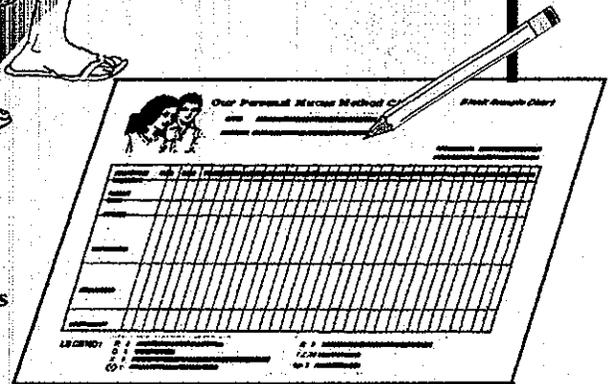
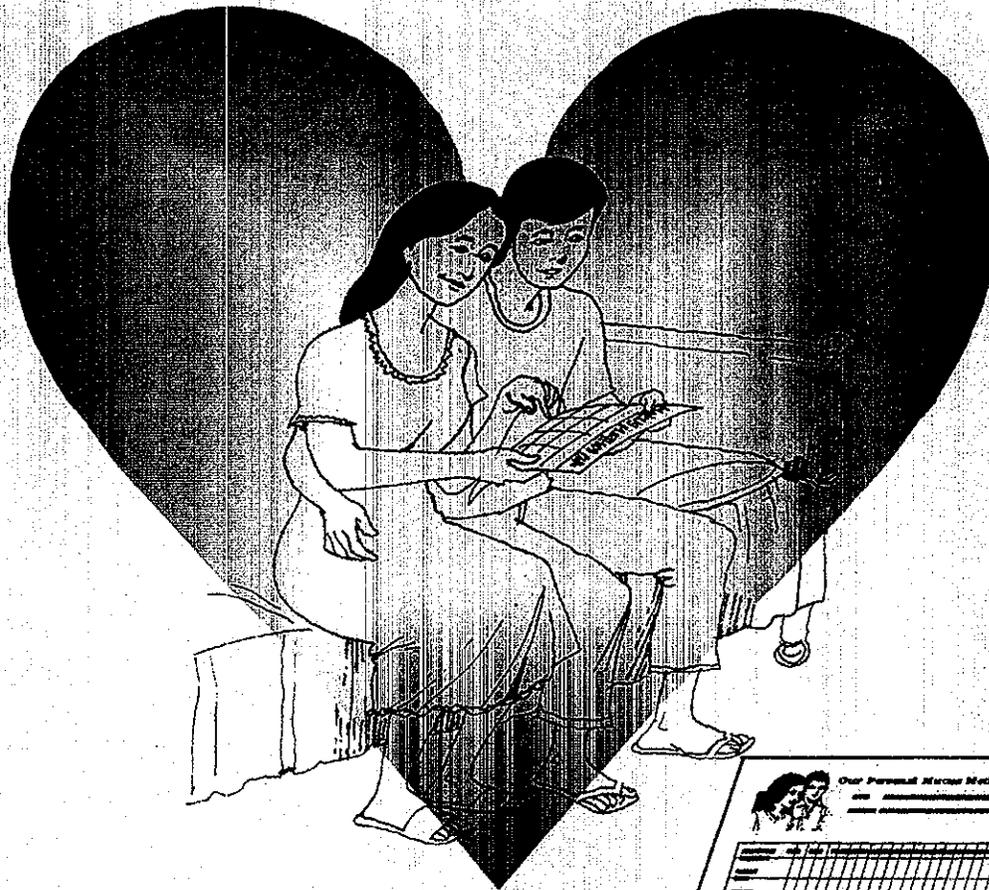


PN/ACN 762

# TOT Guide on the Mucus Method of Natural Family Planning



Department of Health  
Reproductive Health/Family Planning Service Philippines

Institute for Reproductive Health  
Georgetown University Medical Center  
Washington, D.C.

2000

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PN-ACN-762

# **Training of Trainers (TOT) Guide on the Mucus Method**

**a supplement to the CBT Guide**

Department of Health  
Reproductive Health/Family Planning Service  
Philippines

Institute for Reproductive Health  
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This publication was developed with support from the Institute for Reproductive Health, Georgetown University under Cooperative Agreement HRN-A-97-00011-00 from the U.S. Agency for International Development. The contents of this document do not necessarily reflect the views or policies of the Agency for International Development or Georgetown University.

# Acknowledgement

The authors, **MITOS SERRANO RIVERA AND ADRIENNE DUQUE COOKE**, would like to acknowledge the following individuals and groups who made significant contributions to this competency based training package.

**The Philippine-Federation for Natural Family Planning**, for its pioneering efforts to mainstream NFP in the family planning community.

The **Philippines Department of Health Family Planning Services Training Section**, in particular, the following individuals who participated in a writeshop which laid the groundwork for this training package: Lety Daga, Alice Cerdinio, Tata Sarmiento; **UNFPA**: Becky Santos, N'ai Eraldo; **NCR**: Malen Santos; **Pasay City**: Restie Cruz; **Marbel, South Cotabato**: Lorna Lagos; and **PFNFP**: Dr. Teng Dequina.

**Kimberly Aumack Yee** for lending her worldwide experience in natural family planning training to this effort.

**Myrna Siedman**, Associate Director of the Georgetown University Institute for Reproductive Health, for providing focus and direction throughout this project.

# Preface

The Institute for Reproductive Health has a long-term interest in increasing provider capability in natural family planning (NFP). During the 1980s, when it was then known as the Institute for International Studies in Natural Family Planning, its staff developed a manual, *The Guide for Natural Family Planning Trainers*, for international training of trainers on NFP. The manual contributed to the training of over a hundred NFP service providers in more than a dozen countries.

In pursuing its interest, the Institute is pleased to support the development of a more complete training package on natural family planning for training of trainers and service providers. This training package includes four basic materials on the mucus method of natural family planning, namely: 1) *The CBT Guide*, 2) *The Flipchart*, 3) *The Reference Manual*, and 4) *The TOT Guide*. These materials are based on the Billings Method of John and Evelyn Billings. They were developed in collaboration with the Department of Health in the Philippines.

The training package reflects developments that have occurred in the training field since the earlier *Guide* was developed. Current thinking on good training and teaching methodology focuses on competency or skills-based approach to training service providers and teaching clients. Such approach is particularly appropriate for NFP because it is a skill and knowledge-based method of family planning. Built into the standard NFP instruction is the requirement that an NFP client must demonstrate **competence** in using the method before she is considered to be an autonomous user.

NFP is a good starting point for introducing service providers and clients to the broader perspectives of reproductive health. In practicing NFP, users learn to become aware of their body and the signs and symptoms of their fertility. NFP encourages the men to be involved in family planning and the couple to communicate about their mucus observations and fertility intentions. Body awareness, male involvement, couple communication and respect for individual, as well as couple and family needs provide some of the essential cornerstones of responsible reproductive health behavior.

The Institute for Reproductive Health is supported by a cooperative agreement with the United States Agency for International Development (USAID). The Institute is grateful to the Office of Population and USAID/Philippines for the encouragement and support provided to strengthening technical skills and capabilities in NFP.

Victoria Jennings, Ph.D.  
Director  
Institute for Reproductive Health

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# Introduction for Training of Trainers (TOT) Instructors

This document is designed for the Training of Trainers (TOT) Instructors, individuals preparing others to teach the service provider training for the Mucus Method. TOT instructors should: (1) be experienced trainers and (2) have conducted Mucus Method service provider training courses.

