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CAROLINA POPULATION CENTER CHAPEL HILL, N.C.

AFRICAN HEALTH TRAINING INSTITUTIONS PROJECT
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
CAROLINA POPULATION CENTER, UNIVERSITY SQUARE
CHAPEL HILL, N.C. 27514

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QUARTERLY REPORT --

July - September, 1978

(Contract Designation: AID/CM/PHA-C-73-33)

Submitted: October 1978

QUARTERLY REPORT OF PROJECT ACTIVITIES July-September, 1978

The African Health Training Institutions Project
(AID/CM/PHA-C-73-33)

I. ADMINISTRATION

Personnel -- The following key personnel have served during this reporting period:

James W. Lea, Director
Merrel D. Flair, Deputy Director
Enaam Abou-Youssef, Nurse/Midwife Educator
(field based in Alexandria, Egypt)
Elizabeth M. Edmonds, Public Health Nurse Educator
Alan E. Cross, Medical Staff Advisor
Catherine J. Murphy, Coordinator of Educational
Materials Development
Stella R. Schwartz, Administrative Coordinator
Herma E. Rojahn, Publications Coordinator

Periodic programmatic assistance relevant to specific tasks (content review of self-instructional materials (see Section III.), evaluation design and implementation, educational methodology, and program planning has been provided as needed on a limited time-commitment basis, along with full-time secretarial/clerical support.

Changes in personnel during this reporting period include the replacement of Dr. Kenneth Shuit as medical staff advisor by Dr. Alan E. Cross, a pediatrician with several years' experience in developing countries, particularly Kenya. Efforts for evaluation design and implementation are now the responsibility of Mr. Bruce Bennard. Dr. James Lea's time commitment to the project was increased to 85%, effective July 1, 1978.

Field Office, Alexandria, Egypt -- The Nurse/Midwife Educator, based at the Higher Institute of Nursing, Alexandria, has continued to be involved extensively in the planning and conducting of field activities sponsored by the project, as well as assisting the Chapel Hill Headquarters in program planning for continuation of activities past the current contract period.

Contract Negotiations -- During this reporting period, negotiations were successfully concluded to extend the current contract life through June, 1979, in order that the project could complete formulation of action plans in the AHTIP focus countries and as an additional step in broadening AHTIP's base in Africa, hold in French-speaking

African countries a seminar/workshop on the objectives of AHTIP. This seminar will serve to introduce participants to: concepts of teaching family health, integration of family health topics into curricula, and the use of innovative methodologies and materials for teaching. To this end, the AHTIP will also implement a system for translation into French of selected African-authored self-instructional materials, the two Topical Outlines, and other AHTIP publications. This translation will involve new staff at the Chapel Hill Office and at the Alexandria Field Office in Egypt.

Of primary importance to the AHTIP staff, final negotiations were also concluded successfully with the Africa Bureau of AID for supplementary funding, awarded directly to the African Medical & Research Foundation of Nairobi, Kenya, for the mass production and distribution of those self-instructional materials and other teaching tools developed over the last five years. The awarding of this contract concludes a three-year effort on the part of AMREF and the AHTIP staff to ensure that teaching materials developed by the project's colleagues in African health training institutions would be available in mass quantities on an "at cost" basis to faculty in every African country, even after the AHTIP contract is concluded.

Relationships and assistance from U.S.-based and overseas mission and embassy personnel continue to be excellent. The continued successes enjoyed by AHTIP ventures in African hti's are aided immeasurably by efforts on the part of USAID. Also contributing significantly to the continued progress toward project goals is the cooperation of faculty from the Schools of Nursing and Medicine, UNC-CH, and continuing liaison with other departments, schools, and organizations on the Chapel Hill campus.

II. FIELD ACTIVITIES

During this reporting period, the second annual meeting of the AHTIP Nursing/Midwifery Liaison Persons was held in Lagos, Nigeria, hosted by the Institute of Child Health, University of Lagos (through its director, Dr. O. Ransome-Kuti). Mrs. Stella Savage and Mrs. Jane Eiegebe were resource persons; AHTIP staff attending were Dr. Enaam Abou-Youssef, Mr. Bruce Bennard, and Mr. Robert Hollister.

