

PN-ACJ-788

Curriculum for Interpersonal Counseling and Communication for Anemia

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**MODULE IA
INTRODUCTION
FOR TRAINING OF TRAINERS**

TRAINING OBJECTIVES	After finishing this module, participants will be able: <ol style="list-style-type: none">1. To get to know all participants and facilitators attending the Training of Interpersonal Communication and Counseling2. To remove any uncomfortableness that may have existed between participants and facilitators as a result of being new to one another
TIME ESTIMATED	20 - 30 minutes
TRAINING METHODS	Interview Discussion
TRAINING MEDIUM	Handout Paper for names (name tags)
SUPPORTING MATERIALS FOR TRAINING	

TIME	ACTIVITY STEPS	NOTES FOR FACILITATOR	TRAINING MATERIAL
20-30 min	<p>Explain to training participants that we all will join together for 3 days to participate in training for IPC/C</p> <p>Before we begin the training, we should get to know each other first.</p> <p>Explain to training participants that facilitator will distribute a piece of paper with some statements. All of the participants are expected to find someone in accordance with one statement included in the paper. This person will then be asked to sign one statement.</p> <p>Tell participants that a participant is only permitted to sign at the most 2 statements in a handout.</p> <p>Continue until every statement on the paper has been signed by participants and/or facilitators that are present in the training.</p>	<p>Prepare statement papers in accordance with number of participants and facilitators in the training.</p> <p>Show training participants a sample of the handout that will be used.</p> <p>Show training participants the place for signing on the handout</p>	<p>The statements are:</p> <p>FIND SOMEONE THAT:</p> <ol style="list-style-type: none"> 1. has child under five years old of age. 2. likes sports 3. likes singing 4. has a pet 5. likes being alone 6. Has ever lived in another province 7. can speak other language besides Bahasa Indonesia. 8. Has ever attended training before 9. Is sad because leaving her family at home 10. Has ever been treated at a hospital.

	<p>Ask participants:"Are directions for the game already clear?" If any questions, explain again until all participants understand.</p> <p>Explain to all participants that participants and facilitator will be given 10 minutes to get signature for every statement that exists.</p>	<p>Remind them again that one participant is only permitted to sign 2 statements in another's handout paper.</p>	
	<p>After all participants understand the direction, give 10 minutes to get signatures.</p>	<p>Facilitator must also be participants in this process.</p> <p>Don't forget to notice the time.</p>	
	<p>After 10 minutes, stop the warming process up. Ask all participants to sit again.</p>		
	<p>Ask to participants: "Who succeed getting signature for all of the statements?"</p> <p>Ask:"How the manner did you succeed getting signature for all of the statements?"</p>		
	<p>Ask participants:"Who didn't succeed in getting any signatures at all? In getting one (mention numbers until all participants hold up a hand)?</p> <p>Ask what obstacles they faced getting the signatures from other participants?</p>		

	Tell to participants that now you already feel more relaxed, not as tense as before the game was conducted. It was a time for us to know each other .		
	Ask participants to choose a partner and speak with the partner for 5 minutes. After 5 minutes, she will be asked to introduce her partner and vice versa.	Don't forget to tell participants that they will be asked to tell reason why choosed Mr/Mrs.A as a partner.	
	After 5 minutes, ask every pair to introduce her/his partner. And so on until the last pair.	Try to restrict time that used by participants to introduce her/his partner.	
	Finish this introductory session by saying that we now know all participants and facilitators in this training. We still have a few days to know each other even better. Remind participants that these peer participants will give support and help in further tasks and lessons.		

MODULE I B & I C
IPCC TRAINING: DEMANDS AND EXPECTATIONS

After finishing this module, participants will be able to:

1. Understand the IPCC training objectives
2. Understand participants' and trainer's expectations for the results of this training

TIME	ACTIVITY STEPS	NOTE FOR FACILITATOR	TRAINING MATERIAL
30 MIN	B. INTRODUCING THE TRAINING	Explain what is to be expected by trainer from this training	
	Explain to participants about the training objectives	Explain that this is a training to train the trainers of Interpersonal Communication/ Counseling for all BdD in 3 districts	
	Explain why this training is being conducted and what expectation we have for the final results of this training.		This training conducted to improve village midwife competency to be a better communicator in the community.
	Explain how this training will use Adult Learning Principles. Ask participants to notice how these principles are use in this TOT; remember later they will be expected to teach with the same principles.		Adult Learning Principles: - Participative - Democratic - all participants can give their opinion and have expertise - Facilitator function is more to lead than teach
	Explain a little about Competency Based Training		CBT : - To train in special skills that are needed in daily tasks
	Ask whether all is already clear. If not, give further explanation. If yes, continue to C.		

TIME	ACTIVITY STEPS	NOTE FOR FACILITATOR	TRAINING MATERIAL
20 min	C. DEMANDS AND EXPECTATION	To understand what is expected by participants from this training.	
	Tell participants that facilitator wants to contact this training so it can be used maximally by participants. So, the facilitator wants to know the expectations of participants from this training.	<p>Write all their answers on board or flip-chart</p> <p>Ask all participants to give their expectation you this training. If necessary, point to participants one by one.</p> <p>When there are enough expectations listed, compare the list of trainer expectation with participants'</p>	
	Tell them that their expectation very great for this training. Tell that you are very satisfied with their expectations for this training. But, in 3 days, of course, not every wish can be fulfilled. Tell them what things will be fulfilled by looking at the training schedule, and what materials are not covered in this training.	Although some of the materials they expected will not be discussed in this training, invite them to speak to you privately to fulfill their needs or their intellectual curiosity	
	Tell them, that to be able to fulfill their very great demands, there needs to be a method to ensure both demands are met(between trainer and participants)- Learning contract	Continue to Module I.C about the Learning Contract.	

**MODUL I-D
LEARNING CONTRACT
FOR IPCC**

Draft March 14, 1997

<i>OBJECTIVE OF TRAINING</i>	After going through this module, participants will: 1. Have the same perception about what will be learned in the IPCC Training 2. Decide together what will be accomplished during IPCC training.
<i>ESTIMATED TIME</i>	15 minutes
<i>TRAINING METHOD USED</i>	Discussion
<i>TRAINING AIDS</i>	Flip Chart
<i>OTHER TRAINING MATERIALS</i>	Flip chart holder Blank flip chart Marker

TIME	ACTIVITY STEPS	NOTES TO FACILITATOR	MATERIALS
20 menit	<p>Explain that all of us will be together for three whole days doing the IPCC training.</p> <p>In order to reach our objectives, and so that all of our expectations be met, it is important that we reach a consensus on some issues regarding the training.</p> <p>These agreements will support us, you and all of us, during the IPCC workshop. This agreement will be solidified with a learning contract..</p>	<p>Prepare flip chart and transparency ID.1</p>	<p>Transparansi ID.1</p> <p>(Paraphrased) The Learning Contract is to support the goals of both trainee and trainer in this IPCC Training.</p>
	<p>Ask the participants what should be agreed upon to make sure we reach the intended results of the workshop?</p>	<p>Prompt the participants with "According to each of you, it's best if the training begins at what time?"</p> <p>Before writing response, ask the other participants, " Do you agree with this or do you have a different idea?. If the majority of the participants agree, write the answer on the flip chart.</p>	

TIME	ACTIVITY STEPS	NOTES TO FACILITATOR	MATERIALS
	<p>Face the participants and ask them what should be done if a participant doesn't comply with an agreement?</p>	<p>Prompt the participants by name. For example, "What should be done according to you, Bapak Y /Ibu X? What is best" How about for ..." And so on.</p> <p>After agreement, write on the flip chart</p>	
	<p>Ask the participants if we need to make any other agreements in the learning contract?</p>	<p>Prompt with the question "What about for addressing questions when the material isn't clear?"</p> <p>Don't forget to always seek consensus</p>	
	<p>Explain: Sometimes a topic comes up that would be interesting and which could be questioned and discussed for hours if we had unlimited time. However, since this is not the case, what should we do?</p>	<p>Prompt the participants by asking if there should be a time-keeper to remind the facilitators about breaks and meals.</p> <p>Perhaps it should be a different person each day.</p>	

TIME	ACTIVITY STEPS	NOTES TO FACILITATOR	MATERIALS
	<p>Ask the participants what else needs to be added to the agreement?</p>	<p>Remind the participants that for each item written we write</p> <p>Prompt the participants with "How about for the participants who smoke?"</p> <p>Where is the best place to allow smoking?</p> <p>After this is discussed, and most of the participants have agreed, write as an agreement.</p>	

MODULE II
INTERPERSONAL COMMUNICATION/COUNSELING
(TOT & IPPC for BDD)

TRAINING OBJECTIVES	After finishing this module, participants are expected: 1. To understand definition of interpersonal communication 2. To understand the types of interpersonal communication 3. To understand various components of interpersonal communication 4. To improve their skills in interpersonal communication
TIME ESTIMATE	5 hours 5 minutes
TRAINING METHODS	Speech Discussion Role play Game
TRAINING VISUAL AIDS	Flipchart Transparency
MATERIAL FOR PARTICIPANTS TRAINERS TRANSPARENCY	
SUPPORTING MATERIALS	Holder for flip-chart Blank flip-chart Felt-tip marker Overhead projector Blank transparency

INTERPERSONAL COMMUNICATION/COUNSELING

Objectives:

1. Participants will know what is communication is about
2. Participants will understand the different types of communication
3. Participants will realize different aspects of communication
4. Participants' skills in communication will be enhanced.

TIME	ACTIVITY	DESCRIPTION	METHODS
45 min	Introduction to communication	Definition, scheme (communicator, message, communication, feedback and output of communication). Why is feedback necessary? Communication games	Brain storming, Participatory games
30 min	Getting to know IPC/C	What is interpersonal communication, definition of IPC/C, types of communication (promotion, education, counseling), similarities and differences, differentiating needs	Participatory
30 min	How do we communicate	Exercise in communication; role play to communicate on maternal-child health issues, feedback; how do our perceptions affect our interaction with others?	Participatory role play, discussion
120 min	Learning to become a better communicator and counselor	Verbal and non-verbal; being non-verbally 'present'; learning to maintain eye to eye contact; empathizing with the feelings of your clients, etc; being a better communicator verbally (active listening, paraphrasing, clarifying, mirroring, summarizing)	Discussion, games, and role play

14

TIME	ACTIVITY STEPS	NOTES FOR FACILITATOR	MATERIAL
	<p>INTRODUCTION: COMMUNICATION</p> <p>Explain to participants that as trainer (and a midwife), they will work with various community levels, among others: fellow health providers, formal and informal community leaders, community members who visit them to get health services, husbands, children, etc.</p> <p>Tell participants that we will join together for some days to share experience and understanding about interpersonal communication. Before beginning to discuss the IPC, we will discuss about the objectives of IPC topic</p>	<p>Show transparency IIA: the objectives of IPC topic.</p> <p>Show transparency IIA.1</p> <p>Read the objectives of the IPC topic one by one.</p> <p>Distribute handout (transparency IIA.1)</p>	<p>Transparency IIA.1</p> <p>Objectives of communication topics:</p> <ul style="list-style-type: none"> - To understand the meaning of communication - To understand components and principles of communication - To learn various types of communication - To improve participants' competence in communication
	<p>Ask them, what is meant by communication?</p>	<ol style="list-style-type: none"> 1. Write the participants' answers on flip-chart <p>The answers possibility given are:</p> <ul style="list-style-type: none"> - chatting about topics - information exchange - Conversation happening between/among persons or more - Information giving processes <ol style="list-style-type: none"> 2. Copy the participants' answers onto a piece of paper 3. Show transparency IIA.2. Read communication definition. 	<p>Transparency IIA.2.</p> <p>Communication is an exchange process of information, thinking, opinions or feelings by verbal, non verbal (body language), or symbolic form from communicator to communican.</p> <p>Communication is a 2 way process to achieve certain goals. Communication is effective if the impact (determined goal) is achieved.</p>

	<p>1. Explain to participants that in effective communication there are some important components</p> <p>2. Show transparency that explain a communication process</p> <p>3. Explain the components in communication one by one, including: message, communicator, communican, communication channels</p>	<p>Show transparency IIA.4.</p>	<p>Transparency IIA.3</p> <p>Messages</p> <p>Communicator Media Communican</p> <p>Impact</p> <p>Feedback</p> <p>Messages in communication must be:</p> <ul style="list-style-type: none"> - Clear message - Accuracy - Significance - Appropriate to communicant's need - In accordance with the situation <p>Communicator must:</p> <ul style="list-style-type: none"> - Understand the topic - Show interest in topics that are discussed - Know target audience (communican) and have good relationship with him/her - Choose precise communication media (channel)
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	<p>4. Ask participants "Are there any questions related to communication component?". Don't forget to always ask the questions to other training participants before the facilitator answers the question.</p> <p>5. Give example of daily communication.</p>	<p>Show transparency IIA.5.</p>	<p>Channel (media) must be:</p> <ul style="list-style-type: none"> - Appropriate - Interesting - Accessable by target group (both physical and price sides) <p>Communicant must:</p> <ul style="list-style-type: none"> - Already given the attention - Understand and be interested in message - Listen to message - Understand the importance of the message that is sent - Give feedback <p>Transparency IIA.5</p> <p>Communication is a process that happens continuously, it is not a process that happens once. The example of daily communication is:</p> <p>Communicator: "Oh, I'm confused"</p> <p>Communicant: "Lack of money, isn't it?"</p> <p>Communicator: "No, it's not that that made me confused. My grandson has been faint (weak) for two days, he didn't want to eat"</p> <p>Communicant: "Possibility he is falling in love. It's usual for teenager nowadays"</p> <p>Communicator: "How is falling in love, miss. My grandson that I talking...."</p>
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	6. Explain that effective communication always needs all of communication components.	Show again Transparency IIA.3	Transparency IIA.3
	<p>Ask participants why feedback is an important component in communication?</p> <p>Explain to training participants about how important feedback is and the appropriate ways to give and receive feedback.</p>	<ol style="list-style-type: none"> 1. Write the answers on flip-chart 2. The answers possibility given: <ul style="list-style-type: none"> - in order to make the situation comfortable - in order to "connect" - in order for communicator to understand the message received exactly. - in order to communicant can give response to the message he/she received. 3. Copy the answers on available paper. 	<p>Feedback is the important component for people who are involved in communication so that the communication goals can be achieved.</p>
		Show Transparency. II A6	<p>Transparensy II A6</p> <p>Feedback is not always automatically included when communication processes occur. Some methods that can be used to get feedback among others:</p> <ul style="list-style-type: none"> - To give opportunity for participants to ask, give opinion, tell their experience. - To ask questions of participants - Ask participants to summarize information that has already been given. - Ask participants to explain again the information that has already been given.