Upon completing the TOT, participants will be considered master trainers. The master trainer designation means that the individual is qualified to conduct the Mucus Method competency based training (CBT) for service providers.

## How to use this TOT Guide

To conduct the TOT, you will be using both this guide and the CBT Guide for the service provider training.

You will be primarily using the CBT Guide because all the sessions for teaching a client the Mucus Method are taught in the TOT the same way that they are described for the service provider training. However, there are some materials in the TOT that are not in the service provider's course. The owl symbol in the CBT Guide will alert you to switch to the TOT guide. For example if the "Guide to Welcome/Introductions" in the CBT Guide has an owl on it, refer to the "Welcome/Introductions" section of the TOT Guide. The owl symbol links these two documents. The owl represents wisdom and knowledge: two qualities of a TOT instructor.



There is an Attachments section at the end of this TOT Guide. This section includes all materials the TOT Instructors will need to conduct the TOT, such as handouts, answer keys, evaluation forms, etc.

## How to prepare for the TOT

There are three steps in preparing for the TOT:

1. First, be sure you have a complete curriculum package. This material is the backbone of the CBT Mucus Method training and includes:
  - a. the CBT Guide
  - b. the Flipchart
  - c. and the Reference Manual

2. Second, you must prepare the following charts on 1/2 size manila paper:
  - a. Initial Instructions sample chart - see flipchart
  - b. Cycle 1 sample chart - see flipchart
  - c. Cycle 2 sample chart - see flipchart
  - d. Cycle 3 sample chart - see flipchart
  - e. One blank chart - for use in the Initial Instructions
  - f. 2 charts with client data charting for the Mucus Method exercise on day three.
3. Read pages 2 through 4 of this TOT Guide for the:
  - a. TOT Objectives
  - b. Course Design of the TOT
  - c. Pre-reading of the CBT Guide
4. After completing step 3, you will begin using the CBT Guide as your primary document. Begin on page 6 of the CBT Guide in the section titled, "Welcome/Introductions." When you see the owl on that page, refer back to this guide.

## **TOT Objectives**

By the end of this TOT, participants will be able to:

- Conduct a competency based training of service providers on the Mucus Method
- Assess competency of service providers' skills in teaching the Mucus Method to clients.

# Course Design of the TOT

DAY 1	TOPIC	ACTIVITY
10:00 - 5:00	Pre-course questionnaire Overview of NFP training Fertility Orientation Session  Initial Instructions Training skills The curriculum package	Demo role-play and supervised practice Demo role-play Preparation for practice teaching
DAY 2	TOPIC	ACTIVITY
8:00 - 5:10	Supervised practice Demo role-play and supervised practice Partner involvement Evaluating client autonomy on use of Mucus Method	Initial Instructions Cycles 1, 2 and 3 Follow-up
DAY 3	TOPIC	ACTIVITY
8:00 - 4:45	Charting for Mucus Method Mid-course questionnaire Coaching How to give feedback Introduction to competency based evaluation Practice teaching and competency based evaluation Sustaining natural family planning in the community	Fertility Orientation Session Initial Instructions
DAY 4	TOPIC	ACTIVITY
8:00 - 3:15	Practice teaching and competency based evaluation Breastfeeding and Mucus Method Preparation for the practicum Future plans	Cycles 1, 2 and 3 Follow-up

# Pre-reading of the CBT Guide

Read pages iv to 5 of the CBT Guide which provide information on the background and structure of the service provider training. They include:

- Preface
- Table of Contents
- The Training Design
- Specific Learning Objectives
- The CBT Package
- Schedule for Level 1 Training
- Schedule for Level 2 Training (CBT Guide, page 88)
- Schedule for Practicum (CBT Guide, page 103)

## **REMINDER:**

*You will now begin using the CBT Guide on the Mucus (Ovulation) Method as your primary document. Begin on page 6, where you will find the guide to "Welcome/Introductions". When you see the owl, refer back to this guide for instructions.*

## Schedule for TOT Day 1

<b>TIME</b>	<b>TOPIC</b>	<b>PAGE NO.</b>
10:00 - 10:40	Welcome/Introductions	6
10:40 - 10:55	Pre-course questionnaire	7
10:55 - 11:30	Overview of NFP Training	8
11:30 - 12:45	Fertility Orientation Session - Demo role play	9
12:45 - 2:15	<i>LUNCH BREAK</i>	
2:15 - 3:30	Fertility Orientation Session - Supervised practice	9
3:30 - 3:45	<i>AFTERNOON BREAK</i>	
3:45 - 4:15	Initial Instructions - Demo role-play	10
4:15 - 4:35	Training skills	10
4:35 - 4:45	Initial instructions - Supervised Practice	11
4:45 - 4:50	Curriculum package	12
4:50 - 5:00	Learning journal	13

# WELCOME/INTRODUCTIONS

40 minutes

CONTENT	ACTIVITY
<p>In addition to asking participants to introduce themselves, ask them to share the following information:</p> <ul style="list-style-type: none"><li>• Where do they work? (organization and city/town)</li><li>• How long have they worked with NFP?</li><li>• How long have they worked with the mucus method?</li></ul> <p>Highlight the following regarding the TOT schedule:</p> <ul style="list-style-type: none"><li>• TOT will be conducted in the same order as the service providers training.</li><li>• Both the TOT and service provider course follow the four client contacts:<ol style="list-style-type: none"><li>1. FOS and Initial Instructions</li><li>2. Cycle 1 Follow-up</li><li>3. Cycle 2 Follow-up</li><li>4. Cycle 3 Follow-up</li></ol></li></ul> <p>Each session in the CBT Guide includes the following:</p> <p>The first section describes the training materials, methods and length. This information is provided for:(1) the service provider’s training and (2) the client contact session.</p> <p>The detailed teaching instructions are described with a two-column format.</p> <ul style="list-style-type: none"><li>• The left column is the “Content”.</li></ul> <p>The right column is the “Activity.”</p>	<p><i>CBT Guide: page 9</i></p> <ul style="list-style-type: none"><li>• <i>Conduct the activity, asking for additional information during the introductions.</i></li></ul> <p><i>Review the TOT Course Design.</i></p> <p><i>Review the Schedule for day 1 of the TOT.</i></p> <p><i>After conducting the Welcome/Introductions, point out that this activity is detailed in the CBT Guide.</i></p> <ul style="list-style-type: none"><li>• <i>Ask all participants to review this section of their CBT Guide.</i></li></ul> <p><i>Explain the structure of the CBT Guide.</i></p>

# Pre-Course Questionnaire

15 minutes

## CONTENT

## ACTIVITY

	<p><i>CBT Guide: page 8</i></p> <ul style="list-style-type: none"><li>• <i>Conduct the pre-course questionnaire.</i></li></ul> <p><i>After completing the pre-course questionnaire, lead a discussion. Sample discussion questions:</i></p> <ul style="list-style-type: none"><li>• <i>What questions do you have about the pre-course questionnaire?</i></li><li>• <i>What questions do you have about the warm-up activity?</i></li></ul> <p><i>Point out the page in the CBT Guide with the instructions for this activity (page 8).</i></p>
--	---

