



World Health
Organization

Essential newborn care course

DIRECTOR'S GUIDE



Director's Guide

Table of Contents

1.	Introduction	
1.1	General information about the Training of Trainers (TOT) Course	4
1.2	The Course Director	4
1.3	What does the Course Director do?	5
2.	Preparation of trainers	
2.1	General information	6
2.2	Selecting trainers	6
2.3	Preparing the trainers	7
2.4	Methods used to prepare trainers	7
3.	Conducting the TOT course - Week 1	
3.1	Day 1	8
3.2	Day 2	8
3.3	Day 3	9
3.4	Day 4	10
3.5	Day 5	10
3.6	Day 1 of the TOT course	11
4.	Preparation for the ENCC	
4.1	Preparation for the second week	14
4.2	The Trainer's Guide	14
4.3	Daily training meetings	14
4.4	Monitoring and evaluating the course	15
5.	Conclusion of the TOT course	
5.1	End-of-course meeting	15
6.	Course materials	
6.1	Suggested course timetable	16
6.2	Training practice chart	17
6.3	Course assessment form	18

General Introduction

The planning and administration of the Essential Newborn Care Course (ENCC) is covered in the following two course documents:

- *Essential Newborn Care Course. Trainer's Guide: Director's Guide*
- *Essential Newborn Care Course. Trainer's Guide: Trainer's Guide* (Parts 1, 2 and 3)

The Director's Guide covers:

- The planning and administration of the Training of Trainers (TOT) to teach the ENCC.

The Trainer's Guide covers:

- The planning and administration of teaching the ENCC to health workers.

1. Introduction

To reduce neonatal mortality and morbidity the practices of health workers and others caring for newborn babies must be improved. This can be achieved by training more trainers who in turn can update the knowledge and skills of those caring for babies at the time of birth and in the early postpartum period.

The course described in this guide enables health workers to become trainers of the Essential Newborn Care Course, which is based on the WHO publication *Pregnancy, Childbirth, Postpartum and Newborn Care: A guide for essential practice*.

1.1 General information about the Training of Trainers (TOT) course

The Training of Trainers for the Essential Newborn Care Course (TOT) is in four parts:

1. A 5-day training course attended by 6 trainees and one course director
2. A 2-day period in which trainees prepare to teach the ENCC
3. A 4/5-day ENCC course for 12–24 invited participants organized and taught by the trainees
4. A meeting of new trainers and Director at the end of the course to discuss how the course progressed and to prepare for the future. This can last from 1 hour to half a day.

In total, the TOT course is 11–12 days in length.

Information covering:

- The Training of Trainers of the ENCC is given in “The Director's Guide”
- The organisation of the Essential Newborn Care Course is given in the Trainer's Guide Parts 1, 2 and 3.

1.2 The Course Director

Qualifications

The Course Director should be an experienced trainer with specialist knowledge in newborn care and excellent administrative, organizational and communication skills. The Director should have either a paediatric

or midwifery professional background. If possible, the Director should be from the region in which the course is held and should speak the local language.

1.3 What does the Course Director do?

The Course Director has overall responsibility for the planning, administration and running of the training and first ENCC course.

Director's role in the Essential Newborn Care Course

The Course Director's role in preparation of the course is to:

- Coordinate with the organization/persons requesting the TOT course and liaise if necessary with the funding organisation
- Inform and advise the organizers of what the TOT course involves
- Check that course materials and visual aids are all prepared beforehand (especially important if translation of materials is necessary¹)
- Make a preliminary visit to the teaching venue and clinical facility, and meet hospital staff
- Arrange for one or more hospital staff to be involved in clinical facilitation and with clinical practice arrangements
- Adapt or design a timetable for weeks 1 and 2 according to the hospital clinical practice schedule and training needs
- Check arrangements for trainees' accommodation
- Check participants have been invited for the second week
- Check with organizers who will open the course during the first and second week and who will present the course certificates
- Prepare to facilitate day 1 of the first week of the TOT course.