	<ol style="list-style-type: none"> 1. Tell participants that facilitator will show a transparency w/some statements, one by one, and ask participants to give their opinion on whether this is communication? Why? 2. Read the first statement (cover the answer to this statement) and ask participants to answer that is a communication or not and the reason why it is communication or not. 3. Show the answer to the first statement. 	<p>Show transparency IIA.7</p>	<p>Transparency IIA.7</p> <ol style="list-style-type: none"> 1. A child is crying in the night and her mother hears the crying, wakes up and comes to cover her. <p>The answer: It is a communication because there are all communication components.</p> <p>Communicator: child Message: crying Communicant: her mother Feedback: heard the crying and wakes up Impact: comes to her</p>
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	<p>4. Read next statement and so on until all statement finished.</p>		<p>2. A child crying in the night, her mother sleeps on.</p> <p>The answer: It's not communication because there is no effect on/impact from her mother.</p> <p>3. A child crying in the night, her mother still sleeps, but her neighbor is woken up</p> <p>The answer: It's not effective communication, because the target is her mother who still slept.</p> <p>4. Somebody sees a poster with a picture of a mother and the information "Breast milk is very good for your baby"</p> <p>The answer: It's not effective communication because there is no explanation why breast milk is good and where the information can be furthered.</p> <p>5. A doctor said to his patient that her child would not be sick if she had been cared for well.</p> <p>The answer: It's not effective communication because blaming someone can often cause communication gap.</p>
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	<p>5. Ask participants whether they want to ask questions in connection with communication and communication components.</p> <p>6. Distribute handout and tell participants that for their homework they are asked to identify which part of the statement</p>		<p>6. A counselor is informed by radio about how important giving breast milk until 2 years old is, somebody called asking about how to wean a child after 2 years old.</p> <p>Effective communication because give impact concurs with the goal</p> <p>7. Mrs. Ani said to her husband who is watching TV that their child, Badu, has "diarrhea, and her husband answered "Good".</p> <p>It's not effective communication because the feedback showed that communicant didn't hear the message.</p>
	<p>1. Explain that in communication is very important to get feedback from communicant to understand whether message given by communicator corresponds to the message that was received by communicant.</p> <p>Then participants will do a role-play that will explain how important feedback is in communication process. This role-play will be done in 2 stages and the message that will be given will be the same.</p> <p>2. Explain that facilitator will whisper to a participant in the front of line twice, and the the participant will whisper the message to participants beside her. And so on until the last participant who will write the message received on paper.</p> <p>The rule is that participants who receive the message are not permitted to ask, they only receive the message.</p>	<p>1. Prepare a paper w/ a message that will be given to participant.</p> <p>2. Explain the role-play rules until they are understood clearly.</p> <p>3. Give blank paper and marker to the last participant and ask her to write message received with letters in large font.</p> <p>4. Facilitator is asked to observe thoroughly during the role-play process; what is the communicator's attitude when giving message, and what is the communicant's response when receiving the message.</p> <p>5. Take notes on the ongoing communication process, both verbal and non verbal, as material for discussion in discussion stage.</p>	<p>Read (whisper) twice:</p> <p>I TOOK MY CHILD, 18 MONTHS, TO ATTEND VILLAGE MIDWIFE BECAUSE HE HAS DIARRHEA, DIDN'T WANT TO DRINK AND EAT, AND ALSO THE BODY IS VERY FAINT (WEAK). THE MIDWIFE GAVE ME ORALIT IN ORDER FOR MY CHILD TO DRINK IT AS OFTEN AS POSSIBLE.</p>

	<p>3. Explain after first stage is finished, that the role-play will be continued in a second stage.</p> <p>4. Facilitator whispers same message to participant in front line and participant is permitted to ask until she understands the message.</p> <p>5. And then the participant will whisper the information to participant beside her and the second will be permitted to ask until understands the message. And so on until the last when the message received will be written on piece of paper.</p> <p>The rule is that the participant is permitted to ask questions until she understand the message given.</p>	<p>7. Tell them the role-play rules until they understand clearly. Tell the difference in the rules in first stage and second stage in order to more clearly distinguish them</p> <p>8. Give blank paper and tip marker to the last participant and ask her to write the message received with letters in big font.</p> <p>9. Facilitator is asked to observe thoroughly during the role-play process; how communicator acts/expresses when giving the message, and how communicant responds when receiving message; and approximately how long is needed to give message (compared with first stage).</p> <p>10. Record ongoing communication process, both verbal and non verbal, as material for discussion in discussion stage.</p>	<p>It's important in second stage role-play:</p> <ol style="list-style-type: none"> 1. Show paper w/ message to first participant 2. Show the important parts. 3. Give message so the participant understands it. 4. Ask participant to repeat content of message. <p>The message that given to participant is:</p> <p>I TOOK MY CHILD, 18 MONTHS, TO ATTEND THE VILLAGE MIDWIFE BECAUSE HE HAS DIARRHEA, DIDN'T WANT TO DRINK AND EAT, AND ALSO HIS BODY IS VERY FAINT (WEAK). THE MIDWIFE GAVE ME ORALIT IN ORDER FOR MY CHILD TO DRINK IT AS OFTEN AS POSSIBLE.</p>
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	<p>6. Attach both papers with the message from the last participant on the board.</p> <p>7. Ask questions about impressions after they've conducted the role-play. The questions asked, among others should be:</p> <ul style="list-style-type: none"> - How do you feel when you receive information without being permitted to ask questions? - How do you feel when you receive the message and you are permitted to ask questions? - To see the contrast between the first stage and second stage, ask about how they see the feedback role in communication? 	<ol style="list-style-type: none"> 1. Prepare 2 blank flip-chart papers. On first paper, write "FIRST STAGE" On second paper, write "SECOND STAGE" 2. Try to get responses from some participants for both stages of role-play. Elicit with "anyone else", "Mrs. A, what is your feeling about communication role-play in first stage?" 3. If any of the facilitator's observations during the role-play process have not been discussed yet, they should be discussed without mentioning training participants' identity. 4. Copy participants' answers on the available paper. 	
	<p>Close this session by saying that in conducting communication, it's important a feedback existence from communicant to give description to communicator about information "absorption" by communicant.</p> <p>Ask participants whether any question or input of this introducing communication session. If not any will be continued to principle of communication and interpersonal communication.</p>	<p>Show again transparency IIA.3 Communication Component.</p>	<p>Transparency IIA.3</p>

	COMMUNICATION PRINCIPLES		
	Explain to participants that in communication with target group there are four principles that should be observed exactly by people who communicate. We will discuss these four important principles in order to ensure that our communication is effective.	<ol style="list-style-type: none"> 1. Prepare transparency for communication principle 2. Read communication principles one by one. 3. Always involve all participants in introducing communication principles. 	<p>Transparency IIA.8</p> <p>Communication principles:</p> <ol style="list-style-type: none"> 1. Identify self perception and group perception of target. 2. Use verbal and non verbal communication effectively. 3. Use counseling medium 4. Give sufficient information (not too few and not too many pieces). The information must be accurate, brief, compact and clear.
	Explain the first principle in communication.	Show transparency II.A.8.1	Transparency II.A.8.1 Identification (awareness) of self perception and group perception of target.
	<p>Explain to participants that identification of self and the perception of target groups is an important principle in effective communication. To understand the difference in ways of viewing to some thing, facilitator will show a picture for 20 seconds. Participants are asked to look at the picture thoroughly.</p> <p>Show the transparency for 20 seconds.</p>	<p>For perception, prepare a game about "young woman and old woman"</p> <p>Prepare transparency. II A.8.1.1</p>	Transparency IIA.8.1.1 Picture of old/young woman.
	<p>Ask participants :what picture did they see?</p> <p>Ask participants to mention the age and describe the face in the picture.</p>	<p>Some possible answers are:</p> <ul style="list-style-type: none"> - a girl - an Islamic woman - an old woman - a young woman. 	

	<p>Show again the same transparency to training participants, and ask who saw the picture as a young woman, ask the participant to explain it.</p> <p>Ask training participants, who saw the picture as an old woman? and ask the participant to explain it.</p> <p>Ask participants whether any one saw the picture as young woman <u>and</u> old woman.</p>	<p>Observe the participants reaction:” oh yea, now I can see you now”</p>	
	<p>Explain that every one, including you the training participants, hear and see the same thing from different angles. All of them are right, nobody is wrong. Maybe some participants at first couldn't see more than 1 sight, but the others could. The thing that is important is to be aware, and to open our minds to other peoples' ideas and to try to understand them.</p> <p>Show transparency IIB.</p>	<p>Distribute handout (Transparency II.A.8.1.2)</p>	<p>Transparency II.A.8.1.2.</p> <p>Important to remember about perception:</p> <ol style="list-style-type: none"> 1. To respect community's opinion and their beliefs, that are possibility different from your opinion and belief, that influent their behavior. 2. To understand values and perceptions and opinions from community will help the training participants communicate with community.

	<p>Tell participants that facilitator will explain second principle in communication deeply.</p>	<p>Show transparency IIA.8.2.</p>	<p>Transparency II.8.2. The second effective communication principle is:</p> <ul style="list-style-type: none"> a. To listen well Included in listening: nodding of head, sitting leaning toward communicant, asking exact question. b. Eye contact Always try to look at communicant when speaking and listening to their questions. c. Volume and intonation of voice Voice volume must be loud so heard by target group clearly. d. The non- judgemental attitude Accept the information from target group as factual without showing certain reaction (e.g. angry, fed up, surprised, wondering) that reflect our private values. e. Feedback Try to get feedback from target group. f. Keep your body language positive Body language that is be noticed includes eyes, hands, feet, distance between you and communicant. <p>In communication it is very important to observe verbal and non verbal communication from target group to know whether the message given is received and understood well.</p>
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	<p>Explain the third principle of communication to training participants.</p> <p>Ask what counseling medium that can be used by midwife in extending information to target group.</p>	<p>Show transparency IIA.8.3</p> <p>Write participants' answers on flip-chart.</p> <p>Possible answers are:</p> <ol style="list-style-type: none"> 1. Flip-chart 2. Poster 3. Sticker 4. Audio visual aid (Model) 	<p>Transparency IIA.8.3</p> <p>Use counseling medium</p> <p>As a midwife, participants often be asked to give information about health to the community. The use of a counseling medium can help in information giving when it's used correctly.</p> <p>There are various counseling media, including poster, flip-chart paper, brochure, iron tablet, etc.</p> <p>By choosing counseling 2 medium and using it correctly you will help the process of information giving to target group.</p>
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	<p>Explain the fourth principle of communication.</p>	<p>Show transparency IIA.8.4 for the fourth principle of effective communication.</p> <ol style="list-style-type: none"> 1. Say : Target group that will be faced by midwife are a mature age group, those are pregnant women, mothers who have babies and children under five years old. Husbands of pregnant women. Generally they have work so the time available to receive information is limited. So, it's important for midwife to carefully choose the information for a counseling session. So that the information extended is appropriate for the target group's needs and so that they interested in listening [show the transparency IIA.8.4] 2. In addition, explain the importance of giving accurate information to target group. Community trust of a midwife is very much determined by the accuracy of the information that is disseminated. Tell the facts and correct the rumors (wrong information) that circulate in the community. 	<p>Transparency IIA.8.4</p> <p>Give information that needed (not too few not too many), accurate, brief and clear.</p> <p>Important to be noticed:</p> <ol style="list-style-type: none"> 1. Business of target group 2. Their time is limited 3. Information must be appropriate for their needs 4. Accurate information 5. Factual 6. Correct the wrong information.
	<p>Ask participants which principle according to them is the most difficult to apply? Why? What effort that can be done to overcome the difficulties?</p>		<p>Accomodate participants' answer and discuss together.</p> <p>Distribute handout IIB.</p>
<p>B.</p>	<p>INTERPERSONAL COMMUNICATION (IPC)</p>		

	<p>Tell them that we have already discussed communication, now we will discuss IPC.</p> <p>Ask participants whether any of them already know the meaning of IPC.</p> <p>Write participants' answers on the flip-chart.</p>	<p>Write "Interpersonal communication" on flip-chart and discuss word by word.</p> <p>Show transparency IIB.1 & II B.2</p>	<p>Communication: is exchange process of information, thinking, opinion or feeling by verbal, non verbal (body language), or symbol from communicator to communican.</p> <p>Inter: between, among</p> <p>Personal: person</p> <p>IPC:</p> <ul style="list-style-type: none"> - information exchange - face to face communication - exchange by information that is verbal and non verbal - aspects of education, promotion and counseling <p>Transparency IIC.</p> <p>IPC is communication happening between/among one person and another person, generally happens face to face, verbally and non-verbally. The goal is to exchange information, opinions or feelings.</p> <p>IPC can be happen between one person and another person, and among one person with a group of people.</p>
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	<p>Explain to training participants that IPC includes 3 components or types, those are education, promotion and counseling.</p> <p>Give each participant three pieces of paper and ask them to write their understanding of promotion, education and counseling.</p> <p>Prepare three pieces of flipchart paper. On paper 1 write promotion, paper 2 education and paper 3 counseling.</p> <p>Stick the participants' answer papers on the board and discuss the meaning of education, promotion and counseling.</p>	<p>Show transparency IIB.3</p> <p>Do not forget to tell participants that the most important part in education is giving out correct (factual) information.</p> <p>Show Transparency IIB.4</p> <p>In promotion, the most important point is to persuade a target group to accept a more health attitude/behavior and finally to actually do the behavior.</p>	<p>Transparency IIB.3</p> <p>Education is: To provide right information (accurate) and explanations about a certain topic to a person or group of people.</p> <p>Transparency IIB.4</p> <p>Promotion is:</p> <p>To persuade someone or group of people to accept a certain attitude/behavior.</p>
			<p>Transparency IIB.5.</p> <p>Counseling is:</p> <p>To help a client in be able to make a decision herself by means of information giving that is neutral and gives emotional support.</p>

	<p>EDUCATION</p> <p>Ask training participants how to go about the process of education. Write participants' answer on paper.</p>	<p>Accommodate participants' answer.</p> <p>Show transparency IIB.3.1 about how to conduct education.</p> <p>Copy participants' answer on available paper.</p>	<p>Transparency IIB.3.1</p> <p>The methods for conducting education are:</p> <ol style="list-style-type: none"> 1. Introduce topic will be discussed 2. Tell the session objectives. 3. Explain briefly your presentation in order. For example: First explanation about MCH situation in Indonesia and South Kalimantan, then explanation of cause of the condition, and the last about effort to improve MCH. 4. Use clear media (visual aid) 5. Demonstrate if appropriate 6. Give participants support to ask ?'s. 7. Correct wrong information 8. Give information on things that can be done to follow up by target group. 9. Give information that can be used at home.
	<p>Give a sentence example that includes education.</p> <p>Ask training participants, how the sentence is an example that includes education</p>	<p>The examples of educational sentences, are:</p> <ol style="list-style-type: none"> 1. Breast feeding is good for the baby's health because it gives the baby colostrum. 2. The maternal mortality rate in Indonesia is 420 per 100.000 <p>Ask participants to write the example on blank flip-chart.</p>	

	<p>PROMOTION</p> <p>Ask training participants what methods are used for promotion. Write participants' answers on paper.</p>	<p>Accommodate participants' answers.</p> <p>Show transparency IIB.4.1 to participants [how to conduct promotion]. Discuss one by one.</p>	<p>Transparency II B.4.1</p> <p>The method to conduct promotion</p> <ol style="list-style-type: none"> 1. Explain to target group about a problem that can be changed (e.g.: problem of colostrum that is thrown away) 2. Explain attitude/behavior changes desired and give the reason why client must accept the attitude you suggest (for example: colostrum milk must be given to baby because it contains antibodies). 3. (Occasionally) elicit their emotions (e.g., the worry of maternal death during delivery), values (save your loved person), or offer (you are a good mother if you check your health child regularly). 4. Correct wrong information. 5. Give right instruction (e.g. colostrum that's used will improve baby's health) 6. Use of an audio visual aid can elicit their emotions (like popular advertisements on TV for promotion).
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<p>Give a sentence example that includes promotion.</p> <p>Ask training participants, how the sentence is an example that includes promotion.</p>	<ol style="list-style-type: none"> 1. Check your pregnancy Regularly at the Puskesmas To monitor your health & your baby's 2. Breast feeding is healthy for your baby because of colostrum, breastfeed your baby until age 2 <p>Distribute a blank paper to all participants and ask them to write examples of promotion on the paper. Give 3 minutes time.</p> <p>Read 3 examples and discuss one by one.</p>	
<p>COUNSELING</p> <p>Show the transparency to participants [the method to achieve counseling objectives.] Discuss one by one.</p>	<p>Show transparency II B.5.1 The methods to conduct counseling.</p>	<p>Transparency IIB.5.1.</p> <p>The method to conduct counseling</p> <ol style="list-style-type: none"> 1. Welcome client warmly and offer your help. 2. Ask client to explain the problem. Listen with full attention and empathy. Ask clarification if there is anything that's not clear. 3. Summarize the conversation 4. Give accurate information to client about her worry. 5. Help client to understand various obstacles that possibly face her in making a decision. 6. Explain how to overcome the problem and discuss efforts to overcome obstacles. 7. Make a deal to meet at next visit (if needed)

	<p>Give a sentence example that includes counseling</p> <p>Ask training participants, how the sentence is an example that includes counseling.</p>	<p>The sentence example of counseling:</p> <ol style="list-style-type: none"> 1. How did you feel when the bidan said you didn't pay enough attention to your child? 2. According to you, what are appropriate ways to distribute health care information to that mother? 	
	<p>Explain that facilitator will show a transparency w/some statements and ask training participants to explain whether the statement includes promotion, education or counseling. Some statements can be classified as more than one of the IPC types.</p>	<p>Show transparency, cover with paper statement 2 and so on.</p> <ol style="list-style-type: none"> 1. Counseling because offering to give help. 2. Education, promotion and counseling 3. Promotion 4. Counseling 5. Education and promotion 6. Counseling 7. Education 8. Education, promotion and counseling 9. Education, promotion and counseling 	<p>Transparency: IIB.6 The statements are:</p> <ol style="list-style-type: none"> 1. Welcome. I hope that I can help you. 2. What questions do you have about iron tablets? 3. Check your self regularly. 4. Why do you attend to health center? 5. Don't listen any rumors. Get accurate information. 6. What do you know about iron tablet? 7. Iron tablets must take every day until finished. 8. What benefit will you get by taking iron tablet? 9. Thank you for sharing what information you had about iron tablets. Most of the information is right, some is wrong wrong. The wrong part is
	<p>Ask training participants "Are there any questions in connection with IPC, education, promotion and counseling?"</p>	<p>If there are any questions, always try to repeat the question to all participants so that participants may answer it. If any participant can answer, ask her to explain to all participants. If not, then facilitator will answer.</p>	
C	Role-play FOR COMMUNICATION		