III. EDUCATIONAL MATERIALS DEVELOPMENT, PRODUCTION, AND DISTRIBUTION

During this reporting period, thirty (30) self-instructional units have undergone final educational and content revisions and have been added to the AHTIP Catalogue of Self-instructional Materials for interim production and distribution. With the completion of these units, the total number of African-authored units produced under project auspices and ready for distribution is 203; 6 more are presently being educationally reviewed; and 4 are being content reviewed. Thus, 213 units are currently listed in the new edition of the Catalogue; the remainder have been recalled for additional revisions for content accuracy, making a total number of approximately 220 units available for mass production and distribution to African colleagues. Of this number, 80 medical units and 114 nursing/midwifery units have been produced in the U.S. in limited quantities to continue the interim distribution program. By country, this distribution is as follows:

	DISTRIBUTION to:			TOTAL
	Liaison Person	Author	Others	
Ghana	100	65	330	501
Nigeria	48	125	48	221
Sudan	85	35	120	240
Egypt	54	220	98	372
Kenya	12	45	15	72
Cameroon	38	5	--*	43
Other countries--		25	6	31
AHTIP Field Office			232	232
			Total Distributed	1,712

* no field activity held in Cameroon at which units were authored; Cameroonian faculty attended regional workshop.

** refers to actual copies of units, not to individual titles

IV. FELLOWSHIPS

There have been no fellowships awarded this quarter.

V. UPCOMING ACTIVITIES, October-December, 1978

a. Administration and Field Office Activities -- During the upcoming reporting period, a request for amendment to the AHTIP contract to clarify some of the language and to correct clerical errors will be submitted for consideration to AID Contracts Management. It is not anticipated that these changes will be major nor will they affect the scope of the projected activities. There are no anticipated key staff changes, although efforts to hire qualified French translators, a French Translation Coordinator, and clerical staff will continue.

For the next three months, the AHTIP Nurse/Midwife Educator will be very busy, with extensive traveling for on-site assistance to AHTIP contacts who are organizing and conducting workshops and seminars planned during the second annual meeting of the AHTIP Liaison Persons (Lagos, July, 1978), including the first of four 'Zonal Workshops for Nursing Education and Curriculum Integration,' to be held in Kano, Nigeria (for the northern regions), organized by Mrs. Stella Savage, Nursing Education and Training Officer, Federal Ministry of Health, Lagos.

b. Field Activities -- In October, 1978, the rescheduled, interdisciplinary (medical/nursing/midwifery) follow-up seminar on the integrated teaching of family health will be held with the faculties of the School of Medicine at the University of Khartoum and the Khartoum Nursing College. The AHTIP team for this workshop will be Dr. James W. Lea, Project Director, and Mr. Robert M. Hollister, Consultative and Communication Specialist.

Also in October will be a 3-5 day follow-up with nursing educators from several nursing schools in Kenya, organized through the efforts of the AHTIP Liaison Person, Mrs. Margaret Ngure. AHTIP resource persons will be Dr. Lea and Dr. Susan H. Fischman, C.N.M., Assistant Professor in the Department of Social and Preventive Medicine, University of Maryland School of Medicine.

In early December, two other AHTIP field activities are scheduled: (1) the first of four 'zonal' workshops for nursing educators and administrators is scheduled for Kano, Nigeria. The AHTIP Team will consist of Dr. Enaam Abou-Youssef, AHTIP Nurse/Midwife Educator, and Ms. Barbara Bunker, Assistant Professor, UNC-CH School of Nursing and co-chairperson of the School of Nursing's Curriculum Review Committee. The theme of these four workshops will be the integration of family health topics into the new B.Sc. Nursing Curriculum and the design of action plans for its implementation in basic schools of nursing throughout Nigeria.

At the same time, a five-day follow up with the faculty of the Higher Institute of Nursing, Alexaneria, Egypt will also take place -- focussing on teaching techniques and evaluation of the effectiveness of integrated teaching of family health topics. Since Dr. Abou-Youssef will be involved in the Nigerian activity, Dr. Frank T. Stritter, AHTIP Educational Methodology Specialist and Associate Professor, UNC-CH School of Education, will head the AHTIP team.

