

JOINT EVALUATION

OF

TECHNICAL HEALTH INSTITUTE

Project No. 276-0019

26-27 January 1982

Damascus, Syria

SARG, AID, MSCI

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ATTACHMENTS:

1. Agenda of Formal Meetings
2. Annual Report, MSCI Chief of Party, October 1981
3. Annual Report, MSCI Pharmacy Advisor, December 1981
4. Annual Report, MSCI Radiology Advisor, January 1982
5. Annual Report, MSCI Laboratory Advisor, January 1982
6. Quarterly Report of MSCI Physiotherapy Advisor, January 1982
7. Report of the MSCI PH Advisor, 3-12/81, January 1982

INTRODUCTION

The Technical Health Institute Project was first evaluated in October 1980 by Dr. Steve Thomas, Health Officer, USAID/Syria. That evaluation covered the period from October 1979, which coincided with the arrival of the Chief of Party of the Medical Service Consultants, Inc. (MSCI) contract team, to October 1980.

The Project Evaluation Summary prepared by Dr. Thomas (Syria #1, October 1980) was used as a focal document in planning for the current evaluation. It gave an excellent background summary of the project and the problems and delays associated with the early stages of implementation. Dr. Thomas noted misgivings about the project and its chances for success. He nonetheless felt that the project should continue. He also recommended that as part of the next evaluation an assessment be made as to the feasibility of extending the project beyond its current December 31, 1982 expiration date. This extension, he felt, would give project personnel the extra time needed to make up for delays experienced in the early stages of the project. Such an extension would only be justified, however, if it could be shown that satisfactory progress was being made under the project and that there was a genuine need for such an extension.

SUMMARY

Formal sessions for this evaluation were held in Damascus, Syria, during the period January 26-27, 1982. The meetings were co-chaired by Dr. Mustafa El-Baath (Deputy Minister of Health) and Mary Huntington (Program Officer, USAID/Syria). Other participants are listed in the Agenda in Attachment 1. Main points of discussion included:

1. Status of the Technical Health Institute
2. Technical assistance
3. Participants
4. Commodities
5. Future direction of the Project

In addition to the formal sessions, the writers--John Wiles (PH Advisor, NE/TECH/HPN, AID/W) and Dr. Robert Lennox (Director of Operations, MSCI)--held numerous discussions in Syria before and after the meetings with USAID and SARG officials.

Findings are presented in the order listed above. In brief, it was determined, despite past problems, and considering the Syrian context, that the project is proceeding as well as could be expected. The Director of THI, Dr. Jean Filo, is a dynamic individual who is giving the Institute the type of leadership necessary to guide it into becoming a well equipped and managed organization capable of providing up-to-date training for approximately 600 auxiliary health technicians yearly in six or more specialties. He has the full backing and support of the Ministry of Health. Also important is the fact that Dr. Filo looks on the Project and specifically the MSCI advisory team as "my hands and my eyes, without which I cannot develop the Institute". (An unsolicited remark from Dr. Filo on January 30, 1982 at the conclusion of a meeting with the evaluators and the MSCI team.)

In terms of the inputs, the MSCI advisory team is now fully staffed (as of October 1981): 15 participants are in the United States completing their second year of training in Radiology, Pharmacy, Public Health and Laboratory Technology to prepare them as tutors at THI; and approximately 75 percent of the commodity line item has been committed. The curricula for the major courses of Radiology, Pharmacy, Public Health, Laboratory Technology and Physiotherapy have been written as have competency requirements and job descriptions for these specialties. A priority need at present is completing the writing of lecture notes, as part of curricula development, for course at THI.

Considering progress to date, the attitude of the SARG towards the project and the likelihood of continuing progress, it is recommended that the Mission consider extending the project for at least 12 months to December 31, 1983. Major tasks to be accomplished will be to provide on-the-job training and guidance to returning participants (tutors) from September 1982, completion of lecture notes, refinement of curricula, participant training in physiotherapy and training in equipment repair and maintenance.

FINDINGS

The overall purpose of this project is to upgrade and expand the training of auxiliary health personnel. Outputs as originally planned include strengthening the administration of THI with a full-time professional administrative staff; strengthening the teaching staff by employment of full-time instructors who will have received training outside Syria and on the job; revising of the Institute's curricula for each of the six program areas; and establishing modern teaching laboratories, a library, audio-visual and other teaching aids, and the capability of producing some of these aids. Inputs include technical assistance through the six-member MSCI team and contract funded participant training and commodities.

1. Status of the Technical Health Institute

The Institute is directly under the operational control of the Minister of Health. It is headed by a Director who is assisted by two Assistant Directors (Academic and Administrative).

At present a total of 420 students are enrolled in two-year courses in Radiology (55), Pharmacy (95), Laboratory Technology (135), Public Health (75) and Physiotherapy (60). Instruction is being provided by five program supervisors and 24 instructors.

Curricula have been developed for courses in Laboratory Technology, Radiology, Pharmacy, Public Health, Physiotherapy (being reviewed by recently arrived MSCI team member) and the basic core courses. This was accomplished by SARG decreed national committees consisting of at least two Syrians and one MSCI expert for each specialty area. Each curriculum developed includes information as to professional role, job description, professional responsibilities, course titles, course descriptions and individual course contents.

There is a continuing need for revision and refinement. In addition, work has just begun on preparing lecture notes for the 85 courses (approximately 300 pages each) identified in the THI curricula. These notes are being prepared by Syrian consultants, and edited and refined by the MSCI experts. Thus far about 25 percent of the work has been completed. This will be a priority task for the team for the next nine months, as well as revisions thereafter.

Significant progress has been made in the construction program. Status of the laboratories will be discussed in the Issues section.

2. Technical Assistance

This section of the report will highlight the progress and problems encountered to date in providing technical assistance under the project.

a. Introduction

In meetings and discussions with THI, MOH, MSCI team members and USAID staff early in the evaluation and at the formal sessions, the writers were made aware of a potentially explosive situation concerning the interrelationship between the MSCI Chief of Party, other team members and the THI Director. At one point it appeared that the SARG would insist on the removal of the Chief of Party since they felt he was hindering project progress. However, during the formal sessions, the MOH agreed to postpone a decision and to reassess the situation in three months. After that, a series of meetings were held with the THI Director and the entire MSCI team in the presence of the writers. At these meetings, the differences were aired and an amicable agreement was reached as to the interrelationships of all concerned.

It was evident that a lot of the misunderstandings that developed could have been prevented by regular communications among those concerned. As a start, regular meetings between the THI Director and the MSCI Chief of Party should be scheduled. In addition, USAID, in order to monitor the situation, should also meet with the THI Director and the MSCI Chief of Party on a regular basis. The interrelationships should still be reassessed in April 1982.

b. General

Under the technical assistance provisions of the project, the contractor was to provide 36 months each (with one noted exception) of the services of the following specialists:

- Chief of Party (39 months)
- Pharmacy instructor
- radiology instructor
- laboratory technology instructor
- physiotherapy instructor
- public health instructor
- anesthesiology instructor

In the evaluation report submitted in October 1980, the reasons for withdrawing support for the anesthesiology instructor were reviewed and will not be dealt with in this report. Levels of effort along with significant achievements and problems will be presented for each of the other specialist categories. Many of the technical assistance activities have achievements and problems that are common to all specialties and will be reviewed together.

To date MSCI has provided a total of 117 of 255 person-months of long-term technical assistance distributed somewhat unevenly among the remaining six specialty areas. In general, the team members have prepared detailed lists of books, journals and equipment, developed comprehensive lists of competencies for THI students, translated THI's previous curricula into English, developed working relationships with teachers at the Institute, worked on improving THI's curricula

and assisted the Chief of Party in accomplishing some of the following tasks:

- Design of a new Technical Health Institute Ogranizational Chart
- Design of a new Academic Calendar for the T.H.I.
- Designation of offices and other units in accordance with T.H.I. physical plan
- Redesign and redesignation plus complete renovation of all T.H.I. laboratories
- Design and implementation of an English Language refresher course for U.S.-bound T.H.I. tutor candidates
- Design and implementation of a cultural orientation program for U.S.-bound T.H.I. tutor candidates
- Design and complete preparation of a special "Common Core Curriculum" for the T.H.I. detailed to the level of actual course contents
- Supervision, coordination, editing, and participation in the preparation of instructional materials for all the "Common Core" and allied health specialty courses
- Design and implementation of a modified "Credit Hour" system for T.H.I.
- Design of special and official registration forms and cards for the Registrar and Student Affairs unit at T.H.I.
- Design and implementation of a simplified and preliminary registration and cataloguing system for library books and periodicals
- Design and implementation of a special Audio - visual equipment and aids coding and cataloguing system
- Design and implemtation of a special system for designating and numbering programmes, departments, and individual courses for all curricula
- Preparation of official lists of competency standards and/or professional tasks envisioned for attainment and mastery by T.H.I. graduates in their respective allied health disciplines
- Preparation of a comprehensive manuscript on overseas allied health manpower training
- Design and implementation of a special English Language programme for all T.H.I. students
- Design and implementation of a comprehensive "Professional Orientation and Development" course as part of the Common Core Curriculum
- Continuous comprehensive training of national counterparts with special emphasis on instructional materials preparation and teaching principles and methodology

Some of the generic problems that have affected the implementation of the project are as follows.

Contract team vacancies in some of the specialty areas slowed the development of curricula and delayed the establishment of a team approach to implementation. Now that the team is complete this problem should be corrected.

During the first year of the project there were three directors for THI. This discontinuity in leadership led to a general misunderstanding of the team's role and the project lacked advocacy in the MOH. The present Director, for the most part, has corrected these problems.

The counterparts provided for MSCI staff members have been cooperative and helpful but many lack important skills.

In the second year of the project there was a shift in priorities by the MOH and THI administration with regard to expectations for project team activities. Many planned activities were downgraded in importance and the writing of instructional material upgraded. The shift put the team somewhat in conflict with established goals and objectives in the contract and project agreement. During the evaluation meetings related to this report new priorities were discussed and will become part of the updated work plan for 1982-83. In addition, a plan was agreed upon whereby Syrian technical specialists could be financially supported by contract funds for writing instructional materials in their spare time. This will reduce the time required by the team to write lecture notes and facilitate the production of the final product.