	<p>Role-play</p> <p>Explain to all participants that participants will be divided into 4 groups. Each group will be given a card containing information about a situation. A role-play will be conducted in 2 stages. In first stage, 2 groups will demonstrate the role-play in accordance with scenario they have. After finished, all participants will discuss the role-play.</p> <p>The first two groups will have 5 minutes to prepare the members to conduct the role-play. Then the two groups will be asked to demonstrate the skit in front of class for 5 minutes.</p> <p>While this second group demonstrates, the other groups will observe the role-play.</p>	<p>Facilitator observes what happens in the role-play and writes aspects that influence effective communication, incl.:</p> <ul style="list-style-type: none"> - Language that is used: formal, clumsy, simple, garbled - Voice intonation and volume: loud, slow, harsh, etc. - Facial expression: interested in information that is given by client, not caring, empathy? - Eye contact: how often, how long. - Sensivity to client's custom and tradition. - Body language: physical distance, hand touching, how to sit, hand position. - "Presence". It can be observed by asking questions of client, how to sit, eye contact and hand position. 	<p>Situation for role role-play:</p> <p>Situation 1: Client role</p> <p>You are a mother , Mrs Ani, 18. You are pregnant 7 months. First pregnancy. This time is the third ANC with additional complaints : headache, dizzy, tired, vomiting, nauseated, rapidly beat heart, and weak feeling. Stopped taking iron tablet because feel nausea. Your behavior: ashamed, introverted (taciturn), don't want to ask questions except asked directly (passive). The only complaint that is verbally told is "dizzy"</p> <p>Situation 1: Village Midwife Role</p> <p>Client: Mrs. Ani, 18. Third ANC. From last checking you know that Mrs. Ani is taciturn, ashamed.</p> <p>Situation 2: Client Role</p> <p>You are a mother, Mrs. Aisyah, 26. Just 4 days after birth of the 4th child, but the third child was stillbirth, then you became pregnant again 3 months later. The fourth birth was assisted by a TBA. She didn't want FP, because fear the child will die again. She wants 5 children. Feels clumsy, weak.</p> <p>Situation 2: Village Midwife Role see above story. The second child was dead at 2 years old of age. The fourth birth helped by TBA. She didn't want FP.</p>
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	<p>After finishing the role play, the facilitator will discuss together with all training participants :</p> <ol style="list-style-type: none"> 1. For the midwife, what was her experience; what supporting actor made it easier to communicate and what factors were obstacles? 2. For Mrs. Ani, what was her experience; what supporting actor made it easier to communicate with the midwife and what factors were obstacles? 3. To observers, what was their opinion of IPC from midwife actor, her ability to get information from her client, supporting agents and obstacles present? 	<p>Prepare three blank flip-chart papers. Paper 1 for Midwife, paper 2 client, and paper 3 observer.</p> <p>Write input from each actor on available paper. Don't forget to ask for clarification from communicator if needed.</p> <p>Show transparency IID. Obstacles in communication.</p>	<p>Transparency IIC Obstacles in communication among others:</p> <ul style="list-style-type: none"> - Language - Volume and intonation - Facial expression and eye contact - Sensivity to "custom and tradition" of target group. - Body language - Presence
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	<p>Show again the same transparency to training participants, and ask who saw the picture as a young woman, ask the participant to explain it.</p> <p>Ask training participants, who saw the picture as an old woman? and ask the participant to explain it.</p> <p>Ask participants whether any one saw the picture as young woman <u>and</u> old woman.</p>	<p>Observe the participants reaction:” oh yea, now I can see you now”</p>	
	<p>Explain that every one, including you the training participants, hear and see the same thing from different angles. All of them are right, nobody is wrong. Maybe some participants at first couldn't see more than 1 sight, but the others could. The thing that is important is to be aware, and to open our minds to other peoples' ideas and to try to understand them.</p> <p>Show transparency IIB.</p>	<p>Distribute handout (Transparency II.A.8.1.2)</p>	<p>Transparency II.A.8.1.2.</p> <p>Important to remember about perception:</p> <ol style="list-style-type: none"> 1. To respect community's opinion and their beliefs, that are possibility different from your opinion and belief, that influent their behavior. 2. To understand values and perceptions and opinions from community will help the training participants communicate with community.

	<p>Tell participants that facilitator will explain second principle in communication deeply.</p>	<p>Show transparency IIA.8.2.</p>	<p>Transparency II.8.2. The second effective communication principle is:</p> <ul style="list-style-type: none"> a. To listen well Included in listening: nodding of head, sitting leaning toward communicant, asking exact question. b. Eye contact Always try to look at communicant when speaking and listening to their questions. c. Volume and intonation of voice Voice volume must be loud so heard by target group clearly. d. The non- judgemental attitude Accep the information from target group as factual without showing certain reaction (e.g. angry, fed up, surprised, wondering) that reflect our private values. e. Feedback Try to get feedback from target group. f. Keep your body language positive Body language that is be noticed includes eyes, hands, feet, distance between you and communicant. <p>In communication it is very important to observe verbal and non verbal communication from target group to know whether the message given is received and understood well.</p>
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	<p>Explain the third principle of communication to training participants.</p> <p>Ask what counseling medium that can be used by midwife in extending information to target group.</p>	<p>Show transparency IIA.8.3</p> <p>Write participants' answers on flip-chart.</p> <p>Possible answers are:</p> <ol style="list-style-type: none"> 1. Flip-chart 2. Poster 3. Sticker 4. Audio visual aid (Model) 	<p>Transparency IIA.8.3</p> <p>Use counseling medium</p> <p>As a midwife, participants often be asked to give information about health to the community. The use of a counseling medium can help in information giving when it's used correctly.</p> <p>There are various counseling media, including poster, flip-chart paper, brochure, iron tablet, etc.</p> <p>By choosing counseling 2 medium and using it correctly you will help the process of information giving to target group.</p>
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	<p>Explain the fourth principle of communication.</p>	<p>Show transparency IIA.8.4 for the fourth principle of effective communication.</p> <ol style="list-style-type: none"> 1. Say : Target group that will be faced by midwife are a mature age group, those are pregnant women, mothers who have babies and children under five years old. Husbands of pregnant women. Generally they have work so the time available to receive information is limited. So, it's important for midwife to carefully choose the information for a counseling session. So that the information extended is appropriate for the target group's needs and so that they interested in listening [show the transparency IIA.8.4] 2. In addition, explain the importance of giving accurate information to target group. Community trust of a midwife is very much determined by the accuracy of the information that is disseminated. Tell the facts and correct the rumors (wrong information) that circulate in the community. 	<p>Transparency IIA.8.4</p> <p>Give information that needed (not too few not too many), accurate, brief and clear.</p> <p>Important to be noticed:</p> <ol style="list-style-type: none"> 1. Business of target group 2. Their time is limited 3. Information must be appropriate for their needs 4. Accurate information 5. Factual 6. Correct the wrong information.
	<p>Ask participants which principle according to them is the most difficult to apply? Why? What effort that can be done to overcome the difficulties?</p>		<p>Accomodate participants' answer and discuss together.</p> <p>Distribute handout IIB.</p>
<p>B.</p>	<p>INTERPERSONAL COMMUNICATION (IPC)</p>		

	<p>Tell them that we have already discussed communication, now we will discuss IPC.</p> <p>Ask participants whether any of them already know the meaning of IPC.</p> <p>Write participants' answers on the flip-chart.</p>	<p>Write "Interpersonal communication" on flip-chart and discuss word by word.</p> <p>Show transparency IIB.1 & II B.2</p>	<p>Communication: is exchange process of information, thinking, opinion or feeling by verbal, non verbal (body language), or symbol from communicator to communican.</p> <p>Inter: between, among</p> <p>Personal: person</p> <p>IPC:</p> <ul style="list-style-type: none"> - information exchange - face to face communication - exchange by information that is verbal and non verbal - aspects of education, promotion and counseling <p>Transparency IIC.</p> <p>IPC is communication happening between/among one person and another person, generally happens face to face, verbally and non-verbally. The goal is to exchange information, opinions or feelings.</p> <p>IPC can be happen between one person and another person, and among one person with a group of people.</p>
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	<p>Explain to training participants that IPC includes 3 components or types, those are education, promotion and counseling.</p> <p>Give each participant three pieces of paper and ask them to write their understanding of promotion, education and counseling.</p> <p>Prepare three pieces of flipchart paper. On paper 1 write promotion, paper 2 education and paper 3 counseling.</p> <p>Stick the participants' answer papers on the board and discuss the meaning of education, promotion and counseling.</p>	<p>Show transparency IIB.3</p> <p>Do not forget to tell participants that the most important part in education is giving out correct (factual) information.</p> <p>Show Transparency IIB.4</p> <p>In promotion, the most important point is to persuade a target group to accept a more health attitude/behavior and finally to actually do the behavior.</p>	<p>Transparency IIB.3</p> <p>Education is: To provide right information (accurate) and explanations about a certain topic to a person or group of people.</p> <p>Transparency IIB.4</p> <p>Promotion is: To persuade someone or group of people to accept a certain attitude/behavior.</p>
			<p>Transparency IIB.5.</p> <p>Counseling is: To help a client in be able to make a decision herself by means of information giving that is neutral and gives emotional support.</p>

22

	<p>EDUCATION</p> <p>Ask training participants how to go about the process of education. Write participants' answer on paper.</p>	<p>Accommodate participants' answer.</p> <p>Show transparency IIB.3.1 about how to conduct education.</p> <p>Copy participants' answer on available paper.</p>	<p>Transparency IIB.3.1</p> <p>The methods for conducting education are:</p> <ol style="list-style-type: none"> 1. Introduce topic will be discussed 2. Tell the session objectives. 3. Explain briefly your presentation in order. For example: First explanation about MCH situation in Indonesia and Souh kalimantan, then explanation of cause of the condition, and the last about effort to improve MCH. 4. Use clear media (visual aid) 5. Demonstrate if appropriate 6. Give participants support to ask ?'s. 7. Correct wrong information 8. Give information on things that can be done to follow up by target group. 9. Give information that can be used at home.
	<p>Give a sentence example that includes education.</p> <p>Ask training participants, how the sentence is an example that includes education</p>	<p>The examples of educational sentences, are:</p> <ol style="list-style-type: none"> 1. Breast feeding is good for the baby's health because it gives the baby colostrum. 2. The maternal mortality rate in Indonesia is 420 per 100.000 <p>Ask participants to write the example on blank flip-chart.</p>	

	<p>PROMOTION</p> <p>Ask training participants what methods are used for promotion. Write participants' answers on paper.</p>	<p>Accommodate participants' answers.</p> <p>Show transparency IIB.4.1 to participants [how to conduct promotion]. Discuss one by one.</p>	<p>Transparency II B.4.1</p> <p>The method to conduct promotion</p> <ol style="list-style-type: none"> 1. Explain to target group about a problem that can be changed (e.g.: problem of colostrum that is thrown away) 2. Explain attitude/behavior changes desired and give the reason why client must accept the attitude you suggest (for example: colostrum milk must be given to baby because it contains antibodies). 3. (Occasionally) elicit their emotions (e.g., the worry of maternal death during delivery), values (save your loved person), or offer (you are a good mother if you check your health child regularly). 4. Correct wrong information. 5. Give right instruction (e.g. colostrum that's used will improve baby's health) 6. Use of an audio visual aid can elicit their emotions (like popular advertisements on TV for promotion).
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44

	<p>Give a sentence example that includes promotion.</p> <p>Ask training participants, how the sentence is an example that includes promotion.</p>	<ol style="list-style-type: none"> 1. Check your pregnancy Regularly at the Puskesmas To monitor your health & your baby's 2. Breast feeding is healthy for your baby because of colostrum, breastfeed your baby until age 2 <p>Distribute a blank paper to all participants and ask them to write examples of promotion on the paper. Give 3 minutes time.</p> <p>Read 3 examples and discuss one by one.</p>	
	<p>COUNSELING</p> <p>Show the transparency to participants [the method to achieve counseling objectives.] Discuss one by one.</p>	<p>Show transparency II B.5.1 The methods to conduct counseling.</p>	<p>Transparency IIB.5.1.</p> <p>The method to conduct counseling</p> <ol style="list-style-type: none"> 1. Welcome client warmly and offer your help. 2. Ask client to explain the problem. Listen with full attention and empathy. Ask clarification if there is anything that's not clear. 3. Summarize the conversation 4. Give accurate information to client about her worry. 5. Help client to understand various obstacles that possibly face her in making a decision. 6. Explain how to overcome the problem and discuss efforts to overcome obstacles. 7. Make a deal to meet at next visit (if needed)

45

	<p>Give a sentence example that includes counseling</p> <p>Ask training participants, how the sentence is an example that includes counseling.</p>	<p>The sentence example of counseling:</p> <ol style="list-style-type: none"> 1. How did you feel when the bidan said you didn't pay enough attention to your child? 2. According to you, what are appropriate ways to distribute health care information to that mother? 	
	<p>Explain that facilitator will show a transparency w/some statements and ask training participants to explain whether the statement includes promotion, education or counseling. Some statements can be classified as more than one of the IPC types.</p>	<p>Show transparency, cover with paper statement 2 and so on.</p> <ol style="list-style-type: none"> 1. Counseling because offering to give help. 2. Education, promotion and counseling 3. Promotion 4. Counseling 5. Education and promotion 6. Counseling 7. Education 8. Education, promotion and counseling 9. Education, promotion and counseling 	<p>Transparency: IIB.6 The statements are:</p> <ol style="list-style-type: none"> 1. Welcome. I hope that I can help you. 2. What questions do you have about iron tablets? 3. Check your self regularly. 4. Why do you attend to health center? 5. Don't listen any rumors. Get accurate information. 6. What do you know about iron tablet? 7. Iron tablets must take every day until finished. 8. What benefit will you get by taking iron tablet? 9. Thank you for sharing what information you had about iron tablets. Most of the information is right, some is wrong wrong. The wrong part is ...
	<p>Ask training participants "Are there any questions in connection with IPC, education, promotion and counseling?"</p>	<p>If there are any questions, always try to repeat the question to all participants so that participants may answer it. If any participant can answer, ask her to explain to all participants. If not, then facilitator will answer.</p>	
C	Role-play FOR COMMUNICATION		

	<p>Role-play</p> <p>Explain to all participants that participants will be divided into 4 groups. Each group will be given a card containing information about a situation. A role-play will be conducted in 2 stages. In first stage, 2 groups will demonstrate the role-play in accordance with scenario they have. After finished, all participants will discuss the role-play.</p> <p>The first two groups will have 5 minutes to prepare the members to conduct the role-play. Then the two groups will be asked to demonstrate the skit in front of class for 5 minutes.</p> <p>While this second group demonstrates, the other groups will observe the role-play.</p>	<p>Facilitator observes what happens in the role-play and writes aspects that influence effective communication, incl.:</p> <ul style="list-style-type: none"> - Language that is used: formal, clumsy, simple, garbled - Voice intonation and volume: loud, slow, harsh, etc. - Facial expression: interested in information that is given by client, not caring, empathy? - Eye contact: how often, how long. - Sensivity to client's custom and tradition. - Body language: physical distance, hand touching, how to sit, hand position. - "Presence". It can be observed by asking questions of client, how to sit, eye contact and hand position. 	<p>Situation for role role-play:</p> <p>Situation 1: Client role</p> <p>You are a mother , Mrs Ani, 18. You are pregnant 7 months. First pregnancy. This time is the third ANC with additional complaints : headache, dizzy, tired, vomiting, nauseated, rapidly beat heart, and weak feeling. Stopped taking iron tablet because feel nausea. Your behavior: ashamed, introverted (taciturn), don't want to ask questions except asked directly (passive). The only complaint that is verbally told is "dizzy"</p> <p>Situation 1: Village Midwife Role</p> <p>Client: Mrs. Ani, 18. Third ANC. From last checking you know that Mrs. Ani is taciturn, ashamed.</p> <p>Situation 2: Client Role</p> <p>You are a mother, Mrs. Aisyah, 26. Just 4 days after birth of the 4th child, but the third child was stillbirth, then you became pregnant again 3 months later. The fourth birth was assisted by a TBA. She didn't want FP, because fear the child will die again. She wants 5 children. Feels clumsy, weak.</p> <p>Situation 2: Village Midwife Role see above story. The second child was dead at 2 years old of age. The fourth birth helped by TBA. She didn't want FP.</p>
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	<p>After finishing the role play, the facilitator will discuss together with all training participants :</p> <ol style="list-style-type: none"> 1. For the midwife, what was her experience; what supporting actor made it easier to communicate and what factors were obstacles? 2. For Mrs. Ani, what was her experience; what supporting actor made it easier to communicate with the midwife and what factors were obstacles? 3. To observers, what was their opinion of IPC from midwife actor, her ability to get information from her client, supporting agents and obstacles present? 	<p>Prepare three blank flip-chart papers. Paper 1 for Midwife, paper 2 client, and paper 3 observer.</p> <p>Write input from each actor on available paper. Don't forget to ask for clarification from communicator if needed.</p> <p>Show transparency IID. Obstacles in communication.</p>	<p>Transparency IIC Obstacles in communication among others:</p> <ul style="list-style-type: none"> - Language - Volume and intonation - Facial expression and eye contact - Sensivity to "custom and tradition" of target group. - Body language - Presence
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The role-play's second stage is that the 2 groups will be given 5 minutes to prepare their members to conduct the role-play. Then the 2 groups will be asked to demonstrate the situation in front of the class for 5 minutes.

While the second group demonstrates, the other group will observe the role-play.

Situation 3:

Client+husband+TBA roles

You, Mrs. Fatimah: just after birth of the third child -helped by TBA, the baby healthy but you have bleeding and begin to feel fatigued and weak

TBA: Try to stop the bleeding by giving water and praying. Tell her husband that his wife is bleeding.

Husband (Mr. Hamsah): Call village midwife. Ask midwife to come, but he didn't want to refer/bring her to hospital as was the suggestion of the midwife because he's afraid if referred to hospital the charge is expensive, but the reason given is usually if referred to hospital the patient will die there.

