

## Teaching Materials and Services

### **A one-week course in leprosy for medical students, Karigiri, South India**

We are indebted to Mr Ernest Fritschi, Director and Consultant Surgeon, the Schieffelin Leprosy Research and Training Centre, Karigiri, PIN 632 106, North Arcot District, South India, for the following details of a one-week course in leprosy for medical students. Mr Fritschi has emphasized that this course stresses the cognitive aspects, together with attitudes, but is not adapted for communicating skills. It is intended to give the students an idea of what leprosy work involves and to encourage them to pursue in greater detail their further studies.

*Preamble.* The students who attend the course have voluntarily chosen to come for the course during their Pooja holidays and are therefore highly motivated to participate in the course.

The aim of the course is to provide the students with adequate knowledge and skills to enable them to diagnose and manage leprosy in all its forms and to positively change their attitude to the disease, so that they may respond to the needs of those suffering from the disease when they qualify and to encourage them to seriously consider career opportunities in research in leprosy.

*Objectives.* At the end of the course the student will be able to:

- 1.1. Examine completely a patient with suspected leprosy; 2, diagnose and classify leprosy in all its stages; and 3, differentiate the lesions from the commoner skin conditions.
- 2.1. Write down the method of skin-smear examination and indicate its usefulness in the diagnosis, classification and monitoring of progress of leprosy patients; 2, list the animals used in experimental study of *M. leprae* and discuss their usefulness and limitations; 3, illustrate the differences between the histopathological findings in lepromatous leprosy and tuberculoid leprosy by a schematic diagram and correlate it with the clinical manifestations; 4, explain the immunological response in the host to *M. leprae* in tuberculoid leprosy and its failure in lepromatous leprosy, and the mechanisms of reactive states in leprosy.
- 3.1. Treat leprosy in all its forms including 'reactive' states; 2, instruct a patient with anaesthetic feet and/or hands, on the care of their limbs; 3, list the principles of ulcer preventive foot-wear; 4, explain the causes of foot ulceration and differentiate between simple and complicated ulcers; and 5, indicate the conditions for which reconstructive surgery can be useful and advise patients in all stages of disability regarding their rehabilitation.
- 4.1. Explain the principles of the National Leprosy Eradication Programme; and 2, describe the practical steps required in organizing leprosy control activities.

A typical timetable, i.e. as used in October 1985, is printed overleaf:

### **Health education in leprosy work; a manual for health workers**

We welcome the appearance in print of the English and French versions of this health education manual by Dr Luc G Van Parijs, Consultant in Health Education, Avenue Hellvelt 22, B-1180 Brussels, Belgium. This is a document of nearly 100 pages, A4 format, covering the entire subject under the following main headings: Introduction; preparing for the training; leprosy from the patient's and the community's point of view; educating patients and the community about leprosy and its control; bibliography and questionnaire. Subject to arrangements about the cost of mailing etc, copies may be obtained free of charge from the author at the above address, or from Association Francaise Raoul Follereau, B.P. No 79, F-75722 Paris Cedex 15, France.

### **TALMILEP; planning items of teaching and learning material for leprosy**

Ms Ingrid Kalf has kindly supplied the following checklist for planning the production and distribution of individual items of teaching and learning material for leprosy. The accompanying introduction reads:

In its Recommendations to ILEP Member Associations, the ILEP Steering Committee on Teaching and Learning Materials (TALMILEP) urges that the production/distribution of individual items of teaching material should be planned carefully and thoroughly, well before preparation and production activities begin.

Moreover, special attention should be given to the incorporation of assessment mechanisms, such as field trials and user evaluation.

21 Monday	22 Tuesday	23 Wednesday	24 Thursday	25 Friday	26 Saturday
Registration conducted tour	Social aspects	Clinical manifestation 2/2	Reactive states 2/2	Physiotherapy	Feed back
Historical aspects	Histopathology of leprosy	Differential diagnosis 1/2	Immunology	Leprosy control 1/2	Feed back
Case taking	Village clinic senoor	Epidemiology	CPC	Statistics	Concluding session
Health education	Ocular manifestation	Clinical demonstration	Ulcers & footwear	Therapy of leprosy	—
Microbiology	Classification	Clinical demonstration	Reconstructive surgery	Leprosy control 2/2	—
Aetiology & diagnosis	Clinical manifestation	Reactive states 1/2	Deformity	Differential diagnosis	—

Video Programme: 21 Mon—Case taking in leprosy (\$1. tape); 22 Tue—Classification, Keep blinking, Iridocyclitis; 23 Wed—Reactive states, Temp. mus. transfer, Painless feet, Healing while walking; 24 Thu—Leprosy control (\$1. tape), MDT programme; 25 Fri—Entertainment (video).

TALMILEP offers assistance in the form of information about existing materials, and resources for production/distribution.

The attached checklist covers the following points: A Target user group; B Survey of existing resources; C Planning new material; D Resources for production and distribution; E Programme/target dates.

It is suggested that authors and publishers make use of this checklist in their planning of a particular item of leprosy teaching material.

*A Target user group.* Identify the leprosy worker group concerned, and the particular need of that group for teaching material.

