Lymphatic Filariasis Elimination Programme

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TRAINING MODULE FOR DRUG DISTRIBUTORS

in countries
where lymphatic filariasis
is co-endemic
with onchocerciasis

Part 2. Tutor's Guide

World Health Organization

TRAINING MODULE FOR DRUG DISTRIBUTORS

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Lymphatic Filariasis Elimination Programme
Department of Control, Prevention and Eradication (CPE)
Communicable Diseases (CDS)

World Health Organization
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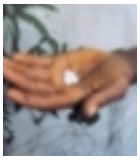

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PREFACE

This training module is intended for drug distributors involved in lymphatic filariasis elimination programmes in countries where onchocerciasis is co-endemic. It is the first of a series produced by the World Health Organization to assist national programmes with the different aspects of lymphatic filariasis elimination and is made up of two separate parts: Part 1, the Learner's Guide, which comprises eight learning units containing detailed information on the most effective way to carry out drug distribution within a national lymphatic filariasis elimination campaign; Part 2, the Tutor's Guide (this part), which addresses those responsible for conducting training programmes, outlines the main points to be learned and provides guidance and suggestions on the learning process.

The duration of training using the module should be approximately 8 hours, including 40 minutes each for the pre- and post-test (see proposed timetable under "Introduction" in Part 2. Tutor's Guide).

The module is a "generic" product which has to be adapted to the needs of the country. The professional profile of the drug distributors considered herein is an ideal one and in every country, drug distributors can carry out different activities in addition to those described. For this reason, the module should be adapted and, if necessary, expanded according to the professional profile of the health worker whom it addresses. If, for example, more information on social mobilization is needed because the health worker is involved in that kind of activity, it should be added. Additional materials on lymphatic filariasis available from the World Health Organization for health workers of this level are listed in the section "Further Reading", page 17.

ACKNOWLEDGEMENTS

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This Tutor's Guide (Part II of the training module) is designed primarily to help those responsible for training health personnel involved in drug distribution. The style of writing has been kept simple so as to avoid misunderstanding and to facilitate translation into local languages.

It is essential that the tutor reads the Learner's Guide (Part I of the training module) before planning the training programme, rather than reading only the unit that relates to the next teaching session.

This Introduction will help the tutor to understand his or her role as tutor and that of the facilitator(s) in this training system and explains why the Learner's Guide has been designed the way it is.

For whom is this training module intended?

Control of lymphatic filariasis, leading to its elimination, is based on two major pillars: (a) control of transmission of infection; and (b) control of the long-term consequences of the disease. This module is intended for workers who are responsible for drug distribution within a national lymphatic filariasis elimination programme in countries where onchocerciasis is co-endemic. It can be used equally well for refresher training.

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Educational level of learners

The appropriate educational or entry level of learners will depend upon a number of factors. Health workers from a wide range of educational backgrounds can be accepted for training in this subject. However, if the entry level is relatively low, the period of training may need to be extended: it may well take longer to train someone with only 6 years of schooling than someone with 10 years. On average, it should be possible to teach the contents of this module in about 8 hours.

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Apart from educational requirements, it is equally important that learners:

- are able to read, comprehend and write simple English (or the language into which the module is translated)
- can systematically follow a set of written instructions
- have good hearing and eyesight
- are sympathetic to the health problems of the community
- indicate willingness, on completion of the course, to work with members of the community.

This list is not necessarily complete: for example, another requirement might be willingness to work for long periods in rural areas far from home.

Often, the tutor and the facilitator(s) will be unable to interview candidates directly. It then becomes particularly important, when writing to those who will select learners for the course, to indicate the most suitable type of person.

How is the training designed and what is its content?

The training module is intended to facilitate the teaching of all the individual tasks involved in drug distribution. The principal objectives of the training are listed in the Introduction to the Learner's Guide. Please stop and read these now.

At the beginning of each learning unit in the Learner's Guide there is a list of the learning objectives. These objectives summarize the knowledge, skills and attitudes that each learner should have acquired by the end of that unit. Tutors and facilitators must be satisfied that each learner has achieved the stated objectives before proceeding to the next Learning Unit.

While it is more convenient to have all the learners working together on each learning unit, or in small groups, this programme enables the slower learners to work through each unit at their own pace.

Who runs the course?

The tutor and facilitator(s) are responsible for organizing and running the course, and although the Learner's and Tutor's Guides will do much to help, the final results will depend upon their efforts. The importance of using the Learner's and the Tutor's Guides together cannot be stressed enough.

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Who helps the tutor in the course?

