. | <ul style="list-style-type: none"> - Communication skill. - Ability to take especial care and management for each disorders of post natal period. |
| <p>5 MCHO must be able to take proper management of mild disorders of the newborn baby which are mentioned before.</p> | <ul style="list-style-type: none"> - Information about management of mild disorders which are mentioned before. - Information about adhesive umbilical cord sticky eyes, swollen breast, vaginal bleeding physiologic jaundice, caput succedaneum and caffeol hematoma. - Information about managing of newborn mild disorders during post natal period. | <ul style="list-style-type: none"> - Communication skill - Ability of taking proper care and management of each disorder. |

LEARNING ACTIVITIES FOR NORMAL POST PARTUM

| Activities. | Observe | Under Supervision | Independent | Total |
|--|-----------|-------------------|-------------|------------|
| 1 Visit mother's in post natal period. (Home visit) | 5 | 5 | 10 | 20 |
| 2 Taking care of mother during postnatal period. | 10 | 10 | 10 | 30 |
| 3 Taking care of new-born baby during post natal. | 10 | 10 | 10 | 30 |
| 4 Giving especial and proper advises about mothers mild disorders during post partum period. | 10 | 10 | 10 | 30 |
| 5 Giving especial and proper advises about newborn baby mild disorders. | 10 | 10 | 10 | 30 |
| Total | 45 | 45 | 50 | 140 |

EVALUATION METHODS

| Reasons for Evaluation | Methods for Evaluation. |
|--|--|
| 1 Basic knowledge about normal postnatal. | Written test by using pre structured question paper at MCHO training center for one hour. |
| 2 Practical skills about normal post partum. | Practical test at OB/GYN hospital, teaching clinic and community. 30 minutes should be allocated for each student. |

CHAPTER - 8

Topic: ABNORMAL POST PARTUM

Sub Topic:

1. Complication in the newborn.
2. Complication in the mother during post partum period.

Objective:

1. To take prepare management for child asphyxia, aspiration of meconium, dyspnea during post partum period.
2. To refer the newborn baby with asphyxia meconium aspiration, dyspnea if necessary to the hospital.
3. To take prepare management for mother with puerperal sepsis, mastitis, post partum, hemorrhage, thrombophlebitis.
4. To refer the mother with puerperal sepsis, mastitis, postpartum hemorrhage, thrombophilbiatis to the hospital for treatment.

TASK ANALYSIS

| Duties | knowledge | Skill |
|---|--|--|
| <p>1 MCHO should know about newborn complication and mothers post partum complication</p> | <ul style="list-style-type: none"> - Information about asphyxia, aspiration of meconium and dyspnea. - Information about puerperal sepsis, post partum hemorrhage mastitis and thrombophlebitis. | <ul style="list-style-type: none"> - Ability to have artificial resuscitation. - Ability to take management for aspiration of meconium and dyspnea. - Ability to take management for mother with puerperal sepsis, mastitis, thrombophlebitis. and, post partum hemorrhage. |

Lesson Plan

Title: Materials needed for delivery

Date: / /

Time:

Trainers Name:

Objective: By the end of this session MCHO will be able to give artificial resuscitation for newborn baby with asphyxia.

| Time | Activity | Methods | Resources |
|--------|---|-------------------------------------|--|
| 10 min | Introduction: - Greetings. - Introduce the new lesson. - Make sure that MCHO know about a sphyxia. | Questions and Answers Discussion | Board Marker Textbook Model of newborn Slide projector |
| 15 min | Motivation: - What is asphyxia in your opinion. - What do you do with a child who has a sphyxia. - Have you ever seen a newborn with a sphyxia in your family. - Who help a child with asphyxia in your community. | Questions and Answers | Film T.V. V.C.R. Hospital Clinic Community Newborn |
| 30 min | Developing the new lesson: - What is asphyxia. - Describe procedure of artificial resuscitation. | Lecture Demonstration. | |
| 10 min | Feedback and evaluation: - Give students question about newborn baby in asphyxia. feeding back and evaluates them. - Ask student to perform artificial resuscitation on newborn baby's Model. | Questions and Answers | |
| | Summary: - Summarize the new lesson at the end of this lesson. | Lecture | |

Learning activity for abnormal postpartum

| Activities. | Observe | Under Supervision | Independent | Total |
|--|-----------|-------------------|-------------|------------|
| 1 Giving artificial resuscitation. (For newborn with asphyxia.) | 5 | 5 | 10 | 20 |
| 2 Removing meconium from newborn oropharynx and nostrils by using mucus extractor. | 5 | 5 | 10 | 20 |
| 3 Giving prepare advises about dyspnea of newborn baby by to the mother. | 3 | 3 | 3 | 9 |
| 4 Giving health education about personal hygiene for mother who has puerperal refer her to the puerperal sepsis and refer her to the hospital as soon as possible. | 3 | 3 | 3 | 9 |
| 5 Taking a good management for mother with post partum Hemorrhage. | 5 | 5 | 10 | 20 |
| 6 Giving a good advises for mother with mastitis. | 4 | 4 | 10 | 18 |
| 7 Giving advises about thrombophlebitis. | 4 | 4 | 10 | 18 |
| Total | 29 | 29 | 56 | 114 |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Artificial resuscitation.