Further details of pre-course preparation and planning can be found in Part 3, Section 3 of the Trainer's Guide – "Checklist for planning a course"

The Course Director's role during the running of the Training of Trainers course is to:

- Open and close the course
- Give introductory information (see Part 3, Section 9 of the Trainer's Guide – "Checklist of opening session for ENCC")
- Introduce the materials
- Supervise the trainees
- Hold daily trainees meetings
- Monitor the day-to-day running of the course
- Evaluate the course
- Follow the timetable to ensure all the contents are covered; manage any necessary changes
- Ensure trainees are well prepared and ready to lead the course in the second week
- Ensure trainees fulfil their obligations.

The Course Director must be present throughout the entire course to offer help or advice whenever needed – including during the 2 preparation days.

The Course Director's role during the running of the ENCC course for participants is to:

¹ Ensure that the translated version of the PCPNC Guide is correct and consistent with the generic PCPNC that both national PCPNC and national ENCC are consistent in terminology and page numbering. The Course Director together with the organizers of the course or health facility senior staff should review all forms used in the course/PCPNC to decide whether or not to use local/national or course clinical record sheets; for example, referral forms.

- Supervise new trainers in the organization and presentation of the course
- Supervise new trainers clinical practice sessions
- Provide support to new trainers
- Advise new trainers if problems occur
- Hold daily trainers meetings
- Give feedback to trainers at the end of the course.

The Course Director's role following the course will vary according to the local situation. It is suggested that the Course Director's role is extended to provide continuing support to the new trainers when they teach the ENCC for the first time. The Course Director does not have to attend the first course given by the new trainers but could give support and advice by telephone, email or in person according to the needs of the new trainers.

2. Preparation of trainers

2.1 General information

The preparation of trainers takes place over five days in the week before the participants' training. This preparation period must NOT be shortened. It is hoped that trainers will go on to teach other ENCCs and become Course Directors on future TOT courses. To do this they need to be adequately trained and familiar with ALL the materials used in the course.

Trainees MUST attend ALL sessions in the first and second weeks in order to qualify as a trainer. During the preparatory period, trainees work through the course under the supervision of the Course Director. They familiarize themselves thoroughly with the materials and practise teaching the sessions following the course materials in the Trainer's File. To become a trainer, trainees must have an in-depth knowledge of newborn care and understanding of how to use the PCPNC Guide. They have an obligation to develop their clinical and teaching skills. Additional supportive texts are available during both weeks for trainees to read (see Part 1, Section 3.7 of the Trainer's Guide).

2.2 Selecting trainers

A maximum of six trainers are trained on each TOT course.

Criteria used to select trainers to teach the ENCC may vary widely; however, the following points should always be included in the selection criteria:

Criteria for selecting trainers

- An interest in improving the care of the newborn baby
- At least 5 years clinical experience working with newborn babies and their mothers (families)
- Attendance at a recognised practical breastfeeding course such as WHO/UNICEF 18 or 20 hour course or the Breastfeeding Counselling Course
- An interest in training and experience of teaching in the clinical setting
- Experience with or already using the *Pregnancy, Childbirth and Newborn Care: A guide for essential practice**
- Experience with, already practising or teaching the Integrated Management of Childhood Illness
- Has already been a participant on an ENC course

* If the PCPNC Guide is not used in a country, a trainer who is willing to learn how to use it should be considered as a potential trainer if they meet the other criteria.

A national team of master trainers may be required to teach the course in health facilities throughout a country and may be asked to direct Training of training courses in other countries. To ensure consistency in the teaching of the Essential Newborn Care Course it is beneficial to train a group of trainers using the same training course.

2.3 Preparing the trainers

During the preparatory week trainees will practise using the different teaching techniques used in the course. By the second week they should be able to present the Essential Newborn Care Course to participants in an appropriate and effective manner. To achieve this they must be familiar with a number of teaching methods as outlined in Part 2 of the “Trainer’s Guide: A quick guide to teaching sessions”.

Different types of sessions

This course contains several different approaches to teaching. It uses an interactive approach that includes using practical demonstrations, PowerPoint presentations and short video clips. In all sessions suggested questions are given to stimulate discussion or constructive thinking about the topic being studied. Facilitated group work and role playing are important elements of each session. Several classroom sessions include a mixture of two or more of these presentation styles. Sessions last from 20 to 90 minutes in length with an average of 50 to 60 minutes. Consider using “warm-up activities” during long classroom sessions; trainees often have their own favourite “warm-up activities”. Encourage exchange of ideas among the trainees. The longer sessions are divided into two parts with a short break in between.

