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MINISTRY OF HEALTH-ETHIOPIA
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OBSTETRIC FISTULA SURVEILLANCE AND RESPONSE TRAINING MANUAL

Participant
Manual

March, 2022



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OBSTETRIC FISTULA SURVEILLANCE AND RESPONSE TRAINING

Facilitator's Guide

March, 2022

Course Description

This **three days** training course is designed to help health professionals how to identify, notify, investigate, verify and respond obstetric fistula case appropriately as per the national obstetric fistula surveillance and response implementation guideline.

Course goal

The goal of this training manual is to equip health professionals with the required knowledge, skill and attitude to implement obstetrics fistula surveillance and response.

Learning Objectives

At the end of the obstetrics fistula surveillance and response training courses, participants will be able to:

- Elaborate clinical perspective of obstetrics fistula (definition, causes)
- Identify key terms associated with surveillance and response of reportable disease like OF
- Apply obstetrics fistula surveillance strategies at each levels of health system
- Apply the notification process of obstetrics fistula
- Apply the investigation and verification process of actual occurrence of obstetrics fistula
- Analyze OFSR data at each levels of health system
- Generate information from the data which needed for decision making
- Analyze and use data for decision making
- Determine the prevalence of obstetrics fistula
- Propose appropriate response to cases of obstetrics fistula

Teaching Methods

- Interactive presentation
- Group based learning
- Think-pair and share
- Reading assignment
- Demonstration
- Individual reflection
- Case studies

Teaching materials

- LCD
- Computer
- Flip chart
- Marker
- Note book
- Pen
- Paper
- Plaster
- Training package (Participant manual, trainer guide, ppts)
- Report formats (tools)
- Course evaluation checklist
- OFSR Implementation manual
- Obstetrics fistula training manual

Participant selection criteria

Participants of this training course are health professionals involved in public health management such as PHEM officers, health managers at different levels, health extension worker, midwives and other health care providers working on MCH.

Trainer selection criteria

Trainers should be selected when they fulfill at least two of the following criteria

- Experts who are engaged in the development of this training package
- Experts who have trained on OFSR and with facilitation skills training
- Health care providers who are currently working on PHEM and/or MCH at each level

Method of Evaluation

Participant evaluation

- Formative assessment
 - Pre test
 - Daily question and answer
 - Group activity
- Summative assessment
 - Post-test (100%)

Trainers evaluation

- Daily evaluation
- End of course evaluation

Course evaluation

- Daily course evaluation
- End of course evaluation

Certification criteria

- Trainees who scored 70% or more will be granted certificate of completion.

Trainer's trainee ratio

- Use 1:5 trainer's trainee ratio
- 30 training participants

Training duration

- 3 days

Training venue

- The training venue should be

- Adequate space for participants and facilitators, adequate light, ventilation, sitting and tables.
- Considered prevention precautions of COVID-19.

General facilitation Techniques

Different chapters of this training material utilize different facilitation techniques.

1. Brainstorming / Self-reflection

This technique encourages active and imaginative input from participants and taps into the knowledge and expertise of the participants. The facilitator's role is to encourage all participants to say the first thing that comes to their minds and to keep ideas flowing quickly. Brainstorming is used to help focus or clarify activities or to generate information that can help jumpstart a topic.

Advantages – It promotes creativity finding solutions to problems. It is particularly effective in opening sessions to establish goals, objectives and norms for training programs.

2. Case Study

This technique encourages participants to analyze situations that they might encounter and to determine how they would respond. A case study is a story written to provide a detailed description of an event and is followed by questions for participants to discuss. The story can range from a paragraph to several pages in length. Stories of people with similar problems in other villages make ideal subjects for case-study analysis. The case study should be designed in such a way that the story is relevant to participants, and they have enough time to read, think about and discuss the story.

Advantages – It encourages participants to explore ideas and to identify alternative behaviors, solutions to situations, and problems they might experience. A Critical Incident is a variation on a case study. It is short, - seldom longer than a couple of paragraphs - describes a critical situation, and ends with a single question .

3. Demonstration

This technique is used to allow participants to watch how something should be done. A demonstration brings to life some information that has been presented in a lecture, discussion, or explanation.

Advantages – Participant's active involvement in trying the demonstrated activity indicates if they understand the information and makes this information more difficult to forget.

4. Interactive presentation

Interactive presentation is short forms of lecture which are used to highlight key points of content. They differ from traditional lectures in that they often incorporate participant's interactions and, at times, give the impression of a discussion. They are useful as introductions to topics and experiential activities.

Advantages –Interactive presentation can provide detailed and specific information in a short amount of time.

5. Think-Pair-Share (TPS)

Think-Pair-Share (TPS) is a cooperative learning activity that can work in varied size classrooms and in any subject. The Facilitator pose a question, participants first THINK to themselves prior to being instructed to discuss their response with a person sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and discussion continues.

6. Gallery Walk

During a gallery walk, participants explore multiple texts or images that are placed around the room. You can use this strategy when you want to have participants share their work with peers, examine multiple historical documents, or respond to a collection of quotations. Because this strategy requires participants to physically move around the room, it can be especially engaging to kinesthetic learners.