# Overview of NFP Training

35 minutes

## CONTENT

## ACTIVITY

<p>Master trainers (once they have completed the TOT) will be: (1) teaching service providers to perform the competencies on the Teaching and Evaluation Guides (TEGs) and (2) evaluating the service providers using the TEGs to determine if they can perform the competencies.</p> <p>For each skill, the master trainer will note whether the skill was completed satisfactorily ("S"), unsatisfactorily ("U") or was not observed ("NO").</p>	<p><i>CBT Guide: page 9</i></p> <ul style="list-style-type: none"><li>• <i>Modify the activity as noted:</i></li></ul> <p><i>When introducing the "TEGs as a CBT Tool", explain how the master trainers will use them.</i></p> <p><i>After conducting the Overview of NFP Training, discuss the expectations for TOT participants.</i></p> <ul style="list-style-type: none"><li>• <i>Ask the group, "What do you hope to learn/gain from the course?"</i></li><li>• <i>Explain how course will/will not address the participant's expectations.</i></li></ul>
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# Fertility Orientation Session (FOS)

35 minutes

<b>Demo role-play</b>	<b>1 hr, 15 min</b>
<b>Lunch</b>	<b>1 1/2 hours</b>
<b>Supervised practice</b>	<b>1 hr, 15 min</b>
<b>Break</b>	<b>15 minutes</b>

The process outlined below will be used for all of the client contacts:

1. FOS and Initial Instructions
2. Cycle 1 Follow-Up
3. Cycle 2 Follow-Up
4. Cycle 3 Follow-Up

**CONTENT**

**ACTIVITY**

	<p><b>Demo role-play</b>  <i>CBT Guide: page 11</i></p> <ul style="list-style-type: none"> <li>• <i>Conduct this activity.</i></li> </ul> <p><i>After the demo role-play, lead a discussion with all participants, using questions such as the following:</i></p> <ul style="list-style-type: none"> <li>• <i>What areas of the FOS do you have questions about?</i></li> <li>• <i>What difficulties did you have following the FOS TEG?</i></li> </ul> <p><i>Brainstorm solutions to any difficulties.</i></p> <p><b>Lunch: 1 1/2 hours</b></p> <p><b>Supervised Practice</b>  <i>CBT Guide: page 11</i></p> <ul style="list-style-type: none"> <li>• <i>Conduct this activity.</i></li> </ul> <p><i>After the supervised practice, lead a group discussion based on the following questions:</i></p> <ul style="list-style-type: none"> <li>• <i>What areas of the FOS were difficult to teach?</i></li> <li>• <i>What steps could be taken to make these difficult areas easier?</i></li> </ul> <p><i>On their FOS TEGs, ask each person to:</i></p> <ul style="list-style-type: none"> <li>• <i>Circle the tasks they most need to work on.</i></li> <li>• <i>Write down the "two things they want to keep in mind next time they teach this client contact."</i></li> </ul> <p><b>Break: 15 minutes</b></p>
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# Initial Instructions (II)

<b>Demo-role play</b>	<b>1 hr, 30 min</b>
<b>Training skills</b>	<b>20 minutes</b>
<b>Preparation for practice teaching</b>	<b>10 minutes</b>
<b>Assign the curriculum package</b>	<b>5 minutes</b>

## CONTENT

## ACTIVITY

<p style="text-align: center;"><i>Sample List</i></p> <ul style="list-style-type: none"> <li>• Too long</li> <li>• Too much lecture</li> <li>• Not related to real life</li> </ul>	<p><b>Demo role-play</b>  <i>Repeat the demo role-play process.</i></p> <ul style="list-style-type: none"> <li>• CBT Guide: page 11</li> </ul> <p><i>After the demo role-play, conduct the Training Skills activity.</i></p> <p><b>Training Skills</b>  <i>State that this activity is designed <u>only</u> for the TOT.</i></p> <p><i>Ask participants to think of a class or workshop and describe a feature of the class/workshop that they dread. Note to instructor: It may be necessary to give some more information here, such as asking participants to:</i></p> <ul style="list-style-type: none"> <li>• <i>Think of their least favorite teacher in school. Ask, "What was it about the teacher's teaching style that you didn't like?"</i></li> <li>• <i>Think about when they found out they could come to this TOT. Ask, "If you found yourself dreading the TOT, what specifically do you dread about workshops?" Probe: boring? Sitting all day listening to someone talk?"</i></li> </ul> <p><i>Write all answers in a list on the left side of manila paper/board. See the list for examples of participant answers. (Note to instructor: If a participant says they dread a boring workshop, ask "What makes it boring?")</i></p>
--	--

**CONTENT**

**ACTIVITY**

<i>Sample List</i>	
<i>Too long</i>	<i>Short activities to keep participant's attention</i>
	<i>Take breaks</i>
<i>Too much lecture</i>	<i>Activities that allow participants to be active (moving, thinking, talking, writing, etc).</i>
<i>Not related to real life</i>	<i>Concrete examples of how content relates to real life</i>

On Days 3 and 4 of the TOT, there will be opportunities for everyone to practice teaching and for competency based evaluation. The process will be as follows:

1. The participants will form small groups.
2. Each group will have one trainer and several participants.
3. Within each group, all four client contacts will be presented (FOS and II, Cycles 1, 2, and 3).
4. Participants will be evaluated using the TEG.
5. Some of the client contacts will be presented one-on-one, while others will be presented to the entire group.

FOS:	to the group
II:	to one client
Cycle 1:	to one client
Cycle 2:	to one client with her partner
Cycle 3:	to one client

*Ask what **trainers** could do to avoid each of these "bad training situations". (Note to instructor: Be sure to get a suggestion for each item on the list.)*

*Create a list on the right side of the flip chart, writing each suggestion next to the item on the left. (See sample list).*

*State that service providers are just like the participants; service providers dread the list on the left side just like participants do.*

*Title the right column, "Training Skills".*

*State that when participants are teaching the service provider training, they need to practice these training skills.*

**Preparation for practice teaching, etc on Days 3 and 4**

*Describe the practice teaching and competency based evaluation to occur on Days 3 and 4 of the TOT.*

*Ask participants to think about which client contact they will want to teach. State that by the end of Day 2, participants will need to indicate the contact they will teach.*

**CONTENT****ACTIVITY**

<p>The purpose of this activity is to help participants become familiar with the contents of these documents and how to use them.</p>	<p><b>Assign "Curriculum Package" homework.</b></p> <p><i>Gather all materials.</i></p> <ol style="list-style-type: none"> <li>1. CBT Guide</li> <li>2. TEGs</li> <li>3. Reference Manual</li> <li>4. Worksheet, "Getting to Know your Curriculum Package"</li> </ol> <p><i>State that this activity is designed <u>only</u> for the TOT.</i></p> <p><i>Ask all participants to gather the following:</i></p> <ul style="list-style-type: none"> <li>• CBT Guide</li> <li>• TEGs</li> <li>• Reference Manual</li> </ul> <p><i>Distribute a "Getting to Know your Curriculum Package" worksheet to each participant.</i></p> <p><i>Explain the purpose of this activity.</i></p> <p><i>Ask participants to work in small groups or individually before tomorrow's session. Bring the completed worksheet, "Getting to Know your Curriculum Package" tomorrow to class.</i></p>
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# Learning Journal

10 minutes

CONTENT	ACTIVITY
	<p><i>Learning Journal</i></p> <p><i>CBT Guide: pages 64-65</i></p> <ul style="list-style-type: none"><li>• <i>Conduct this activity.</i></li></ul>

