

REPORT OF

THE FIRST WEST AFRICAN COLLEGE OF NURSING
(WACN)/PROJECT FOR STRENGTHENING HEALTH
DELIVERY SYSTEMS IN CENTRAL AND WEST AFRICA
(SHDS) WORKSHOP ON CURRICULUM DEVELOPMENT IN
PRIMARY HEALTH CARE

22 October - 2 November, 1984
Freetown, Sierra Leone

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in collaboration with Workshop facilitators

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P R E F A C E

Strengthening Health Delivery Systems in Central and West Africa (SHDS) is a regional project that aims to strengthen health delivery systems in 20 countries in Central and West Africa. The project functions under the auspices of the World Health Organization Regional Office for Africa (WHO/AFRO) and is funded by the United States Agency for International Development (USAID) under contract to Boston University.

The program goal of SHDS is to increase the capability of existing institutions to plan, implement and manage effective and economically feasible health delivery systems. This goal is to be achieved by the following four objectives:-

1. Improve national and regional health planning management;
2. Increase skills and improve the utilization of health personnel providing generalized health services at the supervisory and local levels;
3. Improve regional and national disease surveillance and health demographic data systems and integrate these systems into national health planning delivery systems;
4. Develop low-cost (affordable) health delivery systems.

SHDS collaborates directly with WHO/AFRO, National Ministries of Health, Regional Training Centres, Academic Institutions and Regional Endemic Disease Control Organizations in Central and West Africa. One of the organizations is the West African College of Nursing (WACN) which, since 1980, has had collaborative links with the SHDS project in joint educational activities for nurses in five countries - The Gambia, Ghana, Liberia, Nigeria and Sierra Leone.

These joint activities include technical assistance to basic and post-basic schools of nursing in curriculum development and evaluation, as well as establishing a regional system of continuing education programs in the five-country sub-region. This is a report on the first regional WACN/SHDS workshop on curriculum development for continuing education programs in primary health care.

It was prepared by the SHDS Project Nursing Coordinator in collaboration with workshop facilitators and serves as an example of how WACN can utilize its regional mandate in improving knowledge and skills of nursing personnel in the interest of health for all.

1. INTRODUCTION

1.1 Background

The first WACN/SHDS Project Intercountry Workshop on Curriculum Development in Primary Health Care was held in Freetown, Sierra Leone, at the Miata Conference Center 22 October - 2 November 1984. It was the fourth in a series of continuing education activities designed to improve the competencies of senior nurse educators and service personnel in designing curricula in primary health care for health operations personnel.

Two workshops and one ten-week course on Curriculum Development were organized for three countries - The Gambia, Liberia and Sierra Leone (Monrovia 1979, Banjul 1981, Monrovia 1982), Ministries of Health in Liberia and The Gambia played a central role in their planning and implementation. This workshop was the first which included the West African College of Nursing (WACN) as part of the organizing and implementing team. It was held for five countries - The Gambia, Ghana, Liberia, Nigeria and Sierra Leone.

1.1.1 Following the formal inauguration of WACN April, 1981 in Banjul, a formal collaborative relationship was established between WACN and SHDS. Through a WACN initiative a consultation was organized for the purpose of developing ways and means in which SHDS technical assistance could be put at the service of proposed WACN educational programs. It was agreed that the most realistic area of assistance was developing a structure within WACN which would be capable of sustaining continuing education programs for the 5 WACN member countries. SHDS would assist WACN with continuing education activities with the goal of establishing a regional system of continuing education.

1.1.2 As a first step WACN Fellows participated as co-trainers in the SHDS/AFRO ten-week Curriculum Workshop (Liberia 1982). Co-facilitator training was designed to expose WACN Fellows to training processes and methodologies for developing adult education skills and designing innovative training programs in curriculum development.

1.1.3 In November 1983 the WACN Regional Continuing Education Committee was formed, and was composed of one member from each of the 5 countries. It held its first meetings 11 - 15 March 1984 in Freetown, Sierra Leone. Their responsibilities were to develop yearly plans of action for regional continuing education programs. This workshop was one of the activities planned for 1984. It was designed in Abidjan, Ivory Coast and Freetown, Sierra Leone during two week long planning sessions in which course objectives, course content, training strategies and a course plan were prepared.

1.1.4 The main objective of the workshop was to improve the skills of senior nurse educators and service personnel in developing curricula in primary health care which are relevant to the needs of their respective countries. Specific objectives focussed on:

- 1) the provision of structured learning experiences in adult education processes and methods, and
- 2) the acquisition of skills and knowledge required to execute various steps in curriculum development using the systematic course design method.

1.2 Opening Ceremony

The workshop was officially opened by the Permanent Secretary on behalf of the Honourable Minister of Health of Sierra Leone who welcomed the participants. He stated that technological advances in the health sciences and the international focus on health for all are requiring nurses to have more knowledge and skills than ever before. Therefore, nurses must consider education as a life-long process rather than the acquisition of a diploma at the completion of a formal program of study. It is through on-going continuing education programs that nurses can maintain competence to fill the complex roles demanded of them in a changing and increasingly complex society. He acknowledged the role of the WACN in spear heading efforts to make available educational programs as part of its mandate in improving standards of nursing practice. He commended SHDS for its support of WACN and expressed best wishes for the success of the workshop in its deliberations.

2. ORGANIZATION

2.1 The Program. The workshop was programmed for seventy-two hours over a two-week period. The distribution of hours according to workshop content was the following:

. Orientation and Getting Acquainted	2 hours
. Goal-setting	1 hour
. Problem Census for Continuing Education Programs for Nurses	4 hours
. Workshop Contracting	0.5 hours
. Modern Education Concepts, Principles, Methods and Processes	2 hours
. Roles and Functions of Nurse Trainers - Job Description	3 hours
. Experiential Learning for Change	4 hours
. Processes in Continuing Education Program Design - Task Analysis, Learning Objectives, Communication	9.5 hours
. Skills Training in the Systematic Course Design Method	41 hours
. Evaluation	5 hours

Fifty-seven of the 72 classroom hours were devoted to group work and an estimated additional 30 hours were spent in group work activities outside the classroom schedule. Five hours were used for formative and summative evaluation activities.

2.2 Methodology

The educational process utilized throughout the workshop was the inductive process. Learning activities were designed to move participants from personal experience and observation to reflection, conceptualization and practical application.

Both plenary and small group sessions were held each day during the two-week period. In plenary sessions workshop objectives and group tasks were reviewed and clarified. In addition the plenary served as a forum for presentation of experiential lectures, group reports and evaluation activities.

The largest proportion of time, 79%, was spent working in small groups where there were opportunities to practice skills required in developing a competency-based, task-oriented short course. Facilitators worked closely with participants emphasizing "active" learning and encouraging group problem-solving and experimentation.

A variety of teaching methods were used - the lecture, the experiential lecture, discussion, role playing, structured experience and individualized one to one teaching-learning transactions.

Extensive reference material on continuing education, adult education, curriculum development and design, and primary health care were distributed to all participants.

Flip charts and chalk boards were used for group work and group presentations during the plenary.

2.3 Participants and Facilitators.

Participants

There were nineteen participants from nursing education and service institutions from the five WACN member countries. Table 1 below shows the distribution.

Table 1. Number of Workshop Participants by Country, Sex, Position and WACN Membership

Country	Sex		Position		WACN Fellow
	Female	Male	Educator	Clinical Service	
The Gambia	2	2	4	0	2
Ghana	4	0	3	1	2
Liberia	1	2	1	2	1
Nigeria	4	0	3	1	2
Sierra Leone	4	0	0	4	2
Total	15	4	11	8	9

Four participants each represented The Gambia, Ghana, Nigeria and Sierra Leone while 3 represented Liberia. Fifteen participants were female and the remaining 4, male. There was a higher representation of educators (58%) over clinical service personnel (42%) and slightly more non-WACN participants (53%) than WACN Fellows (47%).

Facilitators

There were five facilitators - two WACN Fellows, two WHO/AFRO consultants and the SHDS Nursing Coordinator. The use of WACN Fellows was part of the SHDS "trainer of trainers" strategy directed toward creating a nucleus of WACN facilitators who would serve in future WACN continuing education programs.

3. WORKSHOP CONTENT

This section is a summary of the workshop pedagogical content and processes.

3.1 Orientation and Getting Acquainted.

The first session began with a pretest. The facilitator explained that the purpose of the test was to assess what participants already knew about curriculum development before the training event. She emphasized that while learning required much effort it could also be fun.

After the pre-test the facilitator stated that the first step in the teaching-learning process was to get to know each other better. Participants were asked to break up into groups according to their birthdays and zodiac signs. Each group was then asked to read descriptions of themselves (their birth signs) which were on large newsprint and determine to what extent they were characteristics of their personality.

Facilitators then led a discussion on the positive and negative effects of stereotyping and how it could influence the teaching-learning process.

Participants were introduced to a second set of getting acquainted activities which included the following:

- revealing aspects of their jobs,
- sharing opinions about what they like and dislike about nursing in their countries
- revealing their strengths and weaknesses as nurse trainers

After the exercise the facilitators led a discussion about its underlying purpose emphasizing risk-taking as an essential component in changing behaviour. Participants indicated knowing more about each other could facilitate communication and learning in an atmosphere of mutual trust. It was conceded that risk-taking was not easy in many back home situations.

Facilitators led participants to consider the possibilities of how knowledge of ones own strengths and weaknesses is the starting point for behavioural change.

3.2 Goal Setting

Workshop objectives, the provisional program of work and the method of work were reviewed by all participants. The objectives were accepted by the participants, as presented, with the proviso that if the pre-test indicated there were content areas common to the group additional learning experiences would be provided.

3.3 Workshop Contract

There are often gaps between the goals and expectations of participants and facilitators in a learning situation. One way to narrow the gap is to have a clear sense of the two sets of expectations before the training event occurs.

Facilitators introduced the notion of contract by suggesting that the psychological component of a teaching-learning experience was as important as acceptance of the workshop objectives reviewed earlier. After a 30 minute discussion of individual expectations a written contract was signed by both participants and facilitators. On occasion, during the workshop, group members reminded each other of their contractual obligations, sometimes verbally but more often with a smile and a "telling" look.

3.4 Problem Census for Continuing Education Programs for Nurses.

In order to identify the most critical factors in planning continuing education programs for nurses, participants were introduced to the Nominal Group Technique (NGT), an applied group problem-solving activity.

Briefly, the NGT consists of a series of five steps:

- Pre-nominal group meeting details

The facilitator presents an overview of the workshop objective and explains that each participant is to contribute to the definition of the problem. The facilitator then divides the participants into nominal groups of 5 - 8 persons.

- Silent generation of ideas

The facilitator presents each group with the exploratory question, to which each participant is to respond in order to define the critical elements of the problem. Without discussion, each member spends approximately 15 minutes (silently and independently) writing as many facts and resources needed to deal with the question as possible.

- Round Robin Listing

This phase is one in which a group member, in turn, presents one of her/his ideas to be listed verbatim on newsprint by the group recorder. This process continues, until all ideas have been listed.

- Discussion

The group recorder leads the group in a discussion of the ideas for the purpose of clarification, elaboration and evaluation. Each item is discussed sequentially and no items are eliminated from the list.

- Ranking

Each participant without interacting with others is asked to select the ten most important items on the list and ranks them in order of priority.

A group decision is made based on the outcome of the group members' individual votes.

