

# ***Minutes from WORKSHOP***

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## ***Content and organization of the modules – Background literature and training materials***

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Place: Trnava University, Trnava, Slovakia

### Participants:

- Ankie van den Broek (Royal Tropical Institute)
- Peter Pober-Lawatsch (Horizont 3000)
- Martin Rusnák (Trnava university)
- Lenka Jančovičová (Trnava university)
- Eva Nemčovská (Trnava university)
- Monica O ´Mullane (Trnava university)
- Martina Žáková (Trnava university)
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- Alena Uričková (Trnava university)
- Ingrid Juhásová (Trnava university)
- Juraj Jančovič (Trnava university)
- Marek Majdan (Trnava university)
- Alexandra Bražinová (Trnava university)

### Facilitator:

- Ankie van den Broek (Royal Tropical institute)

### Content of the workshop:

#### **Opening**

- Professor Martin Rusnák – dean of the Faculty of Health Care and Social Work

#### **The content and organization of the modules**

- Short explanation of Ankie van den Broek and Peter Pober-Lawatsch about the nature and content of their comments on module descriptors:
  - ✓ Formulation of learning objectives: sometimes still unclear: e.g. learning is not a learning objective)

- ✓ Sometimes the topic can be interpreted in various ways
- ✓ The discrepancy between the assigned time and number of topics to teach
- ✓ The matrix of relation between general competencies and module objectives is not always consequent: sometimes it is not clear why people should come to a certain level.
- ✓ The public health module still needs some shaping up in content and objectives

### ***Learning objectives***

- specify what behavior a student must demonstrate or perform in order for a teacher to know that learning took place.

### ***Taxonomy of objectives***

Method of ordering objectives according to various levels

Example: taxonomy of Bloom (in order of increasing difficulty):

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

### ***General competencies (ordering competencies according taxonomy of Bloom):***

1. be an advisor and/or when needed a leader, contributing to the management of a project  
- **ANALYSIS**
2. contributes to local capacity development and knowledge transfer  
- **APPLICATION**
3. works context sensibly in development and humanitarian work with a main focus on social and health related issues  
- **APPLICATION**
4. works as a professional and communicate effectively in an intercultural context  
- **COMPREHENSION / APPLICATION**
5. be conflict sensitive in his/her work and respecting human rights\*  
- **APPLICATION**
6. maintains a secure and healthy working and living environment and can take appropriate action when needed  
- **APPLICATION**

\* Crosscutting issue

- **Exercise: Identifying people with experience:**
  - with work in low income country (more than 1 year) – orange papers
  - with using of participative methods in learning – blue papers

In core part of the training program are present people with both experiences. Most of people with experience from low income countries participate in modules of core part, so in each module are present at least 2 such people. The same can be applied for people, who have experience with using of participative methods in learning.



In specialized modules, we are lacking people with experience from low income countries. There are only 2 such people for 3 specialized modules and we will try to increase this number. Number of people who have experience with using of participative methods in learning seems to be sufficient in specialized modules.

Conclusion: There is a shortage of staff with (professional) experience in low income countries especially for the specialized modules.

- **Group work: module coordinators and their members**

Answering the questions:

1. What is the most important aim and what is the most demanding competence people should acquire of the specific module?
2. Is the content in line with the objectives and the level of competency participants have to reach?
3. Is the module well situated in the entire training program?
4. Are there clear and important linkages with other modules?
5. Is there overlap in the content with other modules?
6. Are cross cutting issues addressed in the module? (e.g. gender, human rights)
7. Are the learning methods chosen appropriate for this module? Is there enough variation?
8. Is the time allocated for the subject too short/ sufficient/ too long? Why? (include direct and indirect hours)