The following are resumes of the progress and problems in the development of advisory team programs.

c. Chief of Party

Dr. Ramsay Bisharah, MSCI's Chief of Party, has been responsible for coordination of all project activities since October 11, 1979. He has worked with two previous THI Directors and enjoys a good personal if not occasionally stormy professional relationship with the present Director Dr. Jean Filo. In addition to his administrative duties Dr. Bisharah has been of considerable assistance in curriculum development because he has professional experience in public health and laboratory technology.

The Chief of Party's management style is authoritative and direct which sometimes leads to misunderstandings with the team members. He has a good grasp of the project's objectives, opposes misuse of project inputs and diversion from stated goals. The latter points occasionally make him appear inflexible; however, on the whole he is enthusiastic and innovative regarding project implementation.

d. Pharmacy

The pharmacy instructor, Samir Skaff, joined the team on January 2, 1980. Because he has been on site since the third month his program is one of the more advanced. The pharmacy program has a program supervisor and 5 teachers to meet the needs of the 45 first year and 50 second year students. Mr. Skaff's counterpart is a bit below the level of expectation but is cooperative and willing. It is of interest that about one half of the pharmacy students are female. In the priority area of development of instructional materials (lecture notes) the task is estimated at a little less than 35 percent completed. To date, ten sites have been identified where important field activities will take place.

In addition to the duties associated with developing his specialty area, he has also been responsible for a significant amount of translation for the team.

One of the more unique goals of the pharmacy program is to develop a "model pharmacy" within the THI. The "model pharmacy" will offer students an opportunity to be involved in the activities of a dispensing pharmacy as part of their training.

There are no special problems associated with the program not covered in the general section.

e. Radiology

Edward Zachariah, the MSCI radiology instructor, came to THI in January 1980. Like his co-workers, he has been deeply involved in the activities reviewed in the general TA section. Shortly after his arrival, he was able to secure access to an underutilized hospital X-ray unit in Damascus. With support from the MOH, it has been developed into a practical instruction facility for the THI.

The radiology instructor has participated in the THI teaching program on a part-time basis since his arrival. He has a counterpart who is enthusiastic but at an educational level that is lower than that required. At the present time, three X-ray teachers are assisting in the teaching of THI's 30 first year and 25 second year students.

When completed, the program will place heavy emphasis upon practical training and hospital experience. There are few problems with this program that do not affect the other programs as well.

f. Laboratory Technology

The Laboratory Technology program is THI's largest in terms of numbers of students with 90 enrolled in year one and 45 in year two. MSCI's medical technology instructor, Lily Muzayyin, arrived in February 1981 and started work with a very competent counterpart. Their development of instructional materials is progressing well considering the late starting date. This progress is due in part to the fact that the chief of party and other team members developed a preliminary program for lab technology before Ms. Muzayyin's arrival.

With a supervisor and seven teachers the program appears to be adequately staffed at present. Since medical technology training traditionally has depended on large amounts of practical experience in a hospital laboratory setting, facilities have been identified that will provide the requisite on-the-job training.

With the exception of the late start-up date there were no problems encountered that were not common to all of the programs.

g. Physiotherapy

The physiotherapy program has only existed for 3 years in the THI curriculum and has the largest number of problems. There is only one teacher responsible for instructing the 39 first year and 20 second year students. Ms. Kathleen McArthur is the physiotherapy specialist but has been in Damascus only since October 1981. She is the only team member that does not know Arabic, but she is studying the language. (A waiver of language requirement was approved by AID/SARG in order to quickly fill the long vacant position). She is highly competent in her field, however, and is beginning to develop a curriculum in English that will be translated into Arabic. Mr. J. Peach was MSCI's original physiotherapy technician and during his tenure from April through June 1980, he developed a basic course outline and comprehensive list of physiotherapy teaching materials and supplies that were received by THI in January 1982. The institute has designated a room for physiotherapy instruction that will house the new equipment.

Present students in physiotherapy appear to be ill prepared for their clinical roles. Hopes of finding teachers and candidates for training for the future are poor. One major obstacle for developing the curriculum is the rather ill-defined need for physiotherapists in Syria's health sector. Most physiotherapists are absorbed into orthopedic or neurological units but are not part of discrete, comprehensive physiotherapy units. Hopefully, through a coordinated effort, this will change for the better. It will require close monitoring by all concerned (THI Director, Chief of Party, Advisor and AID).

At the time that THI tutors were sent to the US for participant training, no qualified candidates for physiotherapy could be found. The MOH and THI have therefore identified the training of physiotherapists as a project priority and will attempt to identify candidates for training as soon as possible.

h. Public Health

MSCI's original public health specialist, Dr. Carol Hughes, joined the team in October 1979 and resigned in September 1980. During that time Dr. Hughes developed a list of public health competencies, a basic curriculum and was involved in the training and orientation of the US bound trainees in public health. In April 1981 she was replaced by Dr. Nabil Watfa who revised the curriculum and began the production of instructional materials. The essence of public health training in Syria is in field associated activities and Dr. Watfa has been successful in identifying 20 sites for related field experience. THI has devoted 3 basement rooms at the Institute for use in public health training in such areas as rodent control and pesticide preparation. There are presently 8 instructors teaching the institute's 30 first year and 45 second year students.

As a result of the development of the new curriculum by Dr. Watfa an expanded role for future graduates is anticipated. For example, in addition to the traditional public health activities such as meat and facility inspection, new skills such as assessment of environmental quality are being included.

3. Participant Training

a. Status

In order to provide THI with a permanent faculty, up to 26 former graduates of the Institute were to receive non-degree training in the U.S. for up to two years. In September 1980, MSCI brought all of the tutors identified by the MOH to the U.S. The final number (18) was less than the anticipated number because many of the original candidates had become unavailable or could not acquire the requisite English language proficiency.

Following an initial one-week orientation at Washington's International Center, the tutors began their studies at Essex Community College (ECC) School of Allied Health in Baltimore, Maryland. ECC provided a specially designed curriculum that had been approved by the former Director of THI, the Deputy Minister of the MOH and MSCI. It was felt that due to their limited English capability and untested academic abilities they should be kept together for the first year in a specially designed program.

The curriculum contained the following elements:

- English language training
- Teaching methodology
- Library science
- Elements of administration
- Technical instruction in their own field

ECC provided a full-time Arabic speaking coordinator to facilitate the program.

The technical fields represented by the trainees were Laboratory Technology, Radiography, Pharmacy and Public Health. As mentioned, THI had not been able to provide a candidate in the field of Physiotherapy.

At the end of three months at ECC, the trainees requested a strengthening of the teaching program, particularly in the area of practical "hands-on" instruction. The Director of THI, MSCI's Chief of Party and MSCI/Washington worked out a suitable enrichment program with ECC that was implemented through the end of the first year.

In April of 1981, the THI Director and MSCI's Chief of Party travelled again to the U.S. to participate with MSCI/Washington in the identification of suitable programs for the second year. It was agreed that the second year primarily should be devoted to practical technical instruction in their own fields of specialty. Accordingly, the trainees were

sent to separate institutions for non-degree training:

Radiography trainees to Iowa State University
Public Health trainees to Tulane University
Laboratory Technicians to Tulane University
Pharmacy Technicians to Mass. School of Pharmacy

At the time the trainees were transferred to these schools (Sep. 1981), it was believed by all parties that they had acquired sufficient general knowledge and English competency to participate in a scheduled program. Accordingly, no provisions were made for developing special instructional programs with the exception of Radiography, by the participating institutions as had been done by ECC.

Fifteen of the original 18 trainees satisfactorily completed the course of study at ECC in September 1981 and were transferred to their second year posts. (The status of the other three is addressed under Problems, which follows.)

All reports from Tulane and Boston indicate significant progress is being made by the trainees in Laboratory Technology, Public Health and Pharmacy. The progress of the Radiography Technicians at Iowa has been marginal to date and will be addressed in the problems section also.

In September of 1982, all trainees will return to Syria and assume their posts at THI. At that time, they will be oriented and absorbed into the teaching program of the Institute by the THI staff and the MSCI advisors. Their anticipated positions will be as full-time, bench-level tutors in their individual specialty areas.

b. Problems

During their first year in the U.S. (80-81 school year), the trainees had problems in accepting the educational objectives of the project which are to strengthen their abilities to be teachers at THI. Their own priorities were to achieve certification in their specialty fields and to gain proficiency in advanced technical procedures. The purpose of this orientation is more to assist them in attaining lucrative outside (after hours) employment than to better serve the THI. While their educational objectives and those of THI are not necessarily mutually exclusive, it is doubtful if both can be accomplished in the time provided. In addressing this problem, the MOH has been ambivalent. They have repeatedly opposed the trainees' desire for certification but have sometimes supported the need for advanced training and occasionally denied the necessity for it. Earlier conflicts of this nature seem to have been resolved in the second year of training for all but the radiographers. This problem will be addressed separately.

Three of the 18 trainees who came to the U.S. returned to Syria before the start of the second year, one in April 1981 for ill health and the other two in September 1981 for poor academic performance. Since none of the three is presently involved in the educational program of THI, their commitment to the institution is questionable. It is doubtful if keeping them in the U.S. for the second year would have affected this outcome.

Despite the fact that the trainees had had English instruction at ELTC and eight months of additional language training by a tutor in Damascus, their competency was limited on their arrival at ECC. While their language abilities have improved thru usage and special instructions in the U.S., deficiencies in English continue to be a barrier to their desire to study complex subjects. It is not likely that this will affect their future value to THI but it has been a frustration to many in attaining their personal goals.

The two radiography trainees at Iowa State have been unsatisfied with their program from the start of the second year of training. Part of the dissatisfaction resulted when Iowa's primary instructor resigned during the first week of school, leaving them without a specialist to explain advanced procedures to them. Iowa has recently hired a replacement but the school now has insisted on terminating their program. Their reasons for termination include the fact that the trainees lacked interest in participating in the basic program they were prepared to offer with available instructors and failure of the trainees to conform to established rules and regulations. The MOH has insisted that they complete their two years of training, so MSCSI is searching for a suitable alternative program. The MOH has agreed to send a strong letter instructing the trainees to participate in the new program in a diligent and cooperative manner.