## Schedule for TOT Day 2

TIME	TOPIC	PAGE NO.
8:00 - 8:30	Insights from TOT Day 1	15
8:30 - 9:45	Initial Instructions - Supervised practice	16
9:45 - 10:30	Cycle 1 Follow-up - Demo role-play	17
10:30 - 10:45	<i>MORNING BREAK</i>	
10:45 - 12:00	Cycle 1 Follow-up - Supervised practice	17
12:00 - 1:30	<i>LUNCH BREAK</i>	
1:30 - 3:00	Cycle 2 Follow-up - Demo role-play and supervised practice	19
3:00 - 3:15	<i>AFTERNOON BREAK</i>	
3:15 - 3:30	Evaluating the partner involvement Exercise	20
3:30 - 5:00	Cycle 3 Follow-up - Demo role-play and supervised practice	21
5:00 - 5:15	Evaluating client autonomy on use of mucus method	
5:00 - 5:10	Learning journal	

# Insights from Day 1

30 minutes

CONTENT	ACTIVITY
	<p><i>Welcome participants.</i></p> <p><i>CBT Guide: page 66</i></p> <ul style="list-style-type: none"><li><i>• Conduct this activity.</i></li></ul> <p><i>Review the answers from the "Curriculum Package" homework with the entire group. (Note to trainer - answers can be found in the attachments section. See the "Getting to Know your Curriculum Package" - Answer Key.)</i></p>

# Initial Instructions

**Supervised practice**

**1 hr, 15 min**

**CONTENT**

**ACTIVITY**

	<p><i>Supervised practice</i> <i>Repeat the supervised practice process.</i></p> <ul style="list-style-type: none"><li>• <i>CBT Guide: page 11</i></li></ul>
--	--

# Cycle 1 Follow-up

<b>Demo-role play</b>	<b>30 minutes</b>
<b>Break</b>	<b>15 minutes</b>
<b>Supervised practice</b>	<b>45 minutes</b>

**CONTENT**

**ACTIVITY**

	<p><b><i>Demo role-play</i></b></p> <p><i>Repeat the demo role-play process</i></p> <ul style="list-style-type: none"> <li>• <i>CBT Guide: page 11</i></li> </ul> <p><b><i>Break: 15 minutes</i></b></p> <p><b><i>Supervised practice</i></b></p> <p><i>Repeat the supervised practice process.</i></p> <ul style="list-style-type: none"> <li>• <i>CBT Guide: page 11</i></li> </ul>
--	---

# Evaluating Partner Involvement Exercise

Partner Involvement  
Lunch

15 minutes  
1 1/2 hours

## CONTENT

## ACTIVITY

	<p><b>Partner Involvement</b> <i>CBT Guide: page 60</i></p> <ul style="list-style-type: none"><li>• <i>Conduct this activity.</i></li></ul> <p><i>After the Partner Involvement Exercise, lead a discussion on this exercise.</i></p> <ul style="list-style-type: none"><li>• <i>Ask each participant to share one word that describes how they feel about conducting this exercise.</i></li><li>• <i>Brainstorm solutions to any "negative" words that participants express.</i></li></ul> <p><i>Emphasize that master trainers play a crucial role in communicating the importance of partner involvement.</i></p> <p><b>Lunch: 1 1/2 hours</b> <i>Remind participants to sign up for practice teaching.</i></p> <p><i>Note to trainer: During lunch, review sign-up sheet to ensure that participants are signing-up, and to identify client contacts for which need participants need to sign up.</i></p>
--	---

# Cycle 2 Follow-up

**Demo-role play**  
**Supervised practice**  
**Break**

**45 minutes**  
**45 minutes**  
**15 minutes**

## CONTENT

## ACTIVITY

	<p><b><i>Demo role-play</i></b> <i>Repeat the demo role-play process.</i></p> <ul style="list-style-type: none"><li>• <i>CBT Guide: page 11</i></li></ul> <p><b><i>Supervised practice</i></b> <i>Repeat the supervised practice process.</i></p> <ul style="list-style-type: none"><li>• <i>CBT Guide: page 11</i></li></ul>
--	---

# Cycle 3 Follow-up

**Demo-role play**  
**Supervised practice**  
**Learning Journal**

**45 minutes**  
**45 minutes**  
**10 minutes**

**CONTENT**

**ACTIVITY**

	<p><b>Demo role-play</b>  <i>Repeat the demo role-play process.</i></p> <ul style="list-style-type: none"> <li>• <i>CBT Guide: page 11</i></li> </ul> <p><b>Supervised practice</b>  <i>Repeat the supervised practice process.</i></p> <ul style="list-style-type: none"> <li>• <i>CBT Guide: page 11</i></li> </ul> <p><b>Learning Journal</b>  <i>CBT Guide: pages 64-65</i></p> <ul style="list-style-type: none"> <li>• <i>Conduct this activity.</i></li> </ul> <p><i>Be sure participants have signed up for the practice teaching.</i></p> <p><i>Ask participants to begin preparing to teach their session(s).</i></p>
--	---

## Schedule for TOT Day 3

<b>TIME</b>	<b>TOPIC</b>	<b>PAGE NO.</b>
8:00 - 8:30	Insights from TOT Day 2	23
8:30 - 9:15	Charting for Mucus Method	23
9:15 - 9:45	Mid-course questionnaire	24
9:45 - 9:50	Conclusion of Level 1	24
9:50 - 10:05	<i>MORNING BREAK</i>	
10:05 - 10:20	Introduction to Level 2	25
10:20 - 10:40	Coaching	25
10:40 - 11:00	How to give feedback	27
11:00 - 11:15	Introduction to competency based evaluation	29
11:15 - 12:15	Group study	30
12:45 - 2:15	<i>LUNCH BREAK</i>	
1:15 - 2:15	Group Study	
2:15 - 3:15	FOS-competency-based evaluation	31
3:15 - 3:45	Initial Instructions - competency based evaluation	31
3:45 - 4:00	<i>AFTERNOON BREAK</i>	
4:00 - 4:30	Sustaining natural family planning in the community	32
4:30 - 4:45	Learning journal	

# Charting for Mucus Method

**Welcome**  
**Insights from Day 2**  
**Charting**

**5 minutes**  
**25 minutes**  
**45 minutes**

## CONTENT

## ACTIVITY

	<p><b>Welcome</b> <i>Welcome participants.</i></p> <p><b>Insights from day 2</b> <i>CBT Guide: page 66</i></p> <ul style="list-style-type: none"><li>• <i>Adapt this for day 2 of the TOT.</i></li></ul> <p><b>Charting</b> <i>CBT Guide: page 79</i></p> <ul style="list-style-type: none"><li>• <i>Conduct this exercise.</i></li></ul>
--	---

# Mid-Course Questionnaire

**Mid-course questionnaire**  
**Conclusion of Level 1**  
**Break**

**30 minutes**  
**5 minutes**  
**15 minutes**

## CONTENT

## ACTIVITY

<p>When reviewing the schedule for Level 1, note that everything in the TOT is part of Level 1 to this point.</p>	<p><b>Mid-course questionnaire</b> <i>CBT Guide: page 84</i></p> <ul style="list-style-type: none"><li>• <i>Conduct this activity.</i></li></ul> <p><b>Conclusion of Level 1</b> <i>Explain the mid-course questionnaire is the final activity for level 1 of the service provider's training course.</i></p> <p><i>Review the schedule for Level 1 of the service provider's training course.</i></p> <p><b>Break: 15 minutes</b></p>
---	--