Village midwife: You were called by Mrs. Fatimah's husband, Mr. Hamsah, and told that his wife just gave birth to a third child -helped by TBA. Mrs. Fatimah was bleeding. You came to her house immediately, approximately 1 hour after delivery. You give Oxytocin injection, and told the husband that Mrs. Fatimah needed to be referred to hospital soon.

			<p>Situation 4:</p> <p>Client Role: You are Mrs. Nurfiah, just after birth of first child, helped by village midwife. All is clean and you are ready to throw away your colostrum while waiting as the midwife makes preparation to go. And then midwife prevents you from throwing away the colostrum. You didn't know why it was prohibited because all this time your mother and grandmother have said that you have to throw the milk out (colostrum).</p> <p>Village midwife Role Client: Mrs. Nurfiah, All is going smoothly, mother and her baby healthy. When ready to leave Mrs. Nurfiah's house, you look at Mrs. Nurfiah about to throw away colostrum. You tell her that colostrum should not be thrown away.</p>
	<p>After helping 2 groups with the role-play, facilitator will discuss together with all training participants the following questions:</p> <ol style="list-style-type: none"> 1. For the midwife, what was her experience; what supporting actor made it easier to communicate and what factors were obstacles? 2. For Mrs. Ani, what was her experience; what supporting actor made it easier to communicate with the midwife and what factors were obstacles? 3. To observers, what was their opinion of IPC from midwife actor, her ability to get information from her client, supporting agents and obstacles present? 	<p>Prepare three blank flip-chart paper. Paper 1 write Midwife, paper 2 client, and paper 3 observer.</p> <p>Write input from each actor on available paper. Don't forget to ask for clarification from communicator if needed.</p> <p>Show Transparency IID. Obstacles in communication.</p>	

	<p>Ask participants “Are there any question or input in connection with IPC?”</p> <p>If not, close this session by saying that we all often have to communicate with various people with different backgrounds. As health providers, communication competency is very important so that the objectives we want can be more easily achieved.</p>		
D	COMMUNICATION IN COUNSELING	<p>Explain to participants that in this module we will learn about counseling manners, learning verbal and non verbal aspects, the ability to face another person in counseling, and to be good communicator in the counseling sector.</p>	
	<p>Ask participants, what is the meaning of Verbal communication. Ask for the definition and an example.</p>	<p>Write their answer on board.</p> <p>Show Transparency IID. 1</p>	<p>Transparency IID.1</p> <p>Verbal communication: Information giving using language or voice as channel to present information.</p>
	<p>Ask a participant to show how to communicate verbally to show she is “angry”, only by voice, and cover the participant’s face with a piece of paper.</p>	<p>Give input whether the voice truly shows anger or expresses angriness. Don’t let the body language (non verbal) influence the message giving . If not appropriately demonstrated, ask other participant to also show feeling “angry”.</p>	<p>Feeling that can be tried: angry, afraid, ashamed, confused, sad, happy, bored, impatient, fed up.</p>
	<p>Explain, that was a verbal communication. How about non verbal communication. Ask participants for the definition and an example.</p>	<p>Write on board.</p> <p>Show Transparency IID.2</p>	<p>Transparency IID.2</p> <p>Non verbal communication Information giving using body language, facial expression, movement of hands, body, eyes, etc excpet verbal languauge.</p>
	<p>Ask a participant to show feeling “angry” while using body language or non verbal communication.</p>	<p>Give input about how far the participant can show feeling “angry” only using body language.</p>	<p>Feeling that can be tried: angry, afraid, ashamed, confused, sad, happy, bored, impatient, fed up.</p>

	Ask other participant to show the feeling of sympathy using verbal and non verbal language.	Face the partners as communicants.	Feeling that can be tried: sympathetic, attentive, serious, factual, apprehensive.
	Ask the participants whether it seemed clear that they were feeling sympathy when using the both languages at the same time.		Verbal and non verbal communication should correspond so that client is not confused.
	Explain to participants, verbal and non verbal communication actually support each other.		Good communication, is such that verbal and non-verbal aspects can't be separated.
	Explain that non verbal communication often will be absorbed first before the verbal. Although not always.	Example: Saying "I'm ok" but the body looks weak and clumsy, not energetic.	In animal world, communication rests on body language. Human beings too. We more immediately feel and react to body language than verbal language.
	Explain to participants the importance of a counselor understand nuance of verbal and non verbal communication.		In understanding two languages (verbal and non verbal) we gain an understanding of the person's true feelings. Awareness of both also help us to keep our languages consistent so that the message given can be really absorbed by the person whom we face as a client
	Tell participants that we will learn about body language in greater depth . Ask them to choose a partner who is not very familiar to them.	Ask them to sit face to face, and to keep their hands straight at their sides in the role-play. Ask them to look at directly their partner for 1 minute. Remind them that during role-play they should keep looking at the partner and the hand should be straight at their side.	This game teaches us to be sensitive of other persons' feelings, and courage to face another person one on one. If eye contact happens, we prove that the person facing us really exists as an individual. This teaches about our selves in front of another person too.
	Stop the role-play and ask, according to them what is felt by their partner?	Possible answer: nervous, funny, amused, strange, ashamed, etc.	Those are all feelings basically indicating uncomfortableness in the person that is in the situation
	How are they feeling? What do they feel?	Possible answers: same as above	All of the feelings also show that we aren't comfortable being in front of another person.

22

	Ask participants, can they be sure of a person who looks nervous when facing us?	The answer generally NO.	Relate it with the importance of counselor being a person who must be "convincing". A counselor needs to be firm and convincing. If not, how will people want to tell their problems to them?
	Explain to participants, that it's important for them to learn to control themselves first before being a counselor that is "convincing"		
	Ask them to return back to face-to-face position.	Ask them to look at partner's eyes. After 1 minute, ask them to reach for partner's hand and to feel how the partner is reacting. Let the process continue for 1 minute more (total of 2 minutes).	Holding hand helps to remove an uncomfortable feeling and makes somebody feel safe. This also adds information that we receive from our partner about her feelings.
	Discuss their feelings while they were in the exercise.		Always return to remind the importance of the use of verbal and non verbal language well, and to learn awareness of non verbal language.
	Ask them to sit down facing each other. Ask one to tell the other about herself for about 5 minutes. The other partner is silent and show level of attention with all non verbal language.	Ask them to tell about themselves and not the other person. Listener shouldn't be allowed to interrupt by asking questions. Must be silent 100% and only allow the use body language as a response. Let it go for 5 minutes and stop.	
	Stop and ask partners to exchange their roles. The person who just listened will now tell about herself and the partner will only listen and use body language to show the feelings.	Let them talk for 5 minutes . Don't discuss first.	
	Now ask the person who first listened (who last talked), to tell again what she heard from her partner.	Let it go for 5 minutes'	
	Turn and exchange the role.	Let it go for 5 minutes'	

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	<p>Stop and ask for the impression of training participants about the role-play.</p>	<p>Important question:</p> <ul style="list-style-type: none"> - Is it easy to tell about one's self? - Is it easy to listen with full attention? Is there any loss of concentration? - How does it feel to hear with full visual attention versus without visual attention? - How about memorizing ability for this presentation? How many have seen and forgotten? What is remembered and what not? Why? 	<p>Communication demands full attention. Verbal and non verbal support each other. If the body isn't turned to the partner, the mind also wanders elsewhere. People are comfortable talking with people who show concern. The best communication happens when asking and answering and responding to each other. Dig out clarifications by asking questions so that the information is better remembered.</p>
	<p>Explain to participants that an effective counselor can communicate effectively. Ask, do you still remember the meaning of effective communication?</p>	<p>Write participants answers on paper.</p>	<p>Effective communication: there is feedback- this is true 2 way communication</p>
	<p>Explain that in counseling, there are some methods that can be used to conduct effective communication. The process that must happen is active listening.</p>	<p>Write on board: Active Listening</p>	<p>Active listening can be demonstrated in the following ways: Paraphrasing Clarification Mirroring Summarizing</p>
	<p>Explain that first, a counselor must be able to be a good and active listener.</p>	<p>Relate this with the past exercise, were participants good listeners?</p> <p>Ask whether in passive listening as in the past exercise we can remember and absorb the facts given by the speaker?</p>	<p>Passive listener: only listens with no talking at all. This is one-way communication</p> <p>Active listener: giving and asking for feedback.</p>
	<p>Explain that there are some methods for listening actively, including: Paraphrasing Clarification Mirroring Summarizing</p>		<p>The essence: Active listening gives opportunities to counselor to be convinced that she/he understands what is being said by her/his client. So, perception and understanding are united. This also makes client feel heard.</p>

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<p>Ask for an example of paraphrasing. Such as a paraphrase of the following:</p> <p>“Yesterday I was nervous and very clumsy. My husband didn’t say anything. I was fed up, my stomach was hurting. You know, this is my first pregnancy. My husband didn’t care”</p> <p>How to paraphrase this?</p>	<p>Possibility paraphrasing:</p> <p>“You are fed up with your husband, because this is your first pregnancy and your husband didn’t show concern for your condition”</p> <p>“You feel nervous because this is your first pregnancy and your husband didn’t care about your condition”</p>	<p>The essence of paraphrasing is:</p> <p>to pull back the main points of the other person’s conversation so that everything is more clear for both of them.</p>
<p>Ask for another example so that paraphrasing become clear for all participants.</p>		
<p>Ask for an example of Clarification</p> <p>“I had visited the doctor yesterday”</p>	<p>“You went to doctor for what?”</p>	<p>The essence of clarification is getting a better explanation or making clear the meaning.</p>
<p>Ask for another example so that <i>clarification</i> become clear for all participants.</p>	<p>Ask each participant to give an axample, and the other participants to seek clarification examples from the sentence</p>	
<p>Mirroring is very easy, because the essence of reflection is to repeat what the other person has just said to us. So, we are like a mirror.</p> <p>Ask reflection example</p> <p>“I had visited doctor yesterday”</p>	<p>“Oh, you had already gone to the doctor yesterday?”</p>	
<p>Summarizing is to summarize what thing that had already said by person to us.</p> <p>Example:</p> <p>“My body felt weak, my eyes saw stars and I felt nauseous and dizzy”</p>	<p>“So you felt weak and dizzy?”</p>	

55

	<p>Ask participants to form groups consisting of 4 persons. In this role-play game, 2 persons interact (whatever the problem: one as counselor and the other as client) and 2 persons act as observers.</p> <p>Observer task: Write how many paraphrasing, reflecting, summarizing and clarification skills are used by the participants with the role as health provider. Record the frequency of each category.</p>		
	<p>Discuss the group results. Ask what were the difficulties experienced by the group.</p>		<p>Give out handout IID.</p>

Module III
Ethnographic, Cultural Sensitivity and Communication

Objectives:

- o To improve participants' knowledge about social structure and social networks
- o To improve participants' knowledge about how to work with social structures and social networks
- o To improve participants' sensitivity about local perceptions, tradition and culture related to maternal child health (MCH) and also look into social obstacles and social supports that exist
- o To learn how to integrate themselves within the local community

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
20 minutes	ETHNOGRAPHY, SOCIAL STRUCTURES AND SOCIAL NETWORKS	explain that this part of IPCC Training is meant to give participants knowledge about the meaning of ethnography, social structure and social network	
	<p>Write word 'ETHNOGRAPHIC' on the white board or flipchart paper. And then below, write the word by separated as:</p> <p style="text-align: center;">ETHNO : GRAPHIC :</p> <p>Ask them whether they have ever heard the word ethnography before. Do they have ideas about what is meant by the words?</p>	<p>Encourage them to give input and respond,..</p> <p>Write answers on flip chart</p>	<p>Transparency III ETHNO: Ethnic, group of people, custom and culture GRAPHIC: Writing method, certain discipline</p>

65

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
	<p>Explain, So : ETHNOGRAPHY is related to the meaning of culture and custom and traditions of a local community. The culture itself includes the way of viewing the world, daily customs and work methods in a certain group. It also includes how people interact with each other. If an understanding of culture is in written form, descriptive writing, or well-explored detail, it is said to be 'Ethnographic.'</p> <p>Stress that ETHNOGRAPHY is related to how people see their world, beliefs they own and how those influence their lives.</p>		<p>Show transparency III.1</p> <p>Ethnography is related to the meaning of culture, customs and tradition of a local community. The culture itself includes :</p> <ol style="list-style-type: none"> 1. the world view, 2. daily customs 3. work methods in a certain group 4. how persons interact with each other. <p>If the understanding well-written in a descriptive fashion, or explored in depth, it is called Ethnography</p> <p>Ethnography is related to how people see their world, beliefs they have and how those influence their lives daily.</p>
	<p>Explain that there are seven important aspects that can help us understand a community's culture.</p>	<p>Show Transparency</p>	<p>Show transparency</p> <ol style="list-style-type: none"> 1. Occupation 2. Kinship/organization 3. Knowledge 4. Language 5. Religion/belief 6. Art expression 7. Culture (material)

85

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
	Ask the participants whether the local culture can be described based on those seven characteristics.	Ask what the main local occupation is, ask about the kinship system, knowledge, language, religion and beliefs, artistic expression and material culture...	
	Ask participants, how do local communities see/value children? What beliefs do they have related to pregnancy and delivery?	For example: Pregnancy and delivery are a mother's responsibility. Delivery with attending by TBA is tradition in the culture for generations. Probe the participants until it focused on local culture!	For example, pregnancy and delivery are a mother's responsibility. Delivery with attending TBA is a generations old custom.
	Ask them to guess how their understanding about culture and the way of view of community can help them in doing their task?	Let them respond and write the response on wide paper:	<ol style="list-style-type: none"> 1. To know etiquette, 2. to respect/to be respected 3. Not to be considered as a 'stranger' 3. To be able to know how to assure them. 5. To correct the less accurate knowledge 6. To be able to change their point of view, etc.
	Explain that by exploring local culture, we can learn what may need to be changed, what method, to whom, by what, in internalizing a newer, healthier culture and belief system	What way of life is necessary to be changed, who is most appropriate to disseminate information, whether by using poster or other materials. Ethnographic Intervention aims to change the wrong points of view.	

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
	Now, we will talk about Social structure. Ask them what is the meaning of Social structure. Ask them to give the examples.	Encourage them to give their responses.	Transparency III 3 Basically, social structure is a rule or norm in the community. Who is at what level in the social hierarchy, who is above whom in status. Who leads and who is led and how the lines of 'command' work. Who is listened to, who usually listens, etc.
	Ask them about the social structure in their local community. Who is most listened to if he/she speaks?	Pak RT, Lurah, etc.	
	Explain to them, that often in a community there is/are people that have no position in formal structure, he/she is listened if she/he talks. Ask them to give example, and why is this man/woman respected by her/his community?	Facilitator should probe: Who is chosen? What aspects does s/he influence? How is the leader chosen?	For example "Pak Satyo", is listened to because he is graduate university, or has more rice farms and ponds. Or because he is religious, and agenerous man so he is always asked advice by the community.
	Ask them, related to MCH, who is listened to and usually consulted by local community? Who gives advice and recommendations?	The answers can be TBA, mother, etc. Record all. Compare them, who will be more listened to than others.	
	Explain briefly, that to change a local community so that new ideas and information can be received by local community, we also need to have sensitivity to cultural matters. With the support of important people in the community, it's possible to change community opinion widely.	Also remind them to use effective communication methods that they've already learned in the session before.	In order to change a local community and to be accepted by a local community, we need to be sensitive to cultural matters.

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
	<p>Explain to participants, that in addition the social structure, actually it's important to know is social network.</p>		
	<p>Illustrate the example of social network</p> 	<p>Also remind them to use effective communication method that already learned on session before.</p> <p>The facilitator is asked to make a social network among training participants. Write their names one by one and determine who knows whom. The point is to find out who knows the greatest number of people.</p> <p>After that, add it up. Ask, if there is any new news, who disseminates it to all village midwives. Then ask, who is more trusted in giving accurate news or information.</p> <p>The point of this exercise is to help participants understand social networks and to determine credibility (who is the most trusted to disseminate news, etc.) In the community?</p>	<p>Transparency III 4</p>

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
	<p>Explain to participants that:</p> <p>knowing and recording relevant social networks while conducting tasks as a village midwife is very important. If someone gets the same information from all people who are in their network, behavior change will probably be more likely.</p>		<p>Transparency III 5</p> <p>knowing and recording relevant social networks while conducting tasks as a village midwife is very important. If someone gets the same information from all people who are in their network, behavior change will probably be more likely.</p>

62

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
	<p>Explain this following problem :</p> <p>A mother trusts the village midwife, but she feels uncomfortable to visit the midwife because her husband has a family TBA. The relationship between mother and TBA is very dependent on the husband's family. What is the way to penetrate this situation? What steps will be taken by village midwife?</p>	<p>Urge them to discuss. Ask questions:</p> <ul style="list-style-type: none"> - what is the way to 'enter and be accepted into the social network', or influence the social network. - Who you will urge first? Who is the most important person to be close to? - What will say as a village midwife to people in the social network ? 	<p>Show transparency III.6</p> <p>A mother trusts the village midwife, but she feels uncomfortable to visit the midwife because her husband has a family TBA. The relationship between mother and TBA is very dependent on the husband's family. What is the way to penetrate this situation? What steps will be taken by village midwife?</p> <p>In this case, there is no right or wrong answer. The important things are:</p> <ul style="list-style-type: none"> - To identify main people in the network - To talk with main people in the network - To ask about problems they've had, etc - To answer the questions about problems they've had.