At the time the 18 instructors went to the U.S., no qualified participants in the area of physiotherapy could be found. It is expected that suitable candidates will be found for a one-year training program to begin not later than December of 1982.

It is doubtful if the trainees selected to date will ever fulfill the project output of providing THI with a full-time teaching faculty. The Institute needs classroom teachers of an advanced level. The present trainees will fulfill a need for full-time laboratory instructors and tutors but not for the teaching faculty envisioned in the Project Paper. This important point will be further discussed in the Issues section.

4. Commodities

A major input to the project is the provision of up to \$1.4 million of equipment and teaching materials to the THI. USAID originally instructed MSCSI to delay the ordering of such equipment because the condition of THI with regard to deficiencies in laboratory construction and renovation would not allow for proper accommodation of this equipment. Following initiation of work to correct those deficiencies, MSCSI was instructed to proceed with the procurement. Project vehicles were purchased in Beirut on waiver.

a. Status

With the participation of THI staff members, MSCJ technicians prepared appropriate lists of commodities that were to be purchased. These lists were finalized by the contractor's staff in Washington and furnished with the requisite technical specifications.

Following preparation of tenders, invitations to bid were advertised according to U.S. Government procurement regulations. Approximately 70 bids were received for the initial equipment tender. These bids were evaluated and orders for equipment were placed. Items provided by successful bidders were accumulated in a U.S. based warehouse and shipped when the total volume was sufficient to fill containers. Need for some of the materials, such as books, microscopes, audio visual equipment and films were considered by the THI and field staffs to be of sufficient urgency to warrant air shipment. The following is a partial summary of dates of completion of procurement related tasks:

<u>Commodity</u>	<u>Date Requested</u>	<u>Date Ordered</u>	<u>Date Arrived</u>
Vehicles	12/79	3/5/80	4/22/80
Microscopes	Fall 1980	3/11/81	6/5/81
AV Materials	Fall 1980	6/18/81	9/21/81
Med. Equip.	Fall 1980	8/81	Partial 1/82 Partial 4/82 (expected)
Films	1/81	6/81	Fall 1981

(See also attachment # 3)

With the exception of the shipment scheduled for delivery in April, nearly all items requested in the original order have been delivered to THI. The deliveries represent 100% of the commodities for physiotherapy and radiography, 70% for pharmacy and laboratory technology and 90% for public health.

As expected, the team subsequently identified additional items, and will continue to do so, of equipment not requested in the original procurement. These items are on order. Additional orders are likely after all equipment is installed and put to use when it will be possible to determine needs not anticipated when the original lists were prepared.

b. Problems

Aside from the usual problems with clerical and specification errors, no serious or uncorrectable deficiencies have been encountered. The major problem seems to be that the MOH has an unrealistic conception of the time required to provide materials under U.S. Government regulations. They believe that the delays in providing commodities have been unnecessarily long.

There also is a misunderstanding regarding the ability of the contractor to provide expendible chemicals, reagents and glassware under the terms of the contract. This problem arises from the fact that the Project Grant Agreement does not preclude the purchase of these items. However, the prohibition on the procurement of expendible items is spelled out in the Project PIO/T and MSCI's contract. This has been explained to the THI Director.

STATUS OF ISSUES RAISED IN THE LAST EVALUATION

As part of the evaluation, the writers reviewed the issues/problems raised by Dr. Thomas in his October 1980 report. It was felt that these issues were of such importance that each should be addressed individually. No new issues/problems were found to add to Dr. Thomas' comprehensive list.

1. "The issue concerning the remaining project vehicle being used by the Minister of Health must be resolved."

According to Dr. Filo, the vehicles in question is 100% under his jurisdiction. When queried further, however, he said that the vehicle was being used by the MOH for collaborative work between that office and THI. It therefore appears that while the vehicle may be under THI's jurisdiction, it is not being used 100% for THI business. In other words, the situation appears to be the same as noted in Oct. 1980. The Mission may therefore wish to pursue this matter further with the Minister himself.

2. "The purchase of the remaining commodities must be sequenced with the finishing of the laboratories in which the equipment is to be installed and used."

THI, with SARG funds, has completely renovated the center tables in the five laboratories at a cost of \$56,000 (\$1.00=5.40 Syrian Pounds). This renovation included replacing ceramic tile surface with stainless steel and adding metal cabinets and drawers beneath the work surfaces. New gas fixtures were added, as were various safety features such as a second exit for each laboratory. Because of this work, USAID instructed the contractor to proceed with procurement in late 1980.

It should be noted that THI is preparing to replace the side tables in each laboratory with stainless steel tops and cabinets. The MOH has just awarded a \$94,000 contract for this work which is scheduled to begin in February. This contract will also include the renovation of the "model pharmacy" referred to earlier.

3. "AID will have to accept a lesser educational reform than was envisaged in the PP, but continuing USAID efforts are needed to maximize what can be achieved."

There does not appear to be any doubt that the level of expectation for this project as set by the project designers was over ambitious. Dr. Thomas pointed out quite well in his evaluation report. This does not mean, however, that changes for the better are impossible. The MSCI team has done its best to concentrate on those reforms that have a chance for success (e.g. developing much improved curricula, after determining job

requirements; developing a "model pharmacy"; and locating field training sites) while at the same time trying to convince the MOH that more can be done. In some instances the team may have been over zealous in trying to promote reforms that can not be done at this time because of Syrian regulations governing the operations of Institutes in the country. For example, it is not possible to attract a higher caliber of student to the Institute since the best achievers will go to Universities rather than to Institutes for training. The level of instruction therefore is geared to a lower level than would be ideal. Efforts to change the level of instruction will continue to be met with resistance from the MOH.

It is therefore necessary for the MSCI team to develop a detailed work plan that will guide their efforts for the next two years. This will serve to maximize the benefits of their technical assistance in the Syrian context for the remaining life of the project. Such a work plan should be prepared with the full collaboration of the MOH and be subject to periodic reviews in order to judge progress, identify problem areas and revise activities as necessary. This should result in clearer understanding of who is responsible for what, when and to whom.

4. "Given the Syrian context and its immutability, the full-time faculty sought will not be possible. Adjustments will be necessary".

AID is resigned to the fact that a full-time professional faculty for all specialty areas as envisaged in original PP will not be possible during the life of the project. The adjustments that are being made include identifying well-qualified, part-time instructors. The MSCI team has assisted in this by pointing out weaknesses to the THI administration and making suggestions as to the types of persons needed for teaching courses. The standardized curricula, and eventually lecture notes, should make it easier to obtain the necessary outside help.

As previously mentioned, the 15 trainees currently in the United States are not expected to be more than tutors and lab instructors upon their return. However, the MSCI experts should be instrumental in further developing the skills of these tutors in their day to day contacts with them during the final year of the project.

Lastly, it should be reemphasized that the MSCI experts have, at times, taught classes at THI. This has not been a major function as originally-planned, but will increase in importance when the trainees return.

5. "The presence of a Director at THI with the capabilities of the incumbent will be essential if the project is to achieve what successes are possible. USAID will have little say in the tenure of a Director."

Fortunately, Dr. Jean Filo is still the Director of THI. (Prior to his appointment in 1980, THI had three different inexperienced Directors in two years). It was not possible to ascertain how long Dr. Filo will remain in his position. It is felt, however, that if for some reasons Dr. Filo is transferred, the MOH would appoint someone of similar

capabilities as a replacement since they now apparently attach more importance to THI than in the early stages of the project.

It is true that USAID will have little say in the tenure of a Director. USAID might have some influence on a replacement, however, if it feels the project would be jeopardized by the appointment of an inexperienced Director. If such a situation develops, AID would need to make a strong stand to the MOH against such a move.

6. "The ability of the contractor to obtain competent Arabic speaking advisors is limited essentially by their unavailability. USAID should be cautious in concurring in nominees. Better no advisors than a poor one of one lacking fluent Arabic. Unfortunately, it is difficult to judge effectiveness of advisors from a C.V."

The MSCI team has been fully staffed since October 1981 when the physiotherapy advisor arrived in Damascus. All are fluent in Arabic with the exception of the physiotherapy advisor who only has a very basic knowledge of the language. The language requirement for this position was waived because it was felt that the long vacant position (discussed earlier) had to be filled in order to get the physiotherapy program moving. The lack of Arabic capability has made the advisor's task that much more difficult as is to be expected. However, she is presently taking Arabic lessons and is being assisted by the other team members. She appears to be adjusting well, but MSCI and AID will need to monitor the situation closely.

7. "USAID will need to observe the advisory team's actions fairly closely. The Chief-of-Party tends to assume an advocacy position for THI (understandable), but this bias will need to be controlled to avoid unacceptable violence to the project intent. In addition he is not adept at handling personnel, particularly women, which resulted in the resignation of one female team member."

The issue concerning the Chief of Party's activities and problems during the period of this evaluation are adequately covered in the other sections of the report. All in all, it is felt that he is doing good job, is aware of his shortcomings, and is making efforts to correct them. USAID/MOH/THI/MSCI plan to reassess the interrelationships among all parties (THI, Chief of Party, other contract team members) in the next three months in order to determine future courses of action for the project. It is agreed that USAID should continue to monitor the team's actions fairly closely. It is only in this way that problems may surface and be corrected before becoming explosive.

8. "The progress of the trainees in the U.S. will have to be watched carefully. The contractor is in a position to do this. A judgement as to their technical competence will need to be made early in 1981 so that a decision can be made on the content of a possible second year."

This is no longer an issue. The students have begun their second year of training.

9. "Assuming that a full-time faculty is impossible to form, efforts towards planning the most effective possible part-time faculty incorporating the trainees need to begin now."

This has been and continues to be an on-going activity. It is no longer an issue.

10. "The capability of the parent company to adequately support and manage the advisory team will need periodic assessment. USAID has doubts about the strength of MSCI in the management area."