- **Presentation and discussion with the entire audience**

- ✓ Context of development work in different cultural environment
  - Main aim: to understand the context of development work in different cultural environment
  - Most demanding general competence:
    - No. 4 (works as a professional and communicate effectively in an intercultural context)
  - Objectives are set in knowledge/comprehension/application level of competence – in some objectives are the competencies too low
  - Module is well situated in the training program.
  - Linkages with other modules are clear
  - Possible overlap with specialized module no.1 – International social work
  - Cross cutting issues are not enough included
  - Individual assignments include reading & reflecting (Learning journal)
  - Duration: 48 contact hours + 10 noncontact hours
- ✓ Development cooperation & humanitarian assistance
  - Main aim: to understand national (Slovak) & international context of development cooperation & humanitarian assistance
  - Most demanding general competence:
    - No. 3 (works context sensibly in development and humanitarian work with main focus on social and health related issues)
  - Module is well situated in the training program.
  - Linkages with other modules are clear
  - Possible overlap with specialized module no.1 – International social work
  - Cross cutting issues are not enough included
  - Individual assignments include reading & preparation of presentations
  - Duration: 40 contact hours + 8 noncontact hours
- ✓ Nursing
  - Main aim – to respond / emphasize to needs of community
  - Objectives are set application level of competence
  - Most demanding general competence:
    - No. 3 (works context sensibly in development and humanitarian work with main focus on social and health related issues)
  - Is module well situated in the program?
  - Overlap/linking – M4 (Community development), SM1 (International social work), SM3 (Public health)
  - Linking – M1 (Context of development work in different cultural environment), M4 (Community development)
  - Gender not in respect to human rights

- Number of hour is too short for community nursing
- 2 books for first aid – ok
- Need to include: Community nursing in low income countries (teaching manuals, articles, cases)
  
- ✓ Public health
  - Needs revision
  - Main aim – to understand public health principles
  - Most demanding general competencies:
    - No. 2 (contribute to local capacity development and knowledge transfer),
    - No. 3 (works context sensibly in development and humanitarian work with main focus on social and health related issues),
    - No. 6 (maintains a secure and healthy working and living environment and can take appropriate action when needed)
  - Duration – 24 direct hours + 5 indirect hours
  - Who is the target group?
  - To drop: epidemiology
  - To put: environmental health, determinants of health, health systems (link to policies)
  - Basic document:
    - Global public health (few chapters)
  - Include:
    - More literature on practice (eg community health/hygiene)
    - Oxford handbook: chapters
    - Practical NGO papers
    - Literature related to low income countries
  - Link with case studies (make case studies from own experience)
  - Interviews / role plays

### **Background literature and training materials**

- ***Group Work: module coordinators and their members***

Answering the questions:

1. Are documents identified that all facilitators of a certain module should know/read?
2. Are literature and resources relevant according to the contents of the modules?
3. What documents are perceived as “background” for the facilitators, and what will be required reading for the students

4. How much do you expect that a student can read in the time available during the course?
5. What kinds of materials are still missing, how to get them (partners, internet, other possibilities)?
6. How will teaching materials be used?

- ***Presentation and discussion with participants***

- ✓ International social work
  - Consider title change – ???Marginalized populations???
  - Based on book – from Cox
  - Required literature for participants – chapters from the book
  - Need to add: articles, scientific papers, case studies, practical papers
  - Focus on: marginalized populations
  
- ✓ Project management
  - No available literature yet
  - Who is the consumer?
  - What is the level of competence – understand basics (too low) or evaluate (too much)
  
- ✓ Context of development work in different cultural environment
  - Introductory article is missing
  - Core of the module: intercultural aspect
  - From the literature only books are provided (practical papers, articles & case studies are missing)
  - Cross cutting issues: HR & Gender are missing
  
- ✓ Development cooperation & humanitarian assistance
  - Required reading: national Slovak ODA, Millennium declaration, MDGs, Sphere project, Paris declaration...
  - Include national policies in low income countries
  - Case studies needs to be prepared
  - Articles are missing
  
- ✓ Community development
  - Only one book is available (CD in conflicts)
  - Problem based learning
  - Analyzing the article & presenting

**Remarks:**

- ✓ What will be the name of the training program?
- ✓ What will be the entry requirements for participants? (education, practical experience...)
- ✓ Which conditions should be fulfilled, if participant will not attend one of the modules?
- ✓ Requirements of attendance for certificate?

Minutes written by: Juraj Jančovič

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