



World Health
Organization



DEPARTMENT OF CHILD AND ADOLESCENT HEALTH AND DEVELOPMENT

Orientation Programme on Adolescent Health for Health-care Providers

Facilitator Guide NEW MODULES

Orientation Programme on Adolescent Health for Health-care Providers

Part I

Planning and preparing

BACKGROUND AND OBJECTIVES OF THE ORIENTATION PROGRAMME

Many individuals and institutions have important contributions to make to promoting healthy development in adolescents and in preventing and responding to health problems in them, if and when they arise. Health-care providers (HCP) have important contributions to make in both these areas. However, situation analyses and needs assessment exercises carried out in different parts of the world point to shortcomings in their professional capabilities and in their “human qualities” as a result of which they are unable and sometimes unwilling to deal with adolescents in an effective and sensitive manner.

To address this need, the Department of Child and Adolescent Health and Development (CAH) of the World Health Organization (WHO) has worked with the Commonwealth Medical Association, UNICEF and UNFPA to develop the Orientation Programme (OP) on adolescent health for health-care providers.

Overall aim

The overall aim is to orient health-care providers to the special characteristics of adolescents and to appropriate approaches to addressing some of their health needs and problems. This will strengthen the abilities of health-care providers to respond to adolescents more effectively and with greater sensitivity. It is expected that the OP will significantly contribute to building national and regional capacity on adolescent health and development.

Intended beneficiaries

The OP is intended for health-care providers (e.g. nurses, clinical officers and doctors) who provide preventive and curative health services to adolescents and to other segments of the population. Other professionals (such as psychologists, social workers, teachers, youth workers and others) should be invited as well so that they may share their experiences and insights on specific areas. It is also expected that adolescents themselves will participate in the OP to provide an “adolescent perspective” to the discussions.

It is worth noting that the OP was conceived and developed with the active participation of its intended beneficiaries. This has been done through the organization of participatory development workshops in several countries around the world.

Expected outcomes

It is expected that health-care providers who participate in the OP will:

- Become more knowledgeable about the characteristics of adolescence and of different aspects of adolescent health and development;
- Become more sensitive to the needs of adolescents;
- Be better equipped with facts and figures to argue for increased investment in adolescent health and development;
- Be better able to provide health services to adolescents that respond to their needs and are sensitive to their preferences;
- Have prepared a personal plan indicating the changes they will make in their work.

However, the OP is not intended to equip participants with specific clinical or counselling skills in adolescent health care.

In practical terms, the OP will provide participants with ideas and practical tips to two key questions:

- What do I, as a health-care provider, need to know and do differently if the person who walks into my clinic is aged 16 years, rather than six or 36?
- How could I help other influential people in my community to understand and respond better to the needs and problems of adolescents?

AIM AND COMPONENTS OF THE FACILITATOR GUIDE

The OP is designed to be implemented mainly in a workshop context. It is intended to be a dynamic and interactive programme in which facilitators actively engage the participants in the teaching/learning process. A range of teaching and learning methods has been carefully selected to enable this to happen in an effective manner. This *Facilitator Guide* provides essential information to the organizers and facilitators to plan and implement the OP.

The aims of the Facilitator Guide

- To provide information on planning and preparing for the Programme
- To provide an overview of the teaching and learning methods used in the Programme
- To give detailed instructions for conducting individual modules.

The guide consists of two parts:

- Part I. Planning and preparing
- Part II. Guidelines for conducting individual modules.

Part I is organized in seven sections as follows:

Section I. Introduction to the Orientation Programme

Provides an overview on the content of the Programme.

Section II. Designing the structure and content of the Orientation Programme workshop

Contains suggestions for:

- Establishing the structure and content of a three-day OP workshop
- Selecting appropriate health issues/topics to include in an OP workshop.

Section III. Gathering information about adolescent health and development

Provides suggestions on facts and figures on adolescent health which would be useful to have in advance of the workshop, and on how to structure this information.

Section IV. Key teaching/learning methods

Discusses the facilitation of the OP, and the teaching/learning methods used in it:

- Criteria for selecting facilitators
- Role of the facilitators
- Ground rules for participatory training
- Planning and running the modules on health issues.

