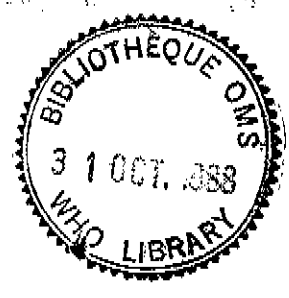


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ВСЕМИРНАЯ ОРГАНИЗАЦИЯ ЗДРАВООХРАНЕНИЯ
ЕВРОПЕЙСКОЕ РЕГИОНАЛЬНОЕ БЮРО



REPORT OF A MEETING ON THE DEVELOPMENT OF TEACHING
MODULES ON VARIOUS ASPECTS OF FAMILY PLANNING

Copenhagen
7-9 June 1983

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14 June 1983

I. Introduction

The growth in educational technology in terms of equipment and teaching/learning materials and strategies continues. One approach to instruction that has been gaining favour in recent years is the modular approach. There is a deficit of such teaching material in family planning which hampers the promotion of teaching of this subject. Therefore, there is a need to provide information and practical guidelines to teachers who may wish to use the modular approach to the teaching/learning process. Such assistance could also help them in their task of teaching this subject by supplying basic modules that could be adapted to local situations and hence encourage them to develop relevant modules for use in their teaching of family planning.

In view of the above, the Family Planning Unit of the Regional Office for Europe of the World Health Organization elaborated, with the help of various experts, a series of modules on the various aspects of family planning. A group consisting of authors of modules and experts from teaching institutions met to:

- review the various modules elaborated in 1982;
- develop testing strategies;
- identify new modules to be elaborated.

A list of participants is attached in Annex I and a list of background reading in Annex II.

The meeting was opened by Dr P. Owe Petersson, Director, Development of Comprehensive Health Services who stressed to the participants that they were present as individual experts rather than as representatives of their countries. They must be prepared to free themselves from the constraints of their own backgrounds bearing in mind that any report from the WHO Regional Office for Europe should be equally applicable to all the different areas of Europe. He reminded the meeting of the Regional Office's strategy for reaching the WHO goal for HEALTH FOR ALL BY THE YEAR 2000, by working in three main areas: lifestyle related behaviour, improving measures to prevent disease and strengthening and improving health care systems based on primary health care.

In her opening statement Ms W. Haddad, Regional Officer for Family Planning pointed out that family planning training is often far from relevant, both in content and methodology. The curriculum is often packed with theoretical information which does not always prepare the trainee for real life situations. Many teachers of health professionals are not familiar with problem-oriented or task-oriented training approaches.

Moreover, there is a lack of teaching material, such as guides or modules, to allow trainers to modify their training technology and to further develop similar modules according to their own needs and local conditions.

She emphasised that the aim of the meeting was to look at the draft modules already prepared and see how/if they needed to be improved so that they could be applied throughout Europe.

Dr W.D. Clarke was elected Chairman and Ms M. Jones Rapporteur.

Discussion

To facilitate discussion and consideration of the extent to which they inter-related, the modules which had been prepared (see list Annex III) were grouped by subject area.

Discussion of these modules led to further consideration of how any additional units should be prepared and in which subjects.

Initial revisions to the modules were made, and guidance was given to the authors in preparing their final drafts.

Participants were shown examples of teaching packages produced at the BLAT Centre in London so that they could gain some understanding of the process involved in preparing appropriate and effective teaching materials.

II. Presentation and discussion of draft modules

Recommendations

1. The modules should be flexible so that the trainer could select and use only those parts he/she found applicable. It should be recognised, however, that in some subjects, e.g. sexology, too much flexibility might allow the trainer to be guided by his/her own preconceptions or personal uncertainties rather than by the needs of the learners. For this reason, the modules cannot be uniform in approach.