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
60 minutes	UNDERSTANDING LOCAL COMMUNITY	This section is to create a sensitivity in participants to what culture exists in their target community.	Transparency III 6
	Divide participants into small groups. Give them different tasks. In these group tasks, they are asked to discuss the cultural aspects of different topics:	<p>Keep the discussion to only 20 minutes.</p> <p>If the group is too small, divide into four groups, but topic 5 must be discussed.</p> <p>Keep the time!</p>	<p>Transparency III 7</p> <ol style="list-style-type: none"> 1. Tradition (generational custom and tradition) in pregnancy and delivery in local culture; and how it's relevant to village midwife. 2. Community perceptions about pregnancy and delivery, and how these are relevant to village midwife. 3. Local community beliefs about pregnancy and delivery, and related to village midwife's tasks. 4. Local community attitudes about pregnancy and delivery, and how they relate to the village midwife's task. 5. How does the local community see the village midwife and why?
	Ask them to do present the results. Give 5 minutes for each group.	Keep the time !!! Have a firm attitude with the time.	

64

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
	<p>Discuss the result of group presentation and related to entirely session again.</p>		<ul style="list-style-type: none"> -Observe the things that need to be respected in tradition, custom, local beliefs - Observe what are seen by people on village midwife. - Observe what can be learned from TBA and discuss how this can be learned, (must be a positive thing to be learned from TBA, not a professional item, but other examples) - Observe the village midwife's motivation to become a village midwife, and how large the gap is that exists between motivation and practice. - Observe the abilities (or lack thereof) that village midwife feels capable of and how the strengths can be strengthened and the weaknesses can be overcome.



TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
30 minutes	SELF INTEGRATION WITH COMMUNITY	To give the participants an understanding about how to integrate themselves into the community and how they can be received by community.	
	Ask participants, according to them what they can adapt in their own behavior so they can be received by local community.	<p>As much as possible, link with the result of group discussion before and what village midwife can do related to her job. Whatever they can do, it needs to be talked about</p> <p>The point is to help her to see the ways of using the structure and particularly, social networks, that exist.</p>	

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
	<p>Remind participants that we often don't think to find channels or people in the community that can help to make our job easier and make us more popular.</p> <p>Always record relevant things related to what is found in community, and always remember how we can influence communities using systems that exist.</p> <p>Close this session.</p>	<p>If there is a problem w/ a TBA, it's important not to sully TBA's name because they are people who are respected by local community in delivery matters.</p> <p>As a newcomer, it's important to a village midwife to do her job well, and if possible, always cooperate with TBA.</p> <p>Remind them how conflict can destroy and make people confused in the process because they are pulled by 2 different poles.</p> <p>BdD <-----> women <-----> TBAs</p> <p>The consequence is women will be go back to what is believed traditionally. TBA who has been believed in rural areas for generations compared to a village midwife as a newcomer, young, etc.</p>	<p>Some things to remind them of"</p> <ul style="list-style-type: none"> -respect the local people -respect and get to know the well-thought of persons in the community -never cause a conflict -always have a positive attitude toward friendship with local community members.

MODULE VIb. - TOT for IPC/C

COMPETENCY BASED TRAINING

- Objectives:
1. Participants will understand principles of competency based training needed to conduct daily work/activities.
 2. Participants will understand how arrange a curriculum of competency based training needed to conduct daily work/activities.

TIME	TRAINING ACTIVITY AND MATERIAL	NOTES FOR FACILITATOR	TRAINING MATERIAL
10 MIN	<p>COMPETENCY BASED TRAINING.</p> <p>Explain to participants the objectives of this sub-module</p>	<p>Show transparency VIb.1 “the objectives of learning” and read it.</p> <p>Point to words in bold:</p> <ul style="list-style-type: none"> - competency - needed - work/activity - daily <p>Explain:</p> <ol style="list-style-type: none"> 1. This training approach follow the ALP approach 2. Words in bold are key words for making a curriculum of competency based training. 	<p>Transparency VIb.1: Training objectives of Module VIb</p> <ol style="list-style-type: none"> 1. Participants understand principles of competency based training to conduct daily work/activities. 2. Participants understand how to arrange a curriculum of competency based training to conduct daily work/activities.
	<p>Ask participants: According to you, what is the meaning of "the training based on competency needed daily"?</p>	<p>Write participants' answer on flipchart:</p> <p>The answers possibility mentioned:</p> <ul style="list-style-type: none"> - it's learning only competency needed - it's learning as daily tasks require. 	

10 min	<p>Read transparency VIb.2.</p> <p>Explain: The English original term: "Competency-Based Training or CBT" with stressing on "competency" meaning having competent or skill.</p>	<p>After all answers accommodated: Read written answer and continue/add with transparency VIb.2.</p>	<p>Transparency VIb.2. This kind of training defines curriculum by what basic knowledge and competency skill must be attained by provider/worker (e.g.:doctor, midwife, immunization provider, cadre) to conduct their daily task competently/well.</p>
	<p>Explain: Now we will try to organize a simple curriculum based on CBT. To organize a curriculum, first we have to: Read transparency VIb.3:</p>	<p>Show transparency VIb.3.</p> <p>Clarify and read once more, the words in bold.</p> <p>Ask: Is there any thing still not clear?</p> <p>If any questions, return back to other participants to get their responses</p> <p>If it's not exact/ if you're not fully satisfied with the answers, explain with using examples from next section.</p> <p>Distribute handout (transparency VIb.3)</p>	<p>Transparency VIb.3 Creating a CBT Curriculum</p> <ol style="list-style-type: none"> 1. Analyzing what competency is needed by worker/ provider. 2. Determining what competency <i>level</i> is needed by worker or provider 3. What information or knowledge is needed to be able to achieve competency on the level required. 4. What practical work or exercise needed to indicate or demonstrate absorption level and application of knowledge and skill

10 min	<p>Explain: Now, I ask participants for some examples of competencies needed by: 1) midwife, 2) immunization provider, and 3) TBA.</p>	<p>Write the answers on flipchart, begin with 1) midwife, 2) immunization provider, 3) TBA. The answers possibility mentioned: 1) Midwife</p> <ul style="list-style-type: none"> - checking blood pressure - diagnosing anemia - delivery of services - recognizing danger signs - action in a hemorrhage situation - giving counseling on breast feeding, FP, anemia, etc. <p>2) Immunization provider</p> <ul style="list-style-type: none"> - filling in KMS - recognizing/knowing various vaccines - knowing when vaccines should be given - how to inject/give vaccine <p>3) TBA</p> <ul style="list-style-type: none"> - assisting delivery w/ sterile technique - how to cut umbilical cord in a sterile way - recognizing/knowing danger signs, and when to refer to midwife/hospital <p>After all answers accommodated, show transparency VI.3 Distribute handout (transp.VIb.4)</p>	<p>Transparency VIb.4. 1) Midwife</p> <ul style="list-style-type: none"> - checking blood pressure - diagnosing anemia - giving delivery service - recognizing danger signs - doing appropriate steps in hemorrhage situation - giving counseling of breast feeding, FP, anemia, etc. - etc. <p>2) Immunization provider</p> <ul style="list-style-type: none"> - filling in KMS - recognizing/knowing various vaccines - knowing when vaccine is given - how to inject/give vaccine - etc. <p>3) TBA</p> <ul style="list-style-type: none"> - how to give sterile delivery assistance - how to cut sterilized umbilical cord - recognizing/knowing danger signs, and when to refer to midwife/hospital - etc.
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15 min	<p>Explain: I will give you an example how to make training curriculum by taking example, we decide (1) competency of checking blood pressure.</p> <p>Ask to participants 1: (2) What competency level is needed by worker/provider to be able to check blood pressure.</p>	<p>Write participants' answers on flipchart. The answers possibility mentioned:</p> <ul style="list-style-type: none"> - can check blood pressure precisely - can determine the blood pressure is normal, low or high. 	
	<p>(3) What information or knowledge is needed to be able to <u>check blood pressure precisely and determine that the blood pressure is normal, low or high.</u></p>	<p>Write participants answers on flip-chart. The answers possibility mentioned:</p> <ul style="list-style-type: none"> - what the meaning of blood pressure, what is diastolic, systolic - what is the cause of low/high blood pressure. - what are the relevancies and consequences for the pregnancy - what parameters of normal, low and high blood pressure. - what is the tensiometer 	

	<p>(4) What practical work or real exercise is needed to demonstrate absorption level and application of knowledge and skill in checking blood pressure.</p> <p>Explain: in real field practice, trainer must observe how training participants practice the lessons.</p> <p>The trainer must correct or give feedback to participants until they can do it well, but not so that the feedback becomes the object of training--practice should be the key</p>	<p>Write participants' answers on flipchart. The answers possibility mentioned:</p> <ul style="list-style-type: none"> - checking blood pressure of other training participant (role play) - checking blood pressure of real client/patient - checking some clients/patients with different blood pressures - noting and reporting the result of checking precisely (verified by trainer) 	
15 min	<p>Explain: I ask you to work in groups to make a curriculum based on the answer to four questions related to one of skill needed by a midwife. 15 minutes.</p>	<p>(Participants work in groups: 3-4 groups)</p> <p>Explain participants' task: Please write on transparency-- each group will be asked to present the work results (5 minutes per group)</p>	
20 min	<p>After 15 minutes, ask each group to present the work results.</p>	<p>After all groups present, ask participants to ask or give input for every presentation.</p>	

10 min	<p>Summary: Explain: Now we will summarize CBT sub-module or competency based training.</p> <p>Ask: What four steps or questions do we need?</p>	<p>Show transparency VIb.5</p>	<p>Show transparency VIb.5:</p> <p>The steps arranging curriculum:</p> <ol style="list-style-type: none"> 1. What skill/competency is needed. 2. Determining competency level 3. What information or knowledge is needed. 4. Practical work or exercise to demonstrate the knowledge and skill.
	<p>Conclusion: Explain: CBT follows the principle that training participants need to be at least competent in the skill just trained, in a minimal skill level that has already been decided before the end of training (only then can they be a "graduate")</p> <p>Review back of Transparency VIb.1: Training Objectives.</p>	<p>Summarize this module by reviewing the training objectives. Ask whether there are any questions or suggestions.</p>	<p>Transparency VIb.1: Training objectives of Module VIb</p> <ol style="list-style-type: none"> 1. Participants understand principles of competency based training to conduct daily work/activities. 2. Participants understand how arrange a curriculum of competency based training to conduct daily work/activities.

MODULE VIa

**ADULT LEARNING PRINCIPLES
FOR TRAINING OF TRAINERS**

TRAINING OBJECTIVES	After finishing this module, participants expected to be able: 1. To understand principles of adult learning 2. To use various training methods specifically designed for an adult
TIME ESTIMATING	1 hour and 15 minutes
TRAINING METHODS	Speech Discussion Structured exercise Game
TRAINING MEDIUM	Flip-chart Tranparencies
MATERIAL FOR PARTICIPANTS	Handout #1 + #2
SUPPORTING FACILITATE OF TRAINING	Flip-chart buffer Blank flip-chart Tip marker Overhead projector Blank transparency

72

TIME	ACTIVITY STEPS	NOTES FOR FACILITATOR	MATERIAL FOR TRAINING
5 min	<p>A. BACKGROUND</p> <p>Ask participants: According to you, is the approach for teaching children and adults the same or not?</p> <p>Then:</p> <ol style="list-style-type: none"> 1. Explain to participants that in conducting training for adults, the method and the technique are different from that used to teach children. 2. In using “Adult Learning Principles”, the training will be effective and participants will be more participative. 	<p>Accommodate both answers: <i>Yes and No</i>, and for each ask if "yes" what is the similarity and if "no" what is the difference?</p>	
5 min	<p>B. TRAININGOBJECTIVE</p> <ol style="list-style-type: none"> 1. Explain that in this training participants will learn and discuss: <ul style="list-style-type: none"> o The difference b/w teaching instruction for adults and children o Adult learning principles o Various training methods and training media. 	<p>Show transparency or flip-chart that called "training objectives" (Transparency VIa.1)</p>	<p>Transparency VIa.1: Training Objectives</p> <ol style="list-style-type: none"> 1. To understand principles of teaching instruction for adults 2. To use various training methods of teaching instruction for adult 3. To use various training media in a training

5/2

20 min	<p>II. PRESENTATION AND EXERCISE</p> <p>A. Visualization Game</p> <ol style="list-style-type: none"> 1. Explain to participants that now they will be asked to participate in a game. 2. Urge participants to imagine again, when they were in junior high school class using the prompts written in transparency VIa.2. 3. Stress and discuss some aspects of teaching instruction for children, such as: <ul style="list-style-type: none"> o sitting in rows o the teacher teaching o right/wrong answer 	<p>Show transparency or flip-chart that has no. A.2. (Transparency VIa.2)</p> <p>After 1 minute, ask to participants whether participants have already imagined and ask them to describe it.</p>	<p>Transparency VIa.2:</p> <p>Imagine when you were in the first grade of school. Think about the environment as follows:</p> <ul style="list-style-type: none"> o The class milieu and situation o The teacher o The classmate o The class activities o School report card
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	<p>4. Ask participants what the difference between teaching instruction when in another school with what they got now .</p> <p>After all answers are accepted and written:</p> <p>5. Stress the differences of milieu, method and technique of teaching instruction for adults and children.</p> <p>6. Explain and discuss briefly the difference between children and adults as training participants.</p> <p>7. Explain the difference in role and responsibility between children and adults</p>	<p>Write the answers that possible told on flip-chart:</p> <ul style="list-style-type: none"> o Seat arrangement: ("U" shape >< front to back in line) o Discussion process: (relaxed, mutual discussion >< one way teaching) o Material discussion: (no answer "right >< wrong") <p>Complete the answers with the points above.</p>	<p>Show transparency VIA.3. The difference in role and responsibility.</p> <p>CHILD:</p> <p>Role: only studying, the information that is studied is very broad and varied and not all of that can be used directly in the child's daily life.</p> <p>Responsibility: no real responsibility in learning process</p> <p>ADULT:</p> <p>Role: Information and skill learned is chosen and can be applied directly in community or daily task.</p> <p>Responsibility: having active responsibility in learning</p>
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15 min	<p>B. Adult Learning Principles</p> <ol style="list-style-type: none"> 1. Explain to participants that in order to ensure that a training is effective, there are special principles of teaching instruction for adults based on adult needs as training participants. 2. Ask participants whether they ever had attended a training that was boring and where the training material was too difficult to be absorbed and understood. Ask participants to describe the training. 3. Ask: Have they ever attended a satisfying training, where the training material was easily absorbed and understood? Ask participants to describe the training. 	<p>Ask participants to review why (what factors) made a training boring and difficult to be understood, why a training satisfying and easy to be absorbed/understood.</p> <p>Write participants' response on flip-chart.</p>	
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	<p>4. After all answers are written: underline the important points (the principles) that were described by participants and give feedback as follows: Yes, all this are important principles to be considered for adult learning.</p> <p>5. Explain about adult learning principles. Show the transparency VIa.4.</p>	<p>Read items of transparency VIA.4"Adult Learning Principles"</p>	<p>Transparency VIA.4:Adult Learning Principles</p> <ol style="list-style-type: none"> 1. Adult person is informant for training process. Participants can share with each other their experiences in training forum. 2. Trainer must treat participants as an equal adult person, respect their opinions and suggestions/input. 3. Trainer must give opportunity to participant to voice her opinion. If presenting new information, trainer should ask for opinions, comments, and experiences from participants that support or refute the new information.. 4. Trainer must respect participants' competence and experience. If participants tell their factual experiences, they shouldn't be "judged" immediately or scored (wrong/right: good/bad), if necessary ask for comments from other participants. 5. Trainer must give opportunities and urge participants to participate in the training process. Make a consensus together about all training aspects: including training schedule. 6. Adults want the training to be directly useful to them so it can be applied in community or their daily work.
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17