Section V. Inviting participants and other contributors

Provides suggestions on inviting the participants and other contributors to the OP, with specific suggestions on:

- Drawing on the expertise of specialists
- Planning a formal opening ceremony
- Involving adolescents.

Section VI. Planning for the Orientation Programme workshop

Contains a checklist for workshop planning and preparing for the OP.

Section VII. Evaluation methods for an Orientation Programme workshop

Providing an overview of workshop evaluation methods:

- To measure the participants' reactions
- To measure changes in the participants' knowledge
- To measure changes in the participants' practice
- Follow-up questionnaire.

Part II has two sections and provides all the information and materials needed to run a given module¹. It includes the module schedule and the “step-by-step instructions” to run each of the sessions. It also includes all the support materials needed to run the module, such as slides with accompanying talking points, flipcharts and their contents, and case-study materials with notes on issues that they raise. Finally, it includes *Tips for you* to help you respond to questions that may be raised by participants, identifies matters that may be sensitive and about how to deal with them.

Section I. Core modules

Module A	Introduction
Module B	Meaning of adolescence and its implications for public health
Module C	Adolescent sexual and reproductive health
Module D	Adolescent-friendly health services
Module E	Adolescent development ²
Module F	Concluding

¹ Slides on global data and issues are also part of each module. You may want to prepare background materials on local data for each of the modules.

² Under development.

Section II. Optional modules

Module G	Sexually transmitted infections in adolescents
Module H	Care of adolescent pregnancy and childbirth
Module I	Unsafe abortion in adolescents
Module J	Pregnancy prevention in adolescents
Module K	Substance use in adolescents
Module L	Mental health of adolescents
Module M	Nutrition in adolescents
Module N	HIV/AIDS in adolescents ¹
Module O	Chronic diseases in adolescents ¹
Module P	Endemic diseases in adolescents ¹
Module Q	Injuries and violence in adolescents ¹

¹ Under development.

Section I

Introduction to the Orientation Programme

CONTENT OF THE ORIENTATION PROGRAMME

The OP consists of core and optional modules. Figure 1 shows the core and optional modules which have been developed or are currently under development. It is necessary for all participants in the OP to go through the core modules: *Introduction*, *Meaning of adolescence and its implications for public health*, *Adolescent sexual and reproductive health*, *Adolescent-friendly health services*, *Adolescent development*¹, and the *Concluding* module. This is because they cover the essential topics that will equip the participants with the knowledge and understanding they need to achieve the overall aims of the Programme.

Considering your local needs and resources, and the time available, you and your colleagues will need to decide which of the optional modules will be appropriate for inclusion in your workshop. It is important to note that time constraints should not limit the inclusion of as many modules as you need. This will be further clarified when we discuss the options of running the workshop.

Running each module takes about 3 hours (or half a day), except for the *Introduction* module which requires about 1 ½ hours, and the *Meaning of adolescence and its implications for public health* module which requires 4 hours. Running all the currently available core modules would take about 2 ½ days. This can be conducted on consecutive days, or with interruptions over several days, depending on participants' availability. Local workshop organizers and facilitators will need to decide which optional modules to include, based on local priorities in adolescent health.

FIGURE 1

Modules of the Orientation Programme

Core modules

- A. Introduction
- B. Meaning of adolescence and its implications for public health
- C. Adolescent sexual and reproductive health
- D. Adolescent-friendly health services
- E. Adolescent development¹
- F. Concluding

Optional modules

- G. Sexually transmitted infections in adolescents
- H. Care of adolescent pregnancy and childbirth
- I. Unsafe abortion in adolescents
- J. Pregnancy prevention in adolescents
- K. Substance use in adolescents
- L. Mental health of adolescents
- M. Nutrition in adolescents
- N. HIV/AIDS in adolescents¹
- O. Chronic diseases in adolescents¹
- P. Endemic diseases in adolescents¹
- Q. Injuries and violence in adolescents¹

This *Facilitator Guide* has been prepared to assist you with planning, implementing and evaluating the OP.

¹ Under development.