# Welcome

**Introduction to Level 2**  
**Coaching**  
**How to give feedback**

**15 minutes**  
**20 minutes**  
**20 minutes**

## CONTENT

## ACTIVITY

<p>C = Clear demonstration  O = Openness to learning  A = Assessment  C = Communication (two-way)  H = Help</p>	<p><b>Introduction to Level 2</b>  Orient TOT participants to the fact that Level 2 is now beginning.</p> <p><i>CBT Guide: page 86</i></p> <ul style="list-style-type: none"> <li>• Conduct this activity, making the following changes: <ul style="list-style-type: none"> <li>• Do not have participants register.</li> <li>• Do not have participants introduce themselves.</li> </ul> </li> </ul> <p><b>Coaching</b>  State that this activity is part of the TOT. It is not part of the service provider training.</p> <p>Briefly explain each letter in the COACH model. State that if participants can integrate these 5 components into their teaching, they will be more effective teachers.</p> <p>Distribute the COACH handout.</p> <p>Explain that in the following activity, the trainer will be teaching a subject. The trainer will NOT be following the COACH guidelines. Participants should shout out, "COACH" every time the trainer does not follow the COACH model. The trainer will then stop teaching, and the participants should:</p> <ol style="list-style-type: none"> <li>1. identify which COACH guideline the trainer did not follow and</li> <li>2. brainstorm what the trainer should do to follow the COACH model.</li> </ol>
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**CONTENT**

**ACTIVITY**

	<p><i>(Note to trainer : For this activity to be effective, the trainer must really be a bad teacher. That is, he/she should grossly violate the COACH principles so that the participants: (1) can identify when the COACH guidelines are not being followed and (2) have the opportunity to identify good teaching skills when they brainstorm solutions to the trainer's violations. The trainer does not have to teach a subject related to the Mucus Method. Instead, he/she may teach something interesting such as: how to do a jumping jack, how to make sailor's hat out of newspaper, how to do a current dance step, etc).</i></p> <p><i>Example: teaching how to do a current dance step while NOT following the COACH guidelines. Trainer can begin by telling participants that he/she is going to teach them a dance step called the _____.</i>  <i>Trainer should demonstrate the dance step, while telling the participants what he/she is doing. The notes below will help the trainer to violate the COACH guidelines, thus giving the participants an opportunity to "catch" the violation.</i></p> <p><i>C = The trainer should demonstrate the dance step with his/her back turned so participants can not easily see the demonstration. This will be a bad example of "C", clear demonstration.</i></p> <p><i>O = When participants give input, trainer should NOT be interested in their input. By responding gruffly or curtly to the participants, the trainer is NOT modeling "O", openness to learning.</i></p> <p><i>A = If most participants do not have experience with the dance step, the trainer should teach as though she/he either has lots of experience or vice-versa. The trainer can tell the participants, "I know this will be easy for all of you because you have so much experience." By doing this, the trainer will NOT be demonstrating "A", assessment.</i></p> <p><i>C = Any questions that the trainers asks should be closed-ended questions such as, "Do you have any questions?" If a participant asks a question, the trainer can ignore the question, not answer it, or answer it curtly or gruffly. The trainer can also show with body language (rolling of the eyes or heavy sighs) that the question is "stupid". By acting like this, the trainer will NOT be demonstrating "C", communication, two-way.</i></p>
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**CONTENT**

**ACTIVITY**

<p>Summarize the handout:</p> <ul style="list-style-type: none"><li>• The way we learned in school (as youth) is not the way we learn now as adults.</li><li>• Participants must be careful <u>not to teach the way we learned in school.</u></li><li>• It is easy to unconsciously teach as we were taught in school. We are familiar with this type of teaching.</li><li>• Participants must make a conscious effort to be sure their teaching style is for adults and that it incorporates the COACH guidelines.</li></ul>	<p><i>H = Upon concluding the demonstration, the trainer should tell the participants that they are on their own now. He/she should wish them good luck and act as if the lesson is completed. In this way, the trainer will NOT be demonstrating, "H" help.</i></p> <p><i>Ask each participant to state the COACH guidelines he/she personally needs to focus on to improve his or her own teaching.</i></p> <p><i>Distribute the handout "Principles of Adult Learning." Referring to the handout, briefly review the:</i></p> <ol style="list-style-type: none"><li><i>1. Column describing youth learning</i></li><li><i>2. Column describing adult learning</i></li><li><i>3. For each item in the adult learning column, mention the items listed in the answer key under the column "how we teach adults".</i></li></ol> <p><i>Summarize the handout.</i></p> <p><b><i>How to give feedback</i></b> <i>State that this activity is part of the TOT. It is not part of the service provider training.</i></p> <p><i>Ask all participants to relax and take a few minutes to daydream about a time when they were trying something for the first time. (Give examples such as riding a bike, doing a math problem, introducing yourself to someone older, examining your first patient, etc).</i></p> <p><i>Ask if all participants have an image in their minds.</i></p>
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**CONTENT****ACTIVITY**

<p>Key points:</p> <ol style="list-style-type: none"> <li>1. Participants know how to give feedback, based on their own life experiences.</li> <li>2. Giving feedback is an important skill for trainers.</li> <li>3. During the service provider training, trainers will be giving feedback during the CBT evaluations.</li> </ol>	<p><i>Tell participants to spend a minute thinking about this image. Trainer asks participants to:</i></p> <ul style="list-style-type: none"> <li>• <i>Picture how old you were when trying this activity.</i></li> <li>• <i>Picture the other people who were around you.</i></li> <li>• <i>Remember whether you did the action correctly or not.</i></li> <li>• <i>Remember how other people responded to your attempts. Specifically, what did these other people say and do about your efforts?</i></li> <li>• <i>Think about what actions/words made you feel successful or unsuccessful.</i></li> </ul> <p><i>Ask participants to return to the present and to make some notes about what people have said or done that made them feel successful/unsuccessful.</i></p> <p><i>Trainer asks the group to share the actions/words that made them feel <b>unsuccessful</b> and writes these on the chalkboard or whiteboard.</i></p> <p><i>Trainer asks the group to share the actions/words that made them feel <b>successful</b> and writes these on the chalkboard or whiteboard.</i></p> <ul style="list-style-type: none"> <li>• <i>Label this list "Ways to give feedback."</i></li> </ul> <p><i>Give a short lecture on the key points.</i></p> <p><i>Ask group to create a list of guidelines for giving feedback (refer to the list titled, "Ways to give feedback" if necessary).</i></p> <ul style="list-style-type: none"> <li>• <i>Write the guidelines generated by the group on the chalkboard or whiteboard so that participants can refer to them during the CBT evaluations.</i></li> </ul> <p><i>Ask each person to individually choose one or two points from the guidelines to use in the next activity - giving feedback on the Initial Instructions session.</i></p>
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# Competency Based Evaluation of Fertility Orientation Session and Initial Instructions and Cycle One Follow-up

<b>Introduction to competency based evaluation</b>	<b>15 minutes</b>
<b>Group study</b>	<b>2 hours</b>
<b>FOS-competency based evaluation</b>	<b>1 hour</b>
<b>Lunch</b>	<b>1 1/2 hours</b>
<b>Initial Instructions:</b>	
- competency based evaluation	<b>1 hour</b>
<b>Break</b>	<b>15 minutes</b>

## CONTENT

## ACTIVITY

<p>The structure of the CBT evaluation is:</p> <ol style="list-style-type: none"> <li>1. Participants form small groups.</li> <li>2. They will be evaluated using the TEG.</li> <li>3. Within each group, each individual will present the FOS, II and one of the cycle follow-ups. Because of time constraints, each service provider will not present all of the client contacts.</li> <li>4. Each client contact will be presented as if teaching a client one-on-one.</li> </ol> <p>The TOT is similar to and different from the service provider training in the following ways:</p> <p>Similarities:</p> <ol style="list-style-type: none"> <li>1. The participants will form small groups.</li> <li>2. They will be evaluated using the TEG.</li> </ol>	<p><i>Introduction to competency based evaluation</i></p> <p><i>CBT Guide: pages 89-90</i></p> <ul style="list-style-type: none"> <li>• Give 5 minutes for participants to read pages 89-90.</li> <li>• Review the basic structure of the CBT evaluation during the service provider training.</li> <li>• Ask if there are any questions.</li> <li>• Address any issues raised.</li> </ul> <p><i>Highlight how the TOT is similar to and different from the service provider training.</i></p>
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**CONTENT**

**ACTIVITY**

Differences:

1. Within each small group, all four client contacts will be presented (FOS and II, Cycles 1, 2, and 3).
2. Some of the client contacts will be presented one-on-one, while others will be presented to the entire group.

