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REGIONAL OFFICE FOR EUROPE

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ORGANISATION MONDIALE DE LA SANTE  
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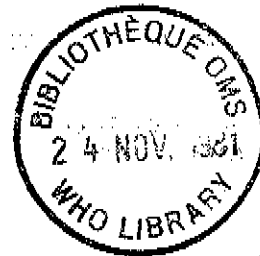
ВСЕМИРНАЯ ОРГАНИЗАЦИЯ ЗДРАВООХРАНЕНИЯ  
ЕВРОПЕЙСКОЕ РЕГИОНАЛЬНОЕ БЮРО

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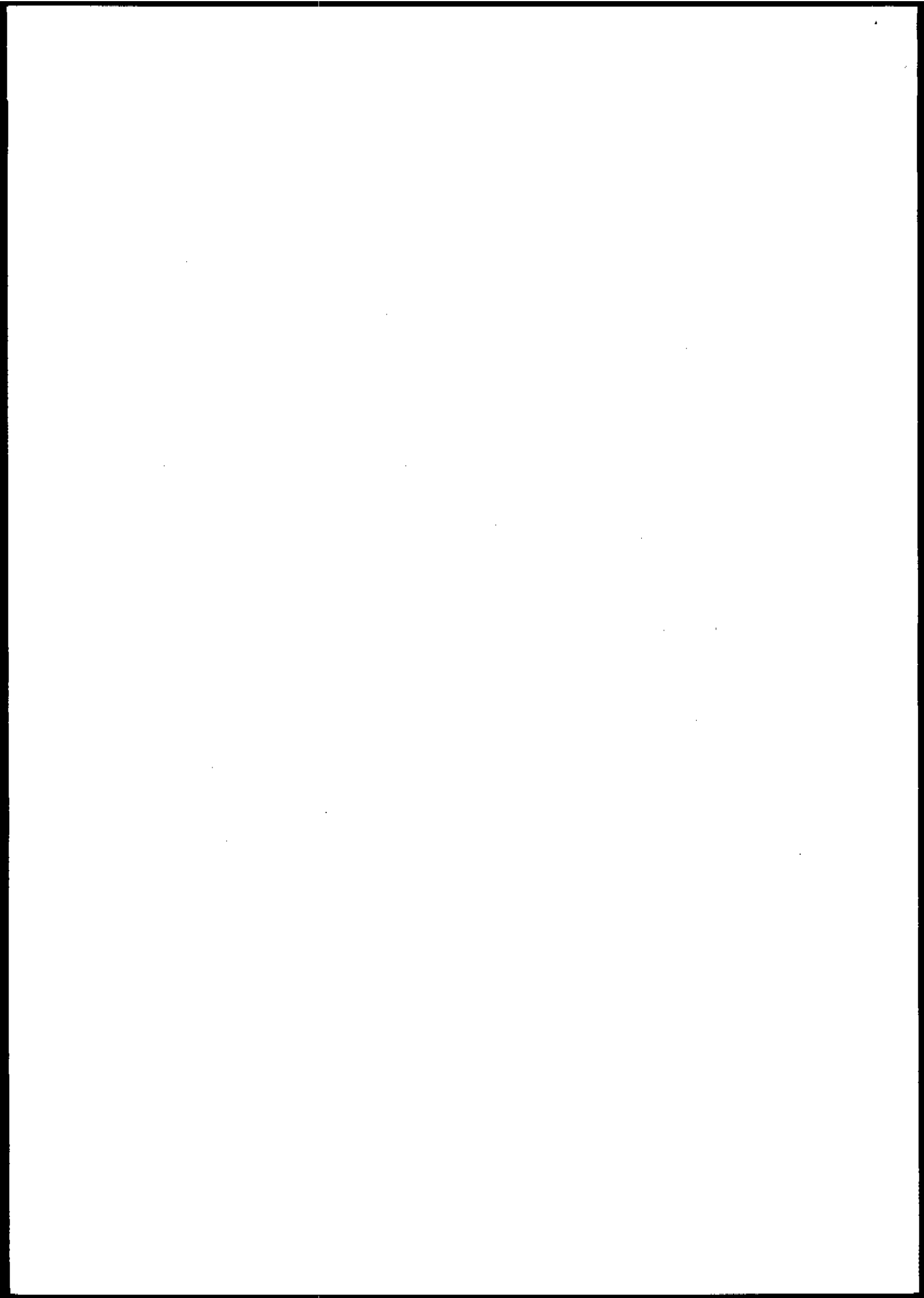
REPORT ON A WORKSHOP ON EDUCATIONAL PLANNING

Copenhagen, 16-19 September, 1980



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## 1. Introduction

Appreciating the need to support European regional health officers in managing the educational component of their programmes, the Service for Research, Planning and Human Resources, decided to organize a Workshop on Educational Planning as part of the European Office's programme for Staff Development and Training.