10 min	<p>C. Training Method</p> <ol style="list-style-type: none"> 1. Explain to participants that training methods are various ways or approaches for disseminating training material (information) and improving the skills of participants by way of audio; audio visual and the relation of audio visual and practice. 2. Ask to participants what methods are appropriately used in teaching instruction for adults. 3. Discuss some training methods that are mentioned by participants and other methods that are not mentioned yet (see training material column) 	<p>Write the answers on flip-chart. Copy/add under participants' answers unmentioned methods as by methods listed in training material column.</p> <p>Distribute handout: Training Methods.</p>	<p>The items are. in flip-chart.</p> <p>Transparency VIA.5</p> <p>Training methods:</p> <p>Audio (one way communication)</p> <ul style="list-style-type: none"> o Speech (verbal) <p>Audio visual</p> <ul style="list-style-type: none"> o Speech + transparency/slides o Demonstration <p>Group/participative working:</p> <ul style="list-style-type: none"> o Group discussion/group working o Case study: to discuss a factual case <p>Practice/game</p> <ul style="list-style-type: none"> o Structured exercise o Role play o Field practice in real work situation
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	<p>4. Explain and discuss that it's very important to use a combination of various methods in a training, but not necessary to have all methods used in one training.</p> <p>Using various methods is important because (read the transparency VIa.5):</p> <p>5. Ask to participants how the various training methods will make it easier for the adult to learn.</p> <p>6. Point out that it is important to use several methods of training because(read transparency IVA.6)</p>	<p>Show flip-chart or transparency that inscribed with 3 items and no C.4. (transparency VIa.5)</p> <p>Write the answers on flip-chart.</p>	<p>Transparency VIa.6. The importance of using various methods in a training.</p> <p>4.1. Any participant can follow a training well by using one method complementing another method.</p> <p>4.2. By using various methods, participants' need for variation and stimulation will fulfilled.</p> <p>4.3. Various methods will give opportunity for participants to participate more actively.</p>
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10 min	<p>D. Training Medium</p> <ol style="list-style-type: none"> 1. Explain to participants that before continuing the next topic participants are asked to participate in a game. 2. Explain to participants: I will whisper a sentence to a participant closest me. Then that participant must continue to whisper to other participant beside her and each third person will write what she heard. 3. Ask participant that wrote the original sentence to step the front and write what she first said. 4. Connect the game above with the need for audio-visual media, especially in a training, in order to increase participants' absorption of material. 5. Ask participants what the purpose is of using audio visual medium in training. 	<p>Ask participants to stand up.</p> <p>Give each the third participant, a blank paper to write sentence that was just whispered by participant beside her.</p> <p>Tell participants that they are only allowed to repeat the sentence one time.</p> <p>Now, trainer can begin whispering the sentence.</p> <p>Trainer should give comments that many words were not understood/heard wrong.</p> <p>Show transparency w/ the sentence whispered.</p> <p>Write the answers on flip-chart.</p>	<p>Transparency V1bA.7</p> <p>The sentence whispered:</p> <p><i>Person only can remember 20% from what he/she heard, 40% from what he/she heard and saw, and 80 % from what he/ she heard, saw and experienced by him/herself.</i></p>
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	<p>6. Discuss participants' answers including items as follow:</p> <ul style="list-style-type: none"> o Emphazing important things o Making message clearer and easier to absorb o Varying the means of disseminating information to increase interest level <p>7. Ask: What media can be used for training for adult?</p> <p>8. After writing participants' ideas, add other media (see training material column) and discuss one by one briefly.</p>	<p>Add under participants' answers the training methods that have not been mentioned yet by participants as by items of no. D.5.</p> <p>Write the answers on flip-chart.</p> <p>Add under participants' answers the training media that not mentioned yet by participants (see next column)</p> <p>Distribute handout on various media.</p>	<p>(Handout)</p> <p>Things that may need to be added to participants' answers:</p> <ul style="list-style-type: none"> o Poster o Transparency o Slide o Video/film o Brochure o Graphic o White/black board o Flip-chart o Visual aid/model <ul style="list-style-type: none"> - pelvis/uterus model - breast model o Product specimens: <ul style="list-style-type: none"> - contraceptive instruments/ drugs -various trade mark of iron tablet
10 min	<p>E. Implementation of Training for IPC/C Program</p> <p>1. Explain to participants that in implementing training, participants as trainers will divided into teams consisting of two persons, so team members can help each other.</p>		

	<p>2. Discuss again Handout #1 and notice things as follows:</p> <ul style="list-style-type: none"> - training room organizing - media preparation - preparation of supporting materials: tryout OHP/slide, whether readable from back of the room. - training methods to be used 		
5 min	<p>F. Evaluation</p> <p>1. Ask participants the things just they learned in this training.</p>	<p>Stress that participants ask the things that not understood yet by participants.</p> <p>If any questions, ask other participant to give response.</p>	

49

Module IVA
A N E M I A - Technical Aspects

Objectives:

- o To improve participants' knowledge about the anemia problem and its impact
- o To improve participants' knowledge about the definition and signs of anemia
- o To improve participants' knowledge about the nutritional anemia problem in Indonesia
- o To improve participants' knowledge about the causes of anemia
- o To improve participants' knowledge about the negative effect of anemia on pregnancy
- o To improve participants' knowledge about the diagnose of anemia
- o To improve participants' knowledge about the iron supplement and its role on anemia

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
2'	INTRODUCTION Ask participants what they know about anemia	Write all the answers in Flip-chart and use it as the starter to explain about anemia	

85

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
3'	Explain Anemia Problem in general and its impact to safe-motherhood	<p>Use transparansylV.1</p> <p>Give participants opportunity to raise questions. Repeat the question, so that all participants understand the question being asked. Answer the question clearly and briefly.</p>	<p>Transparance IV.1.</p> <p>1. Background of Anemia Problem</p> <p>Anemia ==> Greek ==> NoBlood</p> <p>1.4 billion of people are suffering from anemia due to iron deficiency</p> <p>Anemia ==> Lack of Blood ==> Female/Women</p> <p>National figure ==> more than half of==> anemia pregnant woman</p> <p>Report from WHO, 20% of maternal death due to anemia or with the underlying cause as anemia</p>

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS						
5'	<p>Explain :</p> <p>Definition of anemia, cut-off-point of Hb level, and signs of anemia</p>	<p>Beforhand: Ask the participants what they know about the definition of anemia. Record their answers</p> <p>Show: Transparansy IV.2 and IV.3</p> <p>Give participants opportunity to raise questions. Repeat the question, so that all participants understand the question being asked. Answer the question clearly and briefly.</p>	<p>Transparansy IV.2.</p> <p style="text-align: center;">2. Basic Understanding</p> <p>Anemia or lack of blood is a decrease in the number of red blood cells or hemoglobin.</p> <p>A person is suffering from anemia when the hemoglobin level is below normal cut-off-point (standard) with respect to age, gender and physiological state, such as pregnancy.</p> <p>Table 1. Normal cut-off-point for hemoglobine level</p> <table data-bbox="1213 916 1795 1053"> <thead> <tr> <th>Group</th> <th>Hb (g/dl)</th> </tr> </thead> <tbody> <tr> <td>Adult: Non-pregnant women</td> <td>12</td> </tr> <tr> <td>Pregnant women</td> <td>11</td> </tr> </tbody> </table>	Group	Hb (g/dl)	Adult: Non-pregnant women	12	Pregnant women	11
Group	Hb (g/dl)								
Adult: Non-pregnant women	12								
Pregnant women	11								

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
		<p>First ask the participants what they know about signs of anemia</p>	<p>Transparansy IV.3.</p> <p>Anemia is defined as hemoglobine level below normal due to one or more essential nutrients deficiency.</p> <p>Anemia is caused by a prolonged nutritional deficiency related to lack of daily iron rich food consumption or due to disturbance in the digestive track which in turn limits the absorption of iron and other nutrients.</p> <p>Signs of Anemia</p> <p>There are 5 common signs of anemia, namely, fatigue, tiredness, loss of energy, weakness, and lack of concentration.</p> <p>A pregnant mother with pale skin, nails, gums and conjunctiva (parlor) is certainly suffering from anemia.</p> <p>In Indonesia, the main cause of anemia is iron deficiency, an essential nutrient to forming hemoglobin, this form of anemia is called it is called "iron deficiency anemia".</p>

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
7'	<p>Explain:</p> <p>The Causes of Iron Deficiency Anemia</p>	<p>Use transparensies IV.4. IV.5. IV.6. IV.7. IV.8 and IV.9.</p> <p>Give participants opportunity to raise questions. Repeat the question, so that all participants understand the question being asked. Answer the question clearly and briefly.</p>	<p>Transparansy IV.4.</p> <p>3. The Causes of Iron Deficiency Anemia</p> <ul style="list-style-type: none"> * Daily iron intake is limited and can not meet the requirement; * Disturbance in iron absorption; * Increased in requirement due to physiological changes including pregnancy, rapid growth periods, and chronic infections; * Excessive iron loss. Because of menstruation frequent delivers or infection.

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
			<p>Transparance IV.5.</p> <p>Inadequate daily iron supply</p> <p>Iron from animal origin food is always in the form of heme iron, while iron from non-animal origin food is in the form of non-heme iron. Heme iron is highly bioavailable because as much as 20 - 30% can be absorbed. Heme iron rich food is called 'meat factor' Non-heme iron can be absorbed only about 1-5%.</p> <p>Transparance IV.6.</p> <p>Foods which have 'meat factor' are beef, fish, poultry ANP, if available in daily diet even in a small portion/size these can enhance the absorption of non-heme iron from cereals, vegetables, and legumes. Fruits that have ascorbic acid are a powerful enhancer of non-heme iron absorption. There are substances that can inhibit or limit the iron absorption, including tannins in tea, phosvitine in the yellow part of the egg, soybean protein, phytates, phosphate, calcium, and fiber in cereals, and vegetables. Those substances combined with iron will form a water insoluble compound that can not be easily absorbed by mucose/gut cells.</p> <p>The amount of iron absorbed is determined by the</p>

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
5'			<p>Transparansy IV.7.</p> <p>Disturbance in Iron Absorption.</p> <p>Persons suffering from folate or cobalamine (vitamin B12) deficiency have a limitation in iron absorption, which in turn causes iron deficiency anemia. Person suffering from digestive tract diseases such as diarrhea will have limited capacity to absorb iron from daily food.</p> <p>Transparansy IV.8.</p> <p>Increased Iron Requirements</p> <p>Iron requirements are very high in pregnancy; in the last trimester, requirements are higher than during other periods of life. During the first trimester of pregnancy, iron requirements are usually lower than in the non-pregnant menstruating women due to lack of menstruation and the iron required by the fetus is still limited. Starting in the second trimester, there is an increase of the maternal red cell mass. The expansion of the red blood cell mass depends on the supply of iron from iron stores, diet and supplementation. If sufficient iron is available, the expansion of the redcell mass corresponds to about 450 mg of iron.</p>

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
			<p>Transparnsy IV.9</p> <p>Excessive Blood Loss</p> <p>A person can be suffering from iron deficiency anemia due excessive blood loss. This including causes such due to heavy menses, excessive use of anti-inflammatory drugs, particularly aspirin, and infestation with parasitic worms, including the hookworms <i>Ancylostoma duodenali</i> and <i>Necator americanus</i>. It was calculated that a blood loss of 2.4 ml for every 1000 ova/g feces occured in <i>N. Americanus</i> infestation.</p>

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
5'	<p>Explain:</p> <p>The Negative Effect of Anemia during Pregnancy</p>	<p>First ask the participants what they know about the negative effects of anemia in relation to pregnancy</p> <p>Use Transparansy IV.10</p> <p>Give participants opportunity to raise questions. Repeat the question, so that all participants understand the question being ask. Answer the question clearly and briefly.</p>	<p>Transparansy IV.10</p> <p>4. The Negative Effect of Anemia during Pregnancy</p> <p>Pregnancy is the greatest physiological challenge to the human body.</p> <p>Anemia during pregnancy will result:</p> <ul style="list-style-type: none"> * weakness, fatigue, tiredness, loss of energy, and lack of concentration; * loss of appetite; * excessive bleeding; * preeclampsia and eclampsia; * susceptible to infectious diseases; * maternal death. <p>Anemia during pregnancy will have negative effects on pregnancy outcome, as follows:</p> <ul style="list-style-type: none"> * miscarriage; * still-birth; * neonatal death; * abnormalities; * anemic infant; * low birth weight baby.

93

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
3'	<p>Explain:</p> <p>Method to Diagnose Anemia</p>	<p>First, ask the participants what they know about methods for diagnosis anemia.</p> <p>Use Transparance IV.11.</p> <p>Give participants opportunity to raise questions. Repeat the question, so that all participants understand the question being ask. Answer the question clearly and briefly.</p>	<p>Transparansy IV.11.</p> <p>5. Methods to Diagnose Anemia</p> <p>Assessment of iron deficiency anemia can be done by determining the hemoglobin level.</p> <p>If there is any doubt about hemoglobin level, it sometimes needs to be cross-checked using hematocrite level.</p> <p>As a rule of thumb, hematocrite level is 3 times higher than hemoglobine level.</p> <p>Pregnant women with hemoglobin below 11 g/dl are said to be as suffering from anemia and need action taken to correct the hemoglobin level.</p>

94

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
	<p>Explain: Iron Supplementation</p>	<p>Ask the participants what they know about iron supplementation to correct the problem of anemia</p> <p>Use transparensies IV.12., IV.13., IV.14., and IV.15.</p> <p>Give participants opportunity to raise questions. Repeat the question, so that all participants understand the question being ask. Answer the question clearly and briefly.</p>	<p>Transparansy IV.12.</p> <p style="text-align: center;">6. Iron Supplementation</p> <p>Iron supplementation means providing iron to an individual to be taken regularly to improve iron status.</p> <p>Supplementation through providing iron pills is considered the most favorable intervention to improve iron status in the community, because it can increase hemoglobin level to a certain level.</p> <p>Iron pills contain 120 mg ferro-sulfate, equivalent to 60 mg elemental iron and 0.25 mg elemental folic acid.</p> <p>Transparansy IV.13.</p> <p>Pregnant and post partum mothers are the main priority of iron supplementation programs in order to improve their iron status. This is due to high prevalence of anemia among these vulnerable groups.</p> <p>Pregnant mothers should take iron pills regularly at a minimum of 90 pills, while post partum mothers should take at least 40 pills. During the 1st 40 days</p>

36

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
			<p>Transparansy IV.14.</p> <p>Taking iron pills will have side effects, such as:</p> <ul style="list-style-type: none"> * constipation; * stomach ache; * black stool. <p>These side effects might occur, but are nothing to worry about. These side effect will disappear shortly.</p> <p>To overcome, the side effects it is recommended that a woman take iron pills with fruits such as orange, papaya, and banana before going to bed.</p> <p>It is recommended not to take iron pills with tea or coffee, because those will inhibit the absorption of iron.</p> <p>Iron pills are now available freely at Puskesmas, Pustu and Posyandu. Can be bought at warung or toko obat (drug store)</p>

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
			<p>Transparansy IV.15.</p> <p>Why Pregnant and Post Partum Mothers Should take Iron Pills Regularly</p> <p>Pregnant mothers require iron as much as 4 mg per day or about 1000 mg during the course of pregnancy.</p> <p>From daily food, pregnant mothers will have about 12 - 15 mg iron and only about 15 %, or 2 mg, will be absorbed and utilized by the body.</p> <p>Therefore during pregnancy, the mother will obtain about 500 mg iron from daily food.</p> <p>Iron pill contains 60 mg elemental iron and if consumed regularly during 90 days, it will provide about 540 mg iron.</p> <p>So, taking iron pills regularly for at least 90 days will provide mothers enough iron to meet the requirement.</p>

97

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS



MODULE IV B
ANEMIA IEC MATERIALS

TRAINING OBJECTIVES	After finishing this module, participants are expected to: 1. To understand the types of Anemia IEC materials 2. To understand the objectives of every Anemia IEC material 3. To understand the target group of every Anemia IEC material 4. To understand how to use every piece of Anemia IEC material
ESTIMATED TIME	35 minutes
TRAINING METHOD	Speech Discussion
TRAINING MATERIALS	Transparency Flip-chart
PARTICIPANT MATERIALS	Anemia IEC media
TRAINING SUPPORT	Buffer of flip-chart Blank flip-chart Tip mark Overhead projector Blank transparency

MODULE IV B
ANEMIA IEC MEDIA

TIME	ACTIVITY STEPS	NOTES FOR FACILITATOR	TRAINING MATERIAL
5'	<p>Explain IEC Media : Cards “Important information about Iron pills” for pregnant women and postpartum women</p>	<p>Show the IEC Media: Cards “Important information about Iron pills” for pregnant women and postpartum women</p> <p>See transparency IVB.1.</p> <p>Give them an opportunity to ask questions. Repeat the questions, so all will listen and understand what is meant. Answer the questions.</p>	<p>IEC Material: Card “Important information about Iron pills” for pregnant women and postpartum women</p> <p>This material contains important information about Anemia and Iron pill- cases which are useful for a Midwife in the explanation or counseling</p> <p>Purpose: To communicate information via the Midwife during education and counseling in order to develop the community women’s attitude toward and knowledge about anemia and iron pills</p> <p>Target group: The women of childbearing age, pregnant women and postpartum women</p>

TIME	ACTIVITY STEPS	NOTES FOR FASILITATOR	MATERIAL
5'	<p>Explain IEC Media :</p> <p>“Guidelines for iron pills”</p>	<p>See IEC Media :</p> <p>“Guidelines for iron pills”</p> <p>See transparency IVB.2.</p> <p>Give them an appportunity to ask questions.</p> <p>Repeat the questions so they can listen and understand what you mean.</p> <p>Answer the questions.</p>	<p>IEC Media: “Guidelines about iron pills”</p> <p>This material concerns important anemia and iron pill cases which will be used by retailers and other iron pill salespersons in their explanations to customers about the tablets.</p> <p>Purpose: To assist iron pill retailers in communicating information and education about iron pills during explanations to customers in order to develop the women;s attitudes and knowlege about anemia and iron pills</p> <p>Target Group: Customers including women who may become pregnant , pregnant women, pospartum women and their families.</p>

