

TRAINERS GUIDELINE FOR MEDICAL ASSISTANTS TRAINING

Developed by

**Centre for Medical Education (CME)
Directorate General of Health Service
Dhaka**

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Foreword

Medical Assistants play a very vital role in the primary health care services. It is time felt need to provide training for them to update their knowledge, acquiring skills and developing positive attitude for delivering effective services. Keeping these in mind, this initiative for developing trainers guideline for medical assistants training will properly serve the purposes.

I congratulate all who were involved in designing and developing the trainers guideline for medical assistants training, particularly the Director, Centre for Medical Education (CME), My special thanks to CME, TTU, DGHS & WHO for technical & financial support.

Professor M A Faiz
Director General of Health Services
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Preface

Medical Assistants are providing health care services at the primary health care level. It is the first level of contact point with the patients and health care providers. Medical Assistants need to be trained properly so that they can serve the people. Trainers guideline for Medical Assistants training has been developed through a participatory approach by a team of experts and medical educationists. This guideline will serve a uniform guideline to the trainers to train the medical assistants.

This Trainers Guideline for Medical Assistants Training will be reviewed and updated time to time to make it more user friendly.

My sincere thanks to Dr. Mainuddin Ahmed Chowdhury, Director, Centre for Medical Education (CME) for his supports.

I like to thanks Dr. Md. Humayun Kabir Talukder, Associate Professor, CME, Co-ordinator of Working Group for his continuous technical assistance and co-ordination to prepare this guideline. My special thanks to WHO for technical and financial support.

Lastly, I would like to extend my deep and sincere gratitude to all technical persons, faculty members and others computer & secretarial support staff of CME & TTU who shared their expertise and worked hard to produce this valuable document.

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Acknowledgement

This is indeed a pleasant responsibility to bring out this **Trainers Guideline for Medical Assistants Training** which has been developed through a participatory approach by a team of experts and medical educationists.

I would like to express my deep gratitude to Prof. M A Faiz, Director General of Health Services, Prof Dr. Hosne-Ara Tahmin, ADG (Admin), & Line Director, IST, DGHS, & Prof. Dr. Khondhaker Md. Shefayetullah, Director of Medical Education and HMPD, DGHS, under their leadership the plan of developing the **Trainers Guideline for Medical Assistants Training** has been materialized, and they provided immense support and encouragement to finish the work.

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My sincere thanks to all other members of CME and TTU, IST- DGHS who were directly or indirectly involved in preparation of this **Trainers Guideline for Medical Assistants Training**.

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Lesson -1

Basic concepts of Training and Education

Introduction:

The purpose of this session is to introduce the participants to the basic concepts of **Training** and **Education**. Training and education are very important for human resource development. Efficient and potential health manpower in the health sector is crucial for achieving the goals of MGD. Training helps in the development of potential capabilities of health personnel in different aspects, particularly in operational management.

Objectives: At the end of this session the participants will be able to:

- define training and education;
- highlight the training needs;
- identify basic difference between training and education;
- describe learning with its basic principles, characteristics and major domains;
- mention the key roles of a trainer;
- describe the facilitation technique.

Time: 120 Mins.

Topics covered:

1. Training and education;
2. Importance of training and education;
3. Difference between training and education;
4. Learning with its basic principles, characteristics and major domains;
5. Teaching and steps of training plan / programme;
6. Key roles of a trainer / facilitator;
7. Facilitation skills
8. Review, session evaluation and feedback.

Elaborated steps:

STEPS	FACILITATOR'S NOTE
I. Ice -Breaking 05 Mins	<ul style="list-style-type: none"> ■ Introduce yourself ■ Conduct an ice-breaking which can play important role to create interest and involve the participants in the session.
II. Discussion on Training 20 mins	<ul style="list-style-type: none"> ■ Distribute a piece of paper ■ Ask the participant to write what they understand by "Training". ■ Every participant will read what they have written on the paper. ■ Invite discussion/comments on that topic. ■ After discussion sum up that has come from their own definition. Notice that almost all the key concepts they have covered and finally conclude with the conventional accepted definition of "Training" "Training is a disciplined and systematic process of improving knowledge, skill and or changing attitude according to desired objectives"
III. Discussion: Basic difference between Training and Education 10 mins	<ul style="list-style-type: none"> ■ Ask the participants to find out the basic difference between training and education ■ Encourage discussion and try to figure out the differences based on individual and their subjective opinions. Stress on finding out key words and invite their opinion. ■ After discussion facilitator will clarify the basic difference as follows: "Training is mainly skill building process but education is mainly knowledge building process "(Also refer to the handout)
IV. Discussion on the Following 20 mins 1. Who need training? 2. Why need training?	<ul style="list-style-type: none"> ■ Ask the participants - Who need training? ■ Encourage the participants to share their ideas. ■ Write answer on the board. ■ After appreciating the participants for expressing their ideas, it should be concluded that training is required for pre-service & in-service workers when they are not able to perform their job properly. ■ Ask the participants, " Why need training?" ■ Encourage them to give their ideas/opinions. ■ After discussion conclude that training is needed to improve the knowledge and skills of employees and /or change of attitude if required. ■ Now, ask the participants, when they did organize training for their employees? ■ The contribution from the participants should be

<p>V. Discussion on Learning with Its Following Concepts 20 mins.</p> <p>- Domains of Learning</p> <p>- Basic Principles of Learning</p> <p>- Basic Characteristics of Learning</p> <p>VI. Discussion on Following - 20 mins</p> <p>- Teaching</p>	<p>written on the board and finally conclude that. training is needed when the working capabilities (performance)of the employees of any organization is below desired level due to lack of knowledge & skill or change of attitude</p> <ul style="list-style-type: none"> ■ Distribute a piece of paper to each of the participants. ■ Ask the participants to mention what is learning? ■ Now request the participants to read what they have written (Every participants has to read one after another). <p>After discussion finally conclude that, "Learning is a process resulting in some modification of the way of thinking, feeling and doing of the learner"</p> <ul style="list-style-type: none"> ■ Generate discussion on domains of learning. ■ Show the picture of human structure and explain the three main domains according to their concern ■ After explanation and discussion it may be concluded that there are three major domains of learning, namely: <ul style="list-style-type: none"> - Cognitive (knowledge) - Affective (emotional) - Psychomotor (practical) ■ Ask the participants, what are the basic principles of learning? ■ Encourage the participants to answer the question ■ Take the information on principles of learning from interested participants ■ After discussion conclude that following are the basic principle of learning. <ol style="list-style-type: none"> a) Learning is individual b) Motivation is the key c) Relevance of learning should be clear d) Feedback to learner is important ■ Ask the participants what are the basic characteristics of learning? ■ Take the opinion from the participants summarize the basic characteristics of learning ■ After discussion with the participants summarize the basic characteristics of learning. ■ Ask the participants what is teaching? ■ Write the answer on the board/flipchart. ■ After discussion conclude that Teaching is interaction between teacher and student in order
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<p>- Steps of Designing a Training Programme / Plan</p>	<p>to bring expected change in the behaviour</p> <ul style="list-style-type: none"> ■ Ask the participants to raise their hand how many of them used to design training program ■ If some body is found who already designed training/program. Ask them how did they do that? ■ After discussion, show the typical design/training plan and explain its major steps namely: planning, preparation and presentation.
<p>- Major Roles of a Trainer</p>	<ul style="list-style-type: none"> ■ Ask the participants what are the important roles of a trainer? ■ Appreciate the correct answer. ■ After discussion highlight that following are the roles of a trainer- <ul style="list-style-type: none"> - Learning specialist: designing, developing, conducting and evaluating learning experiences. - Administrator: arranging, coordinating and maintaining support activities. - Career development specialist: assisting employees in career planning and helping them in implementing their plan. - Researcher: facilitating or conducting research on all aspects of training.
<p>VII. Exercise / Group Work on Selected Questions and Presentation - 20 mins.</p>	<ul style="list-style-type: none"> ■ Group members have to exercise on the supplied questionnaire and after discussion among the group members, they have to develop transparency / flip chart for presentation. ■ One member from each group should present the group work for five minutes ■ After completion of presentation of all groups, there should be discussion on the presentations for 15 minutes ■ Facilitator will review the subjects which have been already discussed in this session.
<p>VIII. Review, Session Evaluation and Feedback - 05 mins</p>	<ul style="list-style-type: none"> ■ Ask the following questions to evaluate this season: <ol style="list-style-type: none"> 1. What is training and how does it differ from education? 2. Who, Why and When need Training? 3. What is learning? Discuss its domains. ■ Encourage the participants to answer the questions. Try to involve most of the participants. ■ Distribute hand out ■ Conclude session with writing remarks.