The job of the tutor will be easier, and the teaching more effective, if one or more persons assist(s). The assistant(s), called facilitator(s), should have working experience in the topic. The learners can be divided into small groups of perhaps four to six, with one facilitator allocated to each group. This encourages greater interaction between the learners and the facilitator(s) resulting in better learning and understanding.

The job of the tutor will be easier, and the teaching more effective, if one or more persons assist(s). The assistant(s), called facilitator(s), should have working experience in the topic.

As overall manager of the training programme, the tutor will be responsible for designing the timetable, explaining the learning tasks to the learners and facilitator(s), and giving whatever help each may need. The tutor should not worry if the facilitator(s) is/are not trained as teachers; their task is to explain or demonstrate a particular activity and to watch learners perform it. They must also be able to admit to learners when there is something that they do not know and be prepared to refer the question or problem to the tutor who should impress on the facilitator(s) that no one person can be expected to know everything about a particular subject. There is no shame in saying "I do not know, but I will find out for you".

Many problems can be avoided by giving the facilitator(s) plenty of time to read the Learner's Guide and to discuss any part of it that may need clarification. It would be a good idea for the tutor and the facilitator(s) to go through the module together.

Why provide a Learner's Guide?

Providing learners with a full set of notes ensures that all learners have exactly the same set, thus avoiding unnecessary note-taking during lessons. The tutor and facilitator(s) can refer to any part of the Learner's Guide knowing that all learners can find the right page quickly. Learners can spend more time reading the notes, and therefore have a greater chance of understanding them. It also eliminates the possibility of learners making errors in note-taking. After the course, each learner can take home a set of notes that will be a helpful reference in his or her daily work.

How is the course run?

This subject is dealt with in the Introduction of the Learner's Guide which should be read now.

As stated in the Learner's Guide, classroom presentations should be kept to a minimum. Demonstrations and role-play involving the learners, practical sessions and discussion groups are all effective ways of teaching.

Learners who are actively involved learn more and learn better than those who must simply sit and listen to a single person talking for long periods of time.

How will the tutor know whether it was a good course?

Judging whether or not the course was a good one is difficult and involves answering the following questions:

How well did the group learn?

This may be determined by evaluating the learners' performance as they work through the Learning Units and again at the end of the training. A further evaluation of how well they have retained their knowledge, skills and competence may be necessary 10-12 months later.

How did the learners view the training?

Learners' answers to this question will yield valuable information on how useful they find this type of training, especially if they provide a short evaluation during the course and a longer one at the end. Frankness can be encouraged by allowing learners to make their responses anonymously.

Feedback provided during the course enables the tutor to assess how well the training is being received and to make any improvements deemed necessary. Feedback received at the end of the course will help to improve future programmes.

Whatever the government policy may be regarding the award of a certificate of competence, some record of attendance and level of competence reached by each learner should be kept so that details may be checked later.

Use of the Tutor's and Learner's Guides

The Tutor's and Learner's Guides may be used together for basic group training and for in-service training. The Learner's Guide alone may be used for refresher training, or by individuals for reference.

The way in which the tutor and facilitator(s) should make use of the Guides will become apparent while working through the training module.

Learners will follow the group training activities using the Learner's Guide plus whatever other materials are provided.

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Training facilities

A number of basic facilities and equipment must be organized before training can begin. In some countries these are readily available but in others it may be necessary to improvise or to modify existing equipment. It must be borne in mind that there may be long intervals between ordering supplies and getting them delivered, but training should not be delayed unnecessarily because of lack of the best equipment.

The same room should be available for the entire period of the training.

The same room should be available for the entire period of the training. Chairs and small tables or desks will be needed for this room. There should be a reliable electricity supply, running water and at least one sink. Space on a wall should be available for a black or white-board. In practice, there may be no running water, little, if any electricity, few tables, and chairs or stools of fixed height. Whatever the conditions, the tutor should ensure that the learners are as comfortable as possible in the circumstances: it is surprising how much can be achieved with relatively few facilities.

Teaching equipment

For teaching sessions and group discussions, the following items should ideally be available:

- overhead projector
- projector for 35 mm slides, preferably with automatic slide feeder
- screen for slide projection (a white sheet is an adequate substitute, but the white-board is unsuitable because it will reflect projected light)
- flipcharts - one for each small group of learners
- large blackboard or white-board
- chalks for blackboard or marker pens for white-board, in a selection of colours
- acetate sheets for overhead projector (or used and washed X-ray plates)
- coloured marker pens for acetate sheets (including some permanent markers for diagrams to be kept).