| Activity | Rating | Obtained Number | Remarks |
|---|-----------|-----------------|---------|
| 1 Clamp the cord as soon as possible. | 5 | | |
| 2 Turn the head of the child carefully to the back. | 5 | | |
| 3 Put of folded cloth under his neck. | 5 | | |
| 4 Put your mouth on the child nose and mouth. | 5 5 | | |
| 5 Blow with shorts breaths (40 times/minute) | 5 | | |
| 6 Stop blowing when the child starts breathing. | | | |
| Total | 30 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

EVALUATION METHODS

| Reasons for Evaluation | Methods for Evaluation. |
|--|--|
| 1. Basic knowledge about abnormal post partum. | Written test by using restructured question paper. Time = 1/5 hour's Place = MCHO training center. |
| 2. Practical skill. | Practical test at hospital clinic and the community 1/2 hour may be allocated for each students. |

CHAPTER - 9

Topic: **CARE OF (0-5) YEAR OLD CHILDREN AND MANAGEMENT OF COMMON PROBLEMS.**

Sub Topics:

1. MCHO's role in extending health care of children.
2. Some common problems of new-born (0-1M)
3. Congenital anomalies.
4. Growth and development.
5. Nutrition.
6. Nutrition deficiency diseases.
7. Common infections of the children.

Objectives:

1. To know relation of the child with family and community.
2. To know objectives of children health care adoption.
3. To take history of sick child.
4. To examine sick child.
5. To take management of any common problem of newborn(0-1M).
6. To give information about cause of congenital anomalies to the mother.
7. To take care of child who has congenital Anomalies.
8. To distinguish temporary deformities and anomalies of the lower limbs (Legs).
9. To know growth and development normal rate changes in different ages.
10. To identify malnourished children in the community.
11. To know advantages of mothers milk for the baby.
12. To know the starting age for weaning food.
13. To know child's nutritional need in different ages.
14. To cook proper and clean food for children.
15. To diagnose Type of malnutrition and treat it.
16. To diagnose children's infectious disease's and to take appropriate care for them.

TALK ANALYSIS

| Duties | Knowledge | Skill |
|--|---|--|
| <p>1 MCHO's should know about their role in care of (0-5) year old children and management of common problems.</p> | <ul style="list-style-type: none"> - Information about relation of the child with the family and community. - Information about Objective of children Health care adoption. - Information about taking pediatric history. - Information about physical examination of children. | <ul style="list-style-type: none"> - Communication skill - Ability to take history of sick child. - Ability to do physical examination. |
| <p>2 MCHO should know some common problems of new born (0-1m)</p> | <ul style="list-style-type: none"> - Information about some common problems of newborn such as vomiting, constipation diarrhea, Lectures Gravis lesion of buttocks, Heat rashes, tetanus, neonatal septicemia. - Neonatal conjunctivitis trash in newborn, cord infection. | <ul style="list-style-type: none"> - Communication skill - Ability to give a good and proper advise for mothers whose children have some common problem. |
| <p>3 MCHO should now congenital anomalies.</p> | <ul style="list-style-type: none"> - Cause of congenital anomalies. - Information about common birth anomalies such as cleft lip, cleft palate, accessory digit, spina bifida, club feet, flat feet Bowlegs and knock kneed. | <ul style="list-style-type: none"> - Communication skill. - Ability to give a good and proper advice to mother's whose child has birth anomaly. - Ability to take especial management for each birth defects. - Ability to distinguish temporary defect from permanent defect. |

| Duties | Knowledge | Skill |
|---|--|---|
| 4 MCHO should know child's growth and development. | <ul style="list-style-type: none"> - Definitions of growth and development. - Information about growth rate changes in different ages | <ul style="list-style-type: none"> - Communication skill - Procedure of using scale to weighing the child. - Procedure of measuring child are circumference. - Procedure of drawing growth chart.using of growth chart. |
| 5 MCHO must know about child feeding in different ages. | <ul style="list-style-type: none"> - Breast feeding. - Weaning food. - Solid food. | <ul style="list-style-type: none"> - Ability to give Health education about breast feeding weaning food, solid food. - Preparing proper food for children. - Demonstrate different food charts to the mothers. |
| 6 MCHO should know nutritional deficiency diseases. | <ul style="list-style-type: none"> - Malnutrition. - Vitamins deficiency. | <ul style="list-style-type: none"> - Ability to diagnose child with malnutrition and take care management for him/her. - Ability to give health education about cause of mal nutrition to prevent mal nutrition. |
| 7 MCHO should know about Omman infections of the child. | <ul style="list-style-type: none"> - Information about cause of croup mumps, lice and mastoiditis. - Information about mentioned disease. - Information about management mentioned disease. | <ul style="list-style-type: none"> - Ability to take care and management of croup, mumps, lice, and mastoiditis. |