Difference Between Education and Training

EDUCATION	TRAINING
1. Education is a continuous process pertaining to bring in desired behavior changes	1. Training is a disciplined and systematic process of improving knowledge, skills and changing attitudes, according to desired objective.
2. It is mainly a knowledge building process.	2. It is mainly a skill building process.
3. It may or may not bring in effective behavioral changes after a definite course of time.	3. It usually brings in effective behavioral changes after a definite course of time.
4. Usually the duration is longer.	4. Usually the duration is shorter.
5. Educational curriculum is usually designed according to the need of the country.	5. Training curriculum is designed according to the need of the specific organization or program.
6. It may or may not be in-service (there is exception)	It is usually in - service (there is exception)

Lesson -2

Health Nutrition and Population Sector Program (HNPSP) Concept

Objectives: At the end of the session, the participants will be able to –

- explain the background and aims of HNPSP
- indicate the priority targets of the HNPSP activities
- describe the different activities of HNPSP

Training Materials:

- Transparency, OHP, Handout, Manual, Marker, Chalk & Duster

Time : 1 hour

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2.	Background, goal of HNPSP and the main activities of HNPSP	Discussion, asking question & answer	20 minutes
3.	Programs of the HNPSP	Discussion, question & answer	15 minutes
4.	Elements of Essential Health Care Package. Various levels of health care services	Discussion & presentation	15 minutes
5.	Session evaluation	Question/answer	05 minutes

Lesson -3

Safe Maternity, Emergency Obstetric Care, Antenatal, Natal & Postnatal Care

Objectives : At the end of the session learners will be able to -

- describe the essential conditions of safe maternity
- define ANC and state the objectives of antenatal care
- estimate the EDD (expected date of delivery) and identify and explain the sign and symptoms of at risk pregnancy
- describe the different aspects of emergency obstetric care.
- describe the causes of maternal mortality and state where such cases should be referred
- describe safe maternity and post natal care

Training Materials:

- Transparency, OHP, Handout, Manual, Marker pens, Chalk board, Chalk and duster, Poster

Time : 1 hour

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2.	Essential conditions of safe maternity	Discussion, transparency projection	10 minutes
3.	Antenatal care and it's objectives. Discussion about postnatal care	Discussion, transparency projection	10 minutes
4.	Estimation of EDD (expected date of delivery). Signs and symptoms of at risk pregnancy	Discussion, transparency projection	10 minutes
5.	Different aspects of emergency obstetric care	Discussion, transparency projection	10 minutes
6.	Causes of maternal mortality and referral of such cases.	Discussion, transparency projection	10 minutes
7.	Session evaluation	Question-answer	05 minutes

Lesson -4

Cough, Respiratory Distress

Objectives : At the end of the session learner will be able to -

- mention common pediatric dangers between 2 months to 5 years of age
- identify common pediatric danger signs
- evaluate the given chart to determine health conditions of children between 2 months to 5 years of age
- state the age related normal respiratory rate
- state the signs and symptoms of respiratory distress
- decide when to refer a case of cough or respiratory distress to hospital

Training Materials:

- Transparency, OHP, Handout, Manual, Marker pens, Chalk board, Chalk and Duster, Video cassette recordings of cough or respiratory distress

Time : 1 hour

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2.	Identification of the danger signs in children between 2 months to 5 years of age	Discussion, Questions and answers	10 minutes
3.	Evaluation of chart to assess the health condition of children between 2 months to 5 years of age	Discussion, Questions and answers	10 minutes
4.	Signs and symptoms of different stages of respiratory distress. Age related normal respiratory rate.	Discussion, Questions and answers	10 minutes
5.	Manifestations of pneumonia	Discussion, Questions and answers	10 minutes
6.	Referral of a patient of respiratory distress	Discussion, Questions and answers	10 minutes
7.	Session evaluation	Questions and answers	5 minutes