Learners' equipment

The equipment listed below should be provided for each learner. Where supplies have to be ordered, this should be done well in advance of the course; some items are difficult to obtain at short notice.

- Copy of the Learner's Guide
- notepad
- ballpoint pen and pencil
- eraser

Syllabus and Timetable

Syllabus

The contents list of the Learner's Guide represents the syllabus - the list of subjects to be covered - for the training course. Planning the course is made easier by the division of each Learning Unit into a number of subunits or main topics. The tutor should go through each of the Learning Units in turn and, for each subunit, calculate how much time is needed and decide on what kind of learning activity would be most suitable for the topic.

The contents list of the Learner's Guide represents the syllabus - the list of subjects to be covered - for the training course.

The following is a list of the various learning activities that might be used:

Lecturing

More effective and efficient learning takes place when the learners are actively involved in learning on their own and from each other, as well as from what the tutors teach them. Lectures should be kept to a minimum (maximum 15% of the total time) and trainees should be encouraged to learn in an interactive way.

Group discussion

People share their knowledge and experiences with the rest of the group and stimulate each other's thoughts on the subject in hand.

Once participants become accustomed to group discussions, the two-way exchange of information between them and the facilitator(s) makes this a very effective learning activity. People share their knowledge and experiences with the rest of the group and stimulate each other's thoughts on the subject in hand.

Demonstrations, role-play and audio-visual aids

These three activities are designed to reinforce the learning process. Slides might be a good way to show learners what a particular place looks like without the tutor having to take them there. Role-play can be used for training in various aspects of work, such as in Learning Unit 5, "How to Address People and What to Tell Them", and Learning Unit 6, "Messages for the Non-Compliant", with the learners acting the parts of those involved in the situation.

Evaluation

Evaluation is assessment of the level of skill, competence and knowledge that learners have achieved in a particular area. Methods of evaluation are discussed later. Evaluation of the course and of the tutor and the facilitator(s) by the learners is also important, and will provide feedback that will help the improvement of the training course.

The timetable

Once the tutor has calculated the amount of time that needs to be spent on each subunit, all the various learning activities must be fitted into the framework of the training programme. The duration of the programme may be something over which there is little control; for instance, the tutor may be told to limit the programme to 4 hours because of shortage of funds, even though it has been calculated that it should be spread over 8 hours. The tutor and facilitator(s) will then need to spend time reorganizing the timetable so that all the learning activities can be fitted into the time available.

In planning the timetable, it is necessary to allow time for evaluation both during and after the course, and for the "hidden" activities, such as breaks, completion of records, delay in transportation to training facilities, etc.

A suggested timetable for a $1^{1/2}$-day training course is given below, but is provided as a guide only. This may be suitable as it is or will have to be adapted appropriately. As the course progresses more time might be allocated for topics that the trainees find particularly difficult to understand. It is a good strategy to plan a couple of extra hours that can be used in a flexible manner.

PERIOD	DAY 1		DAY 2	
AM	• Introduction of the training course and how it will function	30 min	• Recording the data	30 min
	• Pre-test	40 min	• Supervision of the health worker	20 min
	• Lymphatic Filariasis Elimination Programme	40 min	• General discussion on drug distribution	1 hr
	Break	20 min	Break	20 min
	• The disease	1 hr	• Post-test	40 min
	LUNCHTIME			
PM	• The Drugs	40 min		
	• Adverse Reactions	1 hr		
	Break	20 min		
	• How to address people, what to tell them and how	1 hr		

Introduction to the course

The very first session with the learners should take place in the meeting room, preferably with the seating in a semicircular arrangement. If the chairs do not have fixed supports for notebooks, it would be helpful to have small desks or tables available.

The tutor should first introduce himself/herself, write his/her name on the board or flipchart and tell the learners a little about his/her background and job. The facilitator(s) should be asked to do the same.

The learners should introduce themselves next. It might be helpful to divide the learners into pairs and ask them to exchange names, information about jobs, home towns, etc. Each learner can then introduce his or her partner to the whole group. This method often has the effect of reducing tension: a relaxed atmosphere is a good learning atmosphere.

The learners will have been given their copies of the Learner's Guide. They should be allowed ten minutes or so to read through its Introduction. It should be explained that working in small groups with facilitator(s) should make learning easier, and that there should be little need to take notes during the course.