TASK ANALYSIS

| Duties | knowledge | Skill |
|--|--|--|
| 1 MCHO should know about common infections of the child. | <ul style="list-style-type: none">- Information about cause of croup, mumps, lice and mastoiditis.- Information about signs and symptoms of mastoiditis.- Information about management of croup mumps, lice and mastoiditis. | <ul style="list-style-type: none">- Ability to take care and management of croup, mumps, lice and mastoiditis. |

Learning activities for 0-5 year children

| Activities | Obersve | Under Supervi- sion | Indepen- dent | Total |
|---|---------|------------------------|------------------|-------|
| 1 Taking history of sick child. | 5 | 5 | 5 | 20 |
| 2 Physical examination of a sick child. | 5 | 5 | 5 | 20 |
| 3 Taking management of newborn (0-1M) with any problem. | 10 | 10 | 10 | 40 |
| 4 Giving health education about birth anomalies. | 5 | 5 | 5 | 15 |
| 5 Caring a child with birth anomalies. | 5 | 5 | 5 | 15 |
| 6 Measuring child's arm circumference. | 5 | 5 | 10 | 20 |
| 7 Weaning the child. | 5 | 5 | 10 | 20 |
| 8 Drawing the growth chart. | 5 | 5 | 5 | 15 |
| 9 Health education about child's feeding. | 5 | 5 | 10 | 20 |
| 10 Identify child with malnutrition and take proper management for him/her. | 5 | 10 | 10 | 25 |
| 11 Identify child with infectious disease and take proper management for him/her. | 5 | 10 | 10 | 25 |
| Total | 60 | 70 | 105 | 235 |

Lesson Plan

Title: The relation of the child with the family and community.

Date: / /

Time:

Trainers Name:

Objective: By the end of this lesson MCHO should know the relation of the child with the family and community.

| Time | Activity | Methods | Resources |
|--------|---|-------------------------------------|---|
| 10 min | Introduction: - Greetings. - Introduce the lesson. | Questions and answers | Board Marker Eraser Text book |
| 15 min | Motivation: - Make sure your self it MCHO know the relation of the child with the family and community. - Is there any relation between child's health and family members? - Is there any relation between child's health and education of him/her family and community. - Is there any relation between child's health and income of him/her family. | Questions and answers Discussion | Overhead projector Slide projector V.C.R. T.V. |
| 30 min | Developing the new lesson: " - Explanation of child relation with him/her family and community. | Lecture Discussion | |
| 10 min | Feedback and evaluation: - Give students questions about the new lesson, feeding back and evaluate them. | Questions and answers | |
| 10 min | Summary: - Summarize the new lesson at the end of the lesson. | Lecture | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Taking child history.

| Activity | Rating | Obtained Number | Remarks |
|--|-----------|-----------------|---------|
| 1. Introduction. Name, age, sex, date. case number. | 5 | | |
| 2. Present illness. | 2 | | |
| 3. Past history. - Development - Illnesses. - Immunization. | 8 | | |
| 4. Family history. | 5 | | |
| 5. Personal history | 5 | | |
| 6. Social history. | 5 | | |
| Total | 30 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Child physical examination.

| Activity | Rating | Obtained Number | Remarks |
|---|--------|-----------------|---------|
| 1. Examining child's ears, nose and throat and teeth. | 10 | | |
| 2. Cardiorespiratory system. | 5 | | |
| 3. Gastrointestinal system. | 5 | | |
| 4. Genitourinary system. | 5 | | |
| 5. Neuromuscular system. | 5 | | |
| 6. Special senses. | 5 | | |
| 7. General review. | 5 | | |
| | 40 | | |
| Trainer's Name _____ Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Measuring child's arm circumference.

| Activity | Rating | Obtained Number | Remarks |
|---|-----------|-----------------|---------|
| 1. Be sure the child's arm is hanging by his side. | 2 | | |
| 2. Choose a point halfway between the shoulder and the elbow. | 2 | | |
| 3. Put the band firmly around the arm but not tight enough to cause wrinkles. | 2 | | |
| 4. Record the color. | 2 | | |
| 5. Explain all findings to the parents. | 2 | | |
| Total | 10 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: ____

Time: _____

Activity ended: _____

Activity: Weighing an infant with infant scale.

| Activity | Rating | Obtained Number | Remarks |
|---|--------|-----------------|---------|
| 1. Use an infant scale. | 2 | | |
| 2. Put an infant on the scale. | 2 | | |
| 3. Read the number. | 2 | | |
| 4. Record the number. | 2 | | |
| 5. Explain all findings to the parents. | 2 | | |
| Total | 10 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Weighing the baby with standup scale.

