

Innovative Training Programmes for Health Workers

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Abstract : *Explosion of knowledge and technology in health care has a profound impact on education and practice of health workers. They are expected to demonstrate an expanded practice base requiring a higher level of competency. They have a responsibility to patients, a professional responsibility to organization and an individual responsibility to maintain high level of current and relevant knowledge and skills. The current situation with regard to need and expectation of knowledge and skills of these professionals is dismal. It is therefore of utmost importance that the entire approach towards training and education is reviewed in terms of national needs and priorities. In order to keep pace with current and potential health care reforms, health professionals need to maintain competency through continuing education. Traditional systems of education involves travel time, travel expenses, time away from work place and home and lack of adequate resources and facilities. Therefore it becomes increasingly important to provide educational offerings in different forms and ensure relevant training programmes as per the needs and requirements of the fast changing society. An innovative task ahead is to come out of the existing rigid frame work and traditional culture of training, generating expertise, capacity building, competency enhancement and collaborative working for enhancement and to transform the existing system of education and training for increasing access, quality and cost effectiveness. This will necessitate the designing and delivering of innovative ways of training to the large group of these health functionaries.*

INTRODUCTION

Indian education system in general and professional education in particular faces the challenge of widening access to larger numbers particularly disadvantaged groups. ANMs who man the rural health structure in remote corners of our country in a sub centre catering to 5000 populations are most unreached group of health functionaries. The ANM has to perform multiple health care activities as per the national priorities and community needs. In view of her expanded role training assumes special significance with regard to its effectiveness and quality.

The effective delivery of health care services largely depends on nature of education training, retraining and appropriate orientation towards community health of all medical, nursing and allied health professionals and their ability to function as an integrated team. The current situation with regard to need and expectation of knowledge and skills of these professionals is dismal. It is therefore of utmost importance that the entire approach towards training and education is reviewed in terms of national needs and priorities.

The need of the hour is to ensure relevant training programmes as per the needs and requirements of the fast changing society, offer quality education of high standard and ensure equity and social justice in the provision of educational opportunities. The numbers involve lakhs of these functionaries hence cost effectiveness and efficiency need to be achieved. The modern information and communication technologies provide excellent opportunity for extending the out reach education by ensuring high quality.

An innovative task ahead is to come out of the existing rigid frame work and traditional culture of training, generating expertise, developing capacity, competency and collaborative working for enhancing and to transform the existing system of education and training for increasing access, quality and cost effectiveness. This will necessitate the designing and delivering of innovative ways of training to the large group of these health functionaries.

NEED OF TRAINING

(1) ANM and other public health nursing personnel are disadvantaged group of health workers, (2) There is a need for widening the access to continuing professional education, (3) They have to perform multiple functions and expanded role as per national policies and programmes, (4) There is a need to provide services for consumer satisfaction, (5) Training is like an apprenticeship and there are inadequate residential and hostel facilities, (6) The present institutional infrastructure is limited, (7) There is non-availability of provision for continuing education and (8) Non involvement of trainers in continuing education

ISSUES TO BE ADDRESSED

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|---------------------------------|---|
| (a) National priorities & goals | (f) Quality training |
| (b) Access and equity | (g) Availability |
| (c) Cost effectiveness | (h) Time factor |
| (d) Large numbers | (i) Readiness for training and getting training |
| (e) Application in practice | (j) Field training |

CURRENT SCENARIO OF TRAINING

At present there are 340 training schools of ANM providing basic training for 18 months. 42 promotional training centres - rural health training centres - district training centres and family welfare training centres. But the quality and coverage in real sense is cause of concern. Although a lot of efforts have been taken to train the workers from time to time as per the country needs. Yet the accessibility has been limited.

IMPACT OF TRAINING

A closer look at basic training programme of ANM reveals that there are many handicaps in the training

- (i) Training is more like an apprenticeship, (ii) Living conditions and facilities are inadequate, (iii) Residential place is over crowded, (iv) P o o r sanitary facilities and their maintenance, (v) Inadequate stipend, (vi) Inadequate diet facility in hostel,

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A question arise what impact can be made on quality of training without concurrently thinking of improvement in physical facilities and living conditions. How best can an ANM be trained so that she has comfortable environment of stay and greater opportunity to work in the field for which she is trained.