Attached as Appendix A is a revised time-frame for AHTIP activities from July, 1978 through June, 1979.

c. Educational Materials Development, Production, and Distribution -- during the next reporting period, it is expected that the "Interim Distribution System" (see Report of Project Activities, July-December, 1977) will be completed and all prior requests for self-instructional units and other AHTIP educational/teaching materials will have been filled. Also, to be implemented is the mass production and distribution system based at the African Medical & Research Foundation in Nairobi. To this end, Project Director James Lea will meet with representatives of AMREF during his October visit to set up administrative and quality control guidelines, reporting schedules, and receive data regarding plans from AMREF on technical aspects of their operation. It is anticipated that by the beginning of 1979, the first copies of mass-produced AHTIP teaching materials will be available for faculty members in health training institutions throughout Africa.

The team which will be responsible for translation of selected AHTIP self-instructional materials, Topical Outlines, catalogues, manuals, etc. into French will have been assembled and significant progress made, preparatory to the previously mentioned "Orientation Seminar" for French-speaking African faculty from Senegal, Tunisia, Morocco, Togo, Benin, Ivory Coast, and Cameroon.

Distribution of the final issue of RAPPORT, the project's bilingual newsletter, was delayed from last reporting period, but will be accomplished during this next three months. During the upcoming period, also, work will be initiated for a final RAPPORT-type publication to be distributed in early spring, 1979. This publication will be a "Resource Directory" for the Teaching of Family Health." This directory will provide summaries of the family health education in both medical and nursing/midwifery schools and of AHTIP-developed resources -- both materials and personnel -- within each of the six focus countries.

The new format for this publication will emphasize information particularly relevant to AHTIP activities, colleagues, and happenings in these countries, in AHTIP Participant Institutions, and specially designated AHTIP Consultative Group members and Liaison Persons.

Work will also be started on two companion publications to the Manual on the Use of Self-Instructional Materials in Teaching. The first, a Manual on the Preparation and Use of Case Studies in Teaching will cover development techniques involved in preparing case studies to use in family health teaching, with cross-references to other AHTIP teaching materials as resources. The second, tentatively entitled "How to Develop and Write Self-Instructional Materials -- A Manual for Development of Family Health Teaching Materials" will document the steps in the systematic approach to instruction and how these steps can be utilized in writing self-instructional materials. It will also include basic ways for organizing workshops for faculty members, innovations in the workshop formats which AHTIP has introduced over the last five years, and other resource materials that can be utilized in conjunction with SIU's in teaching. Publication of these two manuals is expected in early Spring, 1979.

d. Fellowships -- there are no fellowships anticipated during the next reporting period. Efforts will be initiated, however, to organize a training experience modeled on the "AHTIP Summer Institute in Health Sciences Teaching" (May-June, 1978), tentatively scheduled for February 26 through April 27, 1979. Inquiries and applications will be sent to each Liaison Person for nomination of potential trainees during the next reporting period. It is hoped that two nursing/midwifery tutors from each of the Participant Institutions can attend this training session in Chapel Hill. Appendix B gives additional details about the format, content, and scope of this "Institute, '79."

REVISED TIME FRAME -- Project Activities July, 1978 through June, 1979
(Date Prepared: October, 1978/sss)

July, 1978 -- Second Annual Liaison Persons Meeting

Site: Lagos, Nigeria
Hosted by: Mrs. Jane Elegbe, Institute of Child Health
Mrs. Stella Savage, Federal Ministry of Health
AHTIP Staff: Dr. Enaam Abou-Youssef, Nurse/Midwife Educator
Mr. Robert M. Hollister, Communications Consultant
Mr. Bruce Bennard, Evaluation Specialist

August, 1978 -- no field activities scheduled

September, 1978 -- no field activities scheduled

October, 1978 -- Workshop/Seminar on "Integrated, Interdisciplinary Family Health Teaching"

Site: Khartoum, Sudan
Hosted by: Mrs. Awatif Bashir, AHTIP Liaison Person for Sudan
Mrs. Awatif Osman, AHTIP Consultative Group Member
(both members of faculty at Khartoum Nursing College)
Dr. Bashir Hamad, Department of Social and Preventive
Medicine, University of Khartoum Medical School
AHTIP Staff: Dr. James W. Lea, Project Director
Mr. Robert M. Hollister, Communications Consultant