- FOS: to the group
- II: to one client
- Cycle 1: to one client
- Cycle 2: to one client and her partner
- Cycle 3: to one client

If all master trainers use the same standards, based on the TEG, this will help to ensure that all service providers in the Philippines are teaching the Mucus Method the same way. If all service providers are teaching the Mucus Method the same way, then all clients should be learning and practicing it the same way.

*Explain that the group teaching is only part of the TOT to allow participants to practice the teaching they will do during the service provider training.*

**FOS - practice teaching**

*CBT Guide: page 11*

- *Have one person teach the FOS to the group.*
- *After the FOS, replace the feedback time with the activities outlined below.*

**FOS - competency based evaluation**

*After the FOS,*

1. *Applaud the teacher and group for their participation.*
2. *Ask the teacher how she/he felt. (Note to trainer: you are trying to determine the teacher's level of confidence and to give him/her an opportunity for feedback.)*
3. *Ask the group how they felt.*
  - *When the group gives their responses, ask them to identify what the teacher said/did to make them feel that way. ( Note to trainer: you are trying to assess the group's "emotional" response to the teacher. This feedback is important to the teacher as it will improve his/her effectiveness in teaching service providers/ clients.)*

*Explain the importance of all trainers using the TEG in the same way.*

**CONTENT**

**ACTIVITY**

<p>During the service provider training, the trainer and group gives limited feedback. Refer all participants to CBT Guide, page 94.</p> <p>During the service provider training, the trainer later meets with the participants for more detailed feedback. Refer all participants to CBT Guide, page 94.</p>	<p><i>Lead a group discussion by reading aloud each task on the TEG and asking:</i></p> <ol style="list-style-type: none"><li><i>1. How many of you rated this task "S?" "U?" "NO?"</i></li><li><i>2. Describe what you observed that influenced your rating.</i></li></ol> <p><i>As a group, decide on a rating for each task. Remind participants how competency based evaluation is done during the service provider training.</i></p> <p><b><i>Lunch: 1 and 1/2 hours</i></b></p> <p><b><i>Initial Instructions - practice teaching and competency based evaluation</i></b></p> <p><i>Follow the same instructions specified above for the FOS, except that the teaching should be done one-on-one.</i></p> <p><b><i>Break: 15 minutes</i></b></p>
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# Learning Journal

Learning Journal

15 minutes

## CONTENT

## ACTIVITY

	<p><i>CBT Guide: pages 64-65</i></p> <ul style="list-style-type: none"><li><i>• Conduct this activity.</i></li></ul> <p><i>Remind participants that practice teaching and competency based evaluation for Cycles, 1,2, and 3 will occur on Day 4.</i></p> <p><i>Remind those individuals who will practice teach on Day 4 to prepare.</i></p>
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## Schedule for TOT Day 4

<b>TIME</b>	<b>TOPIC</b>	<b>PAGE NO.</b>
8:00 - 8:30	Insights from TOT Day 3	35
8:30 - 9:30	Cycle 1 - competency based evaluation	36
9:30 - 10:30	Cycle 2 - competency based evaluation	36
10:30 - 10:45	<i>MORNING BREAK</i>	
10:45 - 11:45	Cycle 3 - competency based evaluation	36
11:45 - 1:15	<i>LUNCH BREAK</i>	
1:15 - 1:45	Breastfeeding and the Mucus Method	37
1:15 - 2:30	Preparation for practicum	38
2:30 - 3:15	Future plans	39
3:15 - 3:30	Closing / Evaluation	

# Insights from Day 3

Welcome  
Insights from Day 3

5 minutes  
25 minutes

## CONTENT

## ACTIVITY

	<p><i>Welcome participants.</i></p> <p><i>CBT Guide: page 66</i></p> <ul style="list-style-type: none"><li><i>• Do this activity on day 3 of the TOT.</i></li></ul>
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# Competency Based Evaluation of Cycle One Follow-up

<b>Cycle 1 - competency based evaluation</b>	<b>1 hour</b>
<b>Cycle 2 - competency based evaluation</b>	<b>1 hour</b>
<b>Break</b>	<b>15 minutes</b>
<b>Cycle 3 - competency based evaluation</b>	<b>1 hour</b>
<b>Lunch</b>	<b>1 1/2 hours</b>

## CONTENT

## ACTIVITY

	<p><b><i>Cycle 1: practice teaching and competency based evaluation</i></b>  <i>CBT Guide: page 94</i></p> <ul style="list-style-type: none"> <li><i>Follow the instructions as specified for the FOS, except that the teaching should be done one-on-one.</i></li> </ul> <p><b><i>Cycle 2: practice teaching and competency based evaluation</i></b>  <i>CBT Guide: page 94</i></p> <ul style="list-style-type: none"> <li><i>Follow the instructions as specified for the FOS. The practice teaching should be done to the client and her partner.</i></li> </ul> <p><b><i>Break: 15 minutes</i></b></p> <p><b><i>Cycle 3: practice teaching and competency based evaluation</i></b>  <i>CBT Guide: page 94</i></p> <ul style="list-style-type: none"> <li><i>Follow the instructions as specified for the FOS, except that the teaching should be done one-on-one.</i></li> </ul> <p><b><i>Lunch: 1 1/2 hours</i></b></p>
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# Breastfeeding and the Mucus Method

LAM/NFP Interface

30 minutes

## CONTENT

## ACTIVITY

	<p><i>CBT Guide: page 97</i></p> <ul style="list-style-type: none"><li>• <i>Conduct this activity.</i></li></ul>
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# Preparation for the Practicum

Preparation for Practicum

45 minutes

## CONTENT

## ACTIVITY

<p>Sample issues a service provider might encounter during the practicum:</p> <ul style="list-style-type: none"> <li>• Could not find three clients</li> <li>• Clients dropped out</li> <li>• Didn't have time to work with three clients since teaching the Mucus Method is not the primary job</li> <li>• Supervisor wasn't supportive</li> <li>• No materials</li> <li>• No supervision</li> <li>• Not part of the performance evaluation</li> </ul>	<p><i>CBT Guide: page 99</i></p> <ul style="list-style-type: none"> <li>• <i>Conduct the Practicum Guidelines.</i></li> </ul> <p><i>After conducting this activity:</i></p> <p><i>Remind participants that during the practice, all service providers are supposed to bring three clients to user autonomy.</i></p> <p><i>Explain that some service providers will have difficulty meeting this requirement, and TOT instructors must help them overcome the difficulties.</i></p> <p><i>Ask all participants to brainstorm the issues/problems that service providers might encounter in completing the practicum.</i></p> <p><i>Lead a discussion on how to overcome these issues/problems.</i></p> <p><i>State that anyone who has not brought three clients to user autonomy should meet individually with the instructor to determine a plan to meet the practicum requirement.</i></p> <p><i>Explain that TOT participants must be prepared to address these issues/problems.</i></p>
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# Future Plans