INNOVATIVE TEACHING LEARNING STRATEGIES

A number of innovative training techniques are used for general and professional clientele at local, regional, state and central level to address training requirement of public or private institutes, government and non-governmental organizations. The teaching learning strategies in these programmes may include following (Gibbs, 1992). The fine tuning strategy involves the modification of conventional practices or existing structures in order to increase motivation, learner activity and interaction, and to utilize a well-structured knowledge base. Changes in methods may take place in

- * Lectures, by introducing active learning tasks and peer group discussions in typically passive lecture classes. Buzz pairs where students discuss their response to a question with the next to them is an effective strategy for involving students in the lecture situation.
- * Reading through the use of reading guides or the division of background reading between members of small teams, followed by peer tutoring. This is called a jigsaw strategy. Self-directed learning materials are another effective way to guide students' reading and to provide a background for group discussion (Chalmers, 1995).
- * Seminars or tutorials through the use of tutorless tutorial groups, student led discussions, and group. Self-directed study materials can also guide student work in group work and tutorless tutorials.
- * Laboratory work by replacing selected tutor designed laboratory tasks with student designed laboratory tasks and with peer review of the work.
- * Field work by introducing independent student designed fieldwork within a given framework.

The independent learning strategy involves giving students more autonomy and control over the subject matter, learning methods, pace of study and the formal assessment of learning. Teaching methods include the use of learning contracts, self and peer assessment, project work and self directed learning materials. The personal development strategy emphasizes motivational aspects of learning, especially students' personal involvement in learning. Teaching methods include group work, discussion and various other methods that allow for students' expression of feelings and covering the course content. The problem based strategy involves learning through tackling relevant problems. Teaching methods include the use of learning diaries, reflective exercises and the use of video, audio and observers to provide feedback on performance of skills. The independent group work strategy focuses on interaction between students. Teaching methods include group based project work and peer tutoring. It can include other strategies such as problem based learning or conventional inclass activities such as student led seminar groups. The learning by doing strategy utilizes experiential learning and emphasizes learning activity. The focus is on the deliberate introduction of concrete experience of real world tasks to encourage students to become more involved, more active

and more aware of their existing knowledge base and its use in their concrete experience. Teaching methods include the use of games, simulations, role plays, visits and practical work and work experience.

ADOPTING COST EFFECTIVE TRAINING STRATEGIES

The most viable alternative to quality and cost effective training is using open and distance learning system which may include multimedia/multiple media/and or mixed media such as print media (self instructional material), audio video cassettes, telecast and broadcast, satellite - one way video and two way audio teleconferencing, two way video eleconferencing, interactive radio counselling, computer aid learning - integrated multimedia CD room and online learning. India and many countries in Asia have opted to extend range of educational opportunities by adopting the distance and open education and have set up for this purpose higher educational institutions of distance teaching and learning. The information in technology revolution has made these educational programmes and methodologies easier, more effective, enjoyable and highly customized. It is essential that these approaches be economical and efficient so as not further deplete the limited available community and government educational resources.

INNOVATIVE TRAINING PROGRAMMES - A REVIEW

A variety of innovative training methods have been used to impart training to the inservice learners. Review of these innovative programmes revealed that following strategies are being adopted by various institutions / organizations (Dec. 2004).

IGNOU adopts an integrated multimedia approach which includes self instructional material supplemented by face to face counselling, practical contact sessions, hands on training, audio-video programmes, teleconferencing, telecast, broadcast and interactive radio counselling for training of inservice doctors and nurses. For Distance Education Programmes of primary school teachers all over the country IGNOU uses innovative methods such as self-instructional print material, lecturers, demonstrations, role-plays, simulations, AV aids, audio-video cassettes, counselling, workshops, radio and TV, satellite and integrated multimedia CD. BRAOU State Open University, Hyderabad uses self-instructional material face to face counselling, audio-visual / radio lessons, summer and winter schools, hands on Lab based practicals, teleconferencing and broad cast. Kota Open University, Rajasthan uses self-instructional material, audio/visual aids, face to face counselling, radio counselling in Doordarshan etc. Nalanda Open University, Patna uses self-instructional material and audio video mainly. Yashwant Rao Chavan Maharashtra Open University, Nasik uses self-instructional material, face to face counselling, audio-video, CD Rom, Radio and television broadcast and online education through internet and use of Krishi Prayog Parwar a community learning centre for learners which helps in exchanging their experience for interaction learning. MP Bhoj Open University, Bhopal uses self-instructional material, audio-visual aids, face to face counselling, hands on lab based practical, telecasts, broadcast internet for instructions and satellite. Baba Saheb Ambedkar University, Ahmedabad uses self-instructional material, audio visual aids, face to face counselling, interactive radio counselling for delivery of programmes, satellite, mobile computer and laboratory for hands

on practice in remote and rural areas. Karnataka State Open University, uses self-instructional print material, face to face counselling, audio video aids, radio counselling. Netaji Subhash Open University, Calcutta uses self-instructional material, face to face counselling, audio visual aids, radio counselling. Rajarshie Tandon Open University, West UP uses self-instructional material, face to face counselling, audio video.