-- Follow-Up Seminar with former participants from Kenyan nursing schools

Site: Nairobi, Kenya
Hosted by: Mrs. Margaret Ngure, AHTIP Liaison Person for Kenya
Mrs. Muringo Kiereini, Consultative Group Member
AHTIP Team: Dr. James W. Lea, Project Director
Dr. Susan H. Fischman, Nursing/Midwifery Consultant

(Also in October, initiation of the mass production and distribution system for AHTIP-sponsored self-instructional and other teaching materials will begin from the African Medical & Research Foundation, Nairobi, Kenya. The translation of these materials into French will continue, so that the preparations for holding the "Orientation Seminar" (see March/April, 1979) can begin.)

November, 1978 -- no field activities scheduled

December, 1978 -- Follow-Up Seminar with former participants from the Higher Institute of Nursing

Site: Alexandria, Egypt
Hosted by: Dr. Seham Ragheb, AHTIP Liaison Person for Egypt
Dr. Soheir Mokabel, AHTIP Consultative Group Member
(both members of faculty at Higher Institute of Nursing)
AHTIP Staff: Dr. Frank T. Stritter, Educational Methodologist

December, 1978 (continued) -- Seminar/Workshop for nursing educators/administrators
Northern Nigeria

Site: Kano, Nigeria
Hosted by: Mrs. Stella O. Savage, Federal Ministry of Health (AHTIP
Consultative Group Member)
AHTIP Team: Dr. Enaam Abou-Youssef, Nurse/Midwife Educator
Ms. Barbara Bunke, Curriculum Development Specialist

January, 1979 -- "Internal" Evaluation Meeting

Site: Quail's Roost, Rougemont, North Carolina
Hosted by: AHTIP Staff Members
Evaluation Team: members of AHTIP Technical Advisory Committee
representatives of the Agency for International
Development, Washington, D. C.
one outside evaluation specialist
representatives of the Carolina Population Center

February, 1979 -- Sixth Annual AHTIP Consultative Group Meeting

Site: Khartoum, Sudan
Hosted by: Mrs. Awatif Osman, Director of the Khartoum Nursing
College and Sudanese Consultative Group Member
AHTIP Staff: Dr. James W. Lea, Project Director
Dr. Enaam Abou-Youssef, Nurse/Midwife Educator

March, 1979 -- Regional Orientation Seminar in Family Health Teaching for French-
Speaking African Health Training Institutions

Site: Yaounde, Cameroon
Hosted by: Mrs. Damaris Mounlom, Directrice of National School
for Nursing and Midwifery and AHTIP Consultative Group
Member
AHTIP Staff: Dr. James W. Lea, Project Director
Dr. Enaam Abou-Youssef, Nurse/Midwife Educator
Two other consultants to be named later

April, 1979 -- Alternate date for Orientation Seminar

* * * * *

-- Potential Follow-Up in Nairobi, Kenya -- not yet firm

May, 1979 -- Potential Seminar/Workshop with Ghanaian nursing faculty
-- not yet firm

June, 1979 -- De-briefing of AHTIP field representative and termination of
Project -- Finalization of Reporting Requirements and Evaluation

Site: Chapel Hill, North Carolina
All staff involved



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CABLE: POPCENTER, CHAPEL HILL, N.C.

AHTIP INSTITUTE IN
HEALTH SCIENCES TEACHING -- Spring, 1979

TELEPHONE: AREA 919: 942-3108

AHTIP is using the resources of the Office of Medical Studies, the Carolina Population Center, and the UNC-CH Schools of Medicine and Nursing to offer a special nine-week program of study this Spring in Chapel Hill. The goal of the program is to help you become a more effective teacher. Part science and part art, the function of teaching is to create a setting in which intended learning can take place. By the end of this program, you should have developed new competence and confidence in structuring an educational environment which will lead to learning.

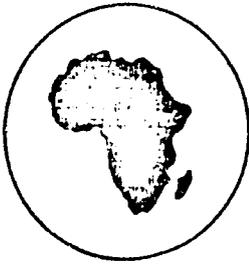
The program will emphasize a systematic approach to instructional design as a means of improving your teaching. This approach does not offer instant solutions to specific teaching problems, but it does offer a flexible framework for arriving at solutions to such problems.