Using the NGT the participants identified the following critical factors, in rank order (1 - highest to 10 - lowest):

1. Knowledge of community health needs
2. Learning objectives
3. Appropriate course content
4. Human resources
5. Feasible course duration
6. Evaluation of course/program
7. Appropriate teaching methods
8. Program cost
9. Program goals
10. Active participation of nurses

3.5 Learning Styles - Modern Educational Concepts, Principles and Processes. Participants were asked to assess their learning styles using a learning style inventory and learning map. Individual scores were derived using four indices describing different learning styles: concrete experience, reflective observation, abstract conceptualization and active participation.

Following the individual exercise and the comparison among group members the facilitator gave a lecturette emphasizing the following points:

- Individuals learn differently.
- Each learning style has its strengths and weaknesses.
- Learning styles are relevant to training situations and the divergence of nurse behaviour in the work setting.
- All learning styles are necessary.
- The role of a trainer is to assist nurse trainees to develop competencies in each style of learning thereby providing them with intellectual tools to solve nursing problems.
- Many nurse educators separate "learning" from doing. Thus learning can become passive.
- The contemporary (modern) educational approach focusses on what a learner needs to know and to be able to do to perform a task.

- 3.6 Roles and Functions of Nurse Trainers. Participants were given a summary of guidelines on nursing roles and functions. The guidelines were prepared by leaders in nursing service and nursing education during the curriculum workshop in Monrovia, Liberia, August 1979. They were asked to review the guidelines and, in small groups, develop a job description of a nurse trainer in a continuing education program. The results were shared in the plenary. Participants discussed those tasks in the job description in which they needed more skills. They included competencies in effective communication, writing behavioural objectives and teaching methods.
- 3.7 Experiential Learning and Change. Facilitators presented the main theoretical aspects of using structured learning experiences in continuing education programs for nurses. The following points were stressed:
- involvement of the trainee in an activity,
 - the linking of information to immediate application by the learner,
 - the responsibility for learning is on the learner who chooses how much energy she/he wishes to invest and the meaning the experience has for her/him,
 - the roles of feelings, intellect and values in learning,
 - the functions, methods and stages of experiential learning.

Following the discussion, participants reviewed Kurt Lewins' force field analysis as a framework for problem-solving and for implementing planned change efforts around a wide range of group and organizational issues. By way of reviewing Lewins' concepts the facilitator illustrated how a group of trainers in an in-service education unit met to discuss their lack of effectiveness as a work team. The question they posed was "Why can't we change the way we work". In attempting to answer the question they identified factors or pressures that strongly supported change in the direction of increased effectiveness as a work team:

- team members wanted to perform effectively
- they were functionally interdependent and had to work together to accomplish the goals of the inservice unit

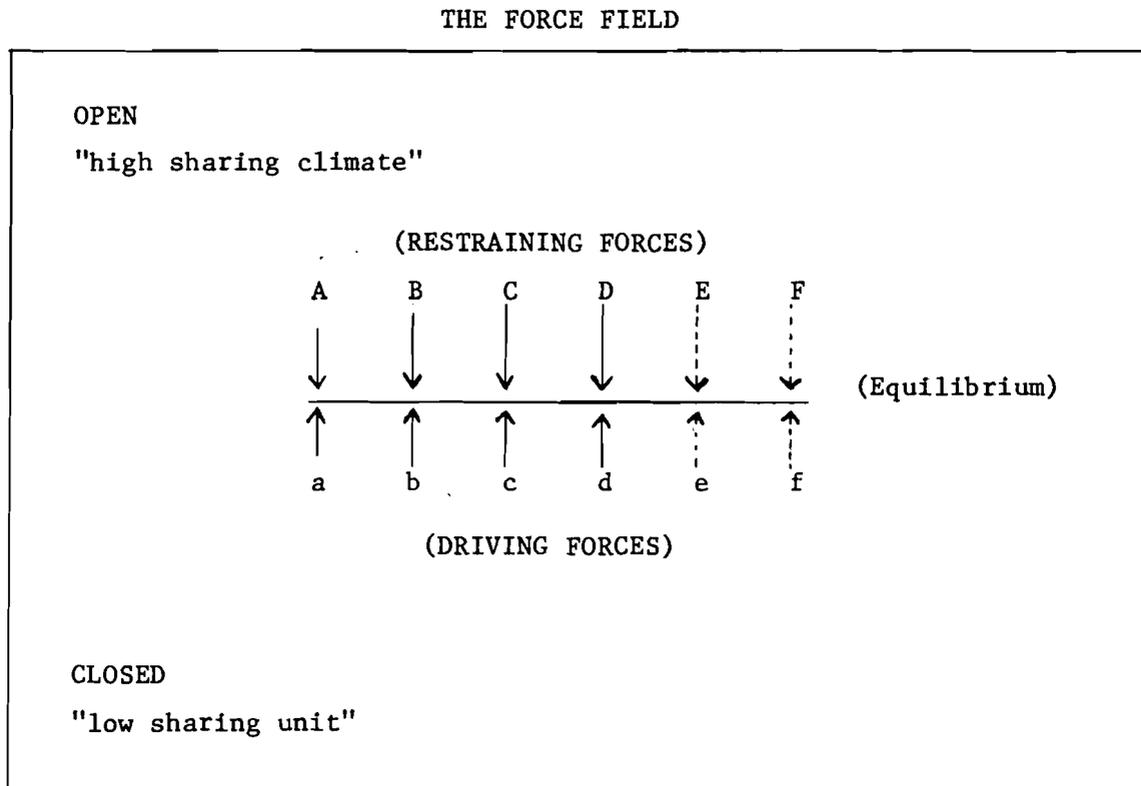
- there were existing work-related problems that were having an impact on their effectiveness, e.g. unclear job definition, responsibility without authority, interpersonal tension.

As they continued their analysis they also identified pressures that acted as powerful obstacles to change:

- group members lacked experience and skills in dealing with conflict
- the risk of the unknown was high in terms of "will we hurt each other"
- there were questions about whether top management would respond with "That's the way things are done around here". Thus the definition of the problem took the form of recognizing opposing forces (positive and negative) in the environment which determine the level of functioning of the group. Figure 1. summarizes this "diagnoses" of the problem in terms of its interpersonal climate. Pressures for a more open in-service education unit are the driving forces represented by the arrows pushing upward which, at the same time, act as barrier to the team's movement backward toward a more closed unit.

Arrows pushing downward represent restraining forces which are keeping the inservice education unit from moving toward a higher degree of openness and, at the same time, are driving forces toward a climate of lower interpersonal risk.

Figure 1.



A group of forces as shown in Figure 1 may be called a "force field". The length of the arrows in the force field describes the relative strength of the forces; the longer the arrow the stronger the force. A group stabilizes its behaviour where forces pushing for change are equal to forces resisting change. One of the most efficient ways to bring about change is to change the direction of one of the forces.

3.7.1 The facilitator then divided the participants into small groups to carry out a "force field analysis" on factors which might affect the successful implementation of "structured learning experiences" as a laboratory approach to teaching in their inservice education units.

The results of group work were shared in the plenary. Several factors were identified by all groups:

- . facilitators poorly trained in intervention techniques
- . participants who are unfamiliar with the training strategy may find it threatening
- . processing data generated by the structural experience may take more time than was anticipated during the planning phase.

3.8 Continuing Education Program Design.

3.8.1 Three guest educators from Sierra Leone - Mrs. Lucan, Reverend S. Davis and Mrs Hyde, presented lecturettes on critical factors to consider in continuing education program design. They were the following: analysis of tasks which the learner would be expected to perform; learning objectives and communication as an essential process in teaching and learning.

Task Analysis (Mrs. Lucan). "A task analysis is a method of looking at some part of a person's job or task and deciding on exactly what is to be done. Once the WHAT has been decided, it would be essential to decide on HOW to do the WHAT." She stated that task analysis consisted of six steps:

- 1) selection of the task
- 2) deciding on sources of information
- 3) collecting information and acquiring the knowledge (WHAT)

- 4) deciding on skills and attitudes needed
- 5) listing and sequencing the sub-tasks
- 6) deciding on strategies for implementation (HOW).

Using the concrete example of a task "Convince Mothers not to give impure water to their babies. Demonstrate purification of water" she demonstrated each step in the analysis process.

Curriculum Objectives (Reverend Davis). Reverend Davis

stated that recent discussions on curriculum have stressed the need to identify three elements in curriculum planning:

a) objectives, b) content or subject matter and c) methods or procedure. He described objectives as qualities of the mind, the skills, the kinds of knowledge that is intended to be developed in learners.

He stated that the kinds of objectives a "teacher" might have has been conceptualized by B.S. Bloom in three categories or domains - cognitive, affective and psychomotor.

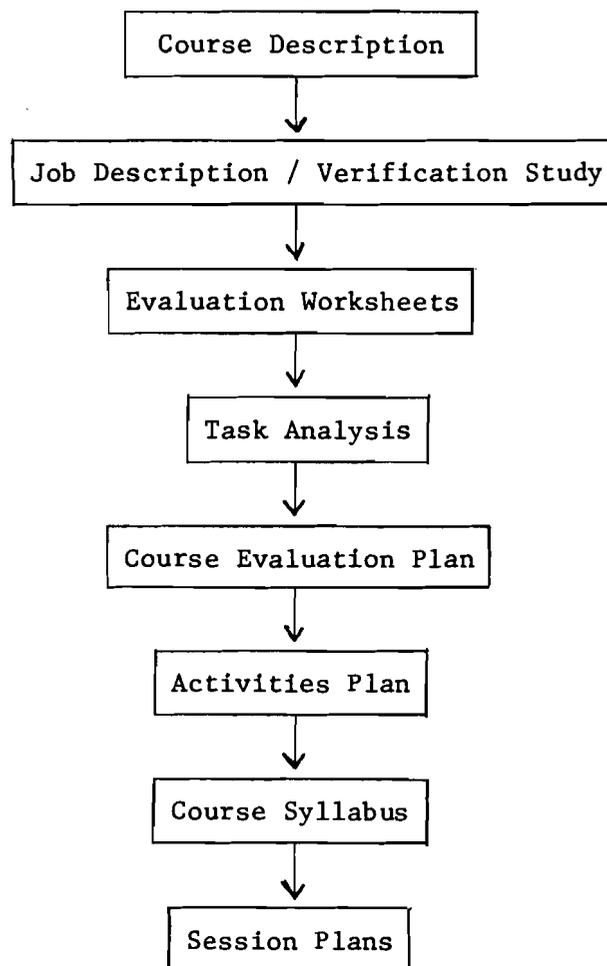
Following the presentation participants were divided into small groups. Each group formulated five behavioural objectives which exemplified the three domains. They presented their reports in the plenary. Rev. Davis assessed the reports by awarding points for each group. His assessment generated much enthusiastic discussion, debate and maximum participation.

Communication and Nurse Trainer Behaviour (Mrs. Hyde). During this session participants examined how different directions in communication can affect the communication system. One-way and two-way communication was demonstrated through small group activities. The guest facilitator, Mrs. Hyde, described communication as a multi-faceted process of sending and receiving messages. However, she stated that, a message sent and received does not mean that communication has occurred. There are many conditions which alter effective communication. Among them are the physical environment, past experiences, preoccupation, emotional blocks, mind-wandering, hostility and defensiveness.

She listed six elements in the communication process - the message, the channel, the receiver, the encoder, the means and the decoder. Messages are often distorted by intrapersonal, interpersonal and environmental conditions.