Clinical practice

There are four 90- to 120-minute clinical practice sessions.

Each trainee should have the experience of leading one or part of at least one clinical practice in the preparation week and supervising a group of four participants (trainees) in a clinical practice the second week.

During the second week trainees not from the host health facility may have to work alongside a clinical facilitator from the health facility – though they should still be able to supervise the participants in their own group.

Practise different types of sessions

Trainees are expected to practise each kind of presentation style. Each trainee should have the opportunity to:

- Give a presentation with PowerPoint slides/overheads/video clips
- Demonstrate clinical skills
- Conduct group work in the classroom with 4 participants
- Lead a clinical practice.

2.4 Methods used to prepare trainers

Two methods are used to demonstrate and practice teaching procedures: First of all the Course Director demonstrates how to give a presentation, lead discussions, facilitate case discussions and conduct a clinical practice session. As far as possible this is timetabled to take place on the first day of the preparation course, so that each trainee gets a minimum of four practice sessions in the preparation week.

A trainee practises the role of a trainer giving a presentation, leading a discussion, facilitating a case study or conducting a clinical practice, while other trainees play the role of participants. The trainee thus both practises and demonstrates the role for other trainees. Other trainees are expected to be supportive to the trainee practising the role of trainer.

3. Conducting the TOT Course – Week 1

The following sections provide additional information about the activities that should take place on each day of the first week of the TOT course.

Preparation – Course timetable

A suggested timetable for the preparation week is detailed below in section 6.1. The day begins at 08.00 and finishes at 16.30 on three days and ends at 17.30 on two days. The times may vary according to local conditions.

NB: All the times in the timetable are approximate. Some sessions and discussions will take a shorter time; others will take longer. Similarly, some days may be shorter or longer than in the timetable. It is important to try to keep within the time allocated for each individual session, but trainees need to be flexible in the first 5-day training course.

3.1 Day 1 (see detailed outline at 3.6)

The first day is a preparation day during which trainees are:

- Introduced to the course materials, including the PCPNC Guidelines, the CD-ROM, PowerPoint slides/overheads and video clips
- Introduced to the organization and administration of the course
- Taken on a visit to the clinical area
- Allocated the sessions they will practise teaching during the preparation week
- Given time to prepare to teach allocated sessions with materials required
- Given demonstrations of one or more sessions that include a number of different techniques.

Trainees have to prepare some of their sessions the evening or the day before they practise teaching them.

Where trainees have to work together, encourage them to balance their strengths such as:

- Personality (for example, pair a shy with an outgoing trainee)
- Language fluency
- Motivation to be a trainer
- Previous experience of training
- Knowledge of and skill in newborn care and breastfeeding

3.2 Day 2

From day 2 of the preparation course:

- Trainees begin to practise teaching the sessions from the ENCC
- At the end of each session allow 15 to 30 minutes for trainees and the Course Director to discuss and comment on the session, or have a single discussion at the end of the day (see suggested timetable at 6.1 below).

The following points should be included in the discussion:

- Did the trainee follow the session instructions accurately?

- Were all the main points included?
- Were all the points clearly explained?
- Was the class involved in discussion?
- Did the trainee answer questions clearly?
- Was the trainee a confident teacher?
- Were visual materials used appropriately?
- Did the trainee speak clearly and naturally?
- Did the trainee face the class?
- Did all participants acquire the skills taught?
- Was the session interesting?

Praise what has been done well. Suggest what could have been improved or done differently.

This list is reproduced in Checklist 12, in Part 3 of the Trainer's Guide, which can be photocopied for use during the week to remind trainees of the points to consider during discussion.

It is important for the Course Director to praise a trainee who has followed the material and conducted a session well. It is also important to help trainees to improve their teaching skills and explain any points of information/instruction that need further clarification. It is helpful to discuss ways to improve presentation skills with the entire group because then everybody learns. However, if some points may embarrass a trainee, these should be discussed privately.

Help trainees who have difficulty

Sometimes a trainee finds it particularly difficult to teach a session. This might, for example, be because of lack of confidence or because of a lack of preparation or lack of knowledge. If this happens, discuss the session with the trainee privately and not with the whole group. It might be necessary to help this trainee prepare for the next session and increase their confidence.