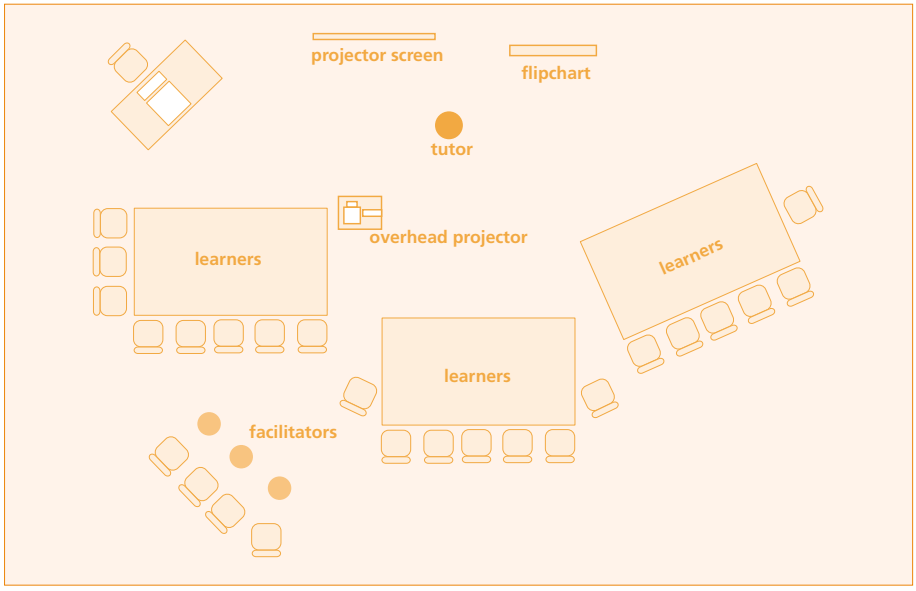
The tutor should go through the objectives of the various Learning Units so that the learners understand exactly what they should have achieved by the end of the course. It should be explained that the learners should keep these objectives in mind throughout the course and should always ask for help if they feel uncertain of having achieved them. Each learner is likely to be more aware than the facilitator(s) of how well he or she has understood a particular topic or has mastered a particular skill; it is the job of the facilitator(s) to make the learning process as effective as possible.

The tutor may wish to raise other subjects at this time, but should try also to encourage the learners to discuss the training programme - what they expect of it, what aspects of it are worrying them, and so forth. The tutor should explain that he/she and the facilitator(s) will welcome feedback throughout the course - constructive criticism from the learners may well help to improve the training programme.

Finally, the tutor should talk to the learners about evaluation. It should be explained that evaluation will be a continuous process throughout the training course, stressing that the tests and multiple-choice quizzes should be enjoyed rather than feared; they are part of the learning experience. Their purpose is to allow the tutor and facilitator(s) to assess the learners' progress, to correct mistakes and clarify misunderstandings. Emphasis should be placed on the importance of the learners' reading all the questions (and any supplementary instructions) very carefully. They should be made aware that everyone will learn at different speeds and that the tutor and the facilitator(s) will make as much allowance for this as possible.

Arrangement of the meeting room

The arrangement of the meeting room should be decided upon ahead of time and should allow participants to sit in groups in a more or less semi-circular manner. Everybody should have a clear view of the board and projector screen. Flipcharts should be provided to all groups.



The group composition can be changed occasionally or left the same throughout the course. Group activities can all take place in the same room and time is saved by not having to change places. However, for the pre- and post-tests, participants must be seated apart from one another.

Evaluation

Evaluation of the learner

The evaluation of individual progress will be carried out by the tutor and by the learner. It will include:

- **spot tests** – at regular intervals a series of questions aimed at testing the learner's knowledge will be given by the tutor. They are designed to help the learner and tutor to assess the competence gained. Correct answers will be provided after the spot tests and discussion will take place to ensure that activities requiring further practice are highlighted.

- **multiple-choice quizzes** – each question is provided with a list of possible answers from which the learners must select the correct one(s). At the end of these quizzes it will not be necessary to give the answers to each question but the tutor will analyze the results to identify topics that were not clearly understood. Directions for writing multiple-choice questions are given in Annex 1

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Evaluation of the training by the learner

By means of a questionnaire distributed at the end of the training course, the tutor will ask the learners for their opinion of the training activity. It is important to receive this type of feedback for improvement of future training activities. The learners are able to complete the evaluation questionnaire anonymously if they wish; however, each one should complete it and should feel free to make suggestions for improvements, whether it concerns the tutor, the course content, the training facilities or all three. A sample questionnaire for the evaluation of the training by the learner is given in Annex 2.