3.9 Skills in Systematic Course Design. Using the systematic course design method developed by Boston University Center for Educational Development in Health, participants developed their country-specific course modules. The method consisted of eight steps - developing a course description, a job description and evaluation worksheets; doing a task analysis, developing a course evaluation plan, an activities plan, a course syllabus and course session plans. (See Figure 2.)

Figure 2. Steps in the Systematic Course Design



Course development activities centered around three themes: describing professional performance, describing student competencies, planning student learning.

3.9.1. First, participants were asked to define the content within which the course would be taught, the course description. It included the title of the course, its purpose, students (those who would take the course), the setting, resources and constraints.

Participants then executed the various steps in the course design by performing a series of tasks outlined below:-

Task 1. Describe Optimal Professional Performance.

- Analyze actual professional performance.
- Identify future professional roles to be assumed by the students and for which the training is being designed.
- List professional responsibilities, i.e. activities for which students will be accountable in their future roles; duties or tasks performed by a competent practitioner in the role.
- Analyze skill, knowledge and attitude components of the roles.

Task 2. Analyze Actual Professional Performance

- Select and implement a method of performance analysis. Performance analysis is the collecting of information concerning actual professional performance using such techniques as questionnaires, individual and group interview, checklists, work participation.
- Identify performance discrepancies. Performance discrepancies are "mismatches between the initial mastery description and actual professional performance."

Task 3. Revise the Initial Description of the Performance.

- Analyze the causes of performance discrepancies which have been identified.
- Modify the initial mastery description.

Task 4. Describe Student Competences, i.e. expertise expected of the students at the end of the instructional experience.

- Describe professional conditions and performance.
- Plan simulation of professional conditions and performance.

Task 5. Plan Student Learning

- Define intermediate competencies
- Design instructional activities
- Develop a course syllabus and session plans.

After completing course syllabi and session plans participants presented them in the plenary to be critiqued. Each country group also developed a plan of action for implementing the course in their countries.

3.10. Evaluation Activities

A pre-test and a post-test was given to all participants to assess change in knowledge of curriculum development. Overall scores for participants improved.

Evaluation of the workshop itself was very positive. Participants indicated that the workshop was conducted in a warm and friendly atmosphere; that participants and facilitators worked harmoniously together enabling all participants to meet their learning needs. Participants felt the workshop was successful in:

- motivating them to work and learn
- facilitating their understanding of educational concepts and the acquisition of course design skills
- demonstrating the importance of a systematic approach to course design.

3.11 Summary

The first WACN/SHDS Curriculum Development Workshop was held in Freetown, Sierra Leone, at the Miata Conference Center. Nineteen senior nurse educators and nursing service personnel representing five West African Anglophone Countries - The Gambia, Ghana, Liberia, Nigeria and Sierra Leone, participated.

During the first three and a half days of the workshop, participants were involved in structured learning experiences which focussed on key concepts and processes essential for effective teaching-learning transactions.

The remaining days were devoted to developing course modules which participants would implement in the home countries. Each country also developed a plan of action to accomplish implementation objectives.

The participants' overall assessment of the workshop was very positive. Not only did they report that much was learned but they demonstrated a high degree of motivation and enthusiasm, and recommended that the curriculum course be repeated at both sub-regional and national levels.

4. CLOSING CEREMONY

The closing ceremony was held 2 November, 1985 at Miata Conference Center. The presence of Mrs. Omoyeni Mends, President of WACN and the Mayoress of Freetown was an additional source of inspiration for the participants. Certificates were presented to participants in a small but impressive ceremony.

In her opening address, the Chief Nursing Officer Sierra Leone and Chairman of the occasion noted the great opportunities for continuing education which the WACN offers all nurses in the West Africa Sub-region. She urged all professional nurses to take advantage of it in striving at excellence in their professional practice.

Dr. Charlotte Ferguson in her report of the planning, organisation and conduct of the workshop likened the whole endeavour to the presentation of a beautiful wedding cake fit for a royal wedding. In spite of many constraints everyone had worked extremely hard. The culmination of the two weeks of hard work exemplified in the final group reports was evidence of the successful marriage between participants and human and material resources.

The President of the WACN expressed great delight with the successful conduct of such joint projects between the WHO/SHDS/MOH/WACN especially during her own tenure of office. She affirmed her faith in the nurses of the WAHC subregion and in their great potential to assure health for all through PHC. Mrs Mends promised to continue to do her best to promote continuing education to improve the skills of nurses. Nurses, she said, are not only the largest but the greatest group of people in the health team. She thanked the various arms of government, all the nurses of Sierra Leone for their support and cooperation.

Moving the vote of thanks on behalf of all the participants was Mrs. Awotesu, a participant from Nigeria. She thanked the WHO, SHDS, the WACN and all the governments of the 5 member countries especially the government of Sierra Leone, the host country, for their support, cooperation and assistance. All the members of the planning committee and their supporting staff including the secretaries and catering and domestic staff also received warm gratitude.

So ended the first most stimulating and inspiring joint workshop of the WHO/SHDS/WACN/MOH on curriculum development for Primary Health at Freetown, Sierra Leone.

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SHDS / WACN CURRICULUM WORKSHOP

ANNEXES

A N N E X E S:

- A. Workshop Objectives
- B. Workshop Schedule
- C. Participants, Facilitators and Planning Committee
- D. Pre-test - Post-test
- E. Country Course Modules
- F. Mid Course and Final Evaluation
- G. Speeches
- H. Workshop Reference List and Reading Materials

WORKSHOP OBJECTIVES*

Main Objective:

Improve the capability of senior nurse educators nursing service personnel in designing curricula for continuing programs in primary health care.

Specific Objectives

1. Define the term continuing education.
2. Identify and describe the strong and weak points of her/his continuing education experiences.
3. Identify problems of continuing education for nurses in your country.
4. Identify and analyze key adult education principles, methods and processes relevant to the development of an effective continuing education program in PHC.
5. Identify curriculum components.
6. Identify and describe the factors of an effective learning environment.
7. List and describe communication and motivational factors that can facilitate learning.
8. Discuss strategies and develop skills in solving problems in continuing education*.
9. List elements of the systematic course design presented in this workshop.
10. Design a short continuing education course using the systematic course design presented in this workshop.
 - 10.1 Define your course goals
 - Write a course description
 - Write a job description
 - Conduct a verification study
 - List 9 methods for job analysis and verification
 - Demonstrate one method of job verification you will use for your course
 - Revise the job description.

* Starred objectives are new objectives proposed by the workshop participants.

10.2 Plan your course evaluation

- Describe desired job performance
- Describe desired student performance
- Describe student entry level performance
- Prepare a task analysis to develop check-points
- Complete the course evaluation plan
- List and describe six evaluation methods which could be used in your course
- Develop the evaluation methods you will use in your course.

10.3 Design course activities

10.3.1- Develop an activities plan

10.4 Plan course sessions

10.4.1- Develop a course syllabus

10.4.2- Develop session plans

11. Teaching Methods

11.1 List 9 teaching methods employed in continuing education courses.

11.2 Describe and demonstrate one or more teaching methods you will use in your course.

12. Summarize the teaching methods, materials and evaluation techniques which will enable you to achieve your course objectives.

WORKSHOP SCHEDULE

CURRICULUM DEVELOPMENT FOR CONTINUING EDUCATION
PROGRAMS IN PRIMARY HEALTH CARE 22 OCT - 2 NOV.1984 FREETOWN, SIERRA LEONE

DAYS/TIME	MONDAY /22/	TUESDAY /23/	WEDNESDAY /24/	THURSDAY /25/	FRIDAY /26/
08.30 - 10.00	. Pretest	. Problem Census for Continuing Education	. Effective Learning Environments	. Motivation in Teaching Learning Transactions	. Defining Course Goals, Systematic Course Design
10.00 - 10.30	B	R	E	A	K
10.30 - 12.30	. Opening Ceremony	. Problem Census for Training - (Cont'd)	. Effective Learning Environments (Cont'd)	. Motivation in Teaching-Learning Transactions	. Midcourse Evaluation . Planning the Second Week of the Workshop
12.30 - 14.00	B	R	E	A	K
14.00 - 16.00	. Orientation and Goal-Setting	Adult Education Principles, Methods and Processes	. Communication in Teaching and Learning Transactions	. Budgeting and Financial Management in CE Programs	. Free Period for Individual/Group Study
16.00 - 16.30	B	R	E	A	K
16.30 - 18.30	. Workshop Contracting	Adult Education Principles, Methods and Processes	. Communication in Teaching-Learning Transactions (Cont'd)	. Introduction to the Systematic Course Design Method	. Free Period for Individual/Group Study
18.30 - 21.30		FREE	PERIOD		

WORKSHOP SCHEDULE AS IMPLEMENTED

DAY/TIME	MONDAY /29/	TUESDAY /30/	WEDNESDAY /31/	THURSDAY / 1/	FRIDAY / 2/
08.30 - 10.00	. Pretest and Mid term Evaluation Results . Selection of Country-Specific Course Topics	. Group Reports on Evaluation Planning and Task Analysis	. Group Reports on Course Evaluation Plan	. Course Syllabus (Cont'd)	. Presentation of Country Group Reports-Course Description; Course Syllabi
10.00 - 10.30	B	R	E	A	K
10.30 - 12.30	. Course Description and Job Description	. Course Evaluation Plan	. Learning Activities Plan	. Session Plans	. Post-Test . Final Evaluation
12.30 - 14.00	B	R	E	A	K
14.00 - 16.00	. Planning Evaluation - Desired Job and Student Performance, Entry Level Performance	. Course Evaluation Plan (Cont'd)	. Learning Activities Plan (Cont'd)	. Session Plans (Cont'd)	. Closing Ceremony and Presentation of Workshop Certificates
16.00 - 16.30	B	R	E	A	K
16.30 - 18.30	. Task Analysis	. Course Evaluation Plan (Cont'd)	. Course Syllabus	. Session Plans (Cont'd)	
18.30 - 21.30		FREE	PERIOD	Group Strategy	
21.30	COUNTRY	LEARNING	GROUPS	MEETING	

ANNEX C

LIST OF PARTICIPANTS, FACILITATORS,

WACN, SIERRA LEONE

PLANNING COMMITTEE MEMBERS

LIST OF PARTICIPANTS

THE GAMBIA

<u>NAME</u>	<u>DESIGNATION</u>	<u>ADDRESS</u>
Mr. Tom King	Senior Staff Nurse (Coordinator Nurses Inservice Training Programme)	C/o S.E.N. School, Royal Victoria Hospital Banjul, The Gambia
Mr. T.D. Smart	Senior Staff Nurse PHC Trainer of village Health Worker	Medical and Health Headquarters Banjul, The Gambia
Mrs. Muriel R. Fye	Senior Lecturer	P.O. Box 427 Banjul, The Gambia
Mrs. Comfort H. Akrofi	Nurse Educator	c/o UNDP, P.O. Box 553 Banjul, The Gambia

GHANA

Mrs. Margaret Nkrumah	Senior Nursing Officer Nursing Education	N.T.C., P.O. Box 110 Kumasi, Ghana
Mrs. Eliza Victoria	Principal Nursing Officer Nursing Educat- ion Administrator	N.T.C., P.O. Box 333 Sekondi, Ghana
Miss Doris Charway	Principal Nursing Officer Nursing Educat- or, Administrator	Ministry of Health P.O. Box M - 44 Accra, Ghana
Miss Vida S.A. Tagoe	Principal Nursing Officer Hospital Service	Ministry of Health P.O. Box M - 44 Accra, Ghana

LIBERIA

Mrs. Mary Bropleh	Deputy Chief Nursing Officer	Ministry of Health and Social Welfare P.O. Box 9009 Monrovia, Liberia
Mr. Dave M. Cargoe	Nursing Supervisor	J.F.K. Medical Centre P.O. Box 1973 Monrovia, Liberia
Mr. Jacob Lawuobahsumo	Acting Director of Nursing Education, Ganta, Liberia	Winifried J. Harley School of Nursing Ganta United Methodist Hospital, Box 1010 Monrovia, Liberia.