The capabilities of MSCI^{may} have been in doubt at the time the first evaluation was prepared. This was understandable when one remembers the early implementation problems associated with the project (locating advisors, commodity delays, etc.) However, it probably was unfair to put the blame totally on MSCI's shoulders without backing up the statements with the facts. This proof is lacking.

It is felt that MSCI has provided sufficient and satisfactory management support to the project during the period of this evaluation. From personal observation, their home office staff consists of well qualified and motivated people. Also, from personal observations in Damascus, the home office appears to have been responsive to the needs and requests of the field team. USAID should still monitor the home office's support to the project as is done in all projects; however, it is not felt that a lot of extra effort should be devoted to it. Reasonable, routine oversight should be all that is necessary.

FUTURE DIRECTION OF THE PROJECT

The changes in the project priorities identified by the MOH and THI have necessitated the development of a new work plan. This plan will be formulated in February and will reflect the time schedule for all major activities. The plan will be revised at six month intervals for the life of the project. Some of the more significant activities planned are as follows:

1. The MOH and THI have identified the development of comprehensive lecture notes for the core and specialty curricula as their number one priority. A cadre of technical writers from Syria's health sector has been identified to assist in this monumental task in their spare time. The contract team members will devote approximately 20 percent of their time to editing and supplementing these notes to assure that they are complete and of high quality. As the notes are completed and approved by the MOH, the contractor will reimburse the MOH for each set of notes produced under a pre-approved schedule of rates.

2. Additional U.S. or third country training for candidates in the areas of physiotherapy and equipment maintenance and repair is anticipated. This training must commence by December 1982 in order to provide one complete year of instruction. Preparatory English instruction will be required for U.S. training and may be optional if a third country location is involved.

3. Consultant services related to the installation and maintenance

of equipment purchased under the contract will be necessary. One technician charged with installation of equipment will be fielded for a period of two months. A second specialist in maintenance of equipment will spend a year at THI establishing related procedures and giving on-the-job training to THI's staff. Training outside of Syria may also be necessary.

4. All equipment originally anticipated is on order or has been delivered to THI. Additional ordering is expected to take place once current items are inventoried and placed.
5. Books and journals obtained with project funds will be catalogued and assembled into a THI technical library.
6. An examination system will be designed that will reflect the changes in the new curricula.
7. When the tutors presently studying in the U.S. return to THI, they will be oriented and absorbed into the Institute's teaching program by the contract team and THI staff members.
8. Team members will continue to identify and develop instructional programs for field facilities that are needed to provide required practical training in specialty areas.
9. In the coming semesters, the team and THI staff will evaluate the effectiveness of the curricula they have developed and make improvements and adjustments where necessary.

AGENDA

1-1

Joint Evaluation

Technical Health Institute Project

January 26-27, 1982

(Chairpersons: Dr. Mustafa El-Baath/Mary Huntington)

26 January

1. 09:00 - 09:30 Opening

Mary K. Huntington	Program Officer, USAID
Dr. Ghassoub Al-Rifa'i	Minister of Health
Dr. Jean Filo	Director, THI
Participant	State Planning Commission
Dr. Waleed Haj-Hussein	MOH
Georgette Jabbour	MOH
Dr. Mahmoud Dalloul	THI
Jeannette John	USAID/Damascus
Mohamed Hlaleh	USAID/Damascus
John Wiles	AID/Washington

2. Discussion of Project Progress and Status

09:30 - 11:15 Advisory Team Presentations

Introductory Remarks	Dr. George Contis
	Dr. Robert Lennox
Chief of Party	Dr. Ramsay Bisharah
Pharmacy	Mr. Samir Skaaf
Radiography	Mr. Edward Zakariah
Laboratory	Ms. Lilly Muzayyin
Public Health	Mr. Nabil Watfa
Physiotherapy	Ms. Kathleen McArthur

11:15 - 11:45 Break

11:45 - 12:15 Response by THI - Dr. Jean Filo; Assessment of progress to date, Future direction.

3. Presentation of Issues/Discussion (as related to project status, outputs and Future direction - attachment 1)

12:15 - 13:30 Participants - Status, planned versus actual, Future requirements, training locations

Commodities - status, planned versus actual, procurement time, sources, future requirements (e.g. glassware).

1. Presentation of Issues/Discussion (continued)

09:00 - 10:00 Executive Session - Consideration
of advisory team extension

10:00 - 12:00 Tasks remaining to be done
(e.g. curricula development, lecture
notes, payments to National Consultants,
installation of equipment, repair/
Maintenance, development of transcript
system, library, catalog).

12:00 - 12:30 Break

2. 12:30 - 13:30 Open discussion of Future Project
Direction

Expectation

" ... will result in a modern Technical Health Institute, well equipped and managed and capable of providing up-to-date training for approximately 600 auxiliary Health technicians yearly in six or more specialties."

Outputs

1. Strengthening the administration of the Institute with a full-time professional administrative staff consisting of a Director, an Assistant Director for Academic Affairs, and Assistant Director for Administrative Affairs, a supervisor for each of the six program areas and an equipment repair and maintenance supervisor.
2. Strengthening the teaching staff of the Institute by the employment of full-time instructors who will have received training outside Syria and on the job.
3. Revision of the Institute's curriculum for each of the six program areas to provide up-to-date instruction suitable for the positions to be filled by the Institute's graduates.
4. Establishment of modern teaching laboratories, a library, audio-visual and other training aids, and the capability of producing some of the aids the Institute will need as the curriculum changes over time.
5. A capability to render services such as seminars and refresher courses to the health care community.
7. Strengthening the in-country capacity in teaching, research, and applied services in various medical and health related disciplines (PIL No. 9).

Inputs

1. Syrian Contribution

1-4

- a. A fully operational physical facility
- b. A separate budget for the Institute sufficient to cover all costs of operating and maintenance on an expanded basis.
- c. Appropriately qualified Syrian staff to fill administrative, technical and teaching positions.
- d. All local support costs associated with the A.I.D.-financed technical advisors in cost or in kind.

2. U.S. Contribution

- a. Instructor/Advisors (Approximately 252 work months)

1 Director/Team Leader	3 years	
1 Environmental Health	3 years	
1 Laboratory Technique	3 years	
1 Radiology	3 years	
1 Pharmacy	3 years	
1 Anesthesiology	3 years	(deleted)
1 Physiotherapy	3 years	
- b. Short-term experts (Approximately 32 Work Months): Health manpower planning, financial management, equipment installation and maintenance, and other specialties as deemed necessary.
- c. Training: in the U.S. or a third country of up to two years for approximately 26 Syrian instructors.
- d. Commodities: Laboratory equipment, audio-visual equipment, training aids and reference books needed for the six program areas.
- e. Transportation: eleven vehicles.

To : Miss Mary Huntington
Programme Officer
Agency for International Development
Damascus, Syrian Arab Republic

From : Dr. Ramsay F. Bisharah
Chief-of-Party
Medical Service Consultants, Inc.
Technical Health Institute
Ministry of Health
Damascus, Syrian Arab Republic

Report No. : 20

Reporting Period : 11 October, 1980 - 10 October, 1981

(ANNUAL REPORT)

Project No. : AID/NE - C - 1658

Technical Health Institute
Damascus, Syrian Arab Republic

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1.0 THE U.S. TUTOR TRAINING PROGRAMME

After an exhaustive search for a suitable educational institute on behalf of the MSCI/Arlington office staff headed by Dr. Robert Lennox, Essex Community College of Baltimore, Maryland offered to provide training for the 18 Syrian tutor candidates representing the allied health disciplines of pharmacy, laboratory, and radiographic technology and public health.

All 18 candidates were graduates of the Technical Health institute in Damascus, Syrian Arab Republic and had been chosen by their Ministry of Health Officials to train as tutors as per Project No. AID /NE -C- 1658 stipulations and objectives. Thus on 8 September, 1980 all said candidates were accompanied by Dr. Jean Filo, the director of the T.H.I. and the writer on their first maiden voyage to the U.S. in order to assist the students in preparing for their cultural orientation, settling down process and for initial training at Essex Community College as 14 of the 18 candidates had never travelled alone before outside the middle east region.

Classes for the candidates commenced on 15 September, 1980 including special instruction in American culture and bilateral cultural awareness, basic sciences of allied health significance, and English language coupled with educational methodology and the preparation and use of audio-visual aids and equipment.

In point of fact concurrent with this initiation, Dr. Robert Lennox, Mr. Ronald Sullivan, Dr. Jean Filo and the writer travelled to Essex Community College to survey living quarters, academic facilities, and to meet with the college president, administrative and academic staff especially those directly

responsible for the teaching and caring for the students. This constituted a full day of comprehensive briefing of said personnel on a group and individual bases, leaving the final follow up responsibilities for the U.S. based staff namely Mr. Ronald Sullivan representing MSCI/Arlington and Mrs. Hana Sirajeldeen representing Essex Community College as training coordinator and immediate supervisor and counselor with the agreement that both would keep all concerned informed through timely reports supplied by the Essex authorities.

As a followup for this, on 12 March, 1981 Dr. Filo and the writer travelled again to the U.S. and for a second time visited Essex College joined by Mr. Sullivan and Mr. Ahmad Mu'akkat, the Syrian Cultural Attache who became extremely involved and helpful in all matters pertaining to the welfare of said students. Also joining this group were Dr. Robert Lennox and Mr. Alan Randlov of AID/ Washington. This visit resulted in the recommendation for and AID approval with regards the implementation of a more stringent and specialised English language course and with more practical i.e. 'hands-on' training in other courses especially during the summer quarter.

On the whole, the Essex people performed rather marginally in some areas, however, they did demonstrate willingness and flexibility in assisting MSCI/ Arlington in meeting T.H.I. training needs and objectives. This, naturally entailed a series of meetings with E.C.C., MSCI, and AID personnel for the purpose of modifying the curriculum thereby providing the afore-mentioned concentrated training in English and the allied health sciences.