Lesson -5

Diarrhoea, fever, malnutrition & anaemia

Objectives : At the end of the session learner will be able to -

- define diarrhoea and mention its types
- determine the severity of dehydration of a patient of diarrhoea
- describe the management of diarrhoea according to the severity of dehydration
- describe the essential components for prevention of diarrhoea
- mention the types of fever
- describe the primary management of malaria and other types of fever
- diagnose patients of high fever (hyperpyrexia) and rapidly refer them to hospital
- classify malnutrition and anaemia according to severity

Training Materials:

- OHP Transparency, Marker pens, easel board, easel paper, Chalk board, Chalk and Duster

Time : 1 hour

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2.	Definition of diarrhea and its types. Determination of the severity of dehydration in a diarrhoea patient.	Discussion, Questions and answers	10 minutes
3.	Management of diarrhoea according to severity of dehydration	Discussion, Questions and answers	10 minutes
4.	Classification of fever. Identification of a patient with hyperpyrexia.	Discussion, Questions and answers	10 minutes
5.	Providing primary management of malaria and other fever.	Discussion, Questions and answers	10 minutes
6.	Definition and causes of anaemia. Clinical features & management of anaemia	Questions and answers	10 minutes
7.	Session evaluation	Questions and answers	05 minutes

Lesson -6

Comprehensive Care of Children Below 2 Months Age

Objectives : At the end of the session learner will be able to -

- determine ailments of children below 2 months of age
- provide primary care
- identify sick children and can rapidly refer them to hospital
- describe immediate care of the newborns
- describe care of newborns during the initial 6 hours up to 28 days of birth
- describe asphyxia
- mention the steps, take preparation and perform resuscitation of the newborn

Training Materials:

- Hand out, Guidebook, OHP Transparency, Easel paper, Chalk board & Marker pens

Time: 1 hours 30 minutes

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2.	Diagnosing skill and primary care for children under 2 months of age	Discussion, Questions and answers	10 minutes
3.	Identification sick children and rapid referral to hospital and immediate care to the new born	Discussion, Questions and answers	10 minutes
4.	Care of children during the initial 6 hours to 28 days of age.	Discussion, Questions and answers	15 minutes
5.	Physical examination of the newborn	Discussion, Questions and answers	15minutes
6.	Asphyxias and preparation for resuscitation of the newborn	Discussion, Questions and answers	15 minutes
7.	Steps of resuscitation of the newborn	Discussion, Questions and answers	15 minutes
8.	Session evaluation	Questions and answers	5 minutes

Lesson -7

Neonatal Care

Objectives : At the end of the session, the learners will be able to –

- explain the neo-natal care within 6 hrs after birth and between 6 hrs to 28 days
- describe the steps of the neo-natal resuscitation
- describe the care of the neonate after resuscitation.

Training Materials:

- Teaching Guides, Transparency, Clip-chart, Hand Out

Time -1 hour

Lesson Plan:

Sl No.	Contents	Methods/ Media	Time
1	Introduction, Objectives of the session, Review of Existing knowledge	Brief presentation	05 minutes
2.	Neo-natal care within 6 hours of the birth	Brief presentation, question & answer session	10 minutes
3.	Neo-natal care between 6 hours to 28 days after birth	Brief presentation, question & answer session	15 minutes
4.	Steps of neo-natal resuscitation	Brief presentation, question & answer session	15 minutes
5.	Neonatal care after the resuscitation	Brief presentation, question & answer session	10 minutes
6.	Session evaluation	Question & answer	05 minutes

Lesson -8

EPI-Preventable diseases, Vaccines, Immunization, School Health Program

Objectives: At the end of the session learner would be able to -

- mention the transmission, clinical manifestation, complications and prevention of EPI-preventable diseases
- state the EPI-schedule for children and women
- state the procedure of vaccine preservation and technique of vaccination
- mention the side effects & complications of vaccination & its management
- describe the role of field workers in the hazards of vaccination, define of AEFI and how AEFI can be recognized including its prevention
- recognize AFP, neo-natal tetanus & measles and mention the role of field workers
- mention the health services under school health program & describe the strategies

Training Materials:

- Handout, Guide book, Easel paper (Training supportive), OHP Marker, Transparency