<u>NAME</u>	<u>DESIGNATION</u>	<u>ADDRESS</u>
<u>NIGERIA</u>		
Mrs. Comfort O. Atta	Lecturer	Department of Education Kaduna Polytechnic Kaduna
Mrs. A. Iyabode Awotesu	Assistant Chief Tutor (Health)	School of Public Health Lagos State Ministry of Health 1-9, Awolowo Road, Ikoyi P.O. Box 51595 Ikoyi, Nigeria
Mrs. Mercy N. Okoli	Principal Health Tutor	School of Health Technology, School of Public Health, Nsuka An. State, Nigeria
Mrs. Mariam A. Raja	Assistant Chief Nursing Officer (Health)	Ministry of Health P.M.B. 3066 Kano, Kano States

<u>SIERRA LEONE</u>		
Mrs. Olivia During	Nursing Sister	23A, Signal Hill Road Congo Cross, Freetown P.O. Box 424 Tel: 30734
Miss. Edwina Meheux	Ward Sister	Princess Christian Maternity Hospital Fourah Bay Road Freetown, Sierra Leone Tel: 50492/3
Mrs. Joanna Carew	Ward Sister	34, Main Motor Road Wilberforce, Freetown Tel: 30884
Mrs. Lois Kawa	Community Health Sister	P.O. Box 253 Freetown, Sierra Leone or 15, Bellair Park, Freetown, Sierra Leone Home Tel: 40309 Office Tel: 024283

LIST OF FACILITATORS

<u>NAME</u>	<u>DESIGNATION</u>	<u>ADDRESS</u>
Mr. Wilton S. Kazala	WHO/SHDS Consultant Cuttington University	c/o WHO Office P.O. Box 316 Monrovia, Liberia
Mr Joseph Adamu	WHO/SHDS Consultant Cuttington University	c/o WHO Office P.O. Box 316 Monrovia, Liberia
Dr. Charlotte Fergusson	SHDS Coordinator Nursing Programme	04 BP 799 Abidjan 04 Ivory Coast
Mrs. O.O. Alade	Chief Nurse Tutor (Chairman, Faculty of Administration/Management/ Education) WACN	School of Nursing UCH Ibadan, Nigeria
Mrs. Joanna Samarasinghe	Coordinator for Nursing Affairs	West African College of Nursing 6, Taylor Drive Yaba, Lagos, Nigeria

LIST OF PLANNING COMMITTEE MEMBERS

Miss Nadia Osborne	Principal, National School of Nursing, Sierra Leone	Lightfoot Boston Street Freetown, Sierra Leone
Mrs Sarah Kawa	Public Health Totor National School of Nursing	Lightfoot Boston Street Freetown, Sierra Leone
Mrs. Ahma Vandy	Senior Nursing Sister	Childrens' Hospital Fourah Bay Road Freetown, Sierra Leone
Colonel Yvette Gordon	Matron	Military Hospital Wilberforce, Freetown, Sierra Leone
Mrs. K.G.A. Betts	Senior Midwifery Tutor	P.C.M. Hospital Fourah Bay Road Freetown, Sierra Leone

CURRICULUM WORKSHOP
PRE-TEST / POST-TEST
AND
RESULTS

PRE-TEST / POST-TEST

Educational Objectives

Instructions: For each question select one answer

Question : 1 An educational objective corresponds to all the following elements EXCEPT ONE. Indicate which:

- A. It is sometimes also called a learning objective.
- B. It defines explicitly what the teacher should do.
- C. It should be the basis for the preparation of a curriculum.
- D. It can be institutional or specific.
- E. It is defined in behavioural terms corresponding to the tasks to be accomplished.

Question : 2 A specific educational objective has all the following qualities EXCEPT ONE. Indicate which:

- A. It clearly communicates an educational intent.
- B. It makes objectives evaluation possible.
- C. It defines a measurable behaviour.
- D. It establishes success criteria.
- E. It facilitates analysis of functions and tasks.

Question : 3 Indicate which of the following statements does not correspond to the principles of rational and effective educational planning:

- A. Institutional objectives should be defined before selecting a student evaluation system.
- B. Institutional objectives should be derived from the objectives of the departments or chairs of a school.
- C. Regional health needs should be considered before drawing up an educational system for training members of the health team.
- D. Educational objectives should be defined before selecting educational methods and learning activities.
- E. National resources and budgetary constraints should be taken into account before defining institutional objectives.

Workshop Test

Question: 4 Indicate which of the following statements best corresponds to the four qualities of an educational objective defined in behavioural terms:

- A. The teacher will give five lectures of an hour each to a group of 20 students. These lectures will deal with the physiopathological mechanisms of burns.
- B. During a simulation exercise, the student will give a brief written definition of the problem (at least 25 words) and list at least three alternative solutions, indicating which he would adopt and giving the reasons for his choice.
- C. The student will show his knowledge of the mechanism of the action of aspirin on the sub-cortical cells.
- D. The student will give a written list of at least five of the seven branches of the radial nerve.
- E. The student will demonstrate to his teacher, at the patient's bedside that he has a good grasp of clinical method and a sound critical judgement, without his relationship to the patient suffering therapy.

Question: There have been numerous classifications of the intellectual
5 - 7 process. One of them considers three domains:

- 1. affective domain
- 2. psychomotor domain
- 3. cognitive domain

Using the following code:

- | | |
|-------|-------------|
| A = 1 | D = 1 and 3 |
| B = 2 | E = 2 and 3 |
| C = 3 | |

indicate the domain(s) to which the following educational objective correspond:

- Question 5 The student should be able to name four new ideas concerning tuberculosis control.
- " 6 The student should be able to measure the head circumference of a newborn infant with a maximum error of 1 cm.
- " 7 The student should be able to avoid giving a guilt feeling to a five-year-old enuretic child.

LEARNING AND TEACHING METHODS

Instructions: for each question select ONE answer.

Question 8 Teachers frequently complain of the lack of motivation of students in explaining an unexpected number of failures. Which of the following concepts is reflected by this attitude.

The primary role of the teacher is:

- A. To facilitate learning by the students
- B. To transmit knowledge to the students
- C. To guide the cognitive development of the students
- D. To encourage increase responsibility of the students for their own learning.
- E. To promote the motivation of the students.

Questions: (true or false type)

9 - 12

According to present educational trends.

- 9. The primary role of the teacher is to transmit knowledge within the field of his speciality (true / false).
- 10. The teacher helps the student to learn and the converse is also true (true / false).
- 11. Modern educational trends lay more stress on the teacher than on the student (true / false).
- 12. Modern educational trends transfer part of the role of teacher to the student (true / false).

Question 13 The many definitions of learning all include the following characteristics, EXCEPT ONE. State which:

- A. A more or less permanent change occurs in the students' behaviour.
- B. It is not directly observable.
- C. Repetition by the student is a favourable factor.
- D. The role of the teacher is primordial.
- E. Motivation is an essential element.

Question 14

Research has shown all the following factors, except one, to be effective in maintaining motivation in the student:

- A. Presence of gratifications suitable for ensuring a continuity of learning.
- B. Presence of punishment system suitable for controlling defiant behaviour.
- C. Detailed description of the objectives pursued and communication of these objectives to the students.
- D. Presence of an evaluation system frequently measuring the motivation level of the students.
- E. Presence of educational activities suitable for stimulating active learning.

Question 15

When preparing part of the curriculum whose aim is to make students capable of showing creativity in looking for solutions to medical problems, the most suitable learning activities for that objective are:

- A. The students participate in courses and demonstrations by teachers with a very creative attitude who are themselves excellent research workers.
- B. The students participate in laboratory and field exercises during which they reproduce basic and classic experiments.
- C. The students participate in the planned series of hospital, field and laboratory activities, and must present the solutions to exercises in clear terms.
- D. The students participate in hospital, field and laboratory activities and must write a report describing the experiments in which they have participated.

EVALUATION/ASSESSMENT

Instructions: For each question select ONE answer

Question 16

All the following steps, EXCEPT ONE, are essential in constructing any measuring instrument.

- A. Precisely defining all the aspects of the type of competence to be measured.
- B. Obtaining reliability and validity indices for the proposed instrument.
- C. Making sure that the type of instrument selected corresponds to the type of competence to be measured.

Evaluation Assessment

- D. Making sure that the measuring instrument is objective.
- E. Determining the particular behaviour expected from individuals who have, or have not acquired, the specified competence.

Question 17 A test set at the beginning of a learning period (formative pre-test) has all the following advantages EXCEPT ONE. It makes it possible to:

- A. modify the educational objectives of that period
- B. devise mechanisms enabling less well prepared students to catch up
- C. change the required pass mark
- D. serve as a basis of comparison for measuring the real progress made.
- E. exclude inadequate students from the learning period.

Question 18 The main role of evaluation is:

.....

Question 19 The purpose of evaluation is to make available judgement concerning:

- A. Students and curricula
- B. Students and teachers
- C. Curricula and teachers
- D. Students
- E. None of the above statements

Question 20 The four steps of the Evaluation process are the following:

- 1.
- 2.
- 3.
- 4.

Question 21 - 25 For each question indicate to which of the following it refers to:

- A. Formative evaluation
- B. Summative evaluation
- C. Both
- d. Neither

Participants Performance on Pre-Test and Post-Test:

Pre-Test

There were 19 participants who sat for the pre-test which comprised of 30 MCQ questions on Educational Objectives, Learning and Teaching Methods, and Evaluation/Assessment. The results were that 3 participants scored about 75% (17 - 18) correct answers), 6 scored about 50% (14-16 correct answers), and 10 scored below 50% (7 - 13 correct answers).

Post-Test

The same number (19) participants sat for the post-test (same pre-test). The results showed that 8 participants scored about 75% (17 - 25 correct answers), 6 scored about 50% (14 - 16 correct answers), and 6 participants scored below 50% (9 - 13 correct answers).

The results of the post-test indicate an improvement in the test scores when compared with the pre-test.

Course Descriptions and Syllabi of the
Five Participating Countries
The Gambia, Ghana, Liberia, Nigeria and Sierra Leone

THE GAMBIA

Health Education on Garbage Disposal for
Community Health Nurses in Primary Health
Care

COURSE DESCRIPTION

The purpose of this course is to improve the Community Health Nurses teaching skills on Garbage Disposal in the area of Primary Health Care, to assist in reducing the high morbidity/mortality rates of preventable disease in the community.

Expected number of students: 10 per course.

Setting: Mansa Konko Community Health Nurses Training School, The
Gambia.

Course: One week
Duration

Total number of hours: 7

Resources

Funds: The Ministry of Health, Labour and Social Services Welfare
budget

Personnel: - Trainers
- Visiting Lecturers

Transportations: Ministry of Health, Labour and Social Welfare Transport
Division.

Field Site: Sankwia Village, Lower River Division, The Gambia.

Materials: Visual Aids from C.H.N. Training School, Health Education
Division.