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NOTES

LEARNING UNIT 1

Lymphatic Filariasis Elimination Programme: Goal and Strategy

Learning objectives

By the end of this Unit you should be able to:

- describe the goal of the Lymphatic Filariasis Elimination Programme
- describe the strategy of the Lymphatic Filariasis Elimination Programme

As the learning objectives state, this Unit is intended to:

- emphasize that lymphatic filariasis is an important disease
- state that it is a major contributor to poverty and disability
- explain that the economic burden of the disease and its financial costs are huge, although not yet exactly quantified
- stress to the learners the social importance of the disease
- give emphasis to the fact that the drugs given during the elimination programme will spare the next generation from elephantiasis, hydrocoele and other manifestations of lymphatic filariasis by breaking the cycle of infection between mosquitoes and humans
- underline that the strategy to eliminate lymphatic filariasis is based on two pillars:
  (1) interruption of transmission of the disease
  (2) treatment of the problems associated with lymphoedema.

Ask the learners to read the text of this Unit carefully and then have a general discussion. Probably most of the learners have seen lymphatic filariasis patients in their home town or villages and will be able to make useful contributions to the discussion.

Remind the learners that they should take the time to read the next Learning Unit in preparation for the corresponding session.

NOTES

LEARNING UNIT 2

The Disease

Learning objectives

By the end of this Unit you should be able to:

- describe the cause of lymphatic filariasis
- describe how the disease is transmitted
- describe some important characteristics of the disease

In this learning unit, learners will become familiar with various aspects of lymphatic filariasis as a disease, its global distribution, its transmission by mosquitoes, and the acute and chronic effects of the disease. This will help them to:

- understand the purpose of their work;
- answer questions posed by villagers and other people they meet in the course of their work;
- understand the importance of achieving widespread drug distribution.

Ask the learners to read the text of this unit carefully, and to discuss it among themselves. You should then ask whether there are any matters they find difficult to understand. Depending on their response, you may choose to give a presentation of no more than 20 minutes' duration, using slides or transparencies, focusing largely on areas where the learners are having difficulties in understanding the written materials.

Remind the learners that they should take the time to read the next Learning Unit in preparation for the corresponding session.

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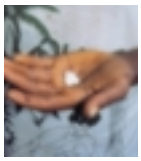
LEARNING UNIT 3

The Drugs



Learning objectives

By the end of this Unit you should be able to:

- understand the principle underlying the elimination strategy
- list the drugs used in the elimination programme in your country
- specify the dosage of both drugs
- describe how to administer both drugs
- describe how to handle both drugs
- identify who should be excluded from drug distribution

Learners should read this learning unit in advance. The tutor will then go through the various items (the strategy, the drugs used, and the exclusion criteria) in detail. The learners should be reminded of the importance of achieving a high level of coverage in order to lower the microfilarial prevalence in the population to levels where transmission of lymphatic filariasis is no longer possible.

Learners should have the opportunity to handle the tablets to become familiar with them (size, colour, the way they break, etc.)

Guidelines for assessment

Methods for assessing and evaluating the learners' progress should be kept as simple as possible. A suggested procedure is to ask the learners to provide written statements on the following points:

- which drugs are used in the elimination programme in your country
- how these drugs are going to be used
- what the dosages are for each of the drugs, in absolute terms and in number of tablets
- how the drugs should be administered to the target population
- how the drugs should be handled
- what the exclusion criteria are for the drugs.

Remind the learners that they should take the time to read the next Learning Unit in preparation for the corresponding session.

NOTES

LEARNING UNIT 4

Adverse Reactions

Learning objectives

By the end of this Unit you should be able to:

- list possible adverse reactions, both systemic and localized
- understand the principle underlying the management of adverse reactions

The learners must be taught the importance of this topic and the tutor should deal with it with great care. As stated in the Learner's Guide, improper management of adverse reactions can lead to an adverse impact on, and response to, the programme.

Ask the learners to read this unit, then invite queries and comments. Make sure that the learners understand all the technical terms used to describe adverse-reactions.

By the time the drug distribution takes place the news media, policy makers, politicians and village leaders should have been adequately briefed on adverse reactions in order to avoid "panic" when these appear, especially in highly endemic areas.

Monitoring and reporting of adverse experiences

As a tutor you should be aware that there are two levels or types of monitoring and reporting of adverse reactions carried out by the national elimination programme:

1. For the start-up phase, each programme must undertake "active surveillance" for adverse reactions in a sub-population of 1,000-2,000 individuals who are generally representative of the treated population. This monitoring should be in addition to the "routine monitoring" and should consist of interviews on Day-5, Day-6 or Day-7 after treatment to ask each individual whether or not adverse reactions were experienced after taking the drugs.

