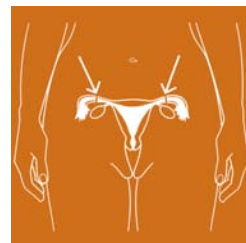
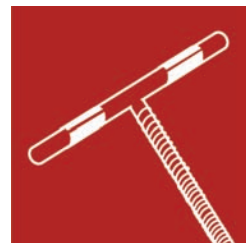
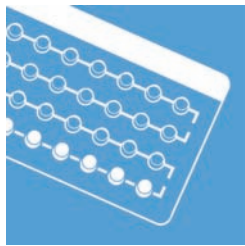




Republic of Malawi  
Ministry of Health

# Preservice Education Family Planning Reference Guide



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September 2010

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<http://info.k4health.org/globalhandbook/> Major sections of the following units are reprinted from the Global Handbook:

Unit 7: Contraceptive Implants

Unit 8: Intrauterine Contraceptive Devices

Unit 9: Vasectomy

Unit 10: Female Sterilisation

Unit 11: Combined Oral Contraceptives

Unit 12: Progestin-Only Injectables

Unit 13: Progestin-Only Pills

Unit 14: Emergency Contraceptive Pills

Unit 15: Lactational Amenorrhea Method

Unit 16: Fertility Awareness Methods

Unit 17: Barrier Methods (Male and Female Condoms)

Unit 18: Withdrawal

Unit 19: Postpartum and Postabortion Family Planning

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# Acronyms

<b>AFASS</b>	Affordable, feasible, acceptable, sustainable, and safe	<b>IUCD</b>	Intrauterine Contraceptive Device
<b>ARV</b>	Antiretroviral	<b>IUD</b>	Intrauterine Device (same as IUCD)
<b>BBT</b>	Basal body temperature	<b>LAM</b>	Lactational amenorrhoea method
<b>BCS+</b>	Balanced Counselling Strategy Plus	<b>LH</b>	Luteinizing hormone
<b>BP</b>	Blood pressure	<b>LMIS</b>	Logistics management information system
<b>C&amp;T</b>	Counselling and testing	<b>LMP</b>	Last menstrual period
<b>CBD</b>	Community-based distribution (of contraceptives)	<b>LTPM</b>	Long-term and permanent methods
<b>CCP</b>	[Johns Hopkins Bloomberg School of Public Health] Center for Communications Programs	<b>MEC</b>	Medical eligibility criteria
<b>CIC</b>	Combined injectable contraceptive	<b>MICS</b>	Multiple Indicator Cluster Survey
<b>COC</b>	Combined oral contraceptives	<b>NSAID</b>	Nonsteroidal anti-inflammatory drug
<b>CPR</b>	Contraceptive prevalence rate	<b>NSV</b>	No-scalpel vasectomy
<b>DHS</b>	Demographic and Health Surveys	<b>PEP</b>	Post-exposure prophylaxis
<b>DMPA</b>	Depot medroxy progesterone acetate (Depo-Provera)	<b>PID</b>	Pelvic inflammatory disease
<b>DVT</b>	Deep vein thrombosis	<b>PMTCT</b>	Prevention of mother-to-child transmission
<b>EC</b>	Emergency contraception	<b>POP</b>	Progestin-only pill
<b>ECP</b>	Emergency contraceptive pills	<b>PRB</b>	Population Reference Bureau
<b>FAM</b>	Fertility awareness methods	<b>RH</b>	Reproductive health
<b>FEFO</b>	First-to-expire, first-out	<b>RHR</b>	WHO Dept of Reproductive Health and Research
<b>FSH</b>	Follicle stimulating hormone	<b>SDM</b>	Standard Days Method®
<b>GBV</b>	Gender-based violence	<b>SSRI</b>	Selective serotonin reuptake inhibitor
<b>GnRH</b>	Gonadotropin-releasing hormone	<b>STI</b>	Sexually transmitted infection
<b>HBV</b>	Hepatitis B	<b>TFR</b>	Total fertility rate
<b>HLD</b>	High-level disinfected	<b>TDM</b>	TwoDay Method®
<b>HPV</b>	Human papillomavirus	<b>TB</b>	Tuberculosis
<b>HSA</b>	Health surveillance assistant	<b>USAID</b>	United States Agency for International Development
<b>HTSP</b>	Healthy Timing and Spacing of Pregnancy	<b>WHO</b>	World Health Organization
<b>ICPD</b>	International Conference on Population and Development		