At the end of the Course the Community Health Nurse in Primary Health Care Setting will be able to plan Health Education Sessions on Garbage Disposal in the Community.

COURSE SYLLABUS

COURSE SESSION	IN CLASS ACTIVITIES TO BE COMPLETED THIS SESSION	OUTSIDE CLASS ACTIVITIES TO BE COMPLETED BEFORE NEXT SESSION
<p>Session No.1</p> <p><u>Setting Objectives</u></p> <p>Definition of Learning</p> <p>Types of learning objectives</p> <p>Qualities of learning objectives</p> <p>Writing Learning Objectives</p> <p>Evaluation</p> <p>Date: 15/5/85</p> <p>Time: 36 hours</p> <p>Session Course</p> <p>Selecting Course</p> <p><u>Content</u></p> <p>Definition of course content</p> <p>Types of Materials for course content</p>	<p><u>Lecture on:</u></p> <p>Define Learning Objectives</p> <p><u>Lecture on:</u></p> <p>Types of learning objectives <u>small group discussion on</u> type of learning objectives</p> <p><u>Lecture on:</u></p> <p>the qualities of learning objectives</p> <p><u>Small Group Discussion</u> on the qualities of learning objectives</p> <p>Lecture and exercise on writing learning objectives which should be</p> <ul style="list-style-type: none"> - Clear - Measurable - Achievable <p>Oral/Writing Test</p> <p>Lecture on definition of course content</p> <p>Lecture on types of content</p>	<p>Reading;</p> <p>Educational Handbook for Health Personnel</p> <p>By J.J. Guilbert.</p> <p>"</p> <p>"</p> <p>Reading: Preparing Instructional Objective</p> <p>By Mager</p> <p>Practice Writing Learning Objectives</p> <p>1. Reading</p> <p>2. Library Assignment</p> <p>3. Discussion</p>

COURSE SESSION	IN CLASS ACTIVITIES TO BE COMPLETED THIS SESSION	OUTSIDE CLASS ACTIVITIES TO BE COMPLETED BEFORE NEXT SESSION
<p>Writing Course Content</p> <p>Date: 18/5/85 Time: 38 hours</p> <p>Session No.5 Developing Evaluation Tools</p> <p>Definition of Evaluation</p> <p>Types of Evaluation</p> <p>Construction of test/exams on Evaluation (Garbage Disposal)</p> <p>Evaluation Final Evaluation Date: 19/5/85 Time: 6 hours</p>	<p>Exercise on writing course content (Type and Materials) Group Discussion on oral/written test selecting appropriate teaching materials for health teaching in garbage disposal</p> <p>Lecture-small group discussion on definition of evaluation. Writing notes</p> <p>Lecture group discussions on types of evaluation (summative, formative, direct, indirect) writing notes</p> <p>Lectures</p> <ol style="list-style-type: none"> 1. Writing of notes 2. Demonstrations on construction of test/exams on garbage disposal <p>Oral/Written Test Written/Oral</p>	<p>Assignment on the problems associated with garbage disposal.</p> <p><u>Reading Assignment</u> Educational Handbook for Health Personnel by Gilbert.</p> <p><u>Reading Assignment</u> Educational Handbook for Health Personnel by Gilbert.</p> <p><u>Reading Assignment</u> Educational Handbook for Health Personnel by Gilbert</p> <ol style="list-style-type: none"> 1. Library assignment 2. Construction of Test items (How to construct test) 3. Developing tools or types of evaluation tools 4. Tutorials

LIBERIA

COURSE DESCRIPTION

TOPIC: Management of supply of essential drugs in the primary Health Care (P.H.C.) setting (health center level).

COURSE PURPOSE: This course is designed to assist staff nurses (Registered Nurses) working in secondary P.H.C. settings in the management of essential drugs for effective implementation of P.H.C.

SETTING: Ganta Community Health Center.

CONSTRAINTS: None are anticipated

Date of Course: March 1985

Total Hours: 18

Number of Students: 19

RESOURCES: Human Resources from Government of Liberia

- a) Ourselves, the Liberia workshop participants
- b) Controller from Ganta Hospital
- c) Controller from Ministry of Health (MOH)
- d) Officer from Procurement; John F. Kennedy Hospital
- e) Officer from Ministry of Health

FUNDS: Government of Liberia through MOH
W.A.C.N., National Chapter
Inservice/Teaching Materials from the MOH Inservice Unit.

LIBERIA

COURSE SYLLABUS

Course Management of Essential Drugs Used in
Primary Health Care

Sessions	Activities in Class	Activities Outside Class
Session I Date: March 4, 1985 Time: 1 hour	<ol style="list-style-type: none">1. Pretest on managing essential drugs.2. "Getting acquainted" structured exercise3. Overview of the Management of essential drugs in primary health care-lecturette.	
Session II Date: March 4, 1985 Time: 1 hour	<p>The systematic steps in filling out local request forms for essential drugs</p> <ol style="list-style-type: none">1. Lecture and demonstration by instructor.2. Return demonstration by students written Progress (test).	
Session III Date: March 4, 1985 Time: 3 hours	<p>Detection of errors on local request form of essential drug sent in from health posts and Ganta Community Health Centre</p> <ol style="list-style-type: none">1. Review and analyse local essential drug request form from each health post.2. Review and analyse report from each health post on patient care.	

Session	Activities in Class	Activities Outside Class
Session IV Date: March, 4 Time: 1 hour	<ol style="list-style-type: none">3. Synchronize the patient report and the essential drugs requested by each health post.4. Correct errors, if any, on the local essential drug request form.5. Compile all items requested on the official pharmacy request form from each health post and Ganta Community Health Center	3 hours field trip to Kpain Clinic (rural Clinic near Ganta Health Center)
Session V Date: March 6 1984 Time: 9 hours	Use of Drug Tally sheet <ol style="list-style-type: none">1. Lecture and demonstration by teacher on how to tally drugs.2. Return student demonstration on tallying of essential drug (written progress test)	Visit Ganta United Methodist Hospital
Session VI Date: March 6, 1984 Time: 3 hours	<ol style="list-style-type: none">1. Storage of essential Drugs - Film and lecturette.2. Post-Test - Final Evaluation.	1. Observe and watch film on how drugs are stored.

NIGERIA

COURSE TITLE: PHYSICAL EXAMINATION
OF A CHILD WITH MALNUTRITION

COURSE SYLLABUS

<u>Sessions</u>	In Class Activities (to be completed this session)	Outside Activities (to be completed before next session)
<p>1. Establishment of good interpersonal relationship with the parent/client</p> <p>Time: Lecture 10.00 - 10.30 am. coffee 10.30 - 12.00 m.d. Film show 12.00 - 1.00 p.m. Role Play 1.00 - 2.00 p.m. Discussion 3.00 - 4.00 Practical/Oral <u>Examination</u></p>	<p>Classroom lecture</p> <ul style="list-style-type: none"> - Clinic Supervisor role playing on communication skills - Film show on interpersonal relationship - Practical/Oral examination 	
<p>Examination of the Head Date: 2nd Day Time: 8.- 10 a.m.- Lectures 10.30 - 12. m.d. Inspection of the Head (Demonstration by trainer) 12 - 1.00 p.m. - Return Demonstration by learners</p>	<p>Classroom lecture review of anatomy and physiology of the head</p> <ul style="list-style-type: none"> - Classroom lecture review of normal growth and development of the child - General inspection of the head and fine tooth combing of the hair 	

1 - 2 p.m. - Lunch

2 - 3 p.m. -

Discussion

3 - 4 p.m. -

Objective test

- return demonstration by
by individual learner

- objective test 100
multiple choice ques-
tions (M.C.Q.)

Pre-session reading on
anatomy and physiology
of the ear, nose and
mouth

NIGERIA

COURSE SYLLABUS

Session	In Class Activities	Outside Classroom
<p>Examination of the face and eyes Date: 3rd Day Time: 8 hours</p>	<p>8 - 9 a.m. - Anatomy and physiology of the eyes 10 - 10.30 a.m. Coffee 10.30 - 11.30 a.m. Common conditions of the face. 11.30 - 1 p.m. Teacher demonstrations of examination of the face and eyes return demonstration by learner 1 - 2 p.m. Lunch 2 - 3 p.m. Return demonstration continues 3 - 4 p.m. Objective Test</p>	<p>Pre-session reading on the anatomy and physiology of the ear, nose and month</p>
<p>Examination of the nose, mouth and ears Date: 4th day Time: 8 hours</p>	<p>8 - 9 a.m. Review common conditions of the ears, nose and mouth 9 - 10 a.m. Teaching Demonstration of examination of the ear, nose and month 10 a.m. - 1 p.m. Field Trip 1 - 2 p.m. Lunch 2 - 3 p.m. Discussion on Field Trip 3 - 4 p.m. Objective test oral examination</p>	<p>10 a.m. - 1 p.m. visit to primary school to inspect the ears, mouth of pupils age 5 - 6 years. Pre-session. Project work on anatomy and the neck. Also common conditions of the skin and neck.</p>

Session	In Class Activities	Outside Class Activities
Examination of the skin and neck Date: 5th day Time: 8 hours	8 - 10 a.m. - Lecture reviews of anatomy and physiology and common conditions of the skin and neck - reviews of project work and personal health. 10 - 10.30 a.m. Teacher demonstration of examination of the skin and neck. 11.30 - 1 p.m. - Return demonstration by learners 2 - 3 p.m. Answering of quiz on personal health and immunization. 3 - 4 p.m. Essay examination on condition of the skin and neck.	Pre-session reading on anatomy and physiology and common condition of the chest and abdomen.

Sessions	In Class Activities	Outside Class Activities
Examination of the chest and abdomen Date: 6th day Time: 8 hours	8 - 10 a.m. - Lecture review of anatomy and physiology of the chest and abdomen 10 - 10.30 a.m. - Coffee 10.30 - 11 a.m. Discussion 11. a.m. - 2 p.m. Field Trip 2 p.m. - 3 p.m. Discussion on Field Trip 3 - 4 p.m. Oral examination	11 a.m. - 2 p.m. trip to paediatric unit to have individ- ualised instruction and inspect the chest and abdomen of child.

GHANA

COURSE DESCRIPTION

Course Title:-

Primary Health Course for Staff Nurses in Hospital Unit/Ward.

Course Purpose:-

The purpose of the course is to enable staff nurses in hospital unit/ward to develop further knowledge, skills and attitudes in the implementation of Primary Health Care components.

Expected Student:-

Staff Nurses (20)

Setting:-

Hospital

Constraints:-

1. Inadequate number of students due to shortage of staff
2. Inadequate funds to run an effective program
3. Time factor, 1 week may be too short
4. Lack of resource personnel.

Resources:-

1. Administrative support
2. Personnel
3. Teaching facilities
4. Educational visits, water works, environmental sanitation.

COURSE SYLLABUS

COURSE:- Primary Health Care Course for Staff Nurses in Hospital Unit/Ward

MAIN OBJECTIVE OF THE COURSE:- To assist the Staff Nurses to improve on their capabilities in providing preventive Health Care services to the patients.

PRIMARY HEALTH CARE COMPONENTS TO BE LEARNED:-

1. Review of the following personal hygiene environmental sanitation safe drinking water.
2. Primary Health Care Activities at Level 'A'.
3. Primary Health Care Activities at Level 'B'.