In keeping with the policy of extending WHO educational opportunities to participants from Member States, invitations were sent to all European Member States about an Educational Planning Workshop to be held in the Regional Office from 16-19 September 1980.

## 2. Aims

The aim of the Workshop was to assist participants in the skills of formulating educational objectives, identifying determinants important in planning the education of personnel for health professions, and evaluating their competence.

It also aimed at bringing together staff of the European Regional Office and persons from Member States dealing with educational planning to help them prepare for future activities concerning education and training.

In order to assess the benefits of attending the Workshop participants were asked to define the professional goals they wished to reach within twelve months and prepare a plan of action that should serve as a basis for self-evaluation a year after the Workshop.

## 3. Programme

The opening address by Dr A. Wojtczak, Director, Research, Planning and Human Resources, was followed by the introduction of the Workshop leader, Dr J.-J. Guilbert, Chief Medical Officer for Educational Planning, WHO, Geneva.

Participants<sup>1</sup>, seated at pre-selected tables designed for small group work, were reminded of the current concept of high benefit ratios from active participation by all in individual work, small group debates and plenary discussions as against the low benefit scores of straight lectures at inert audiences.

The introductory work method used was to ask each participant which out of a list of subjects on educational objectives, teaching/learning concepts, and evaluation<sup>2</sup>, he/she would choose for personal work, analysis and discussion during the Workshop. A working programme was prepared on the basis of these choices. This also enabled the organizer to note identity of choice and assist in regrouping participants according to community of interest. Each subject eliciting wide interest could be dealt with first in group work and then in plenary. Throughout the Workshop individuals remained free to merge with a group of their choice or remain outside it to concentrate on subjects of individual interest.

<sup>1</sup> See Annex 1 for list of participants

<sup>2</sup> Educational Handbook for Health Personnel (p. 525-527), WHO Offset publication No. 35, Geneva 1977

4. Progress

The method followed by those in small groups was first to work individually on selected subjects on their own, then share their work with the group, and then for the group to select and develop one of the individual contributions for presentation in plenary.

Each day's post-session evaluations revealed progressive satisfaction among participants based on the sense of improved integration in common tasks without detriment to individual initiative. Early in the week approval was expressed in regard to the conduct of the Workshop, particularly the brisk interchange of opinions and ideas and teacher/participant cooperation in the analysis of concepts, the identification of basic principles and the establishment of sound criteria. The groups readily accepted the merit of a series of educational exercises they undertook to determine the relative values of comparable performances in given health situations identifying in each case the basic component of relevance, reliability, objectivity, practicability, etc.

By the third day evidence of further cohesion appeared during the exercise on desirable roles of teachers and their strategies against possible obstacles. Participants welcomed the opportunity of a more active role in the personal presentation and explanation at the projection screen of their group work. This was particularly evident in the treatment of a draft diagram describing the inter-relationships of university departments under conditions of curriculum change. (see Annex 2)

On the last day participants took up the task of formulating their personal work plans for the 12 months' ahead.

5. Selected Samples of Individual or Group Work (see Annexes 3 and 4)

- (a) Four samples of general educational objectives showing what specialists in different health areas should be capable of doing at the end of a given programme of training
- (b) Two samples of a three-entry analysis for surveying relative merits of proposed testing techniques
- (c) Sample of a working diagram for discussing the interaction between university departments under conditions of curriculum change.

5.1 Functions of an Environmental Health Technician Working as a Field Food Inspector:

- (a) to detect defects in food premises and food production systems conducive to food contamination dangerous to health using skills of observation, knowledge and appropriate record keeping and taking account of the role played by pathogenic micro-organisms and toxic chemicals in causing food-borne diseases in humans;
- (b) to educate food handlers in hygienic practices concerning food manufacturer, storage and preparation;
- (c) to prepare appropriate technical reports and make recommendations;
- (d) to examine macroscopically food stuffs and detect unsound food.

5.2 Functions of a General Practitioner (Public Health Component Only)

- (a) to monitor morbidity in a defined population (register certain specified disorders at local and central level);
- (b) to supervise and implement preventive measures in the community (i.e. water supply, waste disposal, industry, etc.);
- (c) to recognize certain diseases as mainly environmentally induced, and to take appropriate steps to reduce or eradicate them;
- (d) to conduct regular 'check-ups' - screening - on selected high-risk groups and implement appropriate action for groups and individuals;
- (e) to give training on health education to other health personnel.