2. The subject of family planning for migrant populations - whether internal or external migrants - needs to be kept and further developed as a module by itself or as a substantial chapter in another module.
3. The problem of ignorance of their own sexuality in members of the general population has not helped those teachers who have a fear of dealing with this subject with their students. What is needed is a means of helping people to develop a positive attitude to the subject.
4. Work was needed to make the draft modules universally acceptable: all the authors were to be congratulated on the quality of their modules.
5. All modules should include a description of the type of trainer for whom the module is intended.
6. All modules should stress that one of the aims is to give trainers something to teach with and not to provide a complete teaching programme.
7. The role of the health worker in teaching sexology, and the training required for this, needed definition - such as that provided in the report of the WHO meeting on Education and Treatment in Human Sexuality: the Training of Health Professionals.^a
8. Authors of future modules should look to see what teaching materials already existed in their own countries before they began to prepare modules so that they could make use of material already in existence.

^a WHO Technical Report Series No. 572, 1975.

Additional comments

9. It was difficult to prepare a document oriented specifically towards all the areas in the European Region.

10. A common feature in all the presentations was the need for better communication between family planning workers and their clients - communication may be hampered by language difficulties, cultural backgrounds and personal attitudes.

III. Identification of criteria for selecting those who are going to learn from the modules and those who are going to teach them

Recommendations

11. The learners:

(a) That their work involves sexuality and family planning at all levels in teaching and in service, e.g. family doctors, medical students, nurses, midwives, nursing and midwifery students, psychologists and social workers.

(b) That their work involves psychosocial and psychosexual aspects of family planning.

12. The teachers:

The modules should be for use by trainers, both in basic training and in refresher or in-service training.

13. Although the modules should be aimed at training the trainers of family planning workers they should also contain material on how the worker could teach his/her clients.
14. Although the modules should be aimed at a specific target audience it should be considered a useful bonus if others could also benefit from them.
15. The modules are not to be for self-teaching but some element of self-instructional content could assist the user in determining which parts to use.
16. It must be clear from the contents of the modules that this subject is important enough to justify their inclusion in existing curricula.
17. The modules must provide the trainer with a tool that will facilitate his/her treatment of the subject - enabling him/her to be able to use them in any way he chooses.
18. Although the modules are for use in training the family planning worker, the ultimate goal is the needs of the client.

IV. Improvement of existing modules

Recommendations

19. The four modules already drafted should be the first to be produced, subject to certain modifications.
20. Other modules on specific topics should be decided upon and written at a later date.

21. A number of factors should influence the authors in revision of the modules:
- (a) There is a core of knowledge and special skills that all family planning workers need to apply, which can be supplemented by additional information for specific aspects.
 - (b) All modules should start with a statement of objectives and conclude with an evaluation section. Arrangement of the contents and selection of educational methods rest with the individual authors.
 - (c) It should be remembered that the family planning workers already know the technical methods of family planning - the purpose of these modules is to teach them about the psychosocial aspects, of which they are insufficiently aware, and on which teaching materials do not exist.
 - (d) In the introduction to each module the author needs to state the assumptions he/she has made about the user - i.e. what prerequisite basic knowledge and skills he/she needs to have before using the module.
22. Because the materials are intended for teachers, the final format need not be uniform as all teachers teach in different ways. Their need is for support materials from which they can select.
23. The possibility of merging the two modules on psychosocial aspects of family planning may be explored after the testing phase.

V. Testing of modules

24. Even at the testing phase the modules must be presented in a format attractive enough to motivate the trainers.

25. Test copies of the modules should be ready by 1 January 1984 - after necessary rewriting, editing and translating has been done.

VI. Planning of the field testing programme and test locationsRecommendations

26. Evaluation of the modules should be based on three questions:

(a) Is it used, if not, is it because of the content?
the teachers?
environment?

(b) Is it effective?
To what extent is each objective achieved?

(c) Is it efficient?
What resources does it require to implement?

27. Field testing should be carried out in institutions in each of the four areas of the European Region with each type of audience as specified previously, e.g. doctors, medical students, midwives, nurses, psychologists, etc.