Time: 2 hours

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of Existing knowledge	Brief presentation	05 minutes
2.	Transmission, clinical manifestation, complications and prevention of EPI-preventable diseases	Discussion, question answer	20 minutes
3.	Immunization schedule in the EPI-program	Discussion, question answer	10 minutes
4.	Vaccination Technique, Maintenance of cold chain	Discussion, transparency	20 minutes
5.	Hazards of immunization and their management	Discussion, question answer	15 minutes
6.	Role of field workers in diagnosing these diseases AFP, neonatal tetanus, measles and various stages of disease process	Discussion, question answer	15 minutes
7.	Roles of health worker in recognizing AEFI including its prevention.	Discussion, question answer	15 minutes
8.	School health program, strategies of health education in school	Discussion, question answer	15 minutes
9.	Session evaluation	Question-answer	05 minutes

Lesson -9

Primary Management of Common Emergencies, Dyspnoea, Common Diseases of Mouth, Teeth and Ear

Objectives : At the end of the session learner will be able to -

- define primary health care, describe its importance, mention the functions of the primary health care provider and make provisional diagnosis of common diseases
- provide limited curative care of pains, explain the reasons for referral to appropriate place
- describe initial management of dog bite and snake bite.
- provide initial management of respiratory distress and explain reasons for referral to hospital.
- provide counseling for care of mouth and teeth.
- explain primary treatment of common diseases of eye and ear
- provide initial treatment of injury and if needed refer to hospital and explain the reasons for such referral
- provide primary care to burn patients and if needed can refer to health complexes /hospitals and explain reasons for referral for such decisions
- describe primary management of drowning
- perform primary treatment of above-mentioned conditions and if needed can refer them to health complex /hospitals and explain reasons for such decision.
- define injuries and describe it types, differentiate between injuries and state magnitude of injury in the world
- describe injury related morbidity mortality, and their prevention in Bangladesh

Training Materials:

- OHP Transparency, Marker pens, Easel paper, Chalk board & Chalk and Duster

Time: 1 hour

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2.	Primary health care, Treatment for pain & necessary referral	Discussion, Questions and answers	20 minutes
3.	Primary care for dog bite, snake bite, poisoning, skin diseases (scabies, impetigo, eczema)	Discussion, Questions and answers	5 minutes
4.	Primary care for dyspnoea. Reason for referral to hospital	Discussion, Questions and answers	5 minutes
5.	Counseling for oral and dental health care. Primary management of common eye and ear diseases	Discussion Questions and answers	5 minutes
6.	Primary management of injuries referral to health complex/hospital	Discussion, Questions and answers	5 minutes
7.	Primary care to burn patients and referral to health complex/ hospital with proper explanation	Discussion, Questions and answers	5 minutes
8.	Primary management of drowning	Discussion, Questions and answers	5 minutes
9.	Session evaluation	Questions and answers	5 minutes

Lesson -10

Family Planning Methods: Hormone, Condom, IUCD and Sterilization

Objectives : At the end of the session learner will be able to -

- explain family planning & contraceptive methods
- classify the contraceptive methods, mention the side effects and complications of hormonal methods of contraception
- explain the mode of action of IUCD, and mention complications of IUCD
- mention the advantages and disadvantages of condoms
- select women for permanent sterilization & describe the advantages and disadvantages of tubectomy

Training Materials:

- OHP Transparency, Marker, Easel paper, Chalk board, Chalk and duster, Handout, Guide book, Family planning materials

Time : 1 hours 30 Minutes

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of Existing knowledge	Brief presentation	05 minutes
2.	Definition of contraception & family planning, classification of contraceptive methods	Discussion, Questions and answers	15 minutes
3.	Hormonal methods of family planning, side effects and complications of hormonal methods	Discussion, Questions and answers	15 minutes
4.	Advantages & disadvantages of hormonal methods of family planning	Discussion, Questions and answers	15 minutes
5.	Various methods of family planning	Discussion, Questions and answers	10 minutes
6.	Mode of action and complications of IUCD, advantages & disadvantages of condoms	Discussion, Questions and answers	15 minutes
7.	Selection criteria for permanent sterilization, advantages & advantages of tubectomy	Discussion, Questions and answers	10 minutes
8.	Session evaluation	Questions and answers	5 minutes

Lesson -11

Food & Nutrition, Vitamins & Minerals

Objectives : At the end of the session learner will be able to -

- define calorie, list the functions, nutritive values of various foods and major problems due to malnutrition and government programs for the prevention of malnutrition.
- describe the clinical manifestation of kwashiorkor and marasmus, clinical features of iron deficiency anemia and its prevention, Vitamin - A deficiency diseases and its prevention.
- explain the advantages of breast feeding, demonstrate appropriate techniques of effective breast feeding.