Thus by mid to end August, 1981 all tutor candidates had completed one year of training. Prior to this, namely, 19 May, 1981 Dr. Filo and the writer travelled again to the U.S. and joined by Mr. Sullivan visited and approved 3 new Institutions for the second year of training; this included Boston College of Pharmacy, Boston, Mass. for the pharmacy

technology tutors, the University of Iowa, Iowa City, Ia. for those in Radiography and Tulane University, New Orleans, La. for those of public health and laboratory respectively and as of 20 September, 1981 to date unofficial reports are quite favourable except for those of radiography which is being closely looked into by all concerned.

It is to be noted also that throughout the academic year at E.C.C., authorities there provided MSCI/Arlington and responsible authorities in Damascus with timely training reports which assisted all concerned with timely evaluations re students' progress and at the end of this training year the successful candidates were honoured at a special certificate presentations' ceremony with 15 candidates receiving commendation certificates for completing the first phase of said training and the guest of honour at said ceremony was Mr. Ahmad Mu'akkat, the Syrian Cultural Attache. There were three unsuccessful candidates whose fellowships were terminated with official approval from all parties concerned, two on the basis of severe ill-health and one on academic and personal conduct grounds. All three are already back in Syria as of the writing of this report.

2.0 TEXTS AND PERIODICALS FOR THE T.H.I.

Approximately 330 latest edition texts and periodicals comprising reference and study texts, manuals, dictionaries (language and medical), pharmacop oeias, and allied health journals have been received to date during this reporting period.

In addition, approximately 6 internationally renown allied health journals have been arriving periodically. Still others have already been subscribed for but are not expected to commence arriving before January 1982 as some publishers of said journals accept subscriptions from January only. Suffice to report here that additional books are on their way and further supplementary book lists are envisioned in the near future in order to enhance and improve the library resources as much as possible. In fact at present there are

approximately 500 texts on their way expected here within days.

3.0 THE T.H.I. LABORATORIES

There are five laboratories at T.H.I. designated as : microbiology, haematology/blood bank/serology, clinical chemistry(chemical pathology), biophysics/complicated bioinstrumentation, and compounding/general preparation; with histopathology being housed in a separate area in a nother section of the institute thus covering all the necessary services needed for teaching all the common core basic sciences and the allied health subjects.

Considerable renovations were propped by the writer upon arrival to the T.H.I. especially with regards to the central and surrounding tables and other working surfaces which the ministry of health officials gracefully accepted and set out to rectify. To date all five central tables have been completely rebuilt with all the necessary attachments and supplies such as gas and water outlets, electrical supplies and microscope storage cupboards, and accessory storage drawers etc.

Thus to date all said laboratories are basically functional yet restricted as to student space as the surrounding work surfaces are waiting approvals from officials for completing the renovation work, however, with unselfish cooperation of T.H.I. officials, teaching staff and others compensation here and there has helped in keeping up with as much laboratory work as practicable under the circumstances until all renovation work is completed as soon as possible.

4.0 THE ENGLISH LANGUAGE PROGRAMME AT T.H.I.

During this reporting period the writer secured the services of Dr. Raja Nasr, Chairman, Department of Applied Linguistics at Beirut University College in Beirut, Lebanon, and English Language Senior consultant for the ministries of

education of Lebanon, Jordan, Bahrain, Saudi Arabia and author of a number of books on the teaching of English to arabic speakers as a senior consultant for the English Language Programme at T.H.I.

Dr. Nasr met with the writer and all the English Language teaching staff at T.H.I. through two visits for long sessions of briefings and seminar directions for the staff and was actually instrumental in assisting the teaching staff in designing a suitable and well studied curriculum spanning 4 semesters of language training thus covering the entire 2 years of study at T.H.I.

As an end result of all the discussions and the exchange of ideas and experiences on behalf of all present including the writer it was unanimously decided that on the whole the entire programme of study should concentrate on the 'COMPREHENSION' aspect of the language bearing in mind the specific needs of the T.H.I. graduates and the rather low level of English Language proficiency among the majority of the students at initial commencement of studies at T.H.I.

Thus the 4 semesters of language instruction were to highlight language comprehension with increasing emphasis on technical and health-related English towards the fourth semester of instruction in order to prepare the students for their health careers.

Future consultations with Dr. Nasr are envisioned for coaching the teaching staff in the elements of design, preparation, and administration of relevant, valid, and impartial examinations and other aspects of teaching methodology as and when warranted.

5.0 THE ALLIED HEALTH CURRICULA AT T.H.I.

It is to be reported at this time that during this reporting period all allied health curricula in addition to the special common core curriculum are complete with relevant information as to professional role, job description, professional responsibilities, course titles, course descriptions

and individual course contents for each curriculum including the following :

- 5.1 The 'Common Core Curriculum'
- 5.2 The Pharmacy Technician Programme
- 5.3 The Laboratory Technician Programme
- 5.4 The Radiography Technician Programme
- 5.5 The Physiotherapy Technician Programme
- 5.6 The Public Health Aid Programme

In the particular case of the physiotherapy programme there is additional work which is being completed by the new instructor Miss Kathleen McArthur which is expected to be completed very shortly. Once this is completed it would mean that all said curricula would have been typed and mimeographed for official use at T.H.I. in the Arabic Language in order to facilitate actual and prompt implementation which is to cover all Ministry of Defence training establishments, and including the Homs and Deir El Zor Institutes which are also under the jurisdiction of the ministry of health.

The preparation of all instructional materials namely, lecture notes, illustrations etc. corresponding to the course contents prescribed in said curricula has also started and in the last weeks has become one of the top priorities throughout the project plan of work with considerable strides actually accomplished to date.

6.0 THE COMMON CORE CURRICULUM AT T.H.I.

At the completion of the preparations of all the allied health speciality curricula referred to above and under the supervision and guidance of the writer an overall review by all MSCI team members was carried out for the restudy of the 'Common Core Curriculum' armed with hindsight in order to crystallise the previously prepared version and to ensure stricter adherence and relevancy and most important of all continuity with said curricula ensuring that every minutest detail in all curricula follow the adage of applicability

to allied health work irrespective whether the subject is chemistry, physics, anthropology or anatomy or the like.

Thus in the last few weeks of this reporting period considerable time and effort were expended on the Common Core Curriculum and as of the preparation of this annual report it has already undergone final typing and mimeographing and distribution for all teaching staff involved.

Just for the sake of review suffice to identify the Common Core Curriculum as the first semester non-speciality curriculum designed for providing students previously unexposed to allied health study with the necessary knowledge and skills in basic life, social, and physical sciences envisioned as necessary for gradual and logical orientation into the allied health sphere.

7.0 THE PHYSIOTHERAPY INSTRUCTOR

In August, 1981 the writer, on his way to the U.S. interviewed Miss Kathleen McArthur in London and nominated her for Physiotherapy Instructor to MOH, AID/Damascus, MSCI/Arlington and AID/Washington officials for the proper and routine approval and upon securing all said approvals MSCI officially recruited her and she assumed her duties as of 11 October, 1981 and under the supervision, comprehensive briefing and guidance of the writer and the unselfish support and assistance of the entire MSCI team in Damascus be it of a professional or a personal nature she has settled down quite comfortably in both spheres and is already heavily involved in the development of the curriculum, the preparation of the list of competency standards and professional tasks, the review of the lists of equipment and supplies, audio-visual aids and books for any warranted deletions, additions and/or other changes.

Most important of all was the fact that since her arrival Miss McArthur diligently visited every single physiotherapy centre where T.H.I. students receive their practical training joined by her national counterpart

all in addition to liaising with the W.H.O. consultant and other national teachers and or tutors and has already commenced some tutoring and guidance sessions with all the physiotherapy instructors as they are extremely new to teaching and are far too few in numbers.

8.0 SUPERVISION AND COORDINATION OF THE REVIEW, EDITING, AND PREPARATION OF INSTRUCTIONAL MATERIALS

As documented in the September and October 1981 reports the acute drug-addiction type dependency of students on the immediate and spontaneous availability of instructional materials (i.e. prepared mimeographed lecture notes ready for the asking due to the lack of availability of resources in the arabic language and the fact that no high school graduate knows the elementary elements of note-taking in class) the MOH and T.H.I. administration strictly bound by such a commitment had to inform the writer and his team that instructional materials preparation was to take precedence over any other task in the project outline until such time that such a task is completed. Hence for the last few months and many more to come the writer and his team are heavily involved in supervision, coordination, review, editing, and some preparation of special instructional materials as an invaluable assistance and support to the rest of the teaching staff at T.H.I. Considering that there are in essence approximately 85 courses including those of the Common Core Curriculum and of the other speciality programmes it becomes readily apparent what a mammoth job this is, however, it encouraging to report that THI administration, teaching staff and many others have been extremely supportive and cooperative and great strides have already been realised in this major undertaking especially with the courses designated for semesters 1 and 3 as they represent the beginning of the academic year. On the whole most of the instructional materials are reaching the students prior to the actual lecture schedule and the rest even though after the lecture schedule yet in adequate advance time prior to any examination.

It is envisioned that this phase of work shall demand considerable time from the MSCI team members and the T.H.I. administration and teaching staff and for a considerable time to come.

9.0 LISTS OF STANDARD COMPETENCIES AND/OR PROFESSIONAL TASKS FOR ALLIED HEALTH CURRICULA AT T.H.I.

As part of programme development and in a sincere effort to specifically indentify and highlight the major competency standards and/or professional tasks which each allied health candidate should attain and master in his/her respective allied health speciality at graduation from T.H.I. the writer instructed and guided each member of the MSCI team in the preparation of his/her respective list throughout the latter part of this reporting period.

Ultimately such lists may form the infra-structure of an evaluation or quality control system in the annals of allied health monitoring levels of training and proficiency and allowing in long range plans for the overall betterment of medical and allied health services delivery throughout the country in particular and the region as a whole.

Most of these lists have been completed to date; in fact some of them have already been dispatched to Iowa, Tulane and Boston for guidance for U.S. teaching staff as what may be expected of their tutor candidates and what they have to teach once they are back home. All those lists which have been reviewed and approved by the writer are to be incorp orated into their corresponding training curricula as integral parts of the design and as guide and yard-stick measure for allied health ' board certification' or licensure in the future.