It is evident from the above discussion that for training a large number of learners through distance open learning system, the main methods of instructions are self-instructional material, face to face counselling and audio video. Satellite communication is also emerging as an important media for training the learners in large numbers.

NIIPCCD uses a variety of innovative training techniques for refresher training of officers which include lectures, demonstrations, discussions, simulations, role play, etc. Similarly state ICDS centres use demonstration. AV aids, focus group discussion, mock assignments, mobile training and supervised practice training etc. A few states such as Bhopal and Hyderabad have also been using satellite based training for different ICDS workers and officers.

National Institute of Open Schooling uses self-instructional print material, audio and video programme, face to face counselling and contact sessions and delivery kits, etc. NCERT uses print material, networking, satellite training for inservice training of teachers and vocational courses. Krishi Vigyan Kendra use variety of training techniques to train the farmers, extension workers and other staff which include teaching by doing and learning by doing, summer schools, experiential learning. Front line demonstration, discussions and hands on training in collaboration with State Agricultural Department and Agriculture University.

Police Training Institutions use mainly group demonstration and case studies, simulations, role play. Integrated approach and said model discussions are also rarely used. For training probationary officers a variety of innovative methods are used such as case studies, role play simulation, exercises, demonstrations, panel discussions, group discussions, project report, field visits, individual presentations, book reviews and syndicate reports, use of films, slides, video cassettes, flow charts, electronic black boards, video projector, director projector, making of synoptic notes during indoor lectures, debates, public speaking competitions on police subjects, interactions with eminent personalities from police as well as other discipline and also self study.

SUGGESTED MODELS OF INNOVATIVE TRAINING

A large number of innovative methods can be adopted to train ANMs without removing them from workplace. These may include:

- * **Satellite based field training model**
- * **Integrated multimedia model IGNOU**
- * **Classroom based, supportive and field training model**
- * **Learner facilitator / mentor model**
- * **Interactive multimedia CD / cum field experience**
- * **Convenient Workshop model**

Satellite Training Model : The application of satellite technology in support of training will be useful both in terms of quantity and quality as it becomes possible to send message from one point to multipoint locations simultaneously. It can serve as interactive educational tool and facilitate ideal educational transactions. The

satellite system can address separate regions or audiences widely dispersed but professionally united. Training becomes possible on a large scale without uprooting the learners from their place of work. It can serve as an effective tool of training ANMs because of multiple *advantages*.

- * It is a fast communication medium through which the expertise of the faculty or the specialist can be made available to a large group of learners across the country or even world
- * The satellite can facilitate the information of inputs from various sources
- * Visual lexicon can add a new dimension to the learning process, it can be an experiment in a laboratory or a novel technique in a hospitals
- * The reach of radio and television can be increased and their round the clock quality ensured
- * Satellite is flexible since its links can be changed as desired
- * It offers medium diversity
- * The links are reliable and clear
- * The costs are distant independent
- * Remote areas, islands, mountains regions and difficult terrain can be easily covered.

To achieve this human and machine can be pooled and the entire audience in the network can have the benefit of a good teacher or a good visual experience. The satellite delivery uses one or two way video where an instructor and a group of learners in one classroom can be linked to several other remote classrooms (designated as receiver sites). The instructor can see and hear every one at each site and the participants in each site can hear not only the instructor but the participants in every other site. The classroom presentation can be delivered live to other learners sitting at distant sites. They can participate in the class by a telephone, fax, computers etc. By this way all the learners can complete the same requirements as on campus learners on the same schedule. Practical demonstrations and activities can be shown by pre-recorded role plays. Each programme reception site has to be equipped with the appropriate technology so that participants are able to interact or talk back with the presentations. The television, telephones, fax machines and computer that can provide verbal and written interactions are available in most of the institutions. In view of challenging task of providing training to ever increasing number of ANMs and upgrading the knowledge and skills on a massive scale we cannot ignore to use the satellite. The case of satellite training medium therefore needs to be examined on merits for training the large number of ANMs. However the satellite alone would not be able to deliver the educational message. Actually the best results will be obtained by mixing of satellite and other traditional modes of learning mainly providing practical training in the field under continuous supervision facilitating demonstrations and return demonstrations.