COURSE SESSIONS

Sessions I	Classroom Learning Activities	Outside Classroom Activities
Date: 12/11/84 Time: 2 hours	Pre-Test (30 minutes) Lecturette, on Introduction to Primary Health Care concepts.	
Session II Time: 2 hours	Small group discussion and listing the Primary Health Care components related to patient care	
Session III	Involvement in nominal group technique to identify their role in Primary Health Care System	

SIERRA LEONE

Course Title: Under Fives Nutrition course aged (0-5yrs)
for State Enrolled Community Health Nurses
in Primary Health Care

Course Description: A course in nutrition designed to prepare State
Enrolled Community Health Nurses to be able to
teach mothers proper nutrition for their children
aged (0-5yrs).

Duration: 6 weeks

Job Description: To teach mothers the importance of a balanced
diet. Proper purchasing, producing and storage
of foodstuffs.

Expected Students: State Enrolled Community Health Nurses.

Entry Level
Requirements: All students have had 2 and a half years of formal
training in Community Health Nursing. They have
also had post-registration exposure in clinical/
wards/field community experience.

Setting: For classroom teaching - National School of
Nursing, Freetown.
For clinical teaching - Lumley Health Centre
and Children's Hospital, Fourah Bay Road.

Constraints: Financial, Transportation.

Dates of Course: Preferably in the dry season. Second week of
January 1985.

Total Hours: 96 hours.

Number of Students: 20

Resources: Collaborating with Nutrition Unit, Ministry of
Health. Collaborating with staff, National
School of Nursing.

Objective: At the end of 2 years 50% of State Enrolled
Community Health Nurses would have attended a
Continuing Education Programme in Underfives
(0-5 years) Nutrition Course.

SIERRA LEONE

Strategies for Implementation:

The Ministry of Health, Nutrition Unit is presently working on a Programme in Nutrition for the Under-fives (0-5 years) sponsored by U.N.I.C.E F.

Two pilot villages have been identified in the Western Area. Village Health Committees have been set up, and one of their functions is to select volunteers who will be trained by State Enrolled Community Health Nurses on Nutrition for the Underfives (0-5 years).

In collaboration with the Nutrition Unit, we are going to use these same nurses as our first group in our Continuing Education Programme.

SIERRA LEONE

COURSE SYLLABUS

TOTAL HRS: 95 Hrs.

COURSE:- Underfives (0-5yrs) Nutrition Course for State Enrolled Community Health Nurses in P.H.C.

Pre-test:

Session #1	In-Class Activities	Outside Class Activities
Revision of Anatomy and Physiology of the breasts Date:-Jan.14th, '85	(To be completed this session) Group Discussion: 30 minutes	(To be completed this session) field trip to Lumley Health Centre Time: 4 hrs.
Session #2 Advantages of Breast Feeding Date: Jan. 15th '85 Time: 2 hrs.	Lecture: 1 hr. Role Play - 30 mins. Discussion: 30 mins.	
Session #3 Techniques of Breast Feeding Jan- 12th '85 Time: 1 hr. 30 mins.	Lecture: 1 hr. Group Discussion: 30 mins.	
Session #4 Weaning Date: Jan 22nd, '85 Time: 1 hr.	Lecture: 1hr. 30 mins. Role Play on Cultural beliefs of weaning - 45 mins Group Discussion: 45 mins.	Field trip to the Children's Hospital Fourah Bay Road, Freetown Time: 4 hrs.
Session #5 Review of field trip Date: Jan.28th, '85 Time: 1 hr.	Lecture: 30 mins. Review of field trip on weaning feeds Discussion: 30 mins.	
Session #6 Balanced diet Date: Jan 30th, '85 Time: 1 hr. 30 mins.	Lecture: 1 hr. Discussion: 30 mins. E V A L U A T I O N	Field trip to the hospital kitchen (Children's Hospital) Time: 4 hrs.
Session #7 Use of a Backyard garden Date: Feb. 4th, '85 Time: 1hr. 30 mins.	Visiting Lecturer from Min. of Agriculture (Horticultural Division) Time: 1 hr. Group Discussion: 30 mins.	Practical demonstration on the grounds of National School of Nursing Time: 4 hrs.
Session #8 Differentiate nourished/malnourished child. Date: Feb. 6th, '85 Time: 1 hr.	Lecture: 30 mins Group Discussion: 30 mins	Field trip to the Under-fives Clinic, Ross Road, Freetown. Time: 4 hrs.

<p>Session #9 Stages of Development in Children(0-5yrs) Date: Feb. 11th '85 Time: 1 hr. 30 mins.</p>	<p>Visiting Lecturer in Paediatrics - 1 hr. Discussion: 30 mins.</p>	
<p>Session #10 Different types of Protein - Calorie Defficiencies. Date: Feb. 13th, '85 Time: 1 hr. 30 mins.</p>	<p>Lecture: 1 hour Group Discussion: 30 mins.</p>	
<p>Session #11 Importance of Monitoring and interpreting Road to Health Chart. Date: Feb. 18th, '85 Time: 2 hrs.</p>	<p>Lecture: 1 hr. Discussion & Practicals: 1 hr.</p>	
<p>Session #12 Referral System Date: Feb. 20th, '85 Time: 1 hr. 30 mins.</p>	<p>Lecture: 1 hr. Discussion: 1hr. 30 mins. P O S T T E S T</p>	

SESSION IV

SIERRA LEONE

SAMPLE SESSION PLAN

<u>ACTIVITIES</u>	<u>APPROACH</u>
I. Instructor	1 hr. 30 mins. Classroom Setting a. Definition of Weaning b. Stages of Weaning c. Reasons for Weaning d. Factors to be considered during Weaning e. List of foods that can be used for weaning.
Role Play	10 mins. break <u>35 mins.</u> Cultural beliefs on Weaning
References - use of Nutrition Laboratory.	<u>45 mins.</u> Discussion on Lecture and Role Play
Remind students about field trip to the Children's Hospital and to take their log diaries with them.	

MID - COURSE

AND

FINAL EVALUATION

MID-COURSE EVALUATION

QUESTION 1 & 2

- (1) Do you think the session was worthwhile and how much do you think you have personally accomplished?

Comments:- The comments were positive comments. Everybody felt pleased with the sessions during the week. This week's activities have been very worthwhile because

- (a) Many felt that they have learnt the methods of teaching and learning.
 - (b) The course had been very interesting and a lot has been achieved in the area of education.
 - (c) Learners or participants have been adequately motivated by the use of different approaches in educational settings.
 - (d) Others felt that the course has been a new experience for them and more ward sisters should be encouraged to attend workshops of this nature.
 - (e) A lot has been accomplished during the period of 5 days of hard work and brain storming activities.
 - (f) One participant indicated that there is no in-service education program in his/her country, when he/she goes back with the knowledge acquired he/she will endeavour to start one. Very good comment.
- (3) How well do you think others in your group participated during the sessions?
- (a) The group as a whole participated well, everyone performed to the expectation of the group.
 - (b) Participants were friendly and nice to each other and exchanged ideas from different countries and shared experiences in various fields during group activity.

QUESTION 4.

What do you like most about this Workshop Session?

1. The group work - discussion and presentation.
2. Contributions and Activities introduced by guest facilitators, Rev. Davis, Mrs. Hyde and Mrs. Lucan.
3. Learning experiences, experiential
4. Freedom of participation.
5. Stimulating and encouraging workshop activities.
6. Facilitators and participants have kept to the time of contract agreement.
7. One participant said that the participant will feel comfortable to discuss out any given time the 3 domains:

Cognitive
Affective/Communication
Psychomotor

8. The Facilitators displayed an appreciable open mindedness. They were wonderful. They shared knowledge with the participants. They motivated participants and eased their tension. i.e. the heavy work load.

QUESTION 5.

What do you like least about this workshop session?

- (1) The time is short: many complained.
- (2) The heat - fans should be provided.
- (3) Poor lighting.
- (4) Late closure.

Comments or suggestions

- (1) Field trip suggested to help determine identification of needs in the real situation as a practical exercise for participant, eg. a Curriculum Development Centre or C/E education Centre.
- (2) Copies of the week's activities should be handed to participants ahead of time in their folders.

- (3) More external facilitators should be invited.
- (4) Participants need guidance in writing their assignment on:
 - (1) Educational Principles
 - (2) Educational Method
 - (3) Educational Process.
- (5) Adequate library books to be provided or made available.
- (6) There should be a follow up of this workshop so as to keep up its momentum.

FINAL EVALUATION

QUESTIONNAIRE FOR EVALUATION OF THE WORKSHOP BY THE PARTICIPANTS

Instructions for questions 1 - 33

Use the following code to indicate the extent to which you agree or disagree with each of the statements made below:

- Code 1. Strongly disagree (SD)
2. Disagree (D)
4. Agree (A)
5. Agree Strongly (AS)

The difference between 1 and 2 or between 4 and 5 is one of degree only.

Example: If you want to express your complete disagreement with the statement, circle the figure 1 as follows:

① 2 4 5

1. <u>Aspects relating to the planning of the workshop</u>		SD	D	A	AS
Q.1	I was given sufficient information on the aims and methods of the workshop before my arrival.	1	2	4	5
Q.2	The planning of the workshop reflected the educational principles that were discussed there.	1	2	4	5
Q.3	I feel that I participated in the preparation of the programme in a satisfactory manner.	1	2	4	5
Q.4	The goals of the workshop appeared to me to be of immediate interest for my professional activities.	1	2	4	5

Q. 5 It was clear to me from the start of the workshop that I was expected to play an active part in it.

II. Aspects relating to the relevance and utility of the working methods

Q.6 I found the documentation provided of an acceptable quality.

Q.7 Enough documentation was provided to allow me to take an active part in the discussion of the subjects concerned.

Q.8 The information given helped me to reach the objectives I had chosen for the workshop.

Q.9 The working methods used during the workshop encouraged me to take an active part in it.

Q.10 I have already during the workshop begun to put new knowledge into practice.

Q.11 Spending as much time as possible on individual work during the workshop helped me to learn.

Q.12 During the workshop I was given the opportunity to work at my own pace.

III. Aspects relating to the way the workshop was run and the attitude of the organizers

Q.13 The organizers displayed a satisfactory open-mindedness.

Q.14 The general atmosphere of the workshop was conducive to serious work.

Q.15 The organizers gave me opportunity for critical comment.