Training Materials:

- OHP Transparency, Marker, Easel paper, Chalk board, Chalk and duster, Handout, Guide book, Family planning materials

Time :1 hour

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of Existing knowledge	Brief presentation	05 minutes
2.	Definition of food, nutrition, calorie, functions of foods, major types of malnutrition, Government program on the prevention of nutritional problems in Bangladesh	Discussion, Questions and answers	20 minutes
3.	Principal features of kwashiorkor and marasmus, clinical features of iron deficiency anemia and its prevention, vitamin A deficiency disorders and its preventions, Importance of Zinc in the health, Iodine deficiency disorders including its prevention.	Discussion, Questions and answers	15 minutes
4.	Advantages of breast feeding, Techniques of effective breast feeding.	Discussion, Questions and answers	15 minutes
5.	Session evaluation	Questions and answers	5 minutes

Lesson -12

Prevention and Control of RTI/STD/AIDS, and Health Care of Adolescent

Objectives : At the end of the session learner will be able to -

- define and enumerate sexually transmitted diseases.
- mention the causative agents and prevention of gonorrhoea and syphilis.
- explain AIDS, its signs, symptoms, modes of transmission and prevention
- define adolescence, mention physical changes and explain adolescent care
- explain reproductive health care measures to be adopted during adolescence
- state elements of reproductive health care
- mention the complications of child birth in early motherhood
- explain the risks and methods of unsafe abortion, counsel against unsafe abortion

Training Materials:

- OHP Transparency, Marker pens, Black board, Easel pen, Easel paper, Hand out, Guidebook, Transparency

Time : 1 hours 30 minutes

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2.	Sexually transmitted diseases (STD).	Discussion, Questions and answers	10 minutes
3.	Mode of transmission, symptoms and prevention of AIDS.	Discussion, Questions and answers	15 minutes
4.	Definition of adolescence & adolescent care. Physical changes during adolescence.	Discussion, Questions and answers	15 minutes
5.	Reproductive health care measure that could be adopted during adolescence.	Discussion, Questions and answers	10minutes
6.	Elements of reproductive health care, complications of child birth during adolescence	Discussion, Questions and answers	10minutes
7.	Unsafe abortion, methods of unsafe abortion and its complications	Discussion, Questions and answers	10minutes
8.	Danger of unsafe abortion	Discussion, Questions and answers	10minutes
9.	Session evaluation	Questions and answers	5 minutes

Lesson -13

Leprosy and TB (Based on National leprosy & TB Control Program)

Objectives : At the end of the session learner will be able to -

- define leprosy, mention the etiology, signs, symptoms and transmission of leprosy.
- explain the role of health workers in the management of leprosy .
- define tuberculosis, describe the etiology and transmission of tuberculosis
- describe the clinical manifestations of Tuberculosis, explain DOTS.
- follow-up, manage and refer TB-Patients having side effects of anti tubercular drugs
- explain the role & responsibilities of health workers in the management of TB.

Training Materials:

- OHP Transparency, Marker pens, Black board, Easel pen, Easel paper, Hand out, Guidebook, Transparency

Time : 1 hour

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2.	Features of leprosy including the treatment	Discussion, Questions and answers	10 minutes
3.	Role of health workers in the management of leprosy	Discussion, Questions and answers	10 minutes
4.	Definition, etiology, transmission and management of tuberculosis, DOTS	Discussion, Questions and answers	10 minutes
5.	Follow-up of patient, referral of patients due to side effects of anti TB drugs under DOTS	Discussion, Questions and answers	10 minutes
6.	Role and responsibilities of health workers on the management of TB patients	Discussion, Questions and answers	10 minutes
7.	Session evaluation	Questions and answers	5 minutes