| Activity | Rating | Obtained Number | Remarks |
|--|-----------|-----------------|---------|
| 1. Ask the mother to hold her baby and stand on the scale. | 2 | | |
| 2. Record the number. | 2 | | |
| 3. Ask the mother to stand on the scale by herself. | 2 | | |
| 4. Record the number which show the mothers weight. | 2 | | |
| 5. Subtract the mother weight from mother and baby's weight together to get the baby's weight. | 2 | | |
| Total. | 10 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Weighing older children by adult scale.

| Activity | Rating | Obtained Number | Remarks |
|---|--------|-----------------|---------|
| 1. Ask the child to remove his/her shoes. | 2 | | |
| 2. Ask the child to stand on the scale. | 2 | | |
| 3. Read and record the number which shows child weight. | 4 | | |
| 4. Explain findings to the mother. | 2 | | |
| Total | 10 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Plotting the growth chart.

| Activity | Rating | Obtained Number | Remarks |
|--|-----------|-----------------|---------|
| 1. Start plotting the chart from lines referring to the age of the baby. | 1 | | |
| 2. Ask the baby's months and year of birth. | 2 | | |
| 3. Write the months name in the box with bold margins at the low left corner of the chart. | 2 | | |
| 4. Weigh the baby. | 1 | | |
| 5. Mark it with (-) infant of the same month. | 2 | | |
| 6. Continue in the same way in the subsequent months. | 2 | | |
| Total | 10 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

EVALUATION METHODS

| Reasons for Evaluation | Methods for Evaluation |
|---|---|
| 1. Basic knowledge about care of (0-5) year old children and management of common problems. | Written test by using prestructured question paper this include questions from all parts of this chapter. Time = 3 hour. Place = at MCHO training center. |
| 2. Practical skill | Practical test by using evaluating checklist at MCH teaching clinic, community 30-45 minutes should be allocated for each student. |

CHAPTER - 10

TOPIC: VACCINATION

SUB TOPIC

1. What is Immunity.
2. Importance of vaccination.
3. Introduction of six target disease.
4. What is cold chain?
5. Introduction of available vaccines for prevention of specific diseases.
6. Immunization Schedule
7. Health education about vaccination.

Objective:

1. To know how we get immunity against 6 target disease and other specific diseases.
2. To know the importance of vaccination.
3. To make differential diagnosis between six target diseases from other diseases.
4. To know the using of cold chain
5. To know available vaccines for prevention of specific diseases.
6. To know about dosage procedure of giving vaccine suitable age for giving vaccine, normal reaction and abnormal reaction of different vaccine.
7. To get information about vaccination schedule.
8. To Give Health educations about vaccinations in the community.

TASK ANALYSIS

| Duties | knowledge | Skill |
|---|---|---|
| 1 MCHO should know about immunity. | <ul style="list-style-type: none"> - Definition about Immunity. - Kind of Immunity. - Importance of vaccination. | <ul style="list-style-type: none"> - Communication skill. - Interpersonal skill. |
| 2 MCHO should know the child's six target diseases. | <ul style="list-style-type: none"> - Information about tuberculosis, diphtheria, tetanus, Pertussis, Poliomyelitis measles. | <ul style="list-style-type: none"> - Communication Skill. - Ability to diagnosis six target disease from each other. |
| 3 MCHO should know to keep and carry vaccine. | <ul style="list-style-type: none"> - Information about caring vaccine - Information about keeping vaccination. | <ul style="list-style-type: none"> - Procedure of using cold chain. |
| 4 MCHO should know about available vaccine for prevention of specific diseases. | <ul style="list-style-type: none"> - Information about dosage of each vaccine. - Information about procedure of giving vaccine. - Information about period giving vaccine. - Information about normal and abnormal reaction of vaccine. | <ul style="list-style-type: none"> - Procedure of IM S.C. and intradermal Injection. - Procedure of filling vaccination cord. - Ability to make differential diagnosis between normal and abnormal reaction. Ability to give health education about vaccination. |

**LEARNING ACTIVITIES
FOR VACCINATION**

| Activities | Obersve | Under Supervi- sion | Inde- pen- dent | Total |
|--|-----------|------------------------|-----------------------|------------|
| 1 Giving BCG vaccine to the children. | 10 | 10 | 20 | 40 |
| 2 Giving DPT vaccine to the children. | 10 | 10 | 20 | 40 |
| 3 Giving DT vaccine to the children. | 10 | 10 | 20 | 40 |
| 4 Giving oral Polio vaccine to the children. | 10 | 10 | 20 | 40 |
| 5 Giving measles vaccine to the children. | 10 | 10 | 20 | 40 |
| 6 Giving T.T. vaccine for woman between the age of 15-45 year old. | 10 | 10 | 20 | 40 |
| 7 Filling vaccination card. | 5 | 5 | 10 | 20 |
| 8 Giving health education about vaccination to the families. | 10 | 10 | 20 | 40 |
| Total | 75 | 75 | 150 | 300 |

Lesson Plan

Title: Immunity
Time:

Date: / /
Trainers Name:

Objective: By the end of this session MCHO should know about definition and kinds of immunity.