# PRESERVICE EDUCATION FAMILY PLANNING REFERENCE GUIDE: INTRODUCTION

The Preservice Education Family Planning Reference Guide has been developed to assist preservice health institutions in Malawi in creating, updating, or adapting the family planning content of their curricula and individual courses. Included in this document are materials that institutions and individual tutors can use to develop technically accurate and pedagogically sound lessons on family planning. This document includes:

- Up-to-date information about the provision of family planning services and the family planning methods currently available or expected to be available in Malawi in coming years
- Training activities, such as role plays and case studies, to aid tutors in making their classes more participatory, thereby enhancing the learning process
- Assessment tools, such as quizzes to assess knowledge gained, and learning guides and checklists to support learner practice and assess mastery of skills.

## The Reference Guide's Development Process

The Reference Guide was developed through a participatory process, led by IntraHealth International under USAID's Southern Africa Human Capacity Development project (SAHCD), in close collaboration with the Malawi Ministry of Health. A variety of Malawi stakeholders were engaged in the development, including preservice tutors and lecturers from many institutions across the country, family planning providers from a selection of facilities, and representatives from regulatory bodies and international nongovernmental organizations. The process consisted of a series of stakeholder meetings during which the attendees developed the list of the topics needed and the pertinent content to be included, and then reviewed subsequent drafts of the manuscript. Key global and national resource documents were used to create the content, ensuring that it is evidence-based, up-to-date, and in accordance with international standards and Malawi Ministry of Health policies and protocols.

## How to Use this Document

The Reference Guide provides broad information and training activities on family planning topics. Its purpose is to ensure that the information needed to teach family planning in preservice institutions can be easily found in a single document. It is assumed that no one institution will use all of the information included but that each institution will select content appropriate for its specific needs.

Suggested uses for this guide include:

- Selecting content and activities to create a customized course or section of a course, according to defined learning objectives and the time allotted
- Developing a family planning curriculum for the institution and/or associated family planning teaching documents such as separate tutor manuals and student handbooks
- Updating existing courses in family planning

- Making the guide available in libraries and elsewhere as a resource document for students and tutors.

The Reference Guide is divided into units, each of which contains technical content as well as a variety of student handouts, activities, and assessment tools. There is a unit for each family planning method available in Malawi as well as units on related topics such as *Gender and Family Planning* and *Family Planning Counselling*. In addition, there are units on cross-cutting topics such as *Postpartum and Postabortion Family Planning* and *Family Planning and Sexually Transmitted Infections, including HIV*. Further, references provided at the end of each unit can be used to locate additional information and activities, as needed.

Note that this guide is available both in hard copy as well as on CD-ROM. The CD-ROM version can be used for printing technical content, activities, and assessment tools. This is especially recommended for printing charts and other handouts in colour. If printing from the CD-ROM is not possible, pages can be photocopied as needed.

## Instructions For Using the Training Activities

Learning activities and assessment tools such as those included here can be selected to enhance course content according to the defined needs of the institution. The following are general instructions for the use of case studies, role plays, quizzes, and learning guides/checklists. For more detailed information on how and why to use these and other participatory learning activities and assessment tools, see the Effective Teaching Appendix at the end of the Reference Guide.

### Case Studies

Case studies are brief scenarios that focus on specific issues related to the lesson's learning objectives. The case studies require students to determine the best course of action to be taken in a given situation.

#### Instructions for teacher

- Select all or some of the case studies provided in the unit to be included in your curriculum/course. Make sure that the content of each case selected is covered during class or in assigned readings.
- Print or photocopy the selected case studies to be distributed to each small group.
- Divide the class into small groups of 3-5 students each.
- Tell each group to select a recorder and reporter.
- Hand out the case studies.
- Tell each group to read the assigned case studies and record their answers. Let them know how long they have to complete this assignment. When done, each group should be prepared to share their answers with the larger class.
- After the time allotted, bring the class together again.
- Have each group present their answers and lead a class discussion of the information covered. Use the case study answer key, if provided, to guide the discussion.
- Summarise key points and ask students to share their perspectives on what they learned.
- Address any questions raised by the students.

