

Teaching Materials and Services

Skin Diseases; Program for Appropriate Technology in Health

PATH, 4 Nickerson Street, Seattle, WA 98109–1699, USA, publishes *Directions* three times a year, devoted to the development and application of appropriate health technologies for primary health care programmes in developing countries. The latest, Volume 8, Number 3, 1988, is entitled *Skin Diseases* and explores the technologies available under the headings of Diagnosis, Treatment and Prevention. The concluding paragraphs emphasize the importance of the treatment of skin diseases in developing countries in 1, reducing physical pain and discomfort at relatively low cost; and 2, enhancing the credibility and reputation of health workers in the eyes of the community members, thus paving the way for the acceptance of less tangible health services, such as immunization and family planning. Under 'Materials Available', this issue has details of four sources of further information on skin diseases:

- 1 Slide sets with English scripts for training doctors, nurses, and auxiliary health workers about skin diseases are available from TALC (Teaching Aids at Low Cost). *Common Skin Diseases of Children in the Tropics* is in self-mounting (£2.75) or mounted (£4.40) slide sets. For airmail, add 60 pence. Address: PO Box 49, St Albans, Hertfordshire AL1 4AX, UK.
- 2 *Primary Child Care* (Book 1) is an excellent resource with an entire chapter on diagnosing and treating skin diseases. It is available from TALC and costs £4.50.
- 3 *Where There is No Doctor* also contains a good section on skin diseases, including drawings and directions for making topical treatments locally. It is available in more than 18 languages. For ordering information, write to: Hesperian Foundation, PO Box 1692, Palo Alto, CA 94302, USA.
- 4 *Caring for Skin Infections and Sores* is a filmstrip on preventing and treating skin diseases with soap and water. It is available in English, Spanish and French for US \$10 each, plus shipping. (Surface is US\$1; air is US\$2 for Latin America and US\$3 elsewhere.) Order it from: World Neighbors, 5116 North Portland Avenue, Oklahoma City, OK 73112, USA.

A bibliography on skin diseases is available from PATH.

WHO Regional Training Centre for Health Development, Australia

The WHO Regional Teacher Training Centre in the Faculty of Medicine was established in 1973 by a tripartite agreement between the World Health Organization, the Australian Government, and the University of New South Wales. In March this year the Centre's name was changed to the **WHO Regional Training Centre for Health Development**, reflecting a broader involvement in education and training for health management and community development as well as training of the health professions.

The Centre collaborates with governments, international agencies, professional associations and educational institutions in: 1, identifying the training needs of health personnel and designing educational programmes directed to national health care priorities; 2, developing the abilities of teachers to plan, manage, and evaluate educational programmes; 3, cultivating leaders and strengthening management systems to promote health development; 4, conducting organizational development activities within teaching institutions, hospitals and health systems, aimed at supporting initiation and management of change; 5, developing in-service training and staff development capabilities and programmes; 6, designing and conducting evaluation of educational and health programmes; and 7, conducting health workforce research and planning.

Apply: School of Medical Education, University of New South Wales, PO Box 1, Kensington, NSW 2033, Australia.

New slide-text set on AISA; TALC, UK

Teaching Aids at Low Cost (TALC, PO Box 49, St Albans, Herts AL1 4AX, England) have now produced a colour transparency-text set on *HIV infection—virology and transmission*. In fact it also covers epidemiology and immunology. Prevention, precautions for health workers, counselling and clinical aspects will be dealt with in later sets. There are (as usual in TALC sets) 24 slides with detailed written explanations and questions, followed by three appendices (further information on HIV antibody tests, autotransfusion techniques and

further sources of information on AIDS). The code for ordering the set is HIVv. This is an invaluable item of teaching material on an outstandingly important—and fast-changing—subject; many of the concepts discussed are highly educational with regard to basic immunology and relevant to the study of defence mechanisms against mycobacteria.

Wellesley Bailey Scholarship

The Leprosy Mission (International) has funded a training and research scholarship named after the Mission's founder, Wellesley Bailey. The Scholarship(s) will be awarded annually up to a maximum value of £5000 to enable a leprosy worker to engage in an approved research project or in training in one of The Leprosy Mission's centres. Application forms and further details are available from the International Director, The Leprosy Mission (International), 80 Windmill Road, Brentford, Middlesex TW8 0QH, U.K. Applications may be submitted at any time and will be considered at the earliest possible meeting of the scholarship committee.

LEPRA Prize Essay Competition, 1989

Following the tradition of previous years (back to the early 1970s), LEPRA is offering prize money to a total of £500 (to be awarded at the sole discretion of appointed judges), for an essay on either 'Future requirements for the prevention, early diagnosis and treatment of leprosy neuritis under field conditions' or 'Association between rheumatoid arthritis and mycobacterial infection'. The competition is open to registered medical students in the United Kingdom only. Further details from LEPRA, Fairfax House, Causton Road, Colchester CO1 1PU, England. Closing date: 8th January 1990.

Ministerial Consultation on Medical School Education, Lagos, July 1989

From 5 to 7 July 1989 a Ministerial Consultation will be held in Lagos, Nigeria, between the Ministries of Education and Health, to discuss radical changes in the content of the curriculum for medical students in Africa. The detailed agenda is not available at the time of writing, but the most important improvements to be considered include those in the *Edinburgh Declaration* of 12 August 1988:

- 1 Enlarge the range of settings in which educational programmes are conducted, to include all health resources of the community, not hospitals alone.
- 2 Ensure that curriculum content reflects national health priorities and the availability of affordable resources.
- 3 Ensure continuity of learning throughout life, shifting emphasis from the passive methods so widespread now to more active learning, including self-directed and independent study as well as tutorial methods.
- 4 Build both curriculum and examination systems to ensure the achievement of professional competence and social values, not merely the retention and recall of information.
- 5 Train teachers as educators, not solely experts in content, and reward educational excellence as fully as excellence in biomedical research or clinical practice.
- 6 Complement instruction about the management of patients with increased emphasis on promotion of health and prevention of disease.
- 7 Pursue integration of education in science and education in practice, also using problem solving in clinical and community settings as a base for learning.
- 8 Employ selection methods for medical students which go beyond intellectual ability and academic achievement, to include evaluation of personal qualities.

Other improvements require wider involvement in order to:

- 9 Encourage and facilitate co-operation between the Ministries of Health, Ministries of Education, community health services and other relevant bodies in joint policy development, programme planning, implementation and review.
- 10 Ensure admission policies that match the numbers of students trained with national needs for doctors.
- 11 Increase the opportunity for joint learning, research and service with other health and health related professions, as part of the training for team-work.
- 12 Clarify responsibility and allocate resources for continuing medical education.

Further information: Sir Henry Walton, International Medical Education, World Federation for Medical Education, The Medical School, University of Edinburgh, Teviot Place, Edinburgh EH8 9AG, United Kingdom.