| Time | Activity | Methods | Resources |
|--------|--|-----------------------|---|
| 10 min | Introduction: - Greeting - Introduce the new lesson - Make sure if students know about Immunity. | Questions and Answers | Board Marker Eraser Text Book Slid Projector |
| 15 min | Motivation: - What is Immunity. - What happen when a child doesn't get vaccine. - Do your children get vaccine in your community. - Do you know which are immunizable diseases. - Are there high mortality and morbidity rate of children which caused by six target diseases in your community. | Questions and Answers | |
| 30 min | Developing the new lesson: - What is Immunity. - Importance of vaccination. | Lecture | |
| 5 min | Feed back and Evaluation: - Give students Question about vaccination feeding back and Evaluate them. | Question Answer | |
| 5 min | Summary: - Summarize the new lesson at the end of the lesson. | Lecture | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: How to position the baby for giving BCG and measles vaccine.

| Activity | Rating | Obtained Number | Remarks |
|--|----------|-----------------|---------|
| 1. Sit the baby on the mother's lap. | 1 | | |
| 2. Tuck his right arm away round the body. | 1 | | |
| 3. Mother's left arm goes around the baby, to support his head and shoulder. | 2 | | |
| 4. Her right arm holds his legs out of the way and her right hand holds his left hand. | 1 | | |
| Total | 5 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Loading the BCG syringe.

| Activity | Rating | Obtained Number | Remarks |
|--|--------|-----------------|---------|
| 1. Fix the needle onto the syringe very firmly. | 1 | | |
| 2. Draw a little more than 0.05 ml of reconstituted vaccine into the syringe. | 1 | | |
| 3. Put the vaccine back onto the ice pack. | 1 | | |
| 4. Point the needle upwards and expel any air bubbles and extra vaccine until there is exactly 0.05 ml of vaccine enough for one dose. | 2 | | |
| | 5 | | |
| Trainer's Name _____ Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Giving BCG vaccine (the inteadermal injection).

| Activity | Rating | Obtained Number | Remarks |
|--|--------|-----------------|---------|
| 1. Clean the skin with cotton wool and spirit. | 1 | | |
| 2. Hold the child's arm with your left hand so that: Your left is under the arm. Your thumb and fingers reach around the arm and stretch the skin tight. | 1 | | |
| 3. Hold the syringe in your right hand, with the level facing up to words you. | 1 | | |
| 4. Lay the syringe and needle almost flat along the child arm. | 1 | | |
| 5. Insert the tip of the needle in to the skin just the bevel and little bit more. Keep the needle flat along the skin, so that it only goes into the top layer of the skin. | 1 | | |
| 6. Put your left thumb over the needle end of the syringe and hold the plunger end of the syringe between the index and middle fingers of your right hand. | 1 | | |
| 7. Press the plunger in with the right thumb. | 1 | | |
| 8. Inject 0.05 ml of vaccine. | 1 | | |
| 9. With draw the needle. | 1 | | |
| Total | 10 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: What do you have to do after you have given the injection.

| Activity | Rating | Obtained Number | Remarks |
|--|--------|-----------------|---------|
| 1. Draw a little water through the needle. | 1 | | |
| 2. Separate the needle the plunger and the syringe. | 1 | | |
| 3. Put them to soak in your bowl of water for used instrument. | 1 | | |
| 4. Clean them. | 1 | | |
| 5. Sterilize them before use them again. | 1 | | |
| | 5 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: How to position the baby for giving DPT vaccine.

| Activity | Rating | Obtained Number | Remarks |
|---|--------|-----------------|---------|
| 1. Sit the baby on the mother's lap. | 1 | | |
| 2. Her left arm goes around the baby. | 1 | | |
| 3. The baby's inside arm round is tucked away round the mothers body. | 1 | | |
| 4. The mother's right arm hold's the baby's legs very firmly. | 2 | | |
| Total | 5 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Loading the syringe for DPT and TT vaccines.

| Activity | Rating | Obtained Number | Remarks |
|---|-----------|-----------------|---------|
| 1. Check the label. | 1 | | |
| 2. Shake the vial. | 1 | | |
| 3. Remove the center of the metal cap. | 1 | | |
| 4. Stand the vaccine on an ice pak on the table. | 1 | | |
| 5. Take a sterile 0,5ml or 1ml and IM needle. | 1 | | |
| 6. Draw little more than 0.5 ml (0.6 ml) into the syringe. | 2 | | |
| 7. Point the needle upwards. | 1 | | |
| 8. Expel air bubbles and little of the vaccine until exactly correct dose remains in the syringe. | 2 | | |
| Total | 10 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Giving DPT vaccine.

| Activity | Rating | Obtained Number | Remarks |
|---|----------|-----------------|---------|
| 1. Put your finger and thumb, on the outer part of the middle of the child's thigh. | 1 | | |
| 2. Stretch the skin flat between your finger and thumb. | 1 | | |
| 3. Press the top of the plunger with your thumb to inject the vaccine. | 1 | | |
| 4. Withdraw the needle. | 1 | | |
| 5. Press the injection sit with cotton wool. | 1 | | |
| Total | 5 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Giving TT vaccine to the women between 15-45 years of age.