10.0 THE OVERSEAS ALLIED HEALTH TRAINING MANUSCRIPT

Armed with previous first-hand experience in overseas and in-region allied health manpower training and development and with the recent experience of the U.S. tutor training

involved in this project and based upon a specific and personal request by the deputy minister of health Dr. Mustafa Ba'ath, the writer spent a period of time during this reporting period preparing a comprehensive manuscript dealing with allied health overseas training and its inherent drawbacks including some preventive, palliative and or curative measures to be taken into consideration by ministries of health preferably prior to venturing into further bilateral assistance programmes involving overseas training. The manuscript served to highlight inherent demerits such as language difficulties, cultural shock, assimilation problems, and lack of communication between the two parties.

A copy of said manuscript has since been submitted to Dr. Ba'ath for future reference.

11.0 PREPARATION OF SUPPLEMENTARY LISTS FOR ORDERING BOOKS AND PERIODICALS

During this reporting period the writer requested that each member of the team prepare a supplementary list of books and/or periodicals for his/her respective allied health programme such as to contribute further for the building of the T.H.I. library.

To date some 330 text and reference books of latest editions and 6 internationally renowned allied health journals have been received with the journals arriving regularly as per paragraph 2.0 of this report.

Future supplementary lists are planned especially when the 1982 Books-in-print editions are out.

12.0 PREPARATION OF SUPPLEMENTARY LISTS FOR ORDERING AUDIO-VISUAL AIDS AND EQUIPMENT

During this reporting period a considerable number of audiovisual aids and equipments were received as per item No. 18.0 in this report and a number of supplementary lists have been prepared as and when reference materials were available.

13.0 SUPERVISION AND COORDINATION OF SEMINARS AND BRIEFING SESSIONS FOR T.H.I. ACADEMIC STAFF

Although this phase of work has been ongoing for a considerable period of time and has involved each and every member of the MSCI team since the commencement of project work, in the last few months, it has become more and more pronounced in view of the task involving the preparation of instructional materials.

Every single academician at the institute has had and is continually having briefing sessions whether in groups in seminar form or individually in an effort to guide them as to the philosophy, the reasoning and rationale, and the relevancy of every item in the course content involved in each curriculum. This is serving to highlight and emphasise relevancy of instructional materials as to prescribed course content items, students' continuity of thought vis a vis the progressive and logical sequence of presentation of said learning material, and guidance as to reference and source materials for preparing said instructional materials, and some teaching methodology and philosophy criteria be it of didactic or practical nature.

14.0 SUPERVISION AND COORDINATION OF FIELD TRIPS FOR PHARMACY AND PUBLIC HEALTH STUDENTS

In the original plans of the pharmacy and public health programmes the writer requested the MSCI instructors to prepare lists of relevant sites and establishments considered valuable for field trip experience and throughout this reporting period has supervised and coordinated such field trips through the assistance of said MSCI instructors.

Field trips of this nature have included such visits to hospital pharmacies, local manufacturing establishments, and some pharmaceutical distribution offices for the pharmacy students and glass and battery factories, waste disposal sites, water treatment plants etc.

15.0 THE T.H.I. LIBRARY

Initial contact has been established with the local branch of the British Council who have kindly offered the free services of their regional representative for the libraries of Jordan, Lebanon, and Syria to assist in training the T.H.I. librarian in addition to assisting said librarian in establishing a simplified and relevant cataloguing system for all the books and other related periodicals available to date.

This venture is expected to commence around the beginning of the new year once all the official paper work is completed and most of the expected books have arrived and once the T.H.I. administration designates a capable trainable librarian who is proficient in the English Language in order to be able to tackle such a task competently.

16.0 THE T.H.I. ' MODEL ' PHARMACY

In an effort to ensure the most up-to-date and thorough knowledge of medicines and other ancillary products on behalf of the T.H.I. pharmacy technician students, the writer proposed to MOH and T.H.I. officials the idea of establishing a 'model' pharmacy at the institute for the sole purpose of affording the students the opportunity of actual on-the-job and in-environment training identical to that to be encountered in future professional life and to thoroughly familiarise them with all the medicines and other ancillary products which they are to encounter in Syria in particular and the region as a whole.

To date, the writer with the assistance of the MSCI pharmacy instructor, and the T.H.I. director have already designated the most suitable site in the institute for said

'model ' pharmacy, however, this matter shall involve some physical construction and modification and thus official approval proceedings are in progress and commencement of work is expected shortly.

17.0 THE T.H.I. AUDIO-VISUAL AIDS UNIT

As was mentioned in the October monthly report, the writer has proposed to the T.H.I. director the dire need for the establishment of an independent audio-visual aids unit and this proposal has received very favourable responses from all T.H.I. officials concerned; in point of fact the writer has already requested all MSCI team members to prepare comprehensive lists of all audio-visual aids available and those expected and some work has commenced with respect to establishing a systematic coding and filing system for final installation and implementation once the unit is designated and is available for use.

18.0 EQUIPMENT AND SUPPLIES RECEIVED DURING REPORTING PERIOD

For this annual reporting period of 11 October, 1980 through 10 October, 1981 and including some major items obtained prior, the following items were purchased locally or received via the proper channels according to project stipulations and guidelines :

<u>Item No.</u>	<u>Item Description</u>	<u>P.O.#</u>	<u>Date Rcvd.</u>	<u>Quantity</u>
1.	Project Vehicles(sedans)	62-11011	5/III/80	5
2.	Project Vehicles(Vans)	62-11011	5/III/80	6
3.	Electric Typewriter	Local Pch.	29/IV/80	1
4.	Portable Typewriter	Local Pch.	29/IV/80	1
5.	Vespa Motorscooter	Local Pch.	15/I/81	1
6.	Electric Broom	Local Pch.	20/I/81	1
7.	Cassette Recorder	Local Pch.	20/I/81	1
8.	Books(Library)	62-11251	16/III/81	251

<u>Item No.</u>	<u>Item Description</u>	<u>P.O.#</u>	<u>Date Rcvd.</u>	<u>Quantity</u>
9.	Student Microscopes	62-11011	25/VI/81	100
10.	Student Dissecting Micrs.	62-11011	25/VI/81	40
11.	Research Microscopes	62-11011	25/VI/81	5
12.	Books(library)	62-11251	25/VI/81	36
13.	Educ. Films+35mm slides	62-11312	5/IX/81	38
14.	Enrichment Bact. Media	62-11296	24/IX/81	10 vials
15.	Photocopy Machine	Local Pch.	26/IX/81	1
16.	Educational Films	62-11304	28/IX/81	39
17.	Books (Eng. Lang.)	62-11308	28/IX/81	21
18.	Audio-visual Aids, Eqt. and Reagents	62-11274	28/X/81	7 boxes

R E P O R T
ON THE
PHARMACY TECHNICIAN
PROGRAMME

JANUARY 1980 - DECEMBER 1981

BY

SAMIR S. SWAFF

The following is a summary report on the pharmacy instructor activities during the period January 1980 - December 1981.

The report includes the following :

1. Assumed duty
2. Tasks completed
3. Difficulties of implementation
4. Tasks to be completed
5. Acknowledgments

1. Assumed Duty

The Instructor assumed his duty on January 2. 1980

2. Tasks Completed

The Instructor completed during the period of this report the following tasks :

- 2.1.- Thorough study of the Pharmacy Technician Programme Needs and Preparation of lists of the following materials :

- Equipment and supplies
- Audiovisual aids
- Chemicals
- Books and Journals.

2.2.- Participation in the following academic activities :

- Design of a new T.H.I. Academic Calendar
- Design and implementation of a credit hour system
- Design and implementation of a special system for designating and numbering programmes, departments and courses for all curricula.
- Other academic activities.

2.3.- Participation in the design and preparation of the
"Common Core Curriculum" for the T.H.I.

In this respect, the Instructor finalized course contents and descriptions for the following courses : Chemistry for Health Sciences, Mathematics for Health Sciences, Human Body in Health and Disease. Also attended several meetings for the purpose of final presentation of this programme.

2.4.- Design and Preparation of the "Pharmacy Technician Programme".
This work included the following activities :

- Preparation of list of Professional role, Job description and Professional responsibilities.
- Preparation of list of course titles, distribution of said courses over the three semesters according to priorities and designating distributed courses by code numbers according to the prescribed system.
- Preparation of course descriptions
- Preparation of course contents.

Also the Instructor attended several meetings as a member of the National Pharmacy Technician Programme Committee nominated by the Ministry of Health for the final approval of the programme.

2.5.- The Instructor started the Process of Instructional Material Production for the Common Core and Pharmacy Technician Courses. In this respect the Instructor has performed the following activities:

2.5.1.- Preparation of Pharmacology II Course text.

2.5.2.- Working with other instructional material writers for the following courses :

2.5.2.1.- Pharmacy Technician Courses for the second year - First Semester.

- Pharmacy II
- Clinical Pathology II
- Pharmacognosy
- Inorganic Pharmaceutical Chemistry.

2.5.2.2.- Common Core Courses for the first year - first semester.

- Chemistry for Health Sciences
- Human body in Health and Disease
- Mathematics for Health Sciences.

The activities performed in this process are the following:

- Several meetings with instructional material writers
- Supervision and evaluation of instructional material products for the purpose of fulfilling the technical education requirements
- Coordination of all course writings to avoid repetition of information
- Review of all submitted instructional material for the purpose of compliance with Course Contents
- Typing of English terminology on stencils
- Drawing graphs, Chemical structures and tables on stencils
- Assuring production with minimal typo errors.

It should be noted that what has been accomplished to date does not exceed 35% of the mentioned courses, and that ten other courses remain to be completed. This activity is time consuming but valuable to MOH.

- 2.6.- Preparation of a list of competency standards and / or Professional tasks to be attained and/ or mastered by the Pharmacy graduates - this activity was performed according to the instructions and under the supervision of the Chief of Party.
- 2.7.- Orientation and direction of Counterpart, teaching staff and students re the implementation and assessment of Programme.
- 2.8.- Accompanying the students in their field trips as designed in the programme for orientation purposes to counterpart, lecturer and students regarding goals and objectives of every visit.
- 2.9.- Creation and design of the THM "Model Pharmacy", and proposal of pharmaceutical products procurement plan.
- 2.10.- Participation in the preparation of a manual on overseas allied health manpower education regarding Pharmacy Technician Programme.
- 2.11.- Miscellaneous and other activities
 - English translations
 - Typing of English scientific terminology
 - Participation in the preparation of lists of Project tasks completed and tasks to be completed.
 - Tasks were performed in coordination with MSC1 Chief and team members.