Discuss any comments from trainees in the role of "participants".

It is suggested that the timetable for the second week be displayed (by posting on the wall or other suitable place) on Day 2 or Day 3 for trainees to choose the sessions they wish to teach. Trainees will be given time to discuss the sessions they chose to teach. For some sessions, particularly the long ones, trainees can share the teaching.

At the end of each day during the preparation week, allocate 15 to 30 minutes to provide an opportunity to discuss any unresolved issues from that day's teaching and to repeat or emphasize specific areas where trainees may have had difficulties.

3.3 Day 3

On Day 3 give trainees the draft timetable for the 4/5 day ENCC to be held in the second week. This informs them which sessions they will be teaching during the course. NOTE the sessions where special skills are needed, for example, breastfeeding counselling, resuscitation and Kangaroo Mother Care.

The two days between the preparation course and the ENCC provides trainees the chance to prepare the sessions they will be teaching to invited participants.

Reviewing trainee's skills

On Day 3 of the preparatory course, review the trainees' progress in developing their teaching techniques. Allow at least one hour to discuss how to be a more effective trainer. During this time, you do not need to discuss course content.

Ask trainees:

- Which teaching techniques have been used so far; for example, involving the class to discuss questions in a presentation; developing lists on a flip chart during group work; demonstrating practical skills.
- Which techniques went well and why they were successful; which techniques were not practised well and how they could be improved.
- Which skills they find difficult and which they would like to practise or discuss further.
- To identify techniques that they have not yet used (make sure that they will be practised during the course).
- For ideas on how to handle certain particular situations; for example, discussion in groups; how to encourage participants to offer suggestions or ask questions; how to control a talkative participant so that other participants can contribute to a discussion. Ask trainees to practise ideas discussed during the remaining sessions.
- To be aware of the importance of evidence to support what they are saying and to know where to find the evidence.

(See Part 3, Checklist 12 in Trainer's Manual)

3.4 Day 4

From Day 4 trainees only need to teach part of each session. The Course Director should choose a part of the session that is the most challenging to teach.

Examples of parts of the sessions for Days 4 and 5 that should be included are:

- Breastfeeding the newborn baby: Overcoming difficulties (Sections 3, 4 and 5)
- Care of the newborn baby until discharge (Sections 3 and 4)
- Alternative methods of feeding (Sections 3, 4, 5 and 6)
- The small baby (Sections 2, 3 and 4)
- Kangaroo mother care (Sections 3, 4, 5, 6 and 7)

3.5 Day 5

Ensure that trainees:

- Know what they are doing in the second week
- Have started to prepare for the second week.

Together, you and the trainees should:

- Organize the teaching rooms for the following week (if possible)
- Check on the arrangements for the opening ceremony
- Ensure that the equipment required for the first two days of the course is available and working correctly.

In addition:

- Ask two trainees to check that all the participants' materials are printed and arranged according to the day and in the order they are needed.
- Ask two trainees to check with the clinical areas to ensure that they are prepared for the following week.

3.6 Day 1 of the TOT course

Day 1 of the TOT course is concerned with administrative issues and course organization.

Schedule of Day 1

08.30	Registration, welcome and introductions (30 mins)
09.00	Introduction to the course and course materials (60 minutes)
Break (30 mins)	
10.30	Introduction to Session 1 PCPNC (40 mins)
11.30	Demonstration of teaching methods (80 mins)
12.30	Teaching plan for trainees during the preparation week (30 mins)
Lunch	
14.00	Visit to the clinical area (30 mins)
14.30	Discussion of clinical practice organization (60 mins)
Break (15 mins)	
15.45	Preparation for teaching (60 mins) PowerPoint slides/overheads D1-13 should be used as indicated in the following detailed outline below.

At the beginning of the trainees' preparatory week there is no official opening ceremony, although the institution hosting the course may wish to address the trainees.

Outline of Day 1 in detail

1. Welcome and introductions

Introduce the preparation week

- Give a short general introduction to outline the need for the ENC Course. Include local and global data.
- Explain that over the next five days trainees will learn to teach and organize the ENCC, and prepare for the second week
- Explain that in the second week trainees will conduct the ENCC to a class of invited health workers.