Future Plans

45 minutes

## CONTENT

## ACTIVITY

	<p><i>CBT Guide: pages 100-101</i></p> <ul style="list-style-type: none"> <li>• <i>Modify this activity in the following ways:</i></li> </ul> <ol style="list-style-type: none"> <li>1. <i>Begin by summarizing the service provider training.</i></li> </ol> <p><i>Review the schedules for each day of the training.</i></p> <p><i>Ask if there are any questions.</i></p> <ol style="list-style-type: none"> <li>2. <i>Modify the discussion of future plans by asking the participants to brainstorm the following information about their first service provider training:</i> <ul style="list-style-type: none"> <li>• <i>When will the training be?</i></li> <li>• <i>Who will the other trainer(s) be?</i></li> <li>• <i>What barriers do they see to offering this training?</i></li> <li>• <i>What strategies could be used to overcome the barriers?</i></li> </ul> </li> </ol> <p><i>Ask each participant to share their answers with the group.</i></p> <ol style="list-style-type: none"> <li>3. <i>Administer the evaluation form for the TOT.</i></li> <li>4. <i>Provide TOT certificates of completion.</i></li> </ol>
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# ***Attachments***

## Training of Trainers (TOT) Schedule

### Day 1

TIME	TOPIC
10:00 - 10:40	Welcome/Introductions
10:40 - 10:55	Pre-course questionnaire
10:55 - 11:30	Overview of NFP Training
11:30 - 12:45	Fertility Orientation Session -demo role play
12:45 - 2:15	<i>LUNCH BREAK</i>
2:15 - 3:30	Fertility Orientation Session -supervised practice
3:30 - 3:45	<i>AFTERNOON BREAK</i>
3:45 - 4:15	Initial Instructions - demo role-play
4:15 - 4:35	Training skills
4:35 - 4:45	Preparation for practice teaching, etc on Days 3 and 4
4:45 - 4:50	Curriculum package
4:50 - 5:00	Learning journal

### Day 2

TIME	TOPIC
8:00 - 8:30	Welcome/Insights from TOT Day 1
8:30 - 9:45	Initial Instructions - supervised practice
9:45 - 10:30	Cycle 1 Follow-up - demo role-play
10:30 - 10:45	<i>MORNING BREAK</i>
10:45 - 11:30	Cycle 1 Follow-up - supervised practice
11:30 - 12:00	Partner Involvement Exercise

12:00 - 1:30	<b>LUNCH BREAK</b>
1:30 - 3:00	<b>Cycle 2 Follow-up - demo role-play and supervised practice</b>
3:00 - 3:15	<b>AFTERNOON BREAK</b>
3:15 - 3:30	<b>Evaluating client autonomy on use of mucus method</b>
3:30 - 5:00	<b>Cycle 3 Follow-up - demo role-play and supervised practice</b>
5:00 - 5:10	<b>Learning journal</b>

**Day 3**

<b>TIME</b>	<b>TOPIC</b>
8:00 - 8:30	<b>Welcome/Insights from TOT Day 2</b>
8:30 - 9:15	<b>Charting for Mucus Method</b>
9:15 - 9:45	<b>Mid-course questionnaire</b>
9:45 - 9:50	<b>Conclusion of Level 1</b>
9:50 - 10:05	<b>MORNING BREAK</b>
10:05 - 10:20	<b>Introduction to Level 2</b>
10:20 - 10:40	<b>Coaching</b>
10:40 - 11:00	<b>How to give feedback</b>
11:00 - 11:15	<b>Introduction to competency based evaluation</b>
11:15 - 12:15	<b>FOS - practice teaching</b>
12:15 - 12:45	<b>FOS - competency based evaluation</b>
12:45 - 2:15	<b>LUNCH BREAK</b>
2:15 - 3:15	<b>Initial Instructions - practice teaching</b>
3:15 - 3:45	<b>Initial Instructions - competency based evaluation</b>
3:45 - 4:00	<b>AFTERNOON BREAK</b>
4:00 - 4:30	<b>Sustaining natural family planning in the community</b>
4:30 - 4:45	<b>Learning journal</b>

**Day 4**

<b>TIME</b>	<b>TOPIC</b>
8:00 - 8:30	<b>Welcome/Insights from TOT Day 3</b>
8:30 - 9:00	<b>Cycle 1 - practice teaching</b>
9:00 - 9:30	<b>Cycle 1 - competency based evaluation</b>
9:30 - 10:00	<b>Cycle 2 - practice teaching</b>
10:00 - 10:30	<b>Cycle 2 - competency based evaluation</b>
10:30 - 10:45	<b><i>MORNING BREAK</i></b>
10:45 - 11:15	<b>Cycle 3 - practice teaching</b>
11:15 - 11:45	<b>Cycle 3 - competency based evaluation</b>
11:45 - 1:15	<b><i>LUNCH BREAK</i></b>
1:15 - 1:45	<b>LAM/NFP Interface</b>
1:15 - 2:30	<b>Preparation for Practicum</b>
2:30 - 3:15	<b>Future plans</b>

## LEARNING JOURNAL MUCUS METHOD OF NATURAL FAMILY PLANNING

Participant's Name \_\_\_\_\_

Date \_\_\_\_\_

Job Position \_\_\_\_\_

Office \_\_\_\_\_

Address \_\_\_\_\_

1. What are the three most significant learning insights that you gained from today's session?

Learning Insight 1:

Learning Insight 2:

Learning Insight 3:

2. Why are these insights important?

## Getting to Know your Curriculum Package

*Directions: Please write the answers after each question.*

1. How many days is the service provider training?

---

Where is the overview of the service provider training located?

---

2. How many levels are there in the service provider training?

---

How long is each level?

---

3. If you wanted to see all the topics covered during the 1<sup>st</sup> day of the service provider training, where would you look?

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4. If you were going to teach the FOS in the service provider training, where would you look for guidance on what (content) and how (learning activities) to teach it?

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5. At the end of Level 1, have the service providers learned all four client contacts?

---

6. When you are preparing to teach the service providers and you want to find the teaching and evaluation guides (TEGs), will you find them in the CBT Guide?

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7. When you want to review information about the Mucus Method, where do you look?