The systematic approach to instruction consists of a sequence of steps through which a teacher progresses in designing and conducting a course or portion of a course: Pre-Assessment, Definition of Objectives, Selection of Instructional Strategies, Implementation, Evaluation, and Revision. The first four weeks of the program will survey each step in this sequence in class sessions, small group activities, individualized study, and tutorial sessions in an attempt to establish common foundations and assist you in mastery of basic course material.

The program will also provide opportunities to practice applying steps in the systematic model to the design of instructional activities. There will be an opportunity to participate in several more specific topics which are designed to help with specific instructional strategies including use of lectures, small groups, individualized instruction, and media in teaching activities.

In addition, the last several weeks of the program will focus on the development of clinical teaching and clinical evaluation skills. Tentative plans for this experience include an opportunity to apply instructional principles in a clinical setting with faculty and students at the UNC-CH School of Nursing, School of Public Health, and/or School of Medicine. It is hoped that this practical experience will help "pull together" the classroom knowledge and skills gained by providing time to work in an area of interest with appropriate practice in a health care setting.

Tentative dates for the program are February 26 - April 27, 1979. More information on how to apply is attached. We look forward to working with you this Spring.



CABLE: POPCENTER, CHAPEL HILL, N.C.

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AHTIP INSTITUTE IN
HEALTH SCIENCES TEACHING -- Spring, 1979

TELEPHONE: AREA 919: 942-3108

Outline of Course Content

AHTIP is cooperating with the Office of Medical Studies, UNC-CH Schools of Medicine and Nursing and the Carolina Population Center in sponsoring a 9-week program of study from February 26-April 27, 1979, in Chapel Hill, North Carolina. The goal of the program is to assist participants in becoming more effective teachers and in structuring an educational environment.

The program will emphasize a systematic approach to instruction, which consists of a sequence of steps through which a teacher progresses in designing and conducting and evaluating instruction. In addition, the program will also focus on the development of clinical teaching and clinical evaluation skills, with an opportunity to apply the principles learned in a clinical setting.

An outline of the content to be covered in the program is as follows:

- I. Systematic Approach to Instruction
 - A. Identification of Problem
 1. Present situation/Student level of knowledge
 2. Determination of instructional goals
 - B. Analysis of Context/Pre-assessment
 1. When to pre-assess
 2. What to pre-assess
 - a. Referent situation
 - b. Resources
 - c. Constraints
 - d. Need for program
 - e. Characteristics of students
 - C. Formulation of Instructional Objectives
 1. Objectives vs. Activities
 2. Uses of objectives
 3. Classification scheme
 - a. Domain
 - b. Level
 - c. Specificity
 4. Strategies for writing objectives

- D. Measuring Your Objectives
 - 1. Test plan
 - 2. Instrument development (including items for cognitive achievement, psychomotor and affective outcomes)
 - 3. Feedback mechanisms
 - 4. Grading vs. Evaluation as feedback
- E. Learning Theory
 - 1. Principles of learning
 - 2. Motivation
 - 3. Application to teaching
- F. Instructional formats
 - 1. Format vs. Medium
 - 2. Five major formats
 - 3. Organizational variables of instruction
 - 4. Advantages and disadvantages of various formats
- G. Selecting and Using Media
 - 1. Selection of types of media
 - 2. Identification of sources
 - 3. Evaluation of existing materials
 - 4. Putting media together
 - 5. Guidelines for use
- H. Course/Program Evaluation
 - 1. What is evaluation?
 - 2. The process of evaluation
 - a. Student evaluation
 - b. Program evaluation
 - 3. Norm referenced vs. Criterion referenced
 - 4. Approaches to evaluation
- I. Instructional Revision
- J. Specific instructional strategies modules
 - 1. Lecture
 - 2. Small group
 - 3. Individualized instruction
 - 4. Developing simple media