	SD	D	A	AS
Q. 5	1	2	4	5
II. <u>Aspects relating to the relevance and utility of the working methods</u>				
Q.6	1	2	4	5
Q.7	1	2	4	5
Q.8	1	2	4	5
Q.9	1	2	4	5
Q.10	1	2	4	5
Q.11	1	2	4	5
Q.12	1	2	4	5
III. <u>Aspects relating to the way the workshop was run and the attitude of the organizers</u>				
Q.13	1	2	4	5
Q.14	1	2	4	5
Q.15	1	2	4	5

	SD	D	A	AS	
Q.16	The organizers made use of any critical comments I made during the workshop.	1	2	4	5
Q.17	The organizers made every effort to help me reach my objectives for the workshop.	1	2	4	5
Q.18	The way the workshop was conducted was in line with the educational principles it discussed.	1	2	4	5
Q.19	I consider that enough time given for individual or group discussions with the organizers.	1	2	4	5
Q.20	Enough time was devoted to clarifying the documents.	1	2	4	5
Q.21	Enough time was given to small group discussion.	1	2	4	5
Q.22	Enough time was given for practical exercises.	1	2	4	5
Q.23	Enough time was given for individual work.	1	2	4	5
Q.24	Enough time was given for the presentation of work in plenary session.	1	2	4	5
Q.25	The attitude of the organizers was conducive to "free learning".	1	2	4	5
IV. <u>Aspects relating to the benefits gained by the participants</u>					
Q.26	The workshop helped me to develop a favourable attitude towards the systematic approach to educational problems.	1	2	4	5
Q.27	The workshop has encouraged me to put the knowledge I have gained into practice <u>after</u> the workshop.	1	2	4	5

		SD	D	A	AS
Q.28	The workshop will help me to encourage my colleagues to learn and make use of new methods.	1	2	4	5
Q.29	The workshop has increased my confidence in my ability to achieve my personal objectives in the medium-term (in one year's time).	1	2	4	5
<u>V. Aspects relating to evaluation of the workshop</u>					
Q.30	I felt that the pre-test and the follow-up test helped me to make a useful assessment of the knowledge I gained.	1	2	4	5
Q.31	The pre-test was useful exercise and showed the advantages of this technique.	1	2	4	5
Q.32	The practical exercises showed the usefulness of "feedback" during the learning process.	1	2	4	5
Q.33	I found the daily evaluation sessions useful.	1	2	4	5
<u>VI. Aspects Relating to Curriculum Design</u>					
1.	This workshop has broadened my knowledge and understanding of the process of curriculum development.	1	2	4	5
2.	Knowledge gained from this workshop will enable me to design a workshop in PHC for my country.	1	2	4	5
3.	I have acquired new skills and attitudes which are necessary for the kind of things I would like to do.	1	2	4	5
4.	Overall, the workshop was really valuable to me.	1	2	4	5

Questionnaire for Final Evaluation
of the Workshop by the Participants

Instructions for Question 1 - 23.

Participants to use the following codes to indicate the extent to which they agreed or disagreed with each of the statements made below.

Code 1	Strongly disagree	(SD)
2	Disagree	(D)
3	Agree	(A)
4	Agree Strongly	(AS)

Aspects relating to the Planning of the Workshop Responses

Q.1	=	(SD)	=	3
	=	(D)	=	5
	=	(A)	=	8
	=	(AS)	=	3

Q.2	SD	=	1
	D	=	2
	A	=	9
	AS	=	6

Q.3	SD	=	0
	D	=	3
	A	=	9
	AS	=	7

Q.4	=	SD	0
	=	D	0
	=	A	9
	=	AS	10

Q.5	SD	-	NIL
	D	-	NIL
	A	-	4
	AS	-	15

Questions relating to the relevance and utility of the Workshop Method.

Q.6	SD	=	NIL
	D	=	NIL
	A	=	10
	AS	=	8

Q.7	SD	=	NIL
	D	=	2
	A	=	8
	AS	=	9

Q.8	SD	=	NIL
	D	=	NIL
	A	=	9
	AS	=	10

Q.9	SD	=	NIL
	D	=	NIL
	A	=	6
	AS	=	13

Q.10	SD	=	1
	D	=	NIL
	A	=	9
	AS	=	10

Q.11	SD	=	NIL
	D	=	NIL
	A	=	7
	AS	=	12

Q.12	SD	=	1
	D	=	8
	A	=	7
	AS	=	3

Aspects relating to the way the Workshop was run and the attitude of the Organizers

Q.13	SD	=	NIL
	D	=	NIL
	A	=	4
	AS	=	14

Q.14	SD	=	NIL
	D	=	2
	A	=	3
	AS	=	14

Q.15	SD	=	1
	D	=	NIL
	A	=	7
	AS	=	11

Q.16	SD	=	NIL
	D	=	2
	A	=	10
	AS	=	7

Q.17	SD	=	NIL
	D	=	NIL
	A	=	6
	AS	=	13

Q.18	SD	=	NIL
	D	=	1
	A	=	12
	AS	=	6

Q.19	SD	=	1
	D	=	3
	A	=	12
	AS	=	3

Q.20	SD	=	NIL
	D	=	2
	A	=	13
	AS	=	4

Q.21	SD	=	NIL
	D	=	1
	A	=	12
	AS	=	6

Q.22	SD	=	1
	D	=	3
	A	=	9
	AS	=	6

Q.23	SD	=	NIL
	D	=	4
	A	=	11
	AS	=	4

Q.24	SD	=	NIL
	D	=	4
	A	=	13
	AS	=	1

Q.25	SD	=	NIL
	D	=	NIL
	A	=	8
	AS	=	11

Aspects relating to the benefits gained
by the Participants

Q.26	=	SD	-	NIL
		D	-	NIL
		A	-	12
		AS	-	7

Q.27	=	SD	-	NIL
		D	-	NIL
		A	-	7
		AS	-	12

A.28	=	SD	-	NIL
		D	-	NIL
		A	-	8
		AS	-	11

A.29		SD	-	NIL
		D	-	NIL
		A	-	12
		AS	-	7

Aspects relating to evaluation of the Workshop

Q.30		SD	-	NIL
		D	-	NIL
		A	-	11
		AS	-	8

Q.31		SD	-	NIL
		D	-	NIL
		A	-	11
		AS	-	8

Q.32	SD	-	NIL
	D	-	NIL
	A	-	10
	AS	-	9

Q.33	SD	-	NIL
	D	-	NIL
	A	-	11
	AS	-	8

Aspects Relating to Curriculum Design

Q.1	SD	-	NIL
	D	-	NIL
	A	-	9
	AS	-	10

Q.2	SD	-	NIL
	D	-	NIL
	A	-	10
	AS	-	8

Q.3	SD	-	NIL
	D	-	NIL
	A	-	9
	AS	-	10

Q.4	SD	-	NIL
	D	-	NIL
	A	-	5
	AS	-	14

With regard to the planning of the Workshop, its method of work and the attitude of the organizers, note and give actual examples of

(a) The factors which impressed you MOST FAVOURABLY

- 1) Experiential learning
- 2) Task analysis
- 3) Group Discussion was helpful
- 4) Plenary session
- 5) Guest facilitators
- 6) Facilitators' willingness to work and assist participants and motivate participants.
- 7) Systematic and sequential approach to course design.
- 8) Planning Committee's efforts to see to our comfort.
- 9) Cooperative attitude of participants irrespective of the different countries they come from.
- 10) There was spirit of oneness between participants and facilitators.
- 11) Enough time and effort was put into planning the workshop. Resources both human and material and physical were made available.
- 12) Clarification and patient attitudes of the facilitators.

(b) The Factors which impressed you least favourably

- 1) Period of the Workshop was too short.
- 2) The attitude of Mr. Bailey the WHO paymaster who refused to pay us (the participants) part of money in dollars.
- 3) Light failure.
- 4) There were too many assignments.
- 5) The heat.
- 6) On few occasions facilitators seem to have different approaches to certain assignments.

Further Comments and Suggestions

- 1) Field trip for any future workshop of this nature should be arranged.
- 2) Workshop of such nature must continue to help improve the skill of nurses in the Subregion.
- 3) Future workshop should be longer than two weeks to facilitate extra reading.
- 4) The same facilitators should continue with the program if planned in the future since they have knowledge of the program.
- 5) Similar workshop should be organized 3 times a year to expose more trainers and trainees. Duration increased to 3 weeks.
- 6) Facilitators should keep in touch with participants for clarification of problems during the process of implementation.
- 7) Sufficient notice and information to be given to participants prior to the workshop.

S P E E C H E S

BRIEF SPEECH DELIVERED BY MRS. JOANA SAMARASINGHE,
COORDINATOR FOR THE NURSING AFFAIRS, W.A.C.N. AT THE
OPENING CEREMONY OF THE 1ST WACN/SHDS WORKSHOP ON
CURRICULUM DEVELOPMENT 22ND OCTOBER - 4TH NOVEMBER,
1984 AT MIATA CONFERENCE CENTRE
FREETOWN - SIERRA LEONE

Madam Chairperson

Hon. Minister

Your Worship, the Mayor of Freetown

Madam Chief Medical Officer

WHO, National Programme Coordinator

Distinguished Ladies and Gentlemen

It is indeed an honour for me to take part in this opening ceremony on behalf of the West African College of Nursing. Firstly, I wish to extend to you greetings from the West African Health Community (WAHC), the Council of West African College of Nursing (WACN), and the President of our College, Mrs. M.E.O. Mends, who is unavoidably absent. It had been her wish to have been present on this occasion but this had not been possible because of other official engagement.

I wish to recognize Mr. M.A.F. Katta, Financial Controller of the WAHC who is also present. He is in Freetown on another assignment but has made it a point to come and give us his support.

Today marks yet another milestone in the forward movement of the College towards its objectives. Two such objectives are:

- 1) To promote excellence in Nursing Education at the Basic and Post-basic levels and maintain standards of practice of nurses within the Community.
- 2) To arrange for sponsor in-service educational programmes.

Barely seven (7) months ago, the Sierra Leone Chapter of WACN graciously hosted the 3rd Annual General Meeting of the College - the venue was in this magnificent complex. During that time, the President, WACN, in her report to Fellows listed Continuing Education Programmes as one of the activities of the College in its Plan to Work for 82 - 85, specifically to organize a curriculum development workshop. Today we are here to implement this aspect of the programme of work.

Distinguished Ladies and Gentlemen, my presentation is by no means a key-note address, rather I thought it will not be totally out of place, to briefly highlight some of the steps that had been taken by the College in the past, in the effort to promote excellence in Nursing Education at the basic and post-basic levels.

Prior to the establishment of the College, the nursing leaders of West Africa met at a seminar under the auspices of the Commonwealth Nurses Federation, at the University of Ghana, Legon. Consensus reached after the seminar was that there was the need for the participating countries to come together for the betterment of Nursing Education and Nursing Practice. Following the seminar, there were Exchange visits of Chief Nursing Officers within the Member Countries, meeting the Chief Nursing Officers of the West African sub-region to discuss problems relating to nursing education, nursing practice and nursing service in general.

Their conclusions and recommendations after these series of activities led to the appointment of a Special Committee on Nursing Education. Membership of this Committee comprised of distinguished nurses from all the Member Countries of The Gambia, Ghana, Liberia, Nigeria and Sierra Leone. The Committee undertook a fact finding study of the Nursing situation in the Member Countries and compiled a report.

The report and recommendations were studied by Member Countries, the Executive Board and the Assembly of Health Ministers of the West African Health Community (WAHC). Recommendations contained in the report received the approval of the Executive Board and Assembly of Health Ministers, and a Provisional Council of WACN was appointed, by the Assembly at its meeting in October, 1978, for a period of two years, to consolidate what had been done at that point in time, draft the Constitution of the WACN in preparation for the inauguration of the College which eventually took place in April, 1981, in Banjul, after the signing of the Constitution by the Ministers at their Meeting in 24th October, 1980, in Accra, Ghana.

For the Provisional Council to operate for the two year period, a total subvention of ₦35,000 was pledged by the Commonwealth Secretariat and Member Countries. WHO also gave financial support to meet the administrative cost of the office of the Coordinator for Nursing Affairs (CNA), who was appointed in April, 1980.

Ladies and Gentlemen, I have highlighted these stages or milestones to show where we had come from and where we are and to demonstrate how available resources have been used by the nurses to arrive at this point.

The key factors or guiding principles had been:

- 1) Needs identification
- 2) Prioritization of needs and Recommendations
- 3) Consensus on action to be taken
- 4) Action on Proposals for Results

This overview underscores the importance the College attaches to the improvement in Nursing Education both formal/informal for the upliftment of nursing

Funds for these activities have been very limited but the College have been able to maximize effectively what had been made available to it.