28. It would be most useful if the modules could be tested in institutions with a favourable attitude to the subject. The participants were invited to supply as soon as possible the Regional Officer for Family Planning with the addresses of institutions known to them which might be prepared to test the modules. A formal approach to these and other institutions and to WHO Collaborating Centres would be made by WHO.
29. The production and testing programmes cannot be planned in detail until the number and the locations of the testing institutions have been finalized.
30. It is important that the questionnaire sent to the institutions to evaluate the modules should not presume certain attitudes in the users which might lead them to believe that a negative response is expected. It must be as objective and neutral as possible.
31. The evaluation questionnaire is to be prepared at the BLAT Centre in London after the final drafts of the modules have been prepared. Before distribution, the proposed questionnaire should be sent for comment to the authors of the modules.
32. The most crucial issue in the evaluation is the acceptability of the concepts lying behind the production of the modules.
33. Ideally, evaluation should be carried out by observers in the testing institutions: it was seen as more practical that it should be carried out by means of a questionnaire.

VII. Identification of future modulesRecommendations

34. The following list of topics for development into modules was drawn up:

- (a) The male role in family planning
- (b) Changing family patterns
 - Couple relationships
 - Changing sexual roles
 - Marriage counselling
- (c) Sexuality of:
 - the aged
 - adolescents
 - disabled
 - middle-age
 - menopause
- (d) Basic measurement skills for family planning/health workers
- (e) Infertility
- (f) Family planning and mental health
- (g) Rape and sexual violence (inside and outside the family)
- (h) Sexual roles of health professionals

- (i) Sex education in schools (ages 6-16)
- (j) Consultations in gynaecology (doctor-patient relationship)
- (k) Unemployment
- (l) Sexual therapy
- (m) Homosexuality
- (n) Transsexuality
- (o) Technology/primary health care in family planning
- (p) Adult education programmes

35. The main focus of the series of modules should be the psychosocial aspects of sexuality and family planning. These aspects must be borne in mind in the selection of new topics for development.

36. Initial sets of objectives were outlined for five priority topics - these need to be developed further with the assistance of experts in these fields.

VIII. Conclusion

The Chairman requested the authors to prepare final drafts of the four modules, to be sent to the Regional Office before 1 October 1983. The importance of their obtaining copyright permission to use material from any other publications was emphasised. He hoped that field testing of the modules should be completed by July 1984.

Ms Haddad thanked the participants for the enthusiastic way in which they had dealt with the agenda. She would look forward to receiving continuing support and motivation from the participants as the series of modules proceeded.

In concluding the meeting Dr Petersson emphasised the importance of some uniformity of structure in the modules produced would be most helpful in providing health workers with something familiar as they approached an unfamiliar subject. He hoped that they would not only follow standards previously established in WHO teaching manuals but would set new standards of excellence for future manuals to follow. He thanked the participants for their role in this important meeting which he hoped would signify the beginning of a long period of hard work to result in the development of a successful series of modules.

Annex I

Meeting on the Development of Teaching
Modules on Various Aspects of
Family Planning

EURO, 7-9 June 1983

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14 June 1983
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LIST OF PARTICIPANTS

Dr C. Arcidiacono
Psicologo
Riviera di Chiaia 276
Naples
Italy

Professor J. Bonnar
Professor and Head, Department of Obstetrics
and Gynaecology
Trinity College
University of Dublin
Dublin
Ireland

Dr W.D. Clarke (Chairman)
Director
British Life Assurance Trust
for Health and Medical Education
British Medical Association
Tavistock Square
London WC1H 9JP
United Kingdom

Dr J.F. D'Ivernois
Directeur de Département de
Pédagogie des Sciences de la Santé
Faculté de Médecine de Bobigny
74, rue Marcel Cachin
93000 Bobigny
France

Dr F. Donnay
Groupe Santé Josaphat
70 rue Royale Sainte Marie
Brussels
Belgium

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0911F

Ms M. Jones¹ (Rapporteur)
Information Officer/Librarian
British Life Assurance Trust
for Health and Medical Education
British Medical Association
Tavistock Square
London WC1H 9JP
United Kingdom