| Activity | Rating | Obtained Number | Remarks |
|--|--------|-----------------|---------|
| 1. Use your left hand to squeeze up the muscle of the arm. | 1 | | |
| 2. Push the needle through the skin deep into the muscle. | 1 | | |
| 3. Inject the vaccine. | 1 | | |
| 4. Withdraw the needle. | 1 | | |
| 5. Press the site of injection with cotton wool. | 1 | | |
| Total | 5 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: How to prepare and give oral polio vaccine from the dropper bottle.

| Activity | Rating | Obtained Number | Remarks |
|--|--------|-----------------|---------|
| 1. Remove the cap of the dropper. | 1 | | |
| 2. Stand the dropper bottle on ice. | 2 | | |
| 3. Put two drops of vaccine into the baby's mouth. | 2 | | |
| Total | 5 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: How to use the vaccine from the glass vial.

| Activity | Rating | Obtained Number | Remarks |
|--|--------|-----------------|---------|
| 1. Remove the metal cap of the vial completely. | 1 | | |
| 2. Remove the rubber stopper. | 1 | | |
| 3. Cut the plastic bag which contains the dropper. | 1 | | |
| 4. Fit the dropper onto the open vial. | 1 | | |
| 5. Stand the vial on ice. | 1 | | |
| | 5 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Loading the syringe for measles vaccine.

| Activity | Rating | Obtained Number | Remarks |
|--|----------|-----------------|---------|
| 1. Take a sterile 0.5 ml 1 ml or 2 ml syringe and subcutaneous needle. | 0.5 | | |
| 2. Use the same needle to load the syringe and to inject the child. | 0.5 | | |
| 3. Withdraw 0.6 ml of measles vaccine into the syringe. | 1 | | |
| 4. Put vial of vaccine back into the cup of ice. | 1 | | |
| 5. Point the needle upwards. | 0.5 | | |
| 6. Expel air bubbles and extra vaccine. | 0.5 | | |
| 7. Give the vaccine to the child immediately. | 1 | | |
| Total | 5 | | |
| Trainer's Name _____ | | | |
| Trainer's Signature _____ | | | |

EVALUATION METHODS FOR IMMUNIZATION

| Reasons for Evaluation | Methods for Evaluation. |
|--|---|
| 1. Basic knowledge about immunization. | Written test by using pre structured question paper at MCHO. training center. for 1:5 hours. |
| 2. Practical skills. | Practical test by using evaluating checklist. at Hospital, teaching clinic and the community 30-45 minutes should be allocated for each students. |

CHAPTERS - 11

Topic:

COMMON CLINICAL PROBLEMS.

SUB TOPICS:

1. Common problems of respiratory system.
2. Common problems of cardia vascular system.
3. Common problems of Gastro intestinal system.
4. Common problems of urinary system.
5. Common problems of Gynecological system.
6. Common problems of eye.
7. Common problems of ear.
8. Common problems of skin.
9. Other common clinical problems.

OBJECTIVES

1. To Know signs and symptoms of common diseases of respiratory system and taking a proper management for each of them and prevention of them.
2. To know signs and symptoms of common diseases of cardia vascular system and taking a good management for each them and prevention of them.
3. To know signs and symptoms of common diseases of gastro intestinal system and taking a proper management for each of them and prevention from these disease.
4. To Know signs and symptoms of common diseases of urinary system and taking a good management for them.
5. To know signs and symptoms of common disease of cryuecological and taking proper management for them.
6. To Take proper management and care for patient with eye problem to prevent there spread to others.
7. To take proper management and care for patient's of ear problem and refer them to the hospital.
8. To know signs and symptoms of skin diseases and taking management and care for them and to know the ways of prevention.
9. To take a good management for other clinical problems and knowing clinical picture of them and the ways of prevention.
10. To take a good management for other clinical problems and knowing clinical picture of them and the ways of prevention of other clinical problem.

TASK ANALYSIS

| Duties | knowledge | Skill |
|--|---|--|
| 1 MCHO should be able to take management for patient with respiratory diseases. | <ul style="list-style-type: none"> - Definition of common respiratory diseases. - Management and prevention of common respiratory diseases. - Sign and symptom of common respiratory diseases. | <ul style="list-style-type: none"> - Communication skill. - Ability to take proper management for each respiratory diseases. - Ability to give health Education about prevention of respiratory diseases. |
| 2 MCHO should be able to take proper management and give good advise for prevention of cardia vascular diseases. | <ul style="list-style-type: none"> - Definition, sign and symptom, management and prevention of cardia vascular system diseases. | <ul style="list-style-type: none"> - Communication Skill. - Ability to take good management and prevention for each cardia vascular disease. |
| 3 MCHO should know common gastro intestinal problem. | <ul style="list-style-type: none"> - Definition. - Signs and symptoms. - Management. - Prevention. | <ul style="list-style-type: none"> - Communication skill. - Ability to take proper management and give Health education about prevention of them. |
| 4 MCHO should know common problem about urinary system. | <ul style="list-style-type: none"> - Definition signs and symptoms, management, prevention of common problem of urinary systems. | <ul style="list-style-type: none"> - Communication skill. - Ability to take proper management and give health education about prevention of common problem about urinary system. |