5.3 Functions of a Health Worker with a Diploma of "General Pharmacist" (in the People's Republic of Hungary)

- (a) to manage adequate drug distribution for individuals and for society;
- (b) to prepare drugs on small, medium and large scale;
- (c) to ensure adequate drug information in relation to patients and health personnel;
- (d) to perform drug control at all levels of drug distribution;
- (e) to take part:
  - in the work of a health team
  - in specialization
  - in continuing education.

5.4 Functions of a Blood-Drawer Working in Hospital or Private Laboratory

- (a) to decide the method of blood-drawing (vein or capillary)
- (b) to choose material
- (c) to identify the container (indication, patient's name)
- (d) to prevent complications (haematoma, syncope, stress)
- (e) to draw blood from vein
- (f) to check the material maintenance
- (g) to choose the packaging if the blood-drawing has to be sent to another laboratory.

6. Evaluation

The analysis of the evaluation questionnaire<sup>1</sup> filled in by participants was reported as follows:

| <u>EVALUATION QUESTIONNAIRE ANALYSIS</u> |       |
|--|-------|
| Mean satisfaction index                  | 81%   |
| (a) Planning                             | 87.8% |
| (b) Relevance of methods used            | 79.5% |
| (c) Attitude of organizers               | 87.9% |
| (d) Use of time                          | 71.1% |
| (e) Gain by participants                 | 85.8% |
| (f) Evaluation approach                  | 76.6% |

Then participants expressed some personal comments in order to improve further workshops.

The timetable did not provide for either an analysis or survey of the personal work plans. However, the impact of this exercise was strong and during the final evaluation of the Workshop many considered it the most significant part of the whole programme. The feeling was that future participants should be more fully alerted in advance to the existence of this important end task.

In addition to better pre-workshop preparation, other issues discussed in the final evaluation covered optimal duration of the Workshop, professional homogeneity of participants, candidate selection, and where responsibility for this should lie, etc.

Participants showed high appreciation of the concept of Educational Planning, but also a concern that these concepts were not more widely recognized, surprisingly considering the evidence of WHO's recent contribution in this area.

It was, therefore, recommended that more should be done to condition attitudes and conduct research in favour of Educational Planning. One essential need was for a more effective system of dissemination (WHO publications, reports, press releases, etc.), and another was for continued organization of workshops, limiting them perhaps to preselected participation according to cultural background and preferably ensuring the participation of not less than two persons from the same institute to help surmount academic conservatism on return.

From the Evaluation Questionnaire it was apparent that participants showed a high degree of satisfaction with the conduct of the workshop, with its content and work methods, and the extent to which it realized its own objectives. Full praise was given for the dynamic effort made throughout the workshop by the organizers.

The final address closing the workshop was made by Dr A. Wojtczak, Director, Research, Planning and Human Resources, on behalf of Dr Leo A. Kaprio, Regional Director.

<sup>1</sup>

See pages 538-544 in WHO Educational Handbook

LIST OF PARTICIPANTS

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Annex 1

WORLD HEALTH ORGANIZATION

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Regional Officer for Prophylactic, Diagnostic and  
Therapeutic Substances

Mr P. Jolly  
Sanitary Tutor for Environmental Sanitation (TUR/BSM 001)  
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Mr J. Hannibal, Technical Officer for Mental Health

Supporting Staff

Dr L. A. Judin  
Regional Officer for Educational Development and  
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Mr I. Tolstoy  
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Headquarters