Professor E. Kum
Director
School of Nursing
Hacettepe University
Ankara
Turkey

Mr P. Lecorps
Psychologue
Ecole Nationale de la Sante Publique
Avenue de Professeur Léon-Bernard
35043 Rennes Cedex
France

Ms I. Nordqvist
Project Leader: Sexuality/Disability
The Swedish Institute for the Handicapped
Department of Information and Education
P.O. Box 303
S-161 26 Bromma
Sweden

Dr M. Péchevis
Chef du Service
Departement des Enseignements
Centre International de L'enfance
Chateau de Longchamp
75016 Paris
France

WHO Regional Office for Europe

Dr P. Owe Petersson, Director, Development of Comprehensive Health Services

Ms W. Haddad, Regional Officer for Family Planning

Dr J.-P. Menu, Regional Officer for Health Manpower Planning and Management
(Part-time)

WHO Headquarters

Mrs J. Bentley, Public Health Nurse/Midwife, Division of Family Health

¹ Not paid by WHO.

Annex II

Meeting on the Development of Teaching
Modules on Various Aspects of
Family Planning

EURO, 7-9 June 1983

ICP/MCH 025/1
UNFPA RMI/79/PO5
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PROVISIONAL LIST OF WORKING PAPERS AND BACKGROUND MATERIAL

Working papers

- | | |
|---------------|--|
| ICP/MCH/025/1 | Provisional list of working papers and background material |
| ICP/MCH/025/2 | Scope and purpose |
| ICP/MCH/025/3 | Provisional agenda |
| ICP/MCH/025/4 | Provisional programme |
| ICP/MCH025/5 | Provisional list of participants |

Background material

Draft modules:

- | | |
|----------------|--|
| ICP/MCH/025/6 | - Draft edition of handbook intended for trainers, containing in particular elements for the teaching/learning of certain psychosocial aspects of FP (French). |
| ICP/MCH/025/7 | - Sample module in sexology intended for teaching of health professionals. |
| ICP/MCH/025/8 | - Educational kit intended for teaching of health professionals on the special needs of migrants in relation to sexuality and family planning (French). |
| ICP/MCH/025/9 | - Guideline on the role of health professionals when dealing with psychosocial problems of FP clients. |
| ICP/MCH/025/10 | - Educational kit on sexually transmittable diseases - recent development. |
| ICP/MCH/025/11 | - Module of family planning for nursing instructors (French). |

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WHO/HRP/HQ

WHO Natural Family Planning Package.

WHO Offset
publication no. 59

Guidelines for Training Community Health Workers in
Nutrition

WHO/EPI/HQ

Training for Mid-Level Managers, Evaluate
Vaccination Coverage, EPI/WHO Geneva.

WHO offset
publication no. 35

Educational Handbook for Health Personnel, J.J.
Gilbert.

WHO/PHC/HQ

Module for the Community Health Workers, PHC/WHO
Geneva.

WHO offset
publication no. 38

Guidelines for Evaluating a Training Programme for
Health Personnel, 1978.

Annex IIIList of modules studied during the meeting

Draft edition of handbook intended for trainers, containing in particular elements for the teaching/learning of certain psychosocial aspects of family planning. (French) by the International Children's Centre, Paris and the World Health Organization, Copenhagen, Denmark.

Teaching module in sexology for health professionals by Ms I. Nordqvist, The Swedish Institute for the Handicapped, Bromma, Sweden.

Educational kit intended for teaching of health professionals on the special needs of migrants in relation to sexuality and family planning (French) by Dr F. Donnay, Groupe Santé Josaphat, Brussels, Belgium.

Guidelines on psychosocial problems of family planning clients by Dr C. Aridiacono, Naples, Italy.

A fifth module (Educational kit on sexually transmittable diseases - recent development by Professor S.A. Härö) was in preparation but was not received in time for consideration at the meeting.

Moreover, family planning teaching material was displayed by the BLAT Centre during the meeting.