TIME	ACTIVITY STEPS	NOTES FASILITATOR	MATERIAL
5'	<p>Explain IEC Media :</p> <p>Banner "Iron Pills Sold Here"</p>	<p>Show the IEC media: Banner "Iron Pills Sold Here"</p> <p>See transparency IVB.3.</p> <p>Give them an opportunity to ask questions. Repeat the question so they can listen and understand what is meant. Answer the questions.</p>	<p>IEC Media: Banner "Iron Pills Sold Here"</p> <p>The Media is a signal for customers that stores who install the banner are "Selling" generic Iron pills at a legitimate price</p> <p>Purpose: The banner is meant to convey to customers that this vendor is selling iron pills at a legitimate price.</p> <p>Target Group: Customers who are pregnant women, women who are postpartum and their families.</p>

102

TIME	ACTIVITY STEPS	NOTES FASILITATOR	MATERIAL
5'	<p>Explain about IEC media : "Iron Pill Reminder Card" for pregnant and postpartum women</p>	<p>Show about IEC Media: "Iron Pill Reminder Card" for pregnant women and postpartum women</p> <p>See transparency IVB.4.</p> <p>Give them an opportunity to ask questions. Repeat the questions so they can listen and understand what is being asked. Answer the questions.</p>	<p>IEC Media: "Iron Pill Reminder Card" for women pregnant and postpartum women</p> <p>This material contains a blank coloum which should be signed every day to remind the woman, "Did she take her iron pill today?"</p> <p>Purpose: This reminder card for pregnant women and postpartum women assists the women in routine taking of the iron pill and develops the women's attitude and knowledge about iron pills.</p> <p>Target Group: pregnant women and postpartum women</p>

TIME	ACTIVITY STEPS	NOTES TO FACILITATOR	MATERIAL
5'	Explain the IEC Media : "Poster about Iron pills"	<p>Show the IEC Media: "Poster about Iron pills"</p> <p>See transparency IVB.5.</p> <p>Give them an opportunity to ask questions..</p> <p>Repeat the questions, so they can listen and understand what is meant.</p> <p>Answer the questions.</p>	<p>IEC Material: "Poster about Iron pills"</p> <p>This material contains a message from KH Zaini Gani to pregnant and postpartum women advising routine taking of an iron pill every day.</p> <p>Purpose: to communicate information to assist the midwife in her education and counseling of village women, with the overall goal of developing the attitudes and knowledge about anemia and iron pill.</p> <p>Target group: Women of childbearing age, pregnant and postpartum women.</p>

104

TIME	ACTIVITY STEPS	NOTES TO FACILITATOR	MATERIALS
5'	Expalin the IEC Media : "Breastfeeding Booklet"	<p>Show the IEC Media "Breastfeeding Booklet"</p> <p>See transparency IVB.6.</p> <p>Give them an opportunity to ask questions. Repeat the questions so they can listen and understand what is meant. Answer the questions.</p>	<p>IEC Material: "Breastfeeding Booklet"</p> <p>This media contains important information about breastfeeding which is arranged in a simple format so as to be used by the midwife in her counseling about breastfeeding.</p> <p>Purpose: Tocommunicate information for the midwife to use during counseling in order to develop the village women's knowledge, attitudes and customs about breast feeding.</p> <p>Target group: Women of childbearing age, pregnant and postpartum women.</p>

TIME	ACTIVITY STEPS	NOTES TO FACILITATOR	MATERIAL
5'	Explain the IEC media : "Flyer about pregnant women"	<p>Show the IEC Media "Flyer about pregnant women"</p> <p>See transparency IVB.7.</p> <p>Give them an opportunity to ask questions.</p> <p>Repeat the questions, so they can listen and understand what is meant.</p> <p>Answer the questions.</p>	<p>IEC material: "Flyer about pregnancy"</p> <p>This material contains important information about "pregnancy" which is arranged in a simple format to be easily used by the bidan di desa during her education and counseling.</p> <p>Purpose: To communicate information designed to develop the women's attitude, knowledge and customs regarding the "Husband and his family" and the condition of being "pregnant."</p> <p>Target Group: Husband and family.</p>

MODULE IVC & D.
MODUL IV C. IPCC for ANEMIA & IRON TABLETS
MODULE IV D. ROLE PLAY for ANEMIA ISSUES

Objective: Participants will be able to demonstrate aptitude in discussing the technical aspects of anemia during IPCC.

TIME	ACTIVITY	NOTES FOR FACILIATOR	MATERIALS
5 minute	<p>MODULE IV C. IPCC</p> <p>Explain: after discussing technical aspects of anemia, we will try to integrate these issues with what we have learned about interpersonal communication and counseling.</p>	<p>It's not enough to only know the facts and technical issues about anemia if you don't know how to get across the information, promotions or education in an effective way so that the client can absorb and understand what anemia is and how he can use the IEC materials herself.</p>	<p><i>Write on the flip chart</i></p> <p>Information technical info. --> IPCC</p> <ul style="list-style-type: none"> > means of dissemination to client > to understand, to use, to follow information by self > change of behavior or opinion

TIME	ACTIVITY	NOTES FOR FACILIATOR	MATERIALS
10 menit	<p>IPCC for IEC materials Explain: Before disseminating information, education and communication materials, it is important to adapt the message to the level of education and the specific behavior of the client so that s/he responds to the message about anemia.</p>	<p>Explain: With a lot of questioning and counseling, the BdD can elicit the following information:</p> <ul style="list-style-type: none"> - does the client only need information? - does the client also need education? - does the client need motivation to take Fe regularly? What is the exact reason she is not complying? - etc. <p>Ingatkan: When the counseling or the IEC is not in accordance with the needs and knowledge of the client, the anemia counseling will not have good results</p>	<p>Use transparansy IV C.1.:</p> <p>The goal of counseling on Anemia/Fe is to find out the following:</p> <ul style="list-style-type: none"> - does the client only need information? - does the client also need education? - does the client need motivation to take Fe regularly? What is the exact reason she is not complying? - etc.

TIME	ACTIVITY	NOTES FOR FACILITATOR	MATERIALS
10 menit	<p>What is the crucial information to get across to the client.</p> <p>Ask the participants to discuss: what is important to get across to the client about anemia and Fe pills?</p>	<p>Record answers on flip chart</p> <p>After all answers are received, look at transparency IVC.2:</p> <ul style="list-style-type: none"> - start with what the client knows, and add to it. - give just enough info. Not too much or too little. - don't forget that the distribution of information is not the only part of counseling. - the basic anemia info. Cards tentang should be used as a reference during counseling so as to prompt the BdD about a certain message or fact. 	<p>Transparency IVC.2: Get across the important facts- Anemia/TTD :</p> <ul style="list-style-type: none"> -- start with what the client knows, and add to it. - give just enough info. Not too much or too little. - don't forget that the distribution of information is not the only part of counseling. - the basic anemia info. Cards tentang should be used as a reference during counseling so as to prompt the BdD about a certain message or fact.
10 minute	<p>Motivation and promotion.</p> <p>Ask the participants what will motivate the clients to take the iron tablets regularly in accordance with guidelines?</p>	<p>Record answers on the flip chart</p>	

TIME	ACTIVITY	NOTES FOR FACILITATOR	MATERIALS
25 minutes	<p>Anemia & Fe pill counseling</p> <p>Explain: Remember that simply reading off the IEC materials or the basic info. Cards is not real counseling..</p> <p>Ask: According to you, what should be included on counseling the subject of anemia and iron?</p>	<p>Record participants answers.</p> <p>Ask them to discuss</p> <p>After about 20 min. Discussion, the facilitator will add using <i>transparency IVC. 3:</i></p> <p>A part of IV C.3 is on a Handout.</p>	<p>Use transparency IVC. 3: Counseling on Anemia & TTD (Handout IV C.)</p> <ol style="list-style-type: none"> 1. The objective of counseling is to help the client to use the the information herself, the counselor is there to support the clients with the information she needs to take home the basic messages about anemia. 2. The counselor should not give orders. 3. Effectitve counseling will allow the client to use information and change poor behaviors to effect better health. The client should come away from the counseling session saying.... "If that's the case I should really take my iron pills every day while pregnant. It's important that the baby is healthy even if I have a few side effects." <p>(These are not words the counselor says directly.)</p> <ol style="list-style-type: none"> 4. The counselor will be successful if: <ul style="list-style-type: none"> - counselor and client feel comfortable w/each other, - the client brings up a problem or asks for more detailed information, - the counselor summarizes the problem the client has brought up - the counselor gives information which explicitly addresses this problem - the client absorbs information about anemia and the use of iron pills

Handout IVC.3

110

TIME	ACTIVITY	NOTES FOR FACILIATOR	MATERIALS
60 mintutes	<p>MODUL IV D. Role Play on ANEMIA - Fe</p> <p>Explain: Now we will do a role-play having to do with the anemia IEC materials</p>	<p>Ask the participants to do the role play</p> <p>Give out the descriptions of the situations</p> <p>Give out one sheet for the participants to record observations about the role play.</p>	<p>Material: handout</p> <p>Modul IV D Situation 1: Client: Ibu Faridah just delivered her baby a three days ago, and the delivery was attended by a dukun bayi. Ibu Faridah is still resting at the house. She still has about 15 tablets of iron from the puskesmas form her last packet. Ibe Faridah is afraid that if she takes the pills she may have 'high blood.' Bidan di Desa: Do a PP visit.</p> <p>Modul IV D Situation 2: Client: Ibu Zubaedah is already 4 months pregnant and this is her first visit to the puskesmas. Bidan di Desa: Do K1 visit</p>

TIME	ACTIVITY	NOTES FOR FACILITATOR	MATERIALS
	<p>MODULE IV D. ROLE PLAY-ANEMIA MESSAGE</p>		<p>Modul IV D Situasi 3: Client Ibu Sri comes pregnant to the Posyandu. This is her 3rd check and she's already 8 months pregnant. She doesn't take Fe pills, but doesn't want to admit it. She just feels lazy, with no strong motivation to take the pills.</p> <p>Bidan di desa: does antenatal check, but this is the first time she has 'met' Ibu Sri</p> <p>Module IV D Situation 4: Klien: Ibu Anisah, 5 months pregnant, comes for K1 visit to the posyandu. She doesn't know very much about anemia or Fe pills. Her body is thin, she seems weak and her eyes are yellow.</p> <p>Bidan di Desa: Do K1.</p>

MODULE V A

DAY 2, SESSION 4
PREPARATION FOR FIELD PRACTICE

TIME	ACTIVITY STEPS	NOTES FOR FACILITATOR	MATERIAL
5 min	<p>Explain: In session three this afternoon, we will look at various IEC materials and prepare for field practice.</p> <p>Show the Session III transparency.</p>	Show transparency and read plan or material for discussion in this session.	<p><i>Session III transparency.</i></p> <ol style="list-style-type: none"> 1. Brief discussion of various IEC materials 2. Exercise in groups: - Ordering function, mirroring, etc 3. Logistics: team dividing for field practice 4. Recapitulation of Day 2 5. Evaluation of Day 2
20 min	<p>1. Brief explanation of various IEC materials. Show various IEC materials that will be used as counseling medium in field practice.</p>	<p>Read together page by page. Give time to read thoroughly. Ask to participant whether there are any questions.</p>	<p>IEC material for discussion:</p> <ol style="list-style-type: none"> 1. Anemia Info. Cards 2. ASI Counseling Booklet 3. Husband Flyer 4. Anemia Poster 5.

25 min	<p>2. Group exercise Explain: Now participants work in chosen groups for counseling exercise: application exercise of counseling techniques such as ordering function, mirroring, etc.</p>	<p>Review again briefly what ordering function is, mirroring, etc in counseling.</p> <p>Show transparency:</p> <p>Facilitator should observe how participants use various counseling techniques.</p>	<p>Transparency on Counseling techniques.</p>
20 min	<p>3. Logistics: Team dividing for practical in field. Explain: Participants will be divided into two big groups. Each group will do practice in a separate location. Each location will be observed by a trainer (facilitator). The main facilitator will observe both locations by turns. The training participants (in pairs) will take turns doing counseling practice. Other participants will also observe and record: both good skills displayed and less good/wrong actions (skills lacking).</p>	<p>Distribute handout before explaining.</p> <p>Remind them:</p> <ol style="list-style-type: none"> 1. Do not forget to bring clip-board, pen/pencil, block note and IEC materials needed. 2. Wear uniform 	<p>Practical Procedure Handout.</p> <ol style="list-style-type: none"> 1. Participants will be divided into two big groups. 2. Each group will do practice in one location 3. Each location will be observed by a facilitator 4. Main trainer will observe both locations by turns 5. Training participants in pairs will take turns doing counseling practice 6. Other participants will also do observation and write the important skills observed, both good things and less good/ wrong skills exhibited <p>Notes:</p> <ol style="list-style-type: none"> 1. Do not forget to get clip-board, pen/pencil, block note and IEC material that needed. 2. Wear uniform

5 min	Explain: Before we discuss recapitulation and evaluation today, there are some announcements.	Show the announcements transparency.	Announcement: <ol style="list-style-type: none"> 1. After having lunch, participants will be asked to learn in depth about IEC material that will be used 2. Participants will be asked to do exercise or role play in groups or in pairs 3. After having dinner, participants are asked to come back in 07:30 PM
20 min	4. Day 2 recapitulation of IPC/C training	Review again today's training agenda. Ask them whether any thing that is not yet clear. Ask other participants to try giving responses to peers' questions.	
10 min	5. Day 2 evaluation	Distribute the evaluation form. Close the third session.	

MODULE V B

DAY 3, MORNING SESSION 08.00 AM - 11.40 AM

IMPLEMENTATION OF FIELD PRACTICE

1. At 08.00 : participants and facilitator go to the practice location.
2. At practice location, first pair goes directly MCH consultation place.
3. Trainer observes with other participants by turns.
4. Only 2 other participants should be observing at one time.
5. Main trainer does observation in each location for half the time.

Some things that should be observed:

1. How does counselor (training participant) welcome the client.
2. How is the client reaction: the body language, embarrassed, doubtful, relaxed, etc.
3. How does the counselor respond/ answer client's complaint or questions: is it directly answered by factual/technical information, does she ask follow up questions, does she look nervous or is she unsure of an answer?
4. How well does she use the counseling material/visual aids.
5. Is the counseling technique applied well.

MODUL V C. DISCUSSION OF FIELD PRACTICE FEEDBACK

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
5 minutes	In this section we will discuss the experience of field practice and will use the other members of the group's notes of observation as a reference		Participants' records from the observation checklist
30 menit	1. FEELINGS DURING PRACTICE. Explain: Now we will discuss the experience of meeting with a client that you had before this training and compare it with today's field practice.	Record answers for all to see. Ask for input from everyone. Ask participants to explain why they felt this way.	
30 minutes	2.EXPERIENCE BEFORE TRAINING Ask the participant to describe how they felt the first time with a client before having IPCC training Ask: 1. What problems did you encounter? 2. Wha changes did you notice this time? 3. Were these changes positive or not?	Record the answers in two columns- for before and after IPCC	

TIME	ACTIVITY	NOTES to FACILITATOR	MATERIALS
40 menit	<p>3. Observation of field practice of others: Now I will ask participants to discuss their recorded observations of others</p> <p>Read questions from module VB: points to observe</p> <p>How can we further improve our interpersonal communication skills?</p>	<p>record answers on the flip chart</p>	<p>Use transparency V B.1: Points Observed</p> <ol style="list-style-type: none"> 1. Method of greeting, eye contact, etc. 2. What was the reaction of the client 3. How did the counselor answer technical questions? 4. How did she use IEC materials? 5. Pay attention to the techniques she used well.
60 menit	<p>Recap of points already covered.</p> <p>Ask: After field practice, what do you come away with as the crucial points and lessons learned?</p>	<p>Record participants answers.</p> <p>After all answers have been received, look again at the sheet from Modul II.</p> <p>For each transparency ask the participants to discuss the most important parts of their field practice experience.</p>	<p>Use transparency II A. 3. Schematic of the Communication Process</p> <p>Use transparency IIA. Communication Principles</p> <p>Use transparency IIC. Definition of Information, Education and Communication</p>

MODULE VIa

**ADULT LEARNING PRINCIPLES
FOR TRAINING OF TRAINERS**

TRAINING OBJECTIVES	After finishing this module, participants expected to be able: 1. To understand principles of adult learning 2. To use various training methods specifically designed for an adult
TIME ESTIMATING	1 hour and 15 minutes
TRAINING METHODS	Speech Discussion Structured exercise Game
TRAINING MEDIUM	Flip-chart Tranparencies
MATERIAL FOR PARTICIPANTS	Handout #1 + #2
SUPPORTING FACILITATE OF TRAINING	Flip-chart buffer Blank flip-chart Tip marker Overhead projector Blank transparency