Dr J.-J. Guilbert (Workshop leader)  
Chief Medical Officer for Educational Planning  
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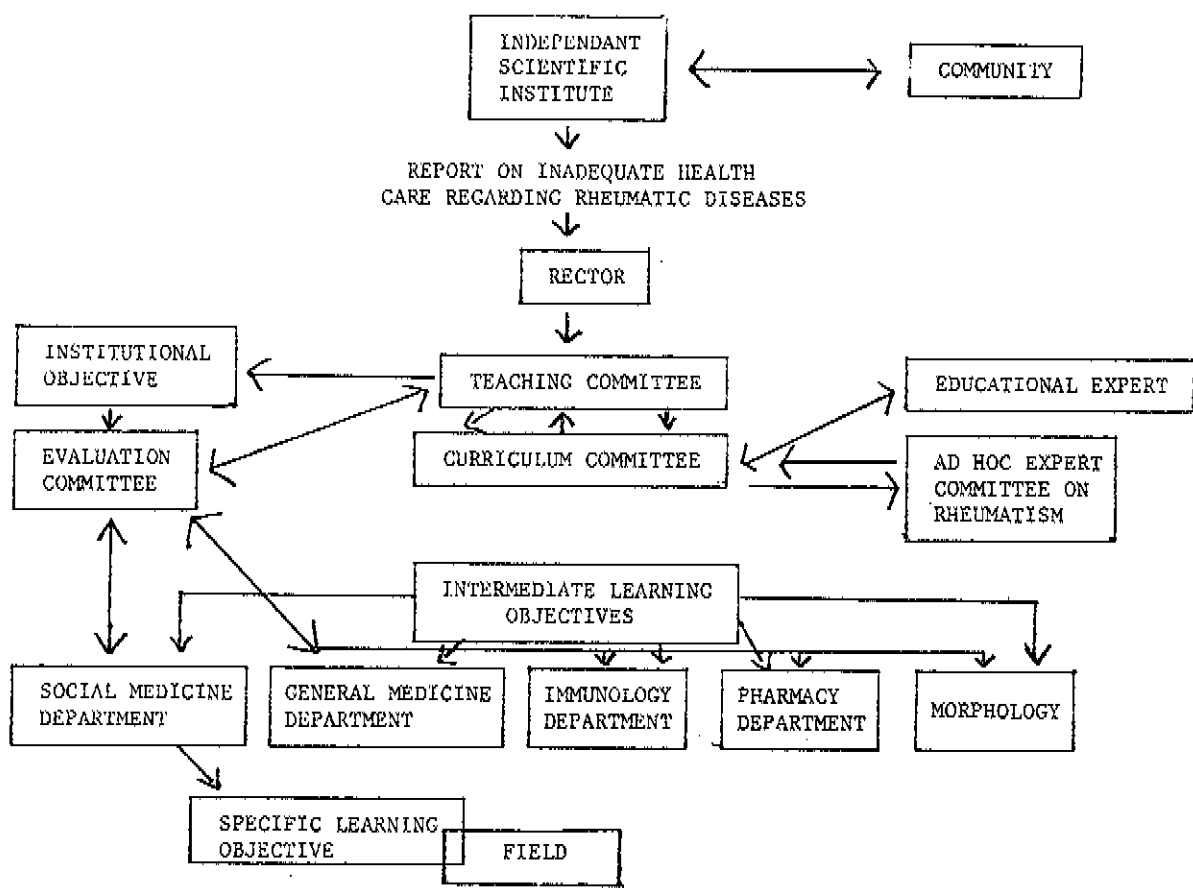


DIAGRAM REPRESENTING INTERACTION BETWEEN UNIVERSITY DEPARTMENTS IN ORDER TO INTRODUCE A CURRICULUM CHANGE

| <p>Detect with 90% accuracy, from a consignment of fish at the port, those fish which exhibit signs of unfitness for human consumption, using your senses of smell, touch and observation</p> <hr/> <p>The course programme allows two days for this activity to the 30 participants</p> |   | RELEVANCE | EFFICIENCY | PRACTICABILITY |
|--|---|-----------|------------|----------------|
| I  | <ul style="list-style-type: none"> <li>- a lecture in which the lecturer addresses the whole group for two 2 hour sessions on "the diseases of fish and process of decomposition". Lecture reinforced by projected media</li> <li>- course notes given to the students to read for the rest of the time</li> <li>- evaluation by written examination</li> </ul>   | +         | +          | + + +          |
| II   | <ul style="list-style-type: none"> <li>- lecture to whole group as above reinforced with projected and <u>non-projected media</u> and <u>discussion</u></li> <li>- <u>field work</u>: participants divided into 3 groups of 10 each with instructor - visit port and instructors demonstrate fish inspection. Discussion in group</li> <li>- evaluation through fish examination by each student</li> </ul> | + +       | + +        | +              |
| III  | <ul style="list-style-type: none"> <li>- self learning situation - course and peer group learning. Notes - library facilities, free time to visit port by own arrangements - formative test provided</li> </ul>   | + + +     | + +        | + +            |