Integrated multimedia model IGNOU : This model includes innovative self-learning modules teleconferencing, greater reliance on practicum especially hands on experience, tutorials, phone in facility and academic as well as personal counselling, T.V. broadcast and greater use of audio video cassettes to upgrade the knowledge and competencies without leaving their work place. Providing inservice training to ANMs through the distance mode can be a strong supplement to interactive face to face component in context of issue of quality, access and need to address the needs of large

number of ANMs. In this system training centres are established in existing training institutions for providing classroom and field training to make use of existing infrastructure for cost consideration. However additional training facilities and resources are provided for carrying out extra load of training. The distance education inputs and materials will facilitate the training of ANM/FHW by the networking and collaborations with NGOs and existing institutions could provide a befalling response to the challenge of training large number of ANMs.

Classroom and field training model : This could be a viable model for training of large number of ANMs at state level. Where variety of methods can be used viz use of satellite to connect the classroom to various distance sites for wider coverage. Mobile training teams resource person can be identified and training for providing hands on in the field on continuous basis.

Learning Facilitator mentor model : In this approach one or two facilitators / trainers can be identified from a particular district and trained in RCH for taking the charge of training ANMs / Public Health Nurses of that area availing the facility of identified centres, providing feedback and follow up.

Interactive Multimedia CD Rom cum Field Training Model : In this an interactive CD can be prepared which include, training content, simulations from actual field training, video clippings, audio clippings, recorded actual demonstrations and presentations by expert trainers. This method can take the major load of training. In addition, hands on training can be provided for a minimum required period either with the help of mobile training teams or providing training in selected centres during the meeting days at district headquarters.

Convenient Workshop model : In this model an intensive training programme both in classroom and the field is provided in workshop method. An intensive workshop can be organised in each centre to provide theoretical training inputs and hands on training.

In order to answer the question of coverage of large number of ANMs for training in RCH, technological support is the only answer. Therefore, it is advisable to adopt collaborative effort with IGNOU and other State Open Universities for providing this support. The academy can take leading role with the advice of Department of Family Welfare and UNFPA.

TRAINING INPUTS

- (i) Development of teaching / learning materials and notebooks,
- (ii) Materials for teleconferencing, audio materials and CDs,
- (iii) Video clips on various procedures, (iv) Video recording of teleconferencing, (v) Capacity building, (vi) Trainers training programme in relevant areas, (vii) Resource persons for organizing training programmes, (viii) Strengthening of institutions,
- (viii) Providing print material and audio video-materials, (ix) Internet devices and internet faculty, (x) Television with audio CD and video player,

METHODOLOGY OF TRAINING

Production of competency based materials : A team of experts will be identified and trained to prepare training/learning materials which include print material, audio video cassettes and CDs. Print material plays a vital role in teaching learning and is preferred to all other instructional media. Similarly, the audio, video, TV and radio programmes need to be developed as these can prove to be an effective and viable tool of training in terms of cost effectiveness and access. These are more effective than chalk and talk method.

Identifying training centres : Training has to be made available in the various regions. For this purpose district centres will be identified either in NGOs, existing district training centres etc. which will cater to the training requirements of the concerned district. Large number of such centres have to be established to provide timely training in cost effective manner for large coverage of learners.

Identifying resource person : A teaching resource person including the district training coordinator can be identified either on contrast or selecting from among the identified centres exclusive for the purpose of the training. These resource person will be trained to carry out training.

Establishing the link with satellite centres : It will be a costly affair to invest on these centres. Therefore collaboration is made with other universities / institutions for using the existing facility. This will help to train a large number of ANMs in a small duration of time across the country and benefit them with expertise of the resource persons. A well established university/NGO can take a leading role and IGNOU can be an important collaborative agency to undertake the task of training by adopting various approaches.

Networking of the Institutions : The institutions offering inservice training of health workers will be strengthened and used for providing field training. A team of trainers will be identified and trained to provide the hands on training in actual field under supervision. The field training teams can either be identified at from various districts or a core team of trainers will be identified and trained for providing mobile training.

Evaluation and Follow up : At the end of training a centralized examination can be conducted. Appropriate evaluation procedure shall be adopted to evaluate the learners and certificate will be offered.

ADVOCACY GROUPS AND INTERACTIONS

- (a) IGNOU (b) NIHFV (c) State Open Universities/Distance Learning Institutions (d) NCERT (e) NIPCID (f) Selected NGO's and (g) National Institute of Open Schooling

RECOMMENDATIONS

- * Collaboration with institutions of excellence for imparting training.
- * Creating resource learning centres at local, regional and national level to monitor the quality of training
- * Provide adequate infrastructural facilities for learners such as PC, telephone facility, etc.
- * Training a team of master trainers on continuous basis
- * Create continuing education cells in each ANM and GNM schools and make provision for funding such programmes on continuous basis
- * Appoint local block and district resource persons / coordinators among the trained master trainers in each resource centres to take responsibility of training in their area.

RECOMENDED READING

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