With the mandate given to the College by the AHM, it had explored all avenues for needed support - financial, material and men.

One organization we have had fruitful collaboration with, is the Project Strengthening Health Delivery Systems (SHDS). The Project SHDS has similar objectives in nursing as the WACN, and we have been working together during the past few years.

The College has been involved with SHDS activities in nursing education in the Anglophone Countries. Specifically, WACN has been involved in the review of the Post-basic Nursing Curriculum at Cuttington University College, Liberia, and the Curriculum Development workshop in 1979, at the same University. Continuing Education was identified by all participating countries as a real need during the workshop. Other workshops had been held in The Gambia, Liberia and Sierra Leone.

This is the first WACN/SHDS workshop and is funded through the Project SHDS which is a collaborative project sponsored by WHO, funded by USAID.

The College is determined to institute Continuing Education programmes in the WACN. To this end, it has appointed (Continuing Education Committee - CEC) one of its existing committees, i.e. the Joint Committee on Higher Professional Nursing Education, as the Continuing Education Committee. Terms of reference is to develop mechanisms for the institutionalization of Continuing Education (CE) in the WAHC with National CE Committees in each country.

Participants present at this workshop are from all the Member Countries of the WAHC. They have been nominated by their respective Ministries of Health in collaboration with the National Chapters of WACN. They have a responsibility on their return home to activate, improve and establish CE programmes as appropriate.

Before I take my seat, I feel it won't be out of place to share with you some of the views of our Health Ministers who have just concluded their 13th Ordinary Meeting in Banjul, The Gambia. The College was represented at the meeting. The scarcity of funds was echoed throughout the meeting, the emphasis therefore is on the desirability to prioritize needs, provide relevant and appropriate programmes for the benefit of the greater number of our people if we are to achieve the global objectives of HFA/2000.

This more than ever calls for the judicious use of resources for maximum benefits - I have no doubt that our Nurses in Administration, Education, and Planning will ably stand up to the challenge. Remember the key words are "action for progress and advancement". We need to plan our programmes based on needs identified, implement these programmes, follow-up to evaluate in order to assess progress made.

THANK YOU.

CLOSING ADDRESS BY

Mrs. M.E.O. Mends
President, West African College of Nursing

AT THE END OF CURRICULUM DEVELOPMENT
WORKSHOP HELD AT THE MIATA CONFERENCE
CENTRE, FREETOWN, SIERRA LEONE
22ND OCTOBER - 2ND NOVEMBER, 1984

Madam Chairperson

Chief Medical Officer

Deputy Chief Medical Officer

Distinguished Ladies and Gentlemen

Facilitators

Participants

Dear Colleagues:

It is indeed my pride, privilege and pleasure to be here this afternoon and officially to be asked to close this all important workshop - and this task I have sweeter pleasure in performing with satisfaction to all concerned.

This is the first WACN/SHDS Regional Workshop on Curriculum Development in Continuing Education programmes in Primary Health Care (PHC), and WACN intends to hold more regional workshops on continuing education in due course.

Continuing Education may be defined as planned organized learning experiences designed to augment the knowledge, skills and attitudes of registered nurses for the enhancement of nursing practice, education, administration and research to the end of improving health care in the public.

Continuing Education is essential for maintaining competence in nursing practice and is necessary for the personal growth and professional maturity of the individual.

Continuing Education is one of the objectives of WACN and it is expected that participants from the workshop will go back home to form the nucleus of the Continuing Education Programme in their respective countries.

West African College of Nursing is fully committed to the advancement of the nursing profession, and makes available programmes for both Fellows of the College and non-Fellows.

Participants have had two weeks of intensive learning activities directed towards specific goals which were set by them assisted by the workshop facilitators. The goals were set in response to needs which were identified by participants in their respective countries. Each country group has developed a course syllabus relative to their identified continuing education need in PHC.

These courses are intended to be taught in each country by participants on their return home. They each have strategies for implementation.

West African College of Nursing is appealing to CNOs, CMOs and Permanent Secretaries for the much needed support for effective implementation.

We acknowledge the contribution of CNOs and other Nurse Educators and Administrators in setting the foundation for WACN. We would like them to maintain their enthusiasm and to give maximum support and guidance at this stage of implementation.

WACN/SHDS/WHO will evaluate each country's implementation activities for progress/success, failures and constraints.

Let me congratulate the Workshop Director, the Planning Committee, the Facilitators and indeed the highly motivated Participants for what I consider to be a very successful workshop.

May the flag of WACN continue to fly very high to enable nurses of the sub-region to give quality care to our people and help to achieve Health for all by the year 2000.

May I seize this opportunity of publicly recording our grateful thanks to the Hon. Minister, Permanent Secretary and the Professional Heads of the Ministry of Health for their participation in this workshop and their untiring efforts to secure better facilities for nurses, and their recognition of the Nursing Profession.

Our thanks are equally extended to WHO, identifying Dr. Marcella Davies, whose Agency through SHDS has funded this workshop, and to SHDS for jointly organizing and conducting the workshop.

The role played by our Facilitators has not been underscored for which we are indebted.

I am not supposed to be giving the Vote of Thanks but must say a Big Thank You for the use of this Hall and for all those who in many ways contributed to the success of this workshop.

To the participants from The Gambia, Ghana, Liberia and Nigeria, I earnestly hope you have all found time to do some shopping and sight-seeing and that on your return home, you will take back pleasant memories of your short but rewarding stay in Freetown. Until we meet again, Bon Voyage and may God shower His Blessings upon us all.

WORKSHOP SUMMARY PRESENTED AT THE
CLOSING CEREMONY

by Dr. Charlotte Ferguson, SHDS Project

- I) Honourable Deputy Minister of Health;
World Health Coordinator and USAID Director;
Chief Nursing Officer of the Republic of Sierra Leone;
Honourable President of WACN and Mayoress of Freetown;
Distinguished Government Officials from the Gambia,
Ghana, Liberia, Nigeria and Sierra Leone;
Nursing Colleagues, Participants;
Ladies and Gentlemen:

It is indeed a pleasure to present to you the summary of the first Joint Curriculum Development Workshop for Continuing Education Programs in Primary Health Care.

- II) The main objective of the workshop was to improve the capability of senior nurse educators and nursing service personnel in designing curricula for continuing education programs in primary health care.

Accomplishing this objective through a series of sub-tasks was very much like producing a huge, beautiful wedding cake for a most important marriage. Now, to produce a wedding cake one must not only have a recipe, but also store-houses from which to obtain the necessary ingredients.

This workshop was blessed with great national and international store-houses from which ingredients of royal quality were obtained.

1. First, from the Ministry of Health of the Jewel Republic of Sierra Leone we obtained a planning committee, a venue, participants of very high quality, indeed.
2. Second, the World Health Organization and USAID provided finances and other human and material resources.
3. The West African College of Nursing provided human resources of inestimable quality. After all, a wedding cake is not a cake without ample sugar and butter.
4. The Ministries of Health and the National WACN Chapters from the five participating countries - The Gambia, Ghana, Liberia, Nigeria and Sierra Leone - provided the participants - the eggs, the milk. Can there be a wedding cake without ingredients which improves the taste while at the same time holding it together?

III) When one is making a cake, especially a wedding cake fit for a king, it is important to make sure all the ingredients are there and to carefully examine the recipe to make sure that each step is followed.

1. So it was with this workshop. On the first day the great store-houses had representatives at our opening ceremony to assure all the ingredients were available.
2. In the opening session of the workshop participants and facilitators gathered together at this center so that we could become more acquainted with each other. Some of us discovered we had attributes in common, our birth signs, we were educators, we were men. We also discovered there were differences among us, the fire sign of Aires and the water sign of Pisces; men and women; educators and nursing service administrators and clinicians. But we all discovered we had common problems with regard to addressing the problem of health for all.

We shared common problems with regard to continuing education for nurses and through the use of Nominal Group Technique we arrived at a consensus about what were the priority problems, an achievement equalled only by that which preceded the inauguration of WACN.

In the final hour of the first day's session we all made a contract to do our best in this historic teaching-learning venture and committed ourselves to hard work by signing the contract.

3. We pledged we would open ourselves to new experiences, experiential learning approach, or learning by thinking, doing and communicating.
4. By the end of the first week we participated in learning about:
 - a) Our own learning styles as opposed to those of others;
 - b) How to analyse change, through Kurt Lewins force field analysis technique;
 - c) Ways in which the nurse could be an agent of change in her patient advocacy role;

- d) The process in continuing education program design, namely
 - i) task analysis
 - ii) curriculum objectives, including learning objectives
 - iii) communication as a critical element in nurse trainer behaviour.

- f) The final activity for the first week was an introduction to the systematic course design which became our recipe, the steps for actually designing a course which would be implemented in the five countries after the workshop.

The recipe, the steps were the following:

- i) write a course description
- ii) write a job description
- iii) develop evaluation worksheets on which to describe job performance, desired student performance, student entry level performance
- iv) do a task analysis
- v) write a course evaluation plan
- vii) write a course syllabus and session plans.

The second week of the workshop we followed the recipe, step by step and produced not only the cake, a course syllabus, but the frosting on the cake, course session plans for each day of the course.

At times some of us felt that the cake might be too large to be ready by Friday morning. But by Friday morning all the cakes had been baked and we were presented with a beautiful 5 tiered wedding cake complete with the frosting.

It was indeed a fine cake for the marriage between WACN, WHO-USAID/SHDS and the national governments.

The marriage, I am sure, will produce many more continuing education programs for nurses in all the countries, in their quest for a higher level of health of the people through primary health care.

WORKSHOP REFERENCE LIST AND READING MATERIALS

1. Systematic Course Design on the Health Fields Segal, Vanderschmidt, Burglass, Frostman
2. Educational Handbook for Health Personnel WHO offset Publication No.35 J. J. Guilbert
3. Teaching for Better Learning A guide for Teachers of Primary Health Care Staff - WHO 1980 F.R. Abbatt
4. Continuing Education in Nursing Guidelines for Staff Development American Nurses Association
5. Self-Directed Continuing Education in Nursing American Nurses Association
6. Handbooks for Group Facilitators Jones and Pfeiffer

ARTICLES

- Understanding the Adult Learner 30 things we know for sure about Adult Learning. Ron and Susan Zemke
- Using the "Post-Then" Method of Evaluation Ellen R. Benjamin
- 47 Tips for Flip-Charts Users A. E. Bloomwell
- Communication Patterns: A Tool for Memorable Leadership Training Eugene M. Anderson
- How to Involve Learners in your Lecture Pat Burke Guild
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TRAINING APPROACHES

- The Maturity Factor:
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- Teaching Managers to Motivate:
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- Six More Benefits of Pretesting
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- But Will They Use Training on
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- Using Subject Matter
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- Standard Procedures:
A Quick Path to Technical Training John A.R. Jons
- Training Terms
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DESIGN CONSIDERATIONS

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Training Managers Lane D. Ward
- Plan by Index : A Cooperative Approach Thomas G. Taff
- Eight Steps to Clarify a Training
Philosophy for you and your Department Michael Feldman

CONTINUING EDUCATION

- Conceptual Aspects of Continuing Education
in Nursing (Nursing Journal of India) Hashmath Hugue
- Designing and Implementing Successful
CE Programs Maureen
Shawn Kennedy
- Continuing Education : A "Must" for
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- Continuing Education Impact Evaluation
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- Methods Utilized in Nursing
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