TIME	ACTIVITY STEPS	NOTES FOR FACILITATOR	MATERIAL FOR TRAINING
5 min	<p>A. BACKGROUND</p> <p>Ask participants: According to you, is the approach for teaching children and adults the same or not?</p> <p>Then:</p> <ol style="list-style-type: none"> 1. Explain to participants that in conducting training for adults, the method and the technique are different from that used to teach children. 2. In using "Adult Learning Principles", the training will be effective and participants will be more participative. 	<p>Accommodate both answers: <i>Yes and No</i>, and for each ask if "yes" what is the similarity and if "no" what is the difference?</p>	
5 min	<p>B. TRAININGOBJECTIVE</p> <ol style="list-style-type: none"> 1. Explain that in this training participants will learn and discuss: <ul style="list-style-type: none"> o The difference b/w teaching instruction for adults and children o Adult learning principles o Various training methods and training media. 	<p>Show transparency or flip-chart that called "training objectives" (Transparency VIa.1)</p>	<p>Transparency VIa.1: Training Objectives</p> <ol style="list-style-type: none"> 1. To understand principles of teaching instruction for adults 2. To use various training methods of teaching instruction for adult 3. To use various training media in a training

20 min	<p>II. PRESENTATION AND EXERCISE</p> <p>A. Visualization Game</p> <ol style="list-style-type: none"> 1. Explain to participants that now they will be asked to participate in a game. 2. Urge participants to imagine again, when they were in junior high school class using the prompts written in transparency VIa.2. 3. Stress and discuss some aspects of teaching instruction for children, such as: <ul style="list-style-type: none"> o sitting in rows o the teacher teaching o right/wrong answer 	<p>Show transparency or flip-chart that has no. A.2. (Transparency VIa.2)</p> <p>After 1 minute, ask to participants whether participants have already imagined and ask them to describe it.</p>	<p>Transparency VIa.2:</p> <p>Imagine when you were in the first grade of school. Think about the environment as follows:</p> <ul style="list-style-type: none"> o The class milieu and situation o The teacher o The classmate o The class activities o School report card
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	<p>4. Ask participants what the difference between teaching instruction when in another school with what they got now .</p> <p>After all answers are accepted and written:</p> <p>5. Stress the differences of milieu, method and technique of teaching instruction for adults and children.</p> <p>6. Explain and discuss briefly the difference between children and adults as training participants.</p> <p>7. Explain the difference in role and responsibility between children and adults</p>	<p>Write the answers that possible told on flip-chart:</p> <ul style="list-style-type: none"> o Seat arrangement: ("U" shape >< front to back in line) o Discussion process: (relaxed, mutual discussion >< one way teaching) o Material discussion: (no answer "right >< wrong") <p>Complete the answers with the points above.</p>	<p>Show transparency VIA.3. The difference in role and responsibility.</p> <p>CHILD:</p> <p>Role: only studying, the information that is studied is very broad and varied and not all of that can be used directly in the child's daily life.</p> <p>Responsibility: no real responsibility in learning process</p> <p>ADULT:</p> <p>Role: Information and skill learned is chosen and can be applied directly in community or daily task.</p> <p>Responsibility: having active responsibility in learning</p>
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15 min	<p>B. Adult Learning Principles</p> <ol style="list-style-type: none"> 1. Explain to participants that in order to ensure that a training is effective, there are special principles of teaching instruction for adults based on adult needs as training participants. 2. Ask participants whether they ever had attended a training that was boring and where the training material was too difficult to be absorbed and understood. Ask participants to describe the training. 3. Ask: Have they ever attended a satisfying training, where the training material was easily absorbed and understood? Ask participants to describe the training. 	<p>Ask participants to review why (what factors) made a training boring and difficult to be understood, why a training satisfying and easy to be absorbed/understood.</p> <p>Write participants' response on flip-chart.</p>	
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	<p>4. After all answers are written: underline the important points (the principles) that were described by participants and give feedback as follows: Yes, all this are important principles to be considered for adult learning.</p> <p>5. Explain about adult learning principles. Show the transparency VIa.4.</p>	<p>Read items of transparency VIA.4"Adult Learning Principles"</p>	<p>Transparency VIA.4:Adult Learning Principles</p> <ol style="list-style-type: none"> 1. Adult person is informant for training process. Participants can share with each other their experiences in training forum. 2. Trainer must treat participants as an equal adult person, respect their opinions and suggestions/input. 3. Trainer must give opportunity to participant to voice her opinion. If presenting new information, trainer should ask for opinions, comments, and experiences from participants that support or refute the new information.. 4. Trainer must respect participants' competence and experience. If participants tell their factual experiences, they shouldn't be "judged" immediately or scored (wrong/right: good/bad), if necessary ask for comments from other participants. 5. Trainer must give opportunities and urge participants to participate in the training process. Make a consensus together about all training aspects: including training schedule. 6. Adults want the training to be directly useful to them so it can be applied in community or their daily work.
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<p>10 min</p>	<p>C. Training Method</p> <ol style="list-style-type: none"> 1. Explain to participants that training methods are various ways or approaches for disseminating training material (information) and improving the skills of participants by way of audio; audio visual and the relation of audio visual and practice. 2. Ask to participants what methods are appropriately used in teaching instruction for adults. 3. Discuss some training methods that are mentioned by participants and other methods that are not mentioned yet (see training material column) 	<p>Write the answers on flip-chart. Copy/add under participants' answers unmentioned methods as by methods listed in training material column.</p> <p>Distribute handout: Training Methods.</p>	<p>The items are. in flip-chart.</p> <p>Transparency VIA.5</p> <p>Training methods:</p> <p>Audio (one way communication)</p> <ul style="list-style-type: none"> o Speech (verbal) <p>Audio visual</p> <ul style="list-style-type: none"> o Speech + transparency/slides o Demonstration <p>Group/participative working:</p> <ul style="list-style-type: none"> o Group discussion/group working o Case study: to discuss a factual case <p>Practice/game</p> <ul style="list-style-type: none"> o Structured exercise o Role play o Field practice in real work situation
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	<p>4. Explain and discuss that it's very important to use a combination of various methods in a training, but not necessary to have all methods used in one training.\</p> <p>Using various methods is important because (read the transparency VIa.5):</p> <p>5. Ask to participants how the various training methods will make it easier for the adult to learn.</p> <p>6. Point out that it is important to use several methods of training because(read transparency IVA.6)</p>	<p>Show flip-chart or transparency that inscribed with 3 items and no C.4. (transparency VIa.5)</p> <p>Write the answers on flip-chart.</p>	<p>Transparency VIa.6. The importance of using various methods in a training.</p> <p>4.1. Any participant can follow a training well by using one method complementing another method.</p> <p>4.2. By using various methods, participants' need for variation and stimulation will fulfilled.</p> <p>4.3. Various methods will give opportunity for participants to participate more actively.</p>
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* *Handwritten note:* ...

10 min	<p>D. Training Medium</p> <ol style="list-style-type: none"> 1. Explain to participants that before continuing the next topic participants are asked to participate in a game. 2. Explain to participants: I will whisper a sentence to a participant closest me. Then that participant must continue to whisper to other participant beside her and each third person will write what she heard. 3. Ask participant that wrote the original sentence to step the front and write what she first said. 4. Connect the game above with the need for audio-visual media, especially in a training, in order to increase participants' absorption of material. 5. Ask participants what the purpose is of using audio visual medium in training. 	<p>Ask participants to stand up.</p> <p>Give each the third participant, a blank paper to write sentence that was just whispered by participant beside her.</p> <p>Tell participants that they are only allowed to repeat the sentence one time.</p> <p>Now, trainer can begin whispering the sentence.</p> <p>Trainer should give comments that many words were not understood/heard wrong.</p> <p>Show transparency w/ the sentence whispered.</p> <p>Write the answers on flip-chart.</p>	<p>Transparency VIbA.7</p> <p>The sentence whispered:</p> <p><i>Person only can remember 20% from what he/she heard, 40% from what he/she heard and saw, and 80 % from what he/ she heard, saw and experienced by him/herself.</i></p>
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	<p>6. Discuss participants' answers including items as follow:</p> <ul style="list-style-type: none"> o Emphazing important things o Making message clearer and easier to absorb o Varying the means of disseminating information to increase interest level <p>7. Ask: What media can be used for training for adult?</p> <p>8. After writing participants' ideas, add other media (see training material column) and discuss one by one briefly.</p>	<p>Add under participants' answers the training methods that have not been mentioned yet by participants as by items of no. D.5.</p> <p>Write the answers on flip-chart.</p> <p>Add under participants' answers the training media that not mentioned yet by participants (see next column)</p> <p>Distribute handout on various media.</p>	<p>(Handout)</p> <p>Things that may need to be added to participants' answers:</p> <ul style="list-style-type: none"> o Poster o Transparency o Slide o Video/film o Brochure o Graphic o White/black board o Flip-chart o Visual aid/model <ul style="list-style-type: none"> - pelvis/uterus model - breast model o Product specimens: <ul style="list-style-type: none"> - contraceptive instruments/ drugs -various trade mark of iron tablet
10 min	<p>E. Implementation of Training for IPC/C Program</p> <p>1. Explain to participants that in implementing training, participants as trainers will divided into teams consisting of two persons, so team members can help each other.</p>		

	<p>2. Discuss again Handout #1 and notice things as follows:</p> <ul style="list-style-type: none"> - training room organizing - media preparation - preparation of supporting materials: tryout OHP/slide, whether readable from back of the room. - training methods to be used 		
5 min	<p>F. Evaluation</p> <p>1. Ask participants the things just they learned in this training.</p>	<p>Stress that participants ask the things that not understood yet by participants.</p> <p>If any questions, ask other participant to give response.</p>	

Modul VII

PRACTICE TRAINING-TOT only

Training Objectives	After finishing this module, participants will :	
	<ol style="list-style-type: none"> 1. Have practiced their role as Trainers 2. Mengembangkan kepekaan atas kemampuan mereka, kekuatan dan kelemahan dirinya sendiri dalam melatih orang lain 	
ESTIMATED TIME	4 hours	
TRAINING METHODS	Role Play	Discussion
TRAINING MATERIALS	Flip Chart Marker Trainer Modules	Blank Paper Transparency
TRAINING EQUIPMENT	3 Overhead Projectors Blank flip charts Markers	Blank Transparencies

TIME	ACTIVITY	NOTES FOR FACILITATOR	MATERIALS
2 hrs 4	A. PREPARATION	This section of the training is to give participants a chance to practice being Trainers for IPCC and to get their peers to offer emampuannya melatih	
	Divide participants into 3 groups. Each group will then divide into 2 subgroups	Each group will gather in a separate area Each subgroup will become its own training team	
	Ask each subgroup to choose one section in the IPCC module. Remind them that each person in a subgroup must take a turn as a Trainer	It's better if each subgroup chooses material from a different MODULE... Give them 10 minutes to divide up tasks	
2 hrs 1 hr	B. Discussion & Feedback	This section is for participants to give each other feedback on training techniques	
	Ask each subgroup to record the names of the others in the group	Give out white papers	
	Ask participants to divide a sheet of paper into four equal parts and ask them to write the name of each person in their subgroup on a different section of the paper (including their own name because they will need to evaluate themselves) Ask participants to give comments on the teaching technique of each of their friends in the group, but make the comments ANONYMOUS.	Input that is hoped for is like the following: What was good about X What needs to be improved about X 10-12 minutes	Often people are quick to criticize. We need constructive criticism. Nothing too harsh and nothing which lets the person off too easily when there are things that could be improved. A constructive piece of criticism is one which is given by another person to be used by the Trainer to improve his/her performance.
	Ask participants to gather the feedback sheets and give to facilitator	divide names based on feedback	

TIME	ACTIVITY	NOTES FOR FACILITATOR	MATERIALS
	Redivide feedback according to name of trainer-to-be		
	Give participants time to read alone: 1. Read aloud to all participants 2. Ask how the participants feel after reading the feedback.	Attention to: Are there those who are giving criticism that is too harsh? Make sure the advice doesn't do the following: Create a gap or rift between participants--"do we have a self-perception that is different from the way others perceive us"	It's most important that the input is discussed. .
	Discuss results of input and ask for questions If there are questions, discuss If not, close the session		

MODULE VIII-TOT

PLANNING AND IMPLEMENTATION OF A TRAINING

Objectives: Participant will know the steps of planning and preparing to conduct a training
Participant will understand how to conduct a training smoothly and effectively.

TIME	ACTIVITY STEPS	NOTES FOR FACILITATOR	TRAINING MATERIAL
A. Modul VIII	Intro Study Objectives		
4 hours	<p>Explain to participants: Now we will discuss planning and implementation of training</p>	<p>Show transparency VIII A.1</p>	<p>Show transparency VIIIA.1:Training objectives</p> <ul style="list-style-type: none"> o Participants know the steps of planning and preparation to conduct a training o Participants understand how to conduct training smoothly and effectively
	<p>Ask: Now try to think what steps that needed to prepare for a training. What more?</p>	<p>Write the answers on flip-chart paper. The answers possibility mentioned:</p> <ul style="list-style-type: none"> - determining topic/training material - determining who is. trained - funding - training location planning - etc. <p>Elicit participants' input. Give enough time to think and give additional input.</p>	

TIME		ACTIVITY STEPS	
	<p>Planning and preparing for a training</p> <p>Say: Many things need to be thought and planned. Although have already been mentioned (written on flip-chart), there are still more that not mentioned yet.</p> <p>This transparency shows broad outline of the needed steps to conduct a training.</p>	<p>Show transparency VIIIA.2</p> <p>Read one by one.</p> <p>Say: So, to conduct training there are 6 main steps. Until now, your involvement as training participants and trainer candidate is begin with no. 5 and no. 6. But no. 1 - 4 have been finished by Kanwil, Dinas and TOT team of MotherCare-PATH.</p> <p>Point to no. 5 and 6 on transparency.</p> <p>Read: 4,5,6 once more.</p>	<p>Transparency VIIIA.2</p> <p>The steps of Planning and Implementation of Training (outline)</p> <ol style="list-style-type: none"> 1. Training Needs Assessment 2. Assess: funding, administrator, trainer, facilitator 3. Arranging of training curriculum/ module (including transparency and handout) 4. Planning and schedule 5. Training implementation 6. Report

TIME		ACTIVITY STEPS	
	<p>Say: Now we will discuss steps numbers 4,5, an 6 one by one.</p> <p>First, we will discuss step no. 4 briefly: what things are needed in planning and schedule.</p>	<p>Show transparency VIII.B.1.</p> <p>Read one by one.</p>	<p>Transparency VIII.B1.</p> <p>The steps of Planning and Implementation of Training</p> <p>4. Planning and schedule</p> <p>4.1 Permit of Related department/ institution</p> <p>4.2 Confirmation of personnel readiness: administrator, trainer, facilitator.</p> <p>4.3 Administrative issues: transportation, lodging, perdiem for participants, trainer/facilitator.</p> <p>4.4 Logistics: consumption, stationary supplies, photocopy of training material.</p> <p>4.5 Participants' schedule/selection</p> <p>4.6 Preparation of standard report form.</p>

TIME			
	<p>Discuss: Now we discuss step no. 5 detail, that is Training implementation.</p>	<p>Show transparency VIII.B2 and read it.</p> <p>Emphasize: Physical preparation (5.1.) is important to prepare beforehand and trainers should check the night before whether everything is set. In the morning before the training begins, all instruments should be tested/tried out.</p> <p>Emphasize: Mental preparation (5.2.) is as important as physical preparation.</p> <ul style="list-style-type: none"> - review training material:night before the training day, review the material so as to know the sequence very well. - review participants' background, try to recognize participants' names: training participants will give more attention and participate if trainer remember and call participant's name when asking input. <p>(Note for facilitator: for explaining 5.3. is in next page)</p>	<p>Transparency VIII.B.2</p> <p>The steps of Planning and Implementation of Training</p> <p style="text-align: center;">5. Training Implementation</p> <p>5.1 Physical preparation:</p> <ul style="list-style-type: none"> - training material - training location - tools/overhead projector, etc. <p>5.2 Mental preparation:</p> <ul style="list-style-type: none"> - review training material - review participants' background, try to know participants' names.

		<p>Still show transparency VIII.2c.B.3 Keeping training smooth</p> <ul style="list-style-type: none"> - how to increase participants' participation <ol style="list-style-type: none"> 1. To know participants' names 2. Confirm that every participant has been asked for her input 3. Every time ask participants' suggestions in conducting of games, discussions, etc. - how to avoid participants' becoming bored and tired <ol style="list-style-type: none"> 1. Keep direction of speech not too much in one direction--seek audience participation, 2. Empathy. Ask yourself whether you are tired/hungry/ too hot? Possibility participants also feel tired/hungry/ too hot. 3. If necessary give short breaks (10 minutes) 	<p>Below TransparencyVIII.B.3</p> <p>5.3 Keeping training smooth</p> <ul style="list-style-type: none"> - how increasing participants' participation - how avoiding boring and tiring the participants
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	<p>Explain: Now the last part in the process of conducting a training is Reporting.</p>	<p>Show Transparency VIII.B4</p> <p>Read the forms that need to be filled in, and show the example for each form.</p>	<p>Transparency VIII.B4.</p> <p>The steps of Planning and Implementation of Training</p> <p>6. Report</p> <p>6.1 Participants roster (3 copies)</p> <p>6.2 List of practice location with participants' names in each practice location</p> <p>6.3 Recapitulation of all training classes.</p>
		<p>Show transparency of forms 6.1, 6.2 and 6.3.</p>	
	<p>Summary</p>	<p>Make sure to give other participants the chance to answer the question first</p>	
60 min	<p>Ask these are question</p>		
	<p>Close the session</p>		