TASK ANALYSIS

| Duties | knowledge | Skill |
|---|---|---|
| 5 MCHO should know common problem about gynecology. | - Definitions signs and symptoms, management prevention of common gynecological problems. | - Communication skill. - Ability to take proper management and give Health education about prevention of common problem's of gynecological system. |
| 6 MCHO should know about common Eye problems. | - Definition, sign and symptoms, management, prevention of common eye problems. | - Communication skill. - Ability to take proper management and give good advise for prevention of them. |
| 7 MCHO should know about ear problems. | - Definition, signs and symptoms, management Prevention. | - Communication skill. - Ability to take proper management and give good advise for the patient with ear problems. |
| 8 MCHO should know about skin problems. | - Definition, signs and symptoms, management prevention. | - Communication skill. - Ability to take proper management and give a good and proper advise for patient with skin problems. |

Learning activities for common clinical problems

| Activities. | Obersve | Under Supervis ion | Independ ent | Total |
|--|------------|--------------------------|-----------------|------------|
| 1. Taking proper history and diagnosis patient with respiratory problems. | 20 | 20 | 20 | 60 |
| 2. Taking proper history and diagnosis patient with cardia vascular problems. | 20 | 20 | 20 | 60 |
| 3. Taking proper history and diagnosis patient with gastro intestinal problem. | 20 | 20 | 20 | 60 |
| 4. Taking proper history and diagnosis patient with urinary problems. | 20 | 20 | 20 | 60 |
| 5. Taking proper history and diagnosis patient with Gynecological problems. | 20 | 20 | 20 | 60 |
| 6. Taking proper history and diagnosis patient with easy problems. | 20 | 20 | 20 | 60 |
| 7. Taking proper history and diagnosis patient with ear problems. | 20 | 20 | 20 | 60 |
| 8. Taking proper history and diagnosis patient with skin problems. | 20 | 20 | 20 | 60 |
| Total | 160 | 160 | 160 | 480 |

Lesson Plan

Title: Common cold.
 Time: 75 min theory, 75 min practical.

Date: / /
 Trainers Name:

Objectives: By the end of this session MCHO should be able to take a proper management and identify the ways of its prevention.

| Time | Activity | Methods | Resources |
|------|---|--|--|
| | <p>Introduction:</p> <ul style="list-style-type: none"> - Greeting. - Introduce the new lesson - Make sure if MCHO know about common cold. <p>Motivation:</p> <ul style="list-style-type: none"> - What are signs and symptoms of common cold. - Which home remedy do you use for treatment of common cold. - Is home remedy effective for treatment of common cold. - What do you do for management common cold as MCHO. <p>Developing the new lesson:</p> <ul style="list-style-type: none"> - Definition of common cold. - Signs and symptoms of common cold. - Management of common cold. <p>Feedback and evaluation:</p> <ul style="list-style-type: none"> - Give Question to the students feeding back and evaluates them. <p>Summery:</p> <ul style="list-style-type: none"> - Summarize the lesson at the end of this session. | <p>Lecture Discussion Questions and Answers</p> <p>Lecture</p> <p>Questions and answers</p> <p>Lecture</p> | <p>Board Board Marker Eraser Book Hospital and Clinic Community (Patient)</p> |

EVALUATION METHODS

| Reasons for Evaluation | Methods for Evaluation. |
|---|---|
| Basic knowledge about common clinical problem Practical skills | 2 hour written test by using pre structured question paper at MCHO training center. Practical test at teaching clinic and community 1/2 hour should be allocated for each student. |

CHAPTER - 12

Islam and Family Planning

Sub Topic

1. Fatawa for family Planning.
2. MCHO's role in family Planning.
3. The importance of family planning for the Health of the mother and the family.
4. Family Planning services.
5. Methods of contraception.
6. Side effects of contraceptive and MCHO's activities.

Objective

1. To accept family planning service in the community.
2. To have a good consultation with mother about the importance of family planning and to help them.
3. To space pregnancies and limit the number of children to help those couples who are unable to become parent.
4. To chose proper and effective method for contraceptive
5. To clear and to war side effect of contraceptive for mothers.