A Standard Operating Procedure (SOP)

Questions about specific symptoms or signs must be asked, and answers should be recorded on individual check sheets for each person. A Standard Operating Procedure (SOP), together with check sheets, are provided to the national elimination programme. These check sheets must be retained by the national programme and then returned to the World Health Organization which will be responsible for having them reviewed independently, and used to prepare Periodic Safety Update Reports.

Serious Adverse Experience (SAE)

2. In all communities receiving co-administered albendazole and ivermectin as part of a programme to eliminate lymphatic filariasis, any Serious Adverse Experience (SAE) must be identified and handled in the most medically responsible way possible. The SAE must then be reported immediately to the World Health Organization. A Serious Adverse Experience Report is available from each national elimination programme.

These requirements mean that there must be a defined route of communication and access from the patient to the health care system that is well understood and available during at least the first week (and preferably, 2 weeks) following drug administration.

For other non-serious adverse reactions that might develop, medical care must be also be available, but no specific monitoring or reporting of side reactions is required.

Remind the learners that they should take the time to read the next Learning Unit in preparation for the corresponding session.

LEARNING UNIT 5

How to Address People and What to Tell Them

Learning objectives

By the end of this Unit you should be able to:

- evaluate the value of positive interaction with people
- choose appropriate ways to communicate with people receiving drugs during the elimination campaign

Once you have reached this stage of the training programme, your job, and that of the facilitators should become much easier as learners are able to work more and more independently.

After an introductory discussion on the subject of how to address people and what to tell them, ask the learners to read the text of this unit carefully and to discuss it among themselves.

You will then organize a role-playing session where learners are assigned, or select certain roles (e.g. village leader, villager receiving drugs), then create and act out typical situations. It is essential that the content of the role-play be discussed at length by participants and observers; without this, the exercise has little value.

The purpose of this kind of exercise is to: a) develop "self-awareness", i.e. to help the learner appreciate the effect that his or her attitudes have on other people; and b) to improve attitudes and behaviour by encouraging the learners to put themselves in another person's place.

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Remind the learners that they should take the time to read the next Learning Unit in preparation for the corresponding session.

NOTES

LEARNING UNIT 6

Messages for the Non-Compliant

Learning objectives

By the end of this Unit you should be able to:

- reassure people who may be reluctant to accept the drugs distributed during the National Programme to Eliminate Lymphatic Filariasis
- emphasize the importance of treating as many people as possible

You should discuss this topic with the learners, stressing the importance of treating as many people as possible. It is very important that the learners realise clearly that the elimination programme will only work if all the people at risk are going to be treated. The number of parasites available to the vector in the population has to be lowered in order to interrupt transmission. You may ask the learners to read Learning Unit 6 and to discuss it with you in plenary.

The elimination programme will only work if all the people at risk are going to be treated.

You should then suggest having a role-playing session similar to that mentioned in Learning Unit 5 where some of the learners will play the role of the drug distributors while others will play the role of reluctant villagers. Be sure that the content of the role-playing is discussed by the participants and the observers.

Remind the learners that they should take the time to read the next Learning Unit in preparation for the corresponding session.

NOTES

LEARNING UNIT 7

Recording Data

Learning objectives

By the end of this Unit you should be able to:

- describe the significance of recording data
- describe the data flow within the record-keeping system of the National Programme to Eliminate Lymphatic Filariasis
- correctly complete the forms that you will use during drug distribution

Explain clearly the importance of recording data. Go through each level of the record-keeping system of the National Programme to Eliminate Lymphatic Filariasis in your country using examples to illustrate how the system works. Where appropriate, make reference to the forms that are used by the National Programme to Eliminate Lymphatic Filariasis (they can be obtained for training purposes from the National Lymphatic Filariasis Elimination Programme).

You may want to use transparencies to illustrate the concepts more clearly. You should involve the learners in discussion, allowing enough time to ask questions and to request clarification of any aspects not clearly understood.

In Annex 3 you will find a sample pro-forma for recording household members for mass drug administration.

Remind the learners that they should take the time to read the next Learning Unit in preparation for the corresponding session.

NOTES

LEARNING UNIT 8

Supervision of the Health Worker

Learning objectives

By the end of this Unit you should be able to:

- understand why supervision of your work is necessary
- be aware that supervision can be carried out in a number of ways
- understand what you must do to help your supervisor in his or her job

The Learner's Guide covers the subject adequately. It only remains to stress that a good supervisor is supportive of colleagues and does everything possible to help them solve their problems. Poor supervision only creates further problems.