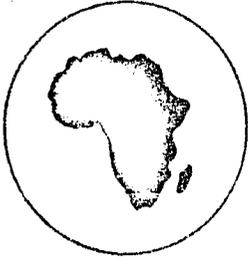
II. Clinical Teaching

- A. Definition
- B. Research findings
- C. Teacher behaviors
- D. Operationalization of behaviors
- E. Evaluation of teaching behaviors
- F. Implementation/application of behaviors
 - 1. In clinical setting
 - 2. In association with faculty and students in that setting

III. Clinical Evaluation

- A. Setting expectations
- B. Development of measurement criteria
- C. Mechanisms for collecting data
- D. Feedback process
 - 1. Formative vs. Summative
 - 2. Student self-evaluation

The program will be implemented using individualized, small group and tutorial instruction based on the pre-assessed needs of the participants. It is expected that those persons attending will come with plans to work on a specific instructional situation, course, or program and that they will use the knowledge gained as they move through the program in developing that project. The clinical teaching and clinical evaluation components of the program will be carried out in collaboration with UNC School of Nursing faculty. Program participants will be paired with individual nursing faculty and will work with that faculty person in teaching nursing students in a clinical setting. It is anticipated that this active participation will facilitate sharing of knowledge and skills between program participants and School of Nursing faculty, thus serving as a faculty development opportunity for those working with the program as well as a real learning experience for the participants.



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October, 1978

GUIDELINES FOR PARTICIPATION IN THE AHTIP INSTITUTE IN HEALTH SCIENCES TEACHING

As noted in the attached announcement, AHTIP is offering a nine-week Institute in the spring of 1979 (February 26-April 27), with its primary goal to help selected African nurses become more effective teachers. The first four weeks will survey the steps in the systematic approach to instruction and the last five weeks will focus on the development of clinical teaching and clinical evaluation skills. This entails development of the following specific skills:

FOR THE SYSTEMATIC APPROACH TO INSTRUCTION:

1. ability to assess the needs for a given instructional program and the resources available to implement the program;
2. ability to develop goals and objectives for a program, based on documented needs and available resources;
3. ability to develop appropriate instruments to determine whether program goals and objectives have been attained;
4. ability to select instructional formats and media appropriate to the program's goals and objectives, and to design activities based on some of these formats and media;
5. ability to evaluate the overall effectiveness of the program;
6. ability to revise the program based on the evaluation.

FOR THE CLINICAL TEACHING MODULE:

1. ability to discuss and examine the perceived strengths and weaknesses of own approach to clinical teaching;
2. ability to describe the components and considerations of effective clinical teaching;
3. ability to develop/identify ways to operationalize criteria for effective clinical teaching;
4. ability to analyze and evaluate segments of clinical teaching according to criteria for effective clinical teaching.

FOR THE CLINICAL EVALUATION MODULE:

1. ability to distinguish between the concepts of evaluation and grading;
 2. ability to distinguish between criterion-referenced and norm-referenced methods for evaluation of students;
- more.../

3. ability to identify a variety of ways to collect data in the clinical setting for feedback and evaluative purposes;
4. ability to develop and/or analyze a portion of a performance instrument to be used in clinical evaluation.

As part of the learning experience, all program participants will be expected to apply instructional principles learned to the development of a specific project that they can use or adapt back home. Such a project might be the development of a course component, an instrument for assessment or evaluation, or a workshop they might give. It is imperative that each participant nurse plan ahead and come to the Institute with such a project in mind. It is also essential that each participant bring any current course materials or other documents/information that they might want to use in the development of such a project. Special time during the Institute will be spent on individual development of the project so that each nurse will have a finished, usable potential program to take home.

It is also essential that each participant be primarily a teacher in her work responsibilities in her home institution. We prefer to have persons who are instructing other health professionals in teaching skills or those who are actively involved in teaching students.

In order to help us better plan the Institute program, each prospective participant is asked to follow the attached "Procedures Guide"; necessary forms should be filled out in duplicate and one copy returned to the address above immediately; a second copy should be retained and brought with each participant to Chapel Hill.

We are looking forward to this second Institute in Health Sciences Teaching and hope that it will be a meaningful experience for all of us. Thank you for reading these guidelines and following the instructions in them.

James W. Lea, AHTIP Project Director
Sandra T. Hoffman, Academic Coordinator
Stella R. Schwartz, Administrative Coordinator