

Teaching Materials and Services

TALMILEP

On the occasion of the ILEP meeting in Lisbon in December 1985, TALMILEP held its first meeting as a joint project under the coordination of the German Leprosy Relief Association (DAHW). A budget was organized to cover the cost of TALMILEP's activities planned for 1986, with support from 7 member organizations within ILEP. Estimated amounts were allocated to—*Survey* of teaching and learning materials in all ILEP projects in cooperation with the ILEP Coordinating Bureau; *Assessment* of materials under the guidance of Dr Felton Ross (American Leprosy Missions, Inc.); *Production* of various items, including a French language edition of the *Technical Guide for Smear Examination for Leprosy by Direct Microscopy*, published by the Leprosy Documentation Service in Amsterdam, *Leprosy in Africans* by Jacyk in English/French, *Essentials of Leprosy* by Pearson and Ross, *The Diagnosis and Management of Leprosy Patients from ALERT*, Addis Ababa, *Chart for the Bacteriological Index (BI) in Leprosy* from Oxford; *Distribution* mainly by the Leprosy Mission International in London. Additional plans are under discussion for the translation of various items of teaching–learning material into other languages and their distribution. Contact: TALMILEP Secretariat, German Leprosy Relief Association, Postfach 348, D-8700 Würzburg 11, W. Germany.

Principles of health education

The following is taken from a recent communication from the Centre for Medical Education, 2 Roseangle, The University, Dundee DD1 4HN, Scotland:

'Health education is an essential component of any programme to improve the health of a community, and it has a major role in promoting: (a) good health practices; (b) the use of preventive services; (c) the correct use of medications; and the pursuit of rehabilitation regimes; (d) the recognition of early symptoms of disease and promoting early referral; and (e) community support for primary health care and government control measures.

Despite the potential benefits of health education, existing schemes are often inadequate and ineffective. In this article I review a range of experiences in the developing world to identify the ingredients for effective and appropriate health education. The key decisions that form the basis for any planning are decisions over what the desired change should be, where the health education should take place, who should carry it out, and how it should be done.'

Low cost health care and manpower training

An annotated bibliography on low cost rural health care and health manpower training, with special emphasis on developing countries, has been produced by the International Development Research Office. The bibliography is published in regular volumes costing £5.00 each, and is available from I T Publications Ltd, 9 King Street, London WC2E 8HW.

The School of Medical Education, University of New South Wales, Australia

The Centre for Medical Education Research and Development was established in 1973 at the University of New South Wales through a tripartite agreement between the World Health Organization, the Commonwealth Government and the University. Its primary goal is to assist in raising the standards of health care through the advancement of education for the health professions. In September 1983 Council of the University approved a Faculty of Medicine resolution to upgrade the Centre to a School of Medical Education. The School trains teaching and administrative staff responsible for education in the health professions, assists organizations responsible for education and training programmes, and provides consultant services and conducts research.

The School operates at Faculty level within the University of New South Wales Medical School, at the national level in collaboration with various institutions within Australia, and at the regional level in collaboration with the World Health Organization as the WHO Teacher Training Centre for Health Personnel in the Western Pacific Region.

The WHO Regional Teacher Training Centre is supported by the Australian Development Assistance Bureau, the Australian Department of Health, the University of New South Wales and the World Health Organization.

The academic programme within the University covers a Master's degree course in Health Personnel Education by course work or research, advanced study and research in the field of health personnel education leading to the degree of Doctor of Philosophy, a series of intensive courses on specific educational topics, and a seminar programme.

Enquiries to: Helen Fodor, School of Medical Education, University of New South Wales, PO Box 1, Kensington NSW 2033, Australia.

A training manual for laboratory procedure in MDT in tuberculosis and leprosy

We are grateful to Dr H C Loudon, The Leprosy Mission, PO Box 447, Madang, Papua New Guinea, for sending copies of the above manual together with another on the use of the microscope. That on laboratory procedure covers all the basic steps for the examination of sputum and skin smears and is profusely illustrated with line drawings. The manual on the microscope is for staff at health centre level, emphasizing the most important practical points in the use and care of the '... most important machine in a laboratory'. Two courses have already been run using these manuals as the basic text, whilst collecting specimens and carrying out staining techniques in the base laboratory, under skilled supervision. Practical training is given in reading smears; results are checked and further training arranged where this is found necessary.

Videos on sale by TALC, London

Teaching Aids at Low Cost (TALC) now has a small number of videos on VHS format only for sale at £13.00 sterling, inclusive of surface mail (£2 extra for air mail). These include 'Chemotherapy of Leprosy for Control Programmes'; a 15-minute video describing multiple drug therapy for leprosy using the regimens recently recommended by WHO. Apply: TALC, PO Box 49, St Albans, Herts AL1 4AX, United Kingdom.

Health Education Research; a new journal

A pilot issue of this new journal has recently appeared; it is published by IRL Press in Washington DC and Oxford UK and the policy is described in this extract from the Editorial:

Health Education Research publishes original contributions across the entire spectrum of health education and health promotion. The perspective is international, and standards will be determined through conventional academic refereeing by specialists of acknowledged expertise. Its sub-title *Theory and Practice*, is quite deliberate: it publishes material both on theoretical processes and models and on their practical implementation. Contributions are thus welcome not only from academics in health education and related disciplines, but especially from practising health educators. Although the journal is to be published to academic standards, practitioners should be aware that the journal aims for a practical perspective on problems. It is the quality and relevance of *content* that matters, not whether material is structured in academic terms. Indeed, the overriding criterion of publication for any article is quite straightforward: will practising health educators gain any real understanding of the processes, rationale or philosophy underlying the health education activities in which they are currently engaged? Or, to state it more simply, "What have I learned from this that will help me in what I do?" If the answer is nothing, then the article is not for this journal.'