Lesson -14

Malaria, Dengue, Filaria, Kala-azar and Worm infestation

Objectives : At the end of the session learner will be able to -

- define and classify malaria, mention clinical features, prevention, referral of patients and the malaria control programmes in Bangladesh
- define & classify dengue, mention clinical features, treatment & prevention of dengue
- define filaria, mention its causes, signs, symptoms and measure for its eradication
- define kala-azar, mention its causes, distribution, signs & symptoms of the condition
- define worm-infestation; mention the types, signs, symptoms and complications
- participate in worm infestation prevention and control program actively.

Training Materials:

- OHP Transparency, Marker pens, Easel board, Easel paper and marker, Chalk board, Chalk and duster, Materials for collection of blood film, Flow chart

Time : 2 hours

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2.	Malaria, its different types, signs and symptoms diagnosis, treatment and referral and malaria control programme in Bangladesh	Discussion, OHP Transparencies	20 minutes
4.	Measures for prevention of malaria, and proper techniques for collection and prevention of blood films	Discussion, OHP Transparencies projectors	15 minutes
5.	Dengue fever, its types, signs and symptoms, diagnosis, treatment and prevention	Discussion, Questions and answers	15minutes
6.	Filaria, causes, signs and symptoms and diagnosis and eradication of the condition	Discussion, OHP Transparencies	15minutes
7.	Kala-azar, causes, distribution in Bangladesh, signs and symptoms and treatment	Discussion, OHP Transparencies projectors	15minutes
8.	Worm infestation signs and symptoms, and complications, prevention and control of worm-infestation	Discussion, OHP Transparencies questions and answers	20minutes
9.	Session evaluation	Questions and answers	5 minutes

Lesson -15

Disaster Management in Health Sector

Objectives : At the end of the session learner will be able to -

- mention the types of disaster.
- explain the problems due to natural disaster
- describe the health problems due to natural disaster
- explain the problems –due to man made and other disasters
- describe the health programs for after disaster
- explain the responsibility of health worker-to combat the disaster.

Training Materials:

- OHP Transparency, Easel board, Easel paper, Marker, Chalk and duster, Guide book

Time : 1 hour

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2.	Disaster – definition and types and problems arise due to natural disaster	Discussion, OHP Transparencies	15 minutes
3.	Health problems due to the natural disaster	Discussion, Questions and answers	15 minutes
4.	Problems due to man made and natural disaster	Discussion, OHP Transparencies projectors	10 minutes
5.	Roles of health workers in combating various types of disaster	Discussion, Questions and answers	10 minutes
6.	Session evaluation	Questions and answers	5 minutes

Lesson -16

Diagnosis, Management and Prevention of Arsenicosis

Objective: At the end of the session the trainees will be able to -

- define arsenicosis
- motivate the people regarding sign symptom and treatment of arsenicosis
- take measure for the treatment, referral and prevention of arsenicosis
- participate actively at the steps taken for the solution of arsenic problem.

Training Materials:

- OHP, transparency, marker, easel board, easel paper, chalk board, chalk & duster
handout, guidebook.

Time : 1 hour

Lesson Plan:

Sl No.	Contents	Methods/Media	Time
1	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2	Will be able to define arsenicosis	Discussion and Presentation through transparency	15 minutes
3	Sign, symptoms and treatment of arsenicosis.	Discussion and OHP presentation	15 minutes
4	Prevention of arsenicosis and referral of arsenicosis patients	Discussion and OHP presentation	10 minutes
5	Steps of preparation of arsenic solution	Discussion and OHP presentation	10 minutes
6.	Session evaluation	Questions Answers	5 minutes

Lesson -17

Government Service: General Rules and Terms

Objective : At the end of the session the trainees will be able to –

- mention the general rules and essential terms of service.
- explain the importance of applied rules of service.
- apply the rules of service.
- explain the way to lead the subordinate

Training Materials:

- OHP, transparency, marker, easel board, easel paper, chalk board, chalk & duster, handout, guidebook.