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## **Answer Key**

### **Getting to Know your Curriculum Package**

1. How many days is the service provider training?  
**Answer: 3**  
 Where is the overview of the service provider training located?  
**Answer: page \_\_\_\_ of the CBT Guide**
  
2. How many levels are there in the service provider training?  
**Answer: 2**  
 How long is each level?  
**Answer 1 - 1/2 days.**
  
3. If you wanted to see all the topics covered during the 1<sup>st</sup> day of the service provider training, where would you look?  
**Answer: at the Level 1: Day 1 schedule, on page \_\_\_\_ of the CBT Guide**
  
4. If you were going to teach the FOS in the service provider training, where would you look for guidance on what (content) to teach and how (learning activities) to teach it?  
**Answer: page \_\_\_\_ of the CBT Guide**  
**Ask, "How did you know where to find this information?"**  
**Answer: by looking at the Level 1: Day 1 schedule, on page \_\_\_\_ of the CBT Guide. This schedule includes the page numbers where the details (content and learning activities) for each topic on day 1 can be found. Also, note that the top of each page for the FOS says "FOS."**
  
5. By the end of Level 1 of the service provider training, have the service providers learned all four client contacts?  
**Answer: Yes. Review the four client contacts.**  
**Ask, "How did you know this?"**  
**Answer: By looking at the schedules for Day 1 and Day 2 of Level 1 (pages \_\_\_\_ and \_\_\_\_ in the CBT Guide)**
  
6. When you are preparing to teach the service providers and you want to find the teaching and evaluation guides (TEGs), will you find them in the CBT Guide?  
**Answer: yes. These are in the Attachments section of the CBT Guide. Direct participants to look at the table of contents for the CBT Guide.**
  
7. When you want to review information about the Mucus Method, where do you look?  
**Answer: in the Reference Manual. Review the table of contents and note that the phrases listed correspond to the tasks in the TEGs. Show an example of this.**

## Practice Teaching Sign-up

*Please write your name next to the session you would like to practice teach.*

Remember	FOS:	to the group
	II:	to one client
	Cycle 1:	to one client
	Cycle 2:	to one client with her partner
	Cycle 3:	to one client

<b>GROUP 1</b>	<b>FOS:</b> <b>II:</b> <b>Cycle 1:</b> <b>Cycle 2:</b> <b>Cycle 3:</b>	
<b>GROUP 2</b>	<b>FOS:</b> <b>II:</b> <b>Cycle 1:</b> <b>Cycle 2:</b> <b>Cycle 3:</b>	
<b>GROUP 3</b>	<b>FOS:</b> <b>II:</b> <b>Cycle 1:</b> <b>Cycle 2:</b> <b>Cycle 3:</b>	
<b>GROUP 4</b>	<b>FOS:</b> <b>II:</b> <b>Cycle 1:</b> <b>Cycle 2:</b> <b>Cycle 3:</b>	
<b>GROUP 5</b>	<b>FOS:</b> <b>II:</b> <b>Cycle 1:</b> <b>Cycle 2:</b> <b>Cycle 3:</b>	

# COACH

<b>C</b>	Clear demonstration
<b>O</b>	Openness to learning
<b>A</b>	Assessment
<b>C</b>	Communication (two-way)
<b>H</b>	Help

## Principles of Adult Learning

YOUTH LEARN	ADULTS LEARN	HOW WE TEACH ADULTS
<ul style="list-style-type: none"> <li>• Because it is required</li> </ul>	<ul style="list-style-type: none"> <li>• To become independent, autonomous, and empowered</li> </ul>	
<ul style="list-style-type: none"> <li>• To receive information</li> </ul>	<ul style="list-style-type: none"> <li>• For personal change, achievement, and development</li> </ul>	
<ul style="list-style-type: none"> <li>• To please parents/teachers</li> </ul>	<ul style="list-style-type: none"> <li>• To apply the information to their lives/work</li> </ul>	
<ul style="list-style-type: none"> <li>• Because they idolize the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• To transfer the information learned to their jobs</li> </ul>	
<ul style="list-style-type: none"> <li>• For grades</li> </ul>	<ul style="list-style-type: none"> <li>• By socializing</li> </ul>	
<ul style="list-style-type: none"> <li>• To pass classes</li> </ul>	<ul style="list-style-type: none"> <li>• To solve present concerns</li> </ul>	
<ul style="list-style-type: none"> <li>• For general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• When information is specific and relevant</li> </ul>	

## **Answer Key**

### **Principles of Adult Learning**

<b>YOUTH LEARN</b>	<b>ADULTS LEARN</b>	<b>HOW WE TEACH ADULTS</b>
<ul style="list-style-type: none"> <li>• Because it is required</li> </ul>	<ul style="list-style-type: none"> <li>• To become independent, autonomous, and empowered</li> </ul>	Tell adults how learning this information will help them to become more independent, autonomous, and empowered
<ul style="list-style-type: none"> <li>• To receive information</li> </ul>	<ul style="list-style-type: none"> <li>• For personal change, achievement, and development</li> </ul>	Tell adults how learning this information will help them to achieve and develop
<ul style="list-style-type: none"> <li>• To please parents/teachers</li> </ul>	<ul style="list-style-type: none"> <li>• To apply the information to their lives/work</li> </ul>	<p>Know more about the learners: jobs, problems they encounter, etc.</p> <p>Be flexible, modifying your examples of how the information applies to their lives and work.</p>
<ul style="list-style-type: none"> <li>• Because they idolize the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• To transfer the information learned to their jobs</li> </ul>	Teach so that the learners can practice using the information the same way they will use it on the job.
<ul style="list-style-type: none"> <li>• For grades</li> </ul>	<ul style="list-style-type: none"> <li>• By socializing</li> </ul>	Create small group learning activities that allow adults to interact.
<ul style="list-style-type: none"> <li>• To pass classes</li> </ul>	<ul style="list-style-type: none"> <li>• To solve present concerns</li> </ul>	Create opportunities for adults to share their experiences.
<ul style="list-style-type: none"> <li>• For general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• When information is specific and relevant</li> </ul>	<p>Ask learners what problems they are having (that relate to the subject being taught).</p> <p>Be specific whenever possible, relating the information to learner's jobs and life situations.</p>

Mucus Method TOT

DATE:

Evaluation Form

Please take a few minutes to evaluate the TOT. For each question, circle your best response.

<b>Excellent</b> 	<b>Good</b> 	<b>Fair</b> 
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1. Please tell us how you would rate the TOT:

- |                   |   |   |   |
|-------------------|---|---|---|
| 1. Overall Rating |  |  |  |
| 2. Visual Aids    |  |  |  |
| 3. Activities     |  |  |  |

Comments:

2. Please tell us how you would rate the TOT materials:

- |  |   |   |   |
|--|---|---|---|
| 1. CBT Guide                             |   |   |   |
| 2. Reference Manual                      |  |  |  |
| 3. Teaching and Evaluation Guides (TEGs) |  |  |  |

Comments:

3. Please tell us how you would rate the TOT instructors:

Name of Instructor

- |                       |   |   |   |
|-----------------------|---|---|---|
| 1. Knowledge          |  |  |  |
| 2. Delivery Technique |  |  |  |

Comments:

Name of Instructor

- |                       |   |   |   |
|-----------------------|---|---|---|
| 1. Knowledge          |  |  |  |
| 2. Delivery Technique |  |  |  |

Comments:

Please turn page.

<b>Comfortable</b> 	<b>Somewhat Comfortable</b> 	<b>Not Comfortable</b> 
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4. Please circle the answer that best describes you:

- 1. I can conduct a competency based training of service providers on the Mucus Method.                                                  
- 2. I can assess competency of service providers' skills in teaching the Mucus Method to clients.                                                  

If you marked "somewhat" or "not comfortable," please explain.

5. What suggestions would you make to improve future workshops?

6. What was the best part of this workshop?

**Thank you!** 

**INSTITUTE FOR REPRODUCTIVE HEALTH**

GEORGETOWN UNIVERSITY MEDICAL CENTER

in partnership with the

DEPARTMENT OF HEALTH

REPUBLIC OF THE PHILIPPINES

awards this

**CERTIFICATE OF PARTICIPATION**

to

\_\_\_\_\_

for having completed

**TRAINING OF TRAINERS ON MUCUS METHOD OF NATURAL FAMILY PLANNING**

Held on \_\_\_\_\_ at \_\_\_\_\_

\_\_\_\_\_  
IRH

\_\_\_\_\_  
DOH