Executive Editor: Dr D S Leather, University of Strathclyde, Advertising Research Unit, Department of Marketing, 173 Cathedral Street, Glasgow G4 0RQ, United Kingdom.

Skin Smear Technicians' Course, Karigiri, South India

Mr George William, Training Officer at the Schieffelin Leprosy Research and Training Centre, Karigiri, PIN 632 106, North Arcot District, South India, has kindly supplied details of the syllabus used in these highly successful courses: 'Duration—3 months. Medium of Instruction: English. Course content: Introduction of leprosy—polar concept; Introduction to microbiology; Microscope—Its parts—use of a microscope; Staining of micro-organisms; Ziehl-Neelsen stain; Preparation of stain; Staining by ZN stain; Use of a chemical balance for weighing reagents; Use of volumetric flask, pipettes; % solutions; Wade's technique of slit and scrape technique; Preparation of smears from the nasal mucosa; Fixation of smears; Examination of skin smears and estimation of Ridley's Bacillary Index (B1) and Morphological Index; Technique of collection of skin scrapings for dermatophytes; Destruction of micro-organisms and various techniques used in sterilization in a laboratory; use of a hot air oven for sterilization of instruments used in the laboratory; Cleaning of glass-ware; Measures to avoid mistakes in the labelling of specimens and the writing of reports in the laboratory; Safety in the laboratory and first aid; and field trip and collection of smears under field conditions.'

A diploma in education for primary health care, Manchester, UK

A Diploma in Education for Primary Health Care is offered by the Department of Community Medicine of the Manchester Medical School and the Department of Adult and Higher Education at the University of Manchester. The three course components cover: health and the role of health education; adult education methods and skills, including an integrated intersectoral approach based on community participation; and

optional courses on literacy, adult education in developing countries, population, etc. Topics treated include the need for PHC, role of the village-level worker and of an adequate referral system, PHC in the context of integrated rural and urban development and as part of a world-wide emphasis on people's participation in development. The Diploma is an advanced award open to graduates, and to nongraduates who have relevant qualifications and experience. It may be completed in one year of full-time study, or 3 years part-time. The academic year begins in September. Inquiries about course content, fees and other administrative details, as well as requests for application forms, should be addressed to: The Administrative Assistant, Department of Adult & Higher Education, The University, Manchester M13 9PL, United Kingdom.

The African Medical and Research Foundation: AMREF

The African Medical and Research Foundation (AMREF) is an independent nonprofit organization which has been working for more than 27 years to improve the health of people in eastern Africa, mostly in Kenya, Tanzania, Southern Sudan and Uganda. AMREF runs a wide variety of innovative projects with an emphasis on appropriate low-cost health care for people in rural areas. Project funds come from government and nongovernment aid agencies in Africa, Europe and North America as well as from private donors. AMREF is in official relations with the World Health Organization. AMREF has offices in a number of countries (UK, USA, Germany, Sweden, Canada, Denmark, France and The Netherlands).

For further information please contact: *United Kingdom*: African Medical and Research Foundation, 68 Upper Richmond Road, London SW15 2RP. Tel: 01-874 0098; *Kenya*: African Medical and Research Foundation (Headquarters), P.O. Box 30125, Nairobi, Tel: 501301/2/3, 500508.

Diagnostic tests for developing country diseases; DIATECH

We recently received the following press release from PATH, Canal Place, 130 Nickerson Street, Seattle, WA 98109, USA:

The Program for Appropriate Technology (PATH), an international, nonprofit organization, is initiating a five-year project in collaboration with the United States Agency for International Development (USAID) and the Department of Immunology and Infectious Diseases, Johns Hopkins University. The DIATECH project will develop and make available diagnostic tests specifically for use in developing countries: The diseases selected for priority attention are: malaria, diarrhoeal diseases and acute respiratory diseases.

Additional diseases will be added to this list, and may include: onchocerciasis, filariasis, leishmaniasis, trypanosomiasis, acquired immune deficiency syndrome, and tuberculosis. The DIATECH project will develop diagnostic technologies through subcontracts to universities, private and public research organizations, firms, and individuals. Subcontracts will lead to the development of reagents, design of test kits, field evaluation, training, manufacturing, introduction, distribution, and impact evaluation of appropriate diagnostic systems.

Leprosy is not mentioned in this preliminary announcement, but in view of the potential role of serological tests in this disease, it may be of value to keep in mind participation by the above programme.

Posters for health education in developing countries

Although very difficult to assess in objective terms, there is a general opinion amongst health educators that carefully thought-out and designed posters, taking full account of local attitudes and traditions, may be valuable. If they are properly displayed and kept in good condition it is certainly a matter of common observation in developing (and even developed) countries, that people will indeed examine and read them, particularly in maternal and child health clinics and it seems increasingly likely that they have led to improvements in health education. The vital importance of pre-testing, revising and even testing again, has been emphasized in a recent publication on water and sanitation by Bob Linney and Ken Meharg (*Waterlines*, Volume 4, October 1985). They have also organized a number of workshops, mainly in India, for the local production of posters, and Bob Linney is keenly interested to hear from anyone who would like advice or technical help in the production of posters for leprosy. His address is: Holly Tree Farm, Walpole Lane, Walpole, Halesworth, Suffolk, UK.