Time : 1 hour

Lesson Plan:

Sl. No.	Contents	Methods/Media	Time
1.	Introduction, Objectives of the session, Review of existing knowledge	Brief presentation	05 minutes
2	General rules of service and essential terms.	Discussion and OHP presentation	20 minutes
3	Application of rules of service.	Discussion and OHP presentation	15 minutes
4	Control of the subordinates according to rules.	Discussion and OHP presentation	15 minutes
5	Session evaluation	Questions Answers	5 minutes

Lesson -18

Attitudinal & behavioral change Communications

Health education and its necessity. Communication & Counseling.

Objective: At the end of the session the participants will be able to

- define health education and its importance
- define communication.
- describe the methods and media of communication.
- explain advantages and disadvantages of one-way & two-way communication.

Training Materials:

Easel paper, Easel board, O.H.P transparency & Marker, Flip paper

Time: 1 hour

Lesson Plan:

No	Contents	Methods/Media	Time
1.	Introduction, Objectives of the session, Review of Existing knowledge	Brief presentation	05 mins
2	Definition of health education and its necessity & importance	Discussion, O.H.P presentation	20 mins
3.	Definition of Communication Methods & Medias of Communication	Discussion, O.H.P presentation	20 mins
4.	One-way & two-way methods, their Advantages & disadvantages	Discussion, Question & Answer	10 mins
5.	Session evaluation	Discussion, Question & Answer	05 mins

Lesson -19

Maintenance of Register and Forms

Objectives : At the end of the session the participant will be able to.

- describe the importance of the maintenance of register and forms.
- mention the methods & procedure of recording & preservation of different records.

Training Materials:

Transparency, O.H.P Handout, Manual, Marker, chalk board, chalk & Duster different table, chart.

Time – 1 hour

Lesson Plan:

No	Contents	Methods/Media	Time
1.	Introduction, Objectives of the session, Review of Existing knowledge	Brief presentation	05 minutes
2.	Importance of Collection & recording of Medical records	Discussion, Question/Answer	20 minutes
3.	Methods & process of preservation of Medical records	Discussion, Question/Answer	20 minutes
4.	Training evaluation	Question/Answer	10 minutes
5.	Session evaluation	Question/Answer	05 minutes

TOT Program Schedule for Medical Assistants Training

Time	Session	Presenter
	Day I	
	Inaugural Session	
9.00 - 9.30	Registration and Opening Session	
9.30 - 10.30	Basic Concepts of Training and Education	
10.30-11.15	Health, Nutrition & Population Sector Program (HNPS) Concept	
11.15-11.30	Tea break	
11.30-12.30	Safe Maternity, Emergency Obstetric Care, Antenatal, Natal & Postnatal Care	
12.30-1.30	Cough, Respiratory Distress	
1.30-2.30	Lunch and prayer Break	
2.30-3.45	Diarrhoea, Fever, Malnutrition & Anaemia	
3.45-4.00	Tea Break	
4.00-5.00	Comprehensive Care of Children Below 2 Months Age	
	Day II	
9.00-9.45	Neonatal Care	
9.45-11.15	EPI-Preventable diseases, Vaccines, Immunization, School Health Program	
11.15-11.30	Tea Break	
11.30-12.30	Primary management of common emergencies, dyspnoea, common diseases of mouth, teeth and ear.	
12.30-1.30	Family Planning Methods, Hormone, Condom, IUCD and Sterilization	
1.30-2.30	Lunch and prayer Break	
2.30-3.45	Food & Nutrition, Vitamins & Minerals	
3.45-4.00	Tea Break	
4.00-5.00	Prevention and Control of RTI/STD/AIDS, and Health Care of Adolescent	
	Day III	
9.00-9.45	Leprosy and TB (Based on National Leprosy & TB Control Program)	
9.45-11.15	Malaria, Dengue, Filaria, Kala-azar & Worm Infestation	
11.15-11.30	Tea Break	
11.30-12.30	Disaster Management in Health Sector	
12.30-1.30	Diagnosis, Management and Prevention of Arsenicosis	
1.30-2.30	Lunch and prayer break	
2.30-3.00	Government Service: General Rules and Terms	
3.00-3.45	Attitudinal & Behavioral Change Communications	
3.45-4.00	Tea Break	
4.00-4.30	Maintenance of Register and Forms	
4.30 – 5.00	Closing Session & Certificate Giving	