3. Difficulties of Implementation

Difficulties met in the implementation of the Programme are the following :

a) Equipment and supplies.

- Delay in arrival of ordered equipment and supplies including books and audiovisual aids.
- Anticipated needs (i.e. equipment and supplies) during use of equipment and supplies and the implementation of the programme.

b) Lack of books and references in Arabic regarding allied health specialties specifically Pharmacy Technology.

4. Tasks to be Completed

The Instructor anticipates the following tasks to be completed in order to fulfill the entire achievements for the development of the Pharmacy Technician Programme.

- a) Checking, location and use and training on equipment and supplies to be received.
- b) Continued programme implementation for further evaluation and modification.

- c) Continued instructional material production for the Common Core and Pharmacy Technician Programme.
- d) Preparation and order of supplemental lists of equipment and supplies, chemicals, books and journals as anticipated during the implementation of the Programme.
- e) Orientation and training of pharmacy tutors on the existing programme after returning from the United States.
- f) The preparation and compounding laboratory is being prepared for use and operation.
- g) Establishment of the "Model Pharmacy" and procurement of pharmaceutical and ancillary products.
- h) Participation in the proposal of examination system with regard to pharmacy technician programme.
- i) Preparation of laboratory manuals for practical courses.
- j) Insertion of the audio-visual aids where applicable to fit course contents and/or course priorities.
- k) Participation in the development of a library system and arrangement of pharmacy library according to the prescribed system.

5. ACKNOWLEDGMENTS

The Instructor wishes to thank MOH, THI, AID and VSCI Home Office and Project Team Members for their invaluable support.

REPORT ON THE RADIOGRAPHY PROGRAMME

BY

EDWARD ZACHARIAH

THI DAMASCUS

January 1982

The following is a report on the Radiography Programme covering the period January 1980 - December 1981.

A. General:

The Radiography Instructor joined the THI project on January 1980. Following briefing by Dr. R. Bisharah and THI Director, the Instructor was introduced to MOH Officials and AID Chief of Mission.

B. Accomplishments:

During his stay with the project, the Instructor accomplished the following:-

1. Design of a comprehensive Radiography Technician Programme including:-

- A) Introduction.
- B) Job description and professional role of Radiography Technician Graduate.
- C) Course description and contents.

2. Participation in the original Common Core Curriculum (C.C.C.) design, namely the contents of courses:-

A) Physics.

B) First Aid.

3. Preparation of book list which was later supplemented by a second list.

4. Preparation of equipment and supplies list. The list was aimed at fulfilling the practical needs of the Programme.

5. Preparation of a list of Films to be used in conjunction with didactic training.

6. Participation in THI student training, namely in the areas of didactic, practical and field work.

Practical training involved is carried out on patients in hospitals where students are divided in groups.

The Instructor also proposed the use of the extra X-Ray units available in Al-Mujtahid Hospital by THI trainees. This location would provide access to patients , and the activity may be carried out under the Instructor's supervision.

7. Replacement of Instructors in case of their absence from scheduled lectures.

8. Writing, coordination and supervision of instructional material. The need for this job was felt because of the unavailability of Arabic Language Reference material. The Instructor started preparation of the instructional material for the course titled "Radiographic Photography" and "Departmental Administration". Instructional material of the other courses is being prepared by different authors and supervised by the Instructor.

The above activity involves the following:-

- . Coordination with the various authors.
- . Revision of submitted material to check technical status and compliance with set course contents.
- . Insertion of relevant English terminologies and drawings.

9. Preparation of a list of the professional tasks depicting performance expected from the graduate Radiography Technician, as well as specifications of job description and professional responsibilities.

10. Preparation of a Radiography Training Programme for use as part of the document titled "A Manuscript on Overseas Allied Health Manpower Training".

C. Difficulties:

The following resulted in delays in implementing the programme:-

- 1) Late arrival of equipment.
- 2) Lack of Arabic Reference material in Radiography.

D. Anticipated Work:

The Instructor anticipates carrying out the following activities:-

1. Continue work on instructional material.
2. Check and locate Radiography equipment upon arrival.
3. Overlap with U.S. Trained returning tutors for the purpose of supervision and orientation on Rad. Programme.
4. Train Counterpart and Rad. Prog. Staff on use of equipment.
5. Evaluate Rad. Prog. and introduce necessary changes.
6. Prepare supplementary list of equipment and supplies as well as books and films if and when needed.

REPORT ON
LABORATORY TECHNOLOGY ACTIVITIES
(JANUARY-DECEMBER 1981)

BY

LILY MUZAYYIN

January 1982

The following is a summary report of the Laboratory Technology Activities accomplished by the Instructor during the period of January through December 1981, as well as a summary of the difficulties and future plans.

A. Accomplishments:

The Instructor assumed her duties after a two-day briefing in Washington by Drs. Contis, Lennox and MSI staff members.

Upon arrival in Damascus, the Instructor was briefed and introduced to THI staff by Dr. R. Bisharah.

One of the main objectives of the Instructor's job was to develop the Laboratory Technology programme and to share in the general development of THI.

To attain these objectives the Instructor accomplished the following:-

1. The Lab. Tech. Programme:

The Instructor started by reviewing the Lab. programme prepared by the Chief of party and team members. Following several meetings with MOH Lab. Tech. National Committee for the purpose of preparing and approving changes, the present Lab. Tech. programme was prepared and produced, and later translated to English.

2. Equipment, Supplies and Books:

The Instructor reviewed all lists of equipment, supplies, books, glassware and audio-visual aids which were already ordered, and prepared supplementary lists of equipment, glassware, books and new lists of prepared Microscope slides and other audio-visual aids for further orders.

3. Preparation, Supervision, Coordination and Editing of Instructional Material:

The Instructor is at present in the process of coordinating, supervising and editing the Instructional material for the following courses:-

- Haem./B.B./Serol. (II) .
- Clinical Biochemistry (II).
- Med. Micro. and Paras. (II).
- Food and Water Analysis (Common Core courses).
- Biology.
- First Aid.

4. Common Core Curriculum (C.C.C.):

The Instructor participated in preparing the C.C.C. programme.

5. Academic Activities:

The Instructor has been in direct contact with Counterpart and teachers for the purpose of proper implementation of the programme.

6. A special training programme was prepared for the Lab. Tech. tutors overseas. This constituted part of the document titled: "A Manuscript on Overseas Allied Health Manpower Training".

7. The Instructor, with the cooperation of Counterpart and Dr. M. Dalloul (National Committee member), modified the programme as to hours and arrangement of courses in order to allow the second year students the opportunity to go through a period of hospital training (Field training) during the second semester. The plan will be implemented in March.

8. The Instructor prepared a list of professional and competency standards/tasks to be mastered by the Lab. Technician upon the request of the Chief of party.

9. The Instructor is now involved in preparing a supplementary list of all Lab. glassware which the Institute is in dire need of.

B. The Difficulties in Achieving Objectives:

1. The delay in receiving the equipment ordered and in ordering new equipment has led to difficulties in implementing the programme as prepared. This will inevitably delay the evaluation of the programme and the introduction of any modifications which might be deemed necessary.

2. Lack of Arabic Lab. Tech. Reference books has impeded the instructional material preparation progress.

3. Re-designing of the Lab. Tech. programme has contributed to the delay of one whole year.

C. Anticipated Future Plans:

The Instructor anticipates the following activities in order to achieve the set objectives:-

1. Instructional Material:

Work is anticipated to continue with the process of coordinating, supervising and editing of instructional material.

Upon completion of said activity, the material will be reviewed and contents evaluated for the purpose of introducing any required modifications, before release for publishing.

2. Equipment and Supplies:

The Instructor will check all Laboratory equipment and supplies upon their arrival, and will distribute them to the various laboratories.

The Instructor will also arrange for training of Counterparts and other staff members on the proper use of this equipment.

3. The Instructor intends to prepare the Histopathology Laboratory and provide the students with the necessary training at the Institute.

4. Evaluation of the programme re its practical implementation will take place. Students progress and staff suggestions will be taken into consideration, and the necessary programme modifications will be made.

5. Work and supervise U.S. Trained Tutors upon their return.

ACKNOWLEDGEMENTS:

The Instructor wishes to thank MOH, THI, AID, MSCI and MSCI Team for their support.

PHYSIOTHERAPY REPORT

(11th OCTOBER '81 - JANUARY '82)

FROM:- KATHLEEN MC ARTHUR

January 1982

Kathleen Mc Arthur, Physiotherapy Instructor, took up post in Damascus on the 11th October '81 and was briefed by Dr. Ramsay Bisharah.

A. Objectives:

Her first objectives were:-

1. To assess the specific role and scope of work of the Physiotherapy Technician in Syria.
2. Assess the training needs of the above.
3. Assess the adequacy of the T.H.I. Programme in fulfilling those needs and work out priorities for further programme development.

In order to achieve these objectives, her first period was spent in:-

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1. ~~Visiting the~~ Counterpart, teachers and students.
2. Visiting the local hospitals where the T.H.I. students receive their field training.

3. Having discussions with the field-training supervisors.
4. Having the programme translated, with the help of other members of staff.
5. Studying the programme as regards contents and arrangement of courses.
6. ^{ASSESSING} Assuring the adequacy of teaching staff and instructional facilities.

B. Conclusions reached:

Physiotherapy Technician's Programme:

1. The Instructor evaluates that the present programme does not take into account that the preparatory education of T.H.I. entrants is at Syrian Baccalaureate (High School) level. This programme is based on a 2 year curriculum suggested by the World Confederation for Physiotherapy, for the training of Physiotherapists. Entry to such a course is normally at Batchelor degree level.

In order to complete a programme such as the present one, the T.H.I. student would need more time than is available to him.