- 1 What is the designation of the health workers concerned?
- 2 Describe the particular tasks for which training is required.
- 3 What is the geographical location of the target group?
- 4 How many health workers does the target group comprise at present?  
What increase is expected during the next 3 years?
- 5 Which language does the target user group use for learning?
- 6 What is the lowest level of actual language skill within the target group? (i.e. grade)
- 7 What can members of the target group afford to pay for teaching materials per year?
- 8 For which type of training situation is teaching material required? (a) Introductory course; (b) basic training; (c) advanced training; and (d) refresher course.
- 9 How will the target group use the material? (a) Supervised instruction; (b) self-instruction; and (c) reference.

*B Survey of existing resources.* Check whether the needs of the target user group can be met by material which already exists, possibly in another language. Sometimes sections from several different booklets can be usefully combined.

- 10 If suitable material does exist, name the item concerned, and indicate whether it is to be: (a) translated; (b) adapted; (c) updated; and (d) reprinted.

*C Planning new material.* If new material is to be prepared, plan carefully, taking the following into consideration:

- 11 What topics should be covered? Which objectives are aimed for?
- 12 Indicate which type of material will best meet the needs of the target user group: (a) periodical/magazine; (b) book/booklet; (c) poster; and (d) (other).
- 13 Make decisions about, and briefly describe: (a) style; (b) language; (c) chapters, parts etc.; (d) illustrations, tables etc.; (e) page numbering, indexes etc.; (f) size and layout; (g) paper quality; (h) binding; (i) colour; (j) printing; (k) letter type and (l) title.
- 14 Decide how many copies will be needed for: (a) field trials; (b) active distribution to the target user group; (c) promotion; (d) distribution on request; and (e) reserve stock.
- 15 Name a publisher.
- 16 Plan formal publication procedure.

*D Resources for production and distribution.* Identify technical experts, printer, channels for distribution, financial resources, and assessment mechanisms to be used.

- 17 Decide WHO will: (a) draft the text; (b) revise/update the text; (c) adapt the text; (d) translate; (e) illustrate; (f) edit; (g) proofread; and (h) assess the manuscript.
- 18 Which method of printing will be used?
- 19 Call for cost estimates from three different printers.
- 20 On the basis of tenders received, decide who is to print the material.
- 21 Which channels for active distribution of the material to the target user group are available?
- 22 Who will keep stocks of the material, and process orders for copies on request?
- 23 How will the material be advertised?
- 24 How will the effectiveness of distribution be evaluated?
- 25 How will the usefulness of the material to the target user group be evaluated?
- 26 Identify expected costs for: (a) skilled work; (b) administration; (c) travel; (d) material costs; (e) printing; and (f) distribution.
- 27 What is the expected nett cost per copy?
- 28 Indicate whether the material should be available to the target user group: (a) free of charge; (b) at a nominal price; and (c) at cost price.
- 29 Submit production plan to TALMILEP and/or funding agencies with a request for financial support.
- 30 Identify approved funds and check with total budget.

E Programme/target dates.

- 31 Draft manuscript completed.
- 32 Illustrations completed.
- 33 Critical assessment of manuscript/illustrations completed.
- 34 First revision completed.
- 35 Editing and compiling completed.
- 36 Pre-publication trial.
- 37 Second revision completed.
- 38 Copy to printer.
- 39 Proofreading completed.
- 40 Printing completed.
- 41 Despatch to target user group by.

**OXFAM–LEPRA, Oxford, UK. A mini-pack of teaching materials on leprosy**

Following the development and distribution of a larger pack of teaching–training materials on leprosy during the past 2 or 3 years, OXFAM in cooperation with LEPRA have assembled 100 packs containing only 8 items, as follows:

- 1 *Chemotherapy of Leprosy for Control Programmes* (1983). Technical Report Series 675, 1211 Geneva 27, Switzerland.
- 2 *OXFAM Memorandum on the Implementation of Multiple Drug Therapy (MDT) for Leprosy* (1984). The Health Unit, OXFAM, 274 Banbury Road, Oxford OX2 7DZ, UK.
- 3 *Leprosy* (1979) by Bryceson and Pfaltzgraff. Published by Churchill Livingstone, Edinburgh, UK.
- 4 *The Diagnosis and Management of Early Leprosy* (1983) by Browne. Published by the Leprosy Mission International, London, UK.
- 5 *Better Care in Leprosy* (1978). Published by the Voluntary Health Association of India, New Delhi, India.
- 6 *Insensitive Feet* (1981) by Paul Brand. Published by the Leprosy Mission International, London, UK.
- 7 *Technical Guide for Smear Examination for Leprosy by Direct Microscopy* (1983) by Leiker and McDougall. Published by the Leprosy Documentation Service (INFOLEP), Amsterdam, the Netherlands.
- 8 *Atlas of Leprosy* (1983). Published by the Sasakawa Memorial Health foundation, Tokyo, Japan.

Intended mainly for: Medical students, medical officers (with or without experience of leprosy), leprosy control officers, nurses, tutors and other potential teachers.

In view of the high cost of postage by air or surface mail, OXFAM strongly recommends 'personal' delivery. Copies may be obtained by calling at OXFAM in Oxford during normal working hours or by writing to The Health Unit, OXFAM, 274 Banbury Road, Oxford OX2 7DZ, UK. Delivery, especially for bulk orders, may also be possible through embassies and consulates in London and by liaison with ILEP, the International Federation of Anti-Leprosy Associations, 234 Blythe Road, London W14 (Tel. 01–602 6925) which holds twice-yearly meetings, often abroad. Cost £10 (USA \$15).