It only remains to stress that a good supervisor is supportive of colleagues and does everything possible to help them solve their problems.

It is very important to develop staff motivation. Programme objectives alone, however good they may be, do not generate good results. These objectives need to be perceived, accepted and understood by the health worker who is eager to achieve them.

Supervision is an appropriate way:

- to get a clear picture of the motivation of health workers in respect of their fundamental needs
- to help them to develop the necessary maturity to assume responsibility, in particular by identifying and discussing the work-related factors that enhance or discourage motivation
- to identify shortcomings in their communication skills, problem-solving and the resolution of conflicts
- to adapt the style of leadership given by supervisors to the expectations of the staff, taking into account the nature of their work, their maturity and their socio-cultural environment.

Remind the learners that they should take the time to read the next Learning Unit in preparation for the corresponding session.

NOTES

Further reading

Lymphatic Filariasis. WHO Fact Sheet No. 102

The Programme to Eliminate Lymphatic Filariasis (PELF), WHO, Geneva

The Programme to Eliminate Lymphatic Filariasis. Essential Elements for Medical Personnel in Onchocerciasis Co-Endemic Countries (WHO/CDS/CPE/CEE/2000.13), WHO, Geneva

Ready for Global Elimination (WHO/CDS/CPE/CEE/2000.2), WHO, Geneva

Weekly Epidemiological Record No. 20, 2001, 76, 149-156

More documents and information are available at the following address:

CDS Information Resource Centre
World Health Organization
1211 Geneva 27, Switzerland
fax: +41 22 791 42 85
e-mail: cdsdoc@who.int

and on the following websites:

http://www.who.int/ctd/filariasis/home
http://www.filariasis.org

NOTES

ANNEX 1

Directions for writing multiple-choice type questionnaires

The use of multiple-choice type questions for the purpose of measuring the progress of trainees provides a means to standardize the monitoring process to some extent, is less time-consuming for both learner and tutor and is beneficial for those who have difficulty in expressing themselves in either the language being used or in their mother tongue, which are all positive factors. However, it has the disadvantage of not being able to provide alternative scenarios which is a drawback, since variations are common in public health. It is therefore a compromise.

However, it must be said that in order to validate the questions they must be properly written, meaningful and, as far as possible, should involve problem-solving rather than recall of memory. Further, to be really valid they should not be designed in such a way as to offer a set choice. That is to say, if the questions say "which one of the following is correct" and 5 possible answers are suggested, then even someone who knows nothing about the subject can achieve the correct answer in 20% of cases. Therefore, to eliminate the bias and distinguish more clearly between those who really know the subject and those who are guessing the right answer, no indication should be given of how many of the five proposed answers might be correct.

Two other issues arise. The first is that if equal marking is to be used then the question and answer must have equal difficulty. This should be borne in mind when compiling the questions. The second is that to measure progress the pre- and post-test must be of equal difficulty. This can be achieved by offering the same questions in the pre- and the post-test but rearranging the proposed answers and questions in a different sequence in each.

Annex 1

If certain rules are adhered to, then writing multiple-choice questions is greatly facilitated although still a difficult task. The following are some suggestions:

- The body of each question should be a complete statement (not just a single word) and the answer should not be dependent on the answer to any other questions on the page.
- Do not overburden the question with unrelated details and avoid negative statements; if negative statements are unavoidable then highlight them to draw them to the attention of the trainees.
- Use plausible or logical distracters in the possible answers, and ensure that each distracter appears to be related to the question being considered otherwise it looks nonsensical.
- Ensure that the distracters and the correct response are fairly similar in content or in the total number of words.
- Avoid clues that may suggest the correct answer and be cautious about the use of "some of the above" as a distracter or correct answer. This is especially important if you use the same question for the pre- and post-tests but then rearrange the sequence of possible answers.
- If it is not possible to obtain more than three plausible responses, do not waste time trying to invent others.
- Items that have numerical answers should be arranged from large to small or vice-versa.
- Review the test paper as a whole and ensure that no letter or number corresponding to the correct answer appears more frequently than others.

ANNEX 2

Sample questionnaire for evaluation of training by the learners

Instructions for completion of questionnaire

Use the following code to indicate the extent to which you agree or disagree with each of the statements made in the questionnaire:

1 Disagree strongly

2 Disagree

4 Agree

5 Agree strongly

These numbers are printed alongside each question. You should circle the number that corresponds most closely to your opinion.