TASK ANALYSIS

| Duties | knowledge | Skill |
|---|---|---|
| <p>1 MCHO should know the relation of Islam with family planning.</p> | <ul style="list-style-type: none"> - Footway for family planning. - responsibilities of MCHO in family planning. | <ul style="list-style-type: none"> - Communication Skill. - Communication skill. - Practical skill. |
| <p>2 MCHO should know their role in family planning.</p> | <ul style="list-style-type: none"> - Information about - Importance of family planning for the health of mothers and their family. | <ul style="list-style-type: none"> - Communication skill. - Practical skill. (inserting and removing) I.U.D |
| <p>3 MCHO should know about all of methods of contraception.</p> | <ul style="list-style-type: none"> - Information about both services of family planning. - Information about each of methods of contraception. (indication contraindication side effect advantage.) | |

LEARNING ACTIVITIES FOR FAMILY PLANNING

| Activities. | Obersve | Under Supervi- sion | Indepen- dent | Total |
|--|---------|------------------------|------------------|-------|
| 1 Communication about the importance of using family planning service for mothers in the community. | 5 | 10 | 20 | 35 |
| 2 Choosing a proper and perfect contraceptive method for mother and give information about it's using. | 20 | 20 | 20 | 60 |
| 3 Inserting I.U.D. | 10 | 10 | 10 | 30 |
| 4 Removing I.U.D. | 10 | 10 | 10 | 30 |
| Total | 45 | 50 | 60 | 155 |

Lesson Plan

Title: Footway for family planning.
 Time: 75 min

Date: / /
 Trainers Name:

Objective: By the end of this session MCHO should be able to reassure people for accepting family planning services.

| Time | Activity | Methods | Resource |
|--------|--|--|---------------------------------------|
| 10 min | Introduction: - Greeting. - Make sure if students know about family planning. - Introduce the new lesson. Motivation: - What is family planning - Are there family planning services in your community - Do the community accept family planning services. - What is the benefit of family planning. | Questions and answers Questions and answers Discussion | Board Marker Eraser Textbook |
| 35 min | Developing the new lesson: - Footway number I - Footway number II | Lecture | |
| 5 min | Feedback and evaluation: - Give Question to the students feeding back and evaluate them. | Questions and answer | |
| 5 min | Summary: - Summarize the new lesson at the end of this session. | Lecture | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Preparing the mother.

| Activity | Rating | Obtained Number | Remarks |
|--|-----------|-----------------|---------|
| 1. Taking history. | 5 | | |
| 2. Giving lithotomy position to the mother. | 5 | | |
| 3. Cleaning the external genital. | 5 | | |
| 4. Doing bimanual pelvis, examination. | 5 | | |
| 5. Fixing the speculum to inspect the cervix. | 5 | | |
| 6. Cleaning the cervix with a cotton ball dipped in aqueous iodine solution. | 5 | | |
| Total | 30 | | |
| Evaluator's Name _____ Evaluator's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Loading the inserter.

| Activity | Rating | Obtained Number | Remarks |
|---|-----------|-----------------|---------|
| 1. Washing hands with soap and water. | 5 | | |
| 2. Choosing the perfect size. | 5 | | |
| 3. Holding the inserter in the left hand with the black guard, the upper end of the inserter towards you. | 3 | | |
| 4. Grasping the loop with the sterile forceps with the right hand. | 3 | | |
| 5. Introducing the large end of the loop in to the upper end of, the black guard of the inserter. | 3 | | |
| 6. Pushing the loop into the barrel of the inserter. | 3 | | |
| 7. Pushing the loop into the inserter with the help of the plunger toward the cervical end of the inserter. | 3 | | |
| 8. The thread will then protrude from the upper black guard of the inserter. | 5 | | |
| Total | 30 | | |
| Evaluator's Name _____ Evaluator's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Inserting IUD.

| Activity | Rating | Obtained Number | Remarks |
|---|-----------|-----------------|---------|
| 1. Preparing the woman. | 6 | | |
| 2. Preparing the loop. | 6 | | |
| 3. Pushing the inserter into the uterine cavity. | 6 | | |
| 4. With drawing the plunger completely to prevent it's binding or pulling the thread. | 6 | | |
| 5. Don't cut the thread of the loop but when it is too long cut it. | 6 | | |
| Total | 30 | | |
| Evaluator's Name _____ Evaluator's Signature _____ | | | |

Simple Checklist

Name: _____

Activity started: _____

Time: _____

Activity ended: _____

Activity: Removing an IUD.

| Activity | Rating | Obtained Number | Remarks |
|--|-----------|-----------------|---------|
| 1. Placing the woman in the position for a pelvis examination. | 5 | | |
| 2. Wipe the external genitalia with an antiseptic swab. | 5 | | |
| 3. Inserting the speculum gently. | 5 | | |
| 4. Exposure the cervix. | 5 | | |
| 5. Holding the thread with an artery forceps. | 5 | | |
| 6. Pulling the thread gently and steady to come out. | 5 | | |
| Total | 30 | | |
| Evaluator's Name _____ | | | |
| Evaluator's Signature _____ | | | |

EVALUATION METHODS

| Reasons for Evaluation | Methods for Evaluation. |
|---|--|
| 1. Basic knowledge about family planning. | 2 hours written test by using pre structured question paper at MCHO training center. |
| 2. Practical skills. | Practical test by using evaluating checklist and family planning box at ob/Gyn hospital. 30- 45 min should be allocated for each student. |