| SEND THE <u>FILLED IN FORMS ON DECLARABLE DISEASES</u><br>BASED ON A LIST OF 'N' DIAGNOSES TO THE CENTRAL<br>HEALTH AUTHORITIES AT <u>REGULAR INTERVALS</u> WITH<br><u>LESS THAN X% MISTAKES</u> |  | VALIDITY | OBJECTIVITY | PRACTICABILITY |
|--|--|----------|-------------|----------------|
| I  | WRITTEN (ESSAYS)<br>GIVE THE MAIN REASONS WHY IT IS IMPORTANT<br>TO KEEP AN OFFICIAL RECORD OF INFECTIOUS<br>DISEASES<br><br>(1 page)  | 0        |             |                |
| II   | WRITTEN<br>LIST THE DISEASES TO BE REPORTED TO<br>THE CENTRAL HEALTH AUTHORITIES   | +        | ++          | +++            |
| III  | WRITTEN<br>STUDENTS ARE ASKED TO:<br>(a) INDICATE ON A LIST OF DIAGNOSES<br>THOSE WHICH ARE DECLARABLE<br>(b) FILL OUT THE APPROPRIATE FORMS<br>(TO BE CHOSEN AMONG OTHER<br>OFFICIAL FORMS)<br>(c) STATE HOW OFTEN SUCH FORMS<br>SHOULD BE SENT | ++       | ++          | +++            |

List of Documents Provided during the Workshop

- (a) Educational Handbook for Health Personnel by Dr J.-J. Guilbert, Chief Medical Officer, WHO, Geneva, WHO Offset Publication No. 35, Geneva 1977
- (b) Works by R. F. Mager:
  - (i) Preparing instructional objectives (1962)
  - (ii) Goal analysis (1972)
  - (iii) Measuring instructional intent (1973) (Chapter III, pages 15-46)
  - (iv) Developing vocational instruction, Mager & Beach (Fearon)
- (c) Public Health Paper No. 36, WHO, "A review of the nature and uses of examinations in medical education", 1978
- (d) Public Health Paper No. 47, WHO, "Aspects of medical education in developing countries", 1972
- (e) Public Health Paper No. 52, WHO, "Development of educational programmes for the health professions", 1973
- (f) Public Health Paper No. 61, WHO, "Educational strategies for the health professions", 1974
- (g) Public Health Paper No. 68, WHO, "Competency-based curriculum development in medical education. An introduction", 1978
- (h) Public Health Paper No. 70, WHO, "Personnel for health care. Case studies of educational programmes", 1978
- (i) Technical Report Series No. 489, WHO, "Implications of individual and small group learning systems in medical education", 1972
- (j) Technical Report Series No. 521, WHO, "Training and preparation of teachers in schools of medicine and of allied health sciences", 1973
- (k) Technical Report Series No. 608, WHO, "Criteria for the evaluation of objectives in the education of health personnel", 1977

Working Programme

Tuesday 16 September 1980

- |             |   |
|-------------|---|
| 09.00       | Opening by Dr A. Wojtczak, Director, Research, Planning and Human Resources                                       |
| 09.15-10.30 | Selection of activities by participants   |
| 10.30-11.00 | Break   |
| 11.00-11.15 | Adoption of working programme   |
| 11.15-13.00 | Small group work on the preparation of general learning objectives followed by discussion in plenary              |
| 14.00-15.30 | Individual and small group work on the definition of specific learning objectives derived from professional tasks |
| 15.45-16.45 | Plenary session   |
| 16.45-17.00 | Evaluation of day's work  |

Wednesday 17 September 1980

- |             |   |
|-------------|---|
| 08.30-10.30 | Individual and small group work on the selection of teaching methods in relation to a learning objective        |
| 11.00-13.00 | Plenary session   |
| 14.00-15.30 | Individual and small group work on the selection of an evaluation technique in relation to a learning objective |
| 15.45-16.45 | Plenary session   |
| 16.45-17.00 | Evaluation of the day's work  |

Thursday 18 September 1980

- |             |   |
|-------------|---|
| 08.30-10.30 | Individual and small group work defining the organization and stages of appropriate evaluation systems for given institutions   |
| 11.00-13.00 | Plenary session   |
| 14.00-15.30 | Individual and small group educational work on the introduction of a workable programme in a given institution (role of the teacher and innovations in curriculum design) |
| 15.45-16.45 | Plenary session   |
| 16.45-17.00 | Evaluation of the day's work  |

Friday 19 September 1980

- |             |   |
|-------------|---|
| 08.30-10.30 | Individual work on formulation of professional objectives for the next 12 months  |
| 10.45-11.15 | Analysis of participants' completed evaluation questionnaire on the week's proceedings  |
| 11.15-11.30 | Closing address by Dr A. Wojtczak, Director, Research, Planning and Human Resources, on behalf of Dr Leo A. Kaprio, M.D., Regional Director |