2. At present, many of the courses are taught in their entirety over one semester. This is resulting in problems with lack of co-ordination of allied courses. But most important of all, skills which

need to be practiced continually over the 2 year period, are being taught in one semester. Also there is an overloading of hours on some courses and not enough allocated to others.

C. Availability of Teaching Staff:

There is an adequate supply of outside lecturers to teach the academic subjects of anatomy, physiology and pathology.

However, the teaching staff for Physiotherapy courses, and these take up over 2/3 of the programme hours, consists of:-

1 full-time teacher technician - graduate of T.H.I. and 1 part-time teacher (1 day/4 hours per week).

D. Instructional Facilities:

Physiotherapy equipment is now on its way; however, at present facilities are minimal.

1. There is no equipment for practical use.
2. There are few texts of Arabic instructional material available.
3. There are no proper facilities that would enable the students to practise on each other.

E. Action Taken or Anticipated:

1. The Instructor is now in process of re-writing the programme in order to make the course contents more applicable to the T.H.I. technicians.

She has now completed course contents for:-

- a) Anatomy and Physiology Parts I & II.
- b) Electrotherapy Parts I & II .
- c) Massage.

2. The arrangement of courses in each semester has been re-designed, to avoid teaching subjects throughout one semester only. However, this cannot be implemented without more trained teachers.

3. Meetings have been held with the teachers and supervisors to discuss present problems and future needs. A preliminary list of possible teachers has been drawn-up and some of them interviewed.

Since these possible teachers will all be ex-technicians who trained ^{WITHOUT} a sufficient number of teachers and before an organised programme and instructional material existed, some form of post-graduate training, either on base at T.H.I., or abroad or both, has to be planned.

4. The text for the instructional material of Medical and Surgical Pathology Part I has been submitted in Arabic.

Unfortunately the material could not be edited before submission for typing, as the Instructor has no access to a technical translation.

This defeats the purpose of writing course outlines, which are designed to guide the authors as to students requirements.

The Instructor plans to try and acquire the services of a technical ^{TRANSLATOR} translation when needed.

5. The Instructor is now in process of writing the material for Electrotherapy Parts I and II .

She plans to teach these courses to the technicians, starting next semester, in conjunction with the full-time teacher.

The Instructor hopes that ^{THESE} classes will also serve as a form of on-base post-graduate training for the teacher who feels that her knowledge is not adequate enough to handle the course.

This experiment is feasible because the teacher has a satisfactory command of English.

6. A large open-plan section of the T.H.I. basement was chosen as the most suitable place to house the Physiotherapy Department.

Extra heating, ventilation, plumbing, wiring and lighting is now in process of being installed in preparation for the arrival of the Physiotherapy equipment.

The Instructor and the Public Health Instructor will make preparatory plans for layout of the Department as regards to optimum safety and efficiency.

F. Problems:**1. Language:**

a) Some Common Core courses contents have to be translated into English, to avoid repetition of material.

b) Highlights of instructional material from authors have to be translated into English for editing and screening purposes.

c) Instructional material written by the Instructor has to be translated into Arabic for the teacher and students.

At present this work is being done by other members of the M.S.C.I. Team. Their own work load is already very heavy and the situation cannot continue.

2. Late Arrival:

Due to the Instructor's late arrival at T.H.I., production of instructional material for the Physiotherapy students is lagging behind the other specialties.

6. Summary:

The Instructor believes that regarding the Physiotherapy specialty, success on completion of the project, will stand or fall on the ability to leave behind an adequate number of satisfactorily trained teacher-technicians who could maintain continuity of the programme and

who could supervise and teach the safe handling of the sophisticated and potentially dangerous equipment left behind.

The Instructor assesses that 3 years of continuous, teaching, training and implementation of the programme will be necessary to achieve the above target.

Xanthus McArthur

REPORT ON THE PUBLIC HEALTH ACTIVITIES

(MARCH - DECEMBER, 1981)

BY

Jan. 1982

NABIL WATFA

The following report includes a summary of the Public Health (P.H.) activities accomplished by the Instructor during the period March-December, 1981; as well as a summary of the difficulties met and the anticipated plan of work.

A. Accomplishments:

The writer assumed his duties as P.H. Instructor in March, 1981, following a two-day briefing in Washington during which he met Drs. Contis, Lennox and MSCI Staff. Soon after his arrival in Damascus, the Instructor met with MSCI Team members and THI Staff for orientation.

One of the objectives of the P.H. Instructor's work was the development of the P.H. Program in particular and the participation in the development of the THI in general. In order to achieve these objectives, the following activities were accomplished:-

I. P.H. Program:

The existing P.H. Program was reviewed and the following major changes were introduced in line with the Technical Health Aid (THA) graduate needs:-

- a. Definition and description of scope and objectives of the P.H. Program, as well as job description and professional responsibilities of the THA.
- b. Addition of six new course titles.
- c. Re-design of all other courses.
- d. Preparation of detailed course contents, course description and course objectives for each of the courses.
- e. Compilation of above in a 193-page Arabic and a 133-page English documents.

2. Equipment, Supplies and Books:

The equipment and supplies ordered for the P.H. Program before the Instructor's arrival consisted of 77 films. To make up for this deficiency, a comprehensive list of equipment and supplies was prepared and ordered. This list included laboratory supplies, analytical and support equipment related to the various subjects in the field of Public Health.

A list of an approximately 100 books was prepared and ordered.

3. Common Core Curriculum (C.C.C.):

The Instructor took part in the design and editing of the present C.C.C. Program, and finalized the course description and contents for the following courses:-

- . First Aid .
- . Social Health Sciences .
- . Personal and Community Health.
- . Statistics Section (re course: Math. & Stat.).

The above was achieved following a review of the previous C.C.C.

4. Preparation, Supervision, Coordination and Editing of Instructional Material

The Instructor is at present involved in the preparation of the course text titled "Occupational Hygiene", and supervision, coordination and editing of the texts for the following eight (8) other P.H. and C.C.C. courses:-

- . Food Hygiene (I).
- . Insects & Rodents Control.
- . Waste Disposal.
- . Medical Microbiology.
- . Biostatistics and Cartography.
- . Personal and Community Health.
- . Social Health Sciences.
- . Physics.

The above activity may be summarised as:-

- a. Selection of course author(s).
- b. Briefing author(s) on course description, objectives and contents.

c. Revision of submitted material to check technical status and compliance with set courses descriptions, objectives and contents.

d. Insertion of relevant English terminologies, sketches and drawings.

e. Follow up of typing, stencilling and distribution of material.

Of the work load mentioned above, 50% has been achieved. The remaining work load of same nature involves nine (9) additional P.H. courses. This activity is time consuming but its value to MOH cannot be overemphasized.

5. Creation of Insect & Rodent Control Laboratory:

A teaching laboratory was created in the basement of THI for use in the field of insects and rodents control. This laboratory will be useful in implementing the designed Program.

6. Academic contacts:

The Instructor established contacts and met with the members of the National Committee appointed by MOH to oversee the P.H. Program, and approximately twenty (20) other P.H. personnel in Syria for the purpose of:-

a. Identifying potential P.H. Tutors for the P.H. Program at THI.

b. Identifying suitable field trips sites for P.H. students training.

9. Miscellaneous:

These activities included:

- a. Acting for the Chief during his absence.
- b. Preparation of the Public Health Program outline which constituted part of the document titled: "A Manuscript on Overseas Allied Health Manpower Training".
- c. Preparation of list of professional competency standards/tasks to be mastered by the THA. This last was completed upon request of and in collaboration with the Chief.
- d. Participation in the Program of the MOH Central Committee for Rodent Control in Syria. This participation helped in the strengthening of the P.H. Program at THI.
- e. Establishment of contacts with other Ministries and Government Institutions for the purpose of providing teaching and training facilities for P.H. students.
- f. Orientation sessions on P.H. were given to students of all other specialties at THI.
- g. Participation in the compilation of the list on the activities achieved and to be achieved by the Team.
- h. Other work such as:-
 - Drawing laboratories space plans.
 - Drawing model pharmacy space plans.
 - Office work, i.e.: English typing and translation.

B. Difficulties in Achieving Objectives:

The following points may be regarded as difficulties met in achieving the set objectives:-

1. Delay in Equipment and Supplies Order:

As mentioned under item A-2, the failure in ordering the required P.H. related equipment has resulted in almost one-year delay of proper implementation of P.H. Program. This will in turn cause delay in evaluating said Program.

2. Lack of Complete P.H. Laboratory Facilities at THI:

The lack of complete P.H. Laboratory facilities at THI has contributed to difficulties met in implementing Program.

3. Lack of Arabic P.H. Reference Material:

The lack of Arabic P.H. Reference material resulted in further delay re the preparation of Instructional material.

4. Re-Design of P.H. Curriculum:

Since the previous P.H. Curriculum had to be re-designed, this contributed to an overall delay in the P.H. Program of one year.

5. Others:

Red tape and other administrative problems also contributed to difficulties.

C. Anticipated Future Work and Recommendations:

In achieving the objective of Program development, the Instructor anticipates the following activities:-

1. Overlap with U.S.-Trained Tutors:

The Instructor plans to review the P.H. Program and work in conjunction with returning Tutors.

2. Equipment and Supplies Use:

The Instructor plans to check P.H. equipment and supplies upon arrival and station said equipment in place. This will be followed by training Counterpart and auxiliary personnel on these equipment.

3. Instructional Material:

The Instructor plans to continue his work on Instructional material.

Upon the completion of this task, preparation of independent 'Laboratory Manual' for each specialty course requiring laboratory and field training will be proposed.

4. Revision of Instructional Material:

Finished Instructional material will be reviewed after binding and before release for publishing. Minor changes are expected to take place, depending on experience gained after implementation of Program.

5. Short Refresher & In-Service Training Courses:

The above will be designed to meet Counterpart and P.H. tutors needs.

6. Others:

a. The Instructor suggests the participation with National Committees dealing with P.H. related work. This will strengthen existing Program and provide it with wider credibility.

b. It is suggested that work start on attaining local, regional and international recognition and accreditability of THI Prog.

ACKNOWLEDGEMENTS:

The Instructor wishes to thank MOH, THI, AID, MSCI and MSCI Team for their support.