## Role Plays

A role play is a learning activity in which students play out roles in simulated situations that relate to one or more of the lesson's learning objectives.

### Instructions for teacher

- Select all or some of the role plays provided in the unit to be included in your curriculum/course. Make sure that the content of each role play selected is covered during class or in assigned readings.
- Print or photocopy the selected role plays to be distributed to each small group.
- Divide the class into small groups of 3-4 students each, depending on how many roles are to be depicted. Involve every student in the role play exercise, either as a player or as an observer.
- Hand out the role play descriptions. Most role plays will require 1 provider, 1-2 clients, and an observer.
- Observers will watch the role play and note elements that were performed well or that were omitted or need improvement. They may use a checklist to guide and record these observations in a systematic and objective manner. An example of such a checklist can be found in the Effective Teaching Appendix at the end of the Reference Guide.
- Tell each group to read the assigned role play. Let them know how long they have to complete this assignment. Provide them with a few minutes to read the background information and prepare for the exercise.
- The groups can perform their role plays simultaneously while the tutor circulates to monitor them, or each group can perform one at a time in front of the class, with their classmates serving as observers.
- After the time allotted, bring the class together again.
- Lead a discussion highlighting the strengths and points on which there could be improvement. Sample discussion points include:
  - Ask someone who played the part of the provider to describe the client visit, including what information and/or services he/she provided to the client(s).
  - Ask others who played the role of the same provider if they discovered any additional information about their client(s) that led them to provide different treatment or advice. Discuss any differences or deficiencies in the treatment provided.
  - Ask observers about any areas of particular strength or weakness that the providers demonstrated. Ask them to suggest ways providers could improve their counselling and service delivery skills.
- Summarize key points and ask students to share their perspectives on what they learned.
- Address any questions raised by the students.

## Quizzes

A quiz is a tool to assess the knowledge related to the lesson's learning objectives that the students gained during the class sessions and assigned readings.

### Instructions for teacher

- Select all or some of the quiz questions provided in the unit to be included in your curriculum/course. Make sure that the content of each question selected is covered during class or in assigned readings.

- Print or photocopy the selected questions to be distributed to the students.
- Hand out the quizzes.
- Advise the students how long they will have to complete the quiz questions. After the time allotted, collect the quizzes from each student.
- Use the quiz answer key to correct the students' work.
- Use the quiz answers to determine the students' level of knowledge. If a large number of them answered specific questions incorrectly, review this information with the class to ensure that they now understand it.

### **Learning Guides/Checklists**

Learning guides and checklists provide lists of the steps needed to perform specific skills correctly, and in the correct sequence. By directly observing students performing the required tasks, the observer can assess the students' level of skill and identify areas which need improvement.

Usually, learning guides are used by pairs of students, with one practicing the skill in question and the other watching and noting their observations on the form. Checklists are usually used for assessment purposes, with a teacher or preceptor observing the student performing the skill in question and noting whether it is being performed to an acceptable standard.

#### **Instructions for teacher**

- Select the learning guides and checklists provided in the unit to be included in your curriculum/course. Make sure that the content of each is covered during class or in assigned readings.
- Print or photocopy the selected learning guide and/or checklist that corresponds to the skill to be observed.
- For learning guides:
  - Divide the class into pairs.
  - Hand out the appropriate learning guide and/or checklist to each pair.
  - Tell each pair that one of them will perform the selected skill while the other follows along and notes which steps on the learning guide are completed competently and which need further practice. Advise the students how long they have to complete this assignment.
- After the allotted time, bring the class together again.
- Lead a class discussion of how well the students performed and the steps for which more practice might be needed.
- Summarise key points and ask students to share their perspectives on what they learned.
- Address any questions raised by the students.

#### **For checklists:**

- Have each student perform the selected skill individually while the teacher/preceptor observes and uses the checklist to determine if mastery of this skill has been obtained.
- If the student performs well, he/she can be considered "trained to competency." If not, further instruction and practice is needed.