

Orientation Programme on Adolescent Health for Health-care Providers

*Handout for*

Module A

# Introduction



This handout provides information to complement the material covered in the module *Introduction* to the Orientation Programme (OP) on adolescent health. The facilitator may refer to the text in this handout during the sessions and you may be asked to read some extracts.

References are included at the end.

## **THIS HANDOUT PROVIDES INFORMATION ON THE FOLLOWING:**

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## 1. OVERALL AIM OF THE ORIENTATION PROGRAMME

To introduce and orient health-care providers to the special characteristics of adolescence and the appropriate approaches to address selected priority health needs and problems of adolescents.

This aim will be achieved through a series of core and optional modules. While organizations, institutions and other entities that wish to implement the Orientation Programme are required to conduct all core modules, the optional modules can be selected according to local needs and priorities.

## 2. EXPECTED OUTCOMES OF THE ORIENTATION PROGRAMME

It is expected that at the end of the programme, the participants will:

- Be more knowledgeable about the characteristics of adolescence and adolescent development
- Be more sensitive to the needs of adolescents
- Be better-equipped with information and resources
- Be better able to provide adolescent-friendly health services
- Have prepared a personal plan indicating the changes they will make in their work.

### *WHAT DOES THE ORIENTATION PROGRAMME NOT DO?*

The Orientation Programme is not designed to develop improved clinical or counselling skills in adolescent health service provision.

## 3. INTENDED PARTICIPANTS

The Orientation Programme has been developed to address the needs of health-care providers in their work with adolescents. Adolescents can be participants in the Orientation Programme and their inclusion will ensure that their point of view is heard. Representatives from other relevant professional groups (e.g. youth workers, social workers, psychologists, nutritionists and teachers) are also invited to participate in the programme to give it a multisectoral perspective.

## 4. ORIENTATION PROGRAMME MODULES

Figure 1 shows the core and optional modules which have been prepared. All participants in the Orientation Programme must follow the core modules, and the programme organizers will decide which of the optional modules will be used, based on local needs and resources.

**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 development <sup>1</sup>
- 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 adolescents <sup>1</sup>
- O. Chronic diseases in adolescents <sup>1</sup>
- P. Endemic diseases in adolescents <sup>1</sup>
- Q. Injuries and violence in adolescents <sup>1</sup>

<sup>1</sup> Under development

## 5. METHODOLOGY

The teaching and learning methods used throughout the Orientation Programme are participatory and appropriate to working with adults who always bring a wealth of personal experience to any learning event. It is recognized that the main group of intended participants already have extensive clinical and/or other experience of working with adolescents and adolescent health issues.

A participatory approach enables the individual to draw on his/her own experience and learn in an active way. It also enables a more equal relationship between participants and facilitators than is possible in the more conventional trainer-learner or teacher-student approaches.

The Programme uses a range of methods and approaches, from direct input in the form of short mini lectures to problem-solving in small groups and role play sessions.

### Ground rules for participatory learning

Experience has taught us that it is sometimes necessary to establish some ground rules when using participatory approaches. The following are some examples of such rules:

- Treating everyone with respect at all times, regardless of gender, age or cultural differences;
- Ensuring and respecting confidentiality so that facilitators and participants are able to discuss sensitive issues (such as those relating to sexual and reproductive health, mental health and substance use) without fear of repercussions;
- Agreeing to respect and observe time-keeping and to begin and end the sessions on time;
- Making sure that everyone has the opportunity to be heard;
- Willing to accept and give critical feedback;
- Drawing on the expertise of other facilitators and the participants in difficult situations.

Adherence to these rules will help to ensure an effective and enjoyable learning environment.

### Visualization in Participatory Programmes (VIPP) methods

The Orientation Programme also uses Visualization in Participatory Programmes (VIPP) methods (1, 2). VIPP is a people-centred approach to planning, training, and other group events. It combines techniques of visualization with methods for interactive learning. Central to VIPP is the use of a large number of multi-coloured paper cards of different shapes and sizes on which you express your key ideas in letters or diagrams, large enough to be seen by the whole group. Using this method, everyone takes part in the process; even participants who are shy or hesitate can find a means of expression. Those who might normally dominate the group are required to let others have a say.

Some rules for card-writing so that VIPP will be successful:

- Write only one idea per card
- Write a maximum of three lines on each card
- Use key words
- Write large letters in both upper and lower case
- Write legibly
- Use different sizes, shapes and coloured cards to creatively structure the results of discussions
- Follow the colour code established by the facilitator for different categories of ideas.

VIPP cards can be used in plenary sessions or small groups for you to put down your responses to a question. The use of cards enables the responses to be organized in a logical way and to show areas of consensus and disagreement.

## 6. REFERENCES

1. *VIPP (Visualization in Participatory Programmes): A manual for facilitators and trainers involved in participatory group events.* UNICEF, Bangladesh, 1993.
2. *Games and exercises. A manual for facilitators and trainers involved in participatory group events.* Visualization in Participatory Programmes (VIPPP). UNICEF Eastern and Southern African regional office, Nairobi and UNICEF headquarters, New York, 1998.