The difference between options 1 and 2 and between options 4 and 5 is one of degree only. To oblige you to express a definite opinion, no code 3 has been included; this allows a "satisfaction index" to be calculated for each question.

Take your time over completing the questionnaire. You do not have to put your name on it if you would rather not, but please answer the questions as frankly as possible.

Annex 2

Section I. Overall assessment of the training activity

1. Overall the organization of the training programme was satisfactory. 1 2 4 5

2. The training programme covered all the subject matter in adequate detail. (If you disagree with this, state which subjects should have been given greater coverage.) 1 2 4 5

Comments: _____

_____

_____

_____

_____

_____

3. The tutors and facilitators for this training course had sufficient knowledge and teaching ability to provide you with the necessary skills and competence. 1 2 4 5

Comments: _____

_____

_____

_____

_____

_____

4. The time allocated to each part of the training was adequate relative to the total time available. (If you disagree with this, state which particular topic should have been allotted more or less time.) 1 2 4 5

Comments: _____

_____

_____

_____

_____

_____

Section II. Relevance and usefulness of the different teaching methods

5. Overall, the teaching methods used in this training course were effective. 1 2 4 5

Comments: _____

6. The use of the various teaching methods listed below was quite appropriate.. 1 2 4 5

Large group presentations Comments: _____

Practical demonstrations 1 2 4 5

Comments: _____

Small group discussions 1 2 4 5

Comments: _____

Section III. Assessment of teaching materials

7. The audio-visual materials (slides, overhead projection transparencies) used in the training were very helpful. 1 2 4 5

Suggestions for improvement: _____

_____

_____

_____

_____

_____

_____

_____

8. The teaching materials provided were satisfactory in all respects. 1 2 4 5

Suggestions for improvement: _____

_____

_____

_____

_____

_____

_____

_____

Section IV. Implementation of training; attitude of tutor and facilitators

9. The general atmosphere of the training course made this a good learning experience. 1 2 4 5

Comments: _____

10. Every effort was made to help you achieve the learning objectives. 1 2 4 5

Comments: _____

11. You were able to achieve all the learning objectives of the training programme. 1 2 4 5

Comments: _____

Section V. Overall evaluation of the training

12. What overall rating would you give to this training programme? (Circle your response.)

Lowest 1 2 4 5 Highest

13. With regard to this training experience, state the following giving actual examples:

(a) the three aspects that impressed ***you most favourably***

(b) the three aspects that impressed ***you least favourably***

14. Do you have any additional comments regarding any aspect of the training programme?

If so, please make them below.

Analysing responses to the questionnaire

The following method will allow you to analyse the responses to the questionnaire quite simply and quickly. Take a fresh (uncompleted) copy of the questionnaire; against each question, mark the learners' responses.

Example

Question. Overall, the teaching methods used in this training course were effective.

1	2	4	5
	||	|||| ||||	|||| |||| |||| |||

This shows that two learners considered the teaching methods were not effective while 28 agreed that they were effective.

Now multiply the number of answers by the corresponding coefficient:

(2 x 2) + (10 x 4) + (18 x 5) = 4 + 10 + 40 + 90 = 134

The "satisfactory index" is calculated as a percentage. For the above example, the number 134 is multiplied by 20 (i.e. 100 divided by the maximum coefficient, 5) and divided by 30 (the number of learners):

$$\frac{134 \times 20}{30} = 89.3\%$$

Since the satisfaction index is calculated in such a way that 60% represents "average" satisfaction, you should make a note of any questions for which the index is below 60% (if there is none, identify the five questions for which the index is lowest and the five for which it is highest). Let the learners know the results of this.

NOTES

Annex 3

Pro-forma for recording household members for mass drug administration

1. State/Region . . . . . .

2. Implementation Unit . . . . . .

3. Autonomous Community/Village . . . . . .

4. Ward . . . . . .

5. Household identifier . . . . . .

Details of household members and history of receiving ivermectin and albendazole

S. No.	Name (surname/family name)	Relation to head of household	Age (years)	Sex (m/f)	Treatment received (y/n) reasons for not taking (code*)	Date received	Number of tablets (S/L)@
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							

Note: List should include all the members of the household even if they did not receive or refused the drugs

* Code for reasons for not taking drugs: 1-Pregnant; 2-Lactating; 3-Sick; 4-No knowledge; 5-Not present; 6-Did not receive; 9-Others

@ S- small tablets (ivermectin) L-large tablets (albendazole)