Introduce yourself and ask trainees to introduce themselves

- The Course Director should write his/her name on the blackboard
- Put an A4 size sheet of plain paper on each desk. Ask trainees to write the name they wish to be known by during the course in capital letters on one half and stand it in front of themselves.
- Ask trainees to say:
 - where they are from
 - where they work
 - what they hope to get from the course.

2. Introduce the course, course materials and teaching methods

Distribute materials

Give each trainee:

- a copy of the Training File, Clinical Practice Workbook with CD-ROM
- a copy of the Participant's Workbook
- a copy of the preparation week timetable and a draft ENCC timetable for week 2

Explain the course structure and timetable

- Ask trainees to look at the timetable for the ENCC course.

- Explain how the course is arranged around four clinical practice sessions, each of which is preceded by lectures, discussions, demonstrations and exercises designed to prepare participants for clinical practice.
- Explain how training is conducted partly with the whole class together with one trainer or in groups of four participants with one trainer/clinical facilitator.

Explain what will happen this week

- Ask trainees to look at the timetable for the preparation of trainers and explain to them how it is arranged.
- Tell them that they will go through all of the sessions, partly as participants and partly as trainers.
- Explain that they will begin to teach from the second day.

Explain the objectives of the preparation course (show PowerPoint slide/overhead D/1)

- To prepare and enable trainees to teach the ENCC
- To improve the clinical and interpersonal skills of trainees teaching the ENCC
- To up-date trainees with evidence-based knowledge and skills in the care of the newborn baby by using the PCPNC Guide
- To enable trainees to be supportive of each other.

Review the contents of the Training File and other materials

- Explain what the Training File contains (show PowerPoint slide/overhead D/2)
- Explain what the Participant's Workbook contains (show PowerPoint slide/overhead D/3)
- Discuss and explain the module section of the Training File (tell trainees to look at the order of the contents). Begin with Module 1 to Module 5 (show PowerPoint slide/overheads D/4–8).
- Review the structure of a Session Unit, using Session 3 as an example (show PowerPoint slide/overhead D/9).
- Explain how each session is organized and point out the sections for "Objectives", "Session Outline" and "Session Preparation". Explain the symbols used in each session and ask trainees if they understand them (show PowerPoint slide/overhead D/10).
- Explain and discuss how the sessions work. Use Sessions 2 and 3 as examples. Have trainees look at the instructions in each session on how to teach the material.
- Introduce trainees to Parts 1 and 2 of the Trainer's Guide ("A quick guide to teaching sessions", and the instructions in each session. Tell trainees that by reading and following these texts they will be able to conduct efficient and interesting sessions.

Note: EMPHASIZE that the Training File is a comprehensive tool for teaching the course. Tell them to write their names clearly on their copy and to keep it with them during the first week of the course. Point out that they should keep any notes they write during the course with the relevant sessions because these will be useful for them in the future.

Show trainees all of the other materials, including the CD-ROM, PowerPoint slides/overheads, the forms and checklists, and video clips. Explain briefly how each is used, by demonstrating from teaching sessions.

3. Introduction to the PCPNC Guide

Use Session 1 to introduce trainees to newborn care in the PCPNC Guide

4. Demonstration of teaching methods

- Teach Session 2 and sections 1, 2 and 3 of Session 3, “Care of the newborn baby at the time of birth”

Use the CD-ROM or PowerPoint slides/overheads, the forms and checklists, and video clips during the teaching method as appropriate.

5. Teaching plan for trainees during the preparation week

Allocate sessions to trainees

During this session put a simplified timetable on the wall (use one sheet of flip chart paper). Either give trainees a choice of what they can do or assign each trainee to a session. Tell them they can begin to prepare at the end of the afternoon.

- Use the “Training practice Chart” on page 15 to allocate sessions to trainees for the preparation week. Some sessions require specific experience of breastfeeding, resuscitation and Kangaroo Mother Care. If possible, do this before the course begins.
- On the left of the “Training practice sheet” is a list of sessions and on the right are columns – one column for the Course Director or facilitator and one for each of the trainees. Write the name of each of the trainees at the top of one of the columns.
- The Course Director or facilitator should fill in the numbers for all the sessions under the names of the trainees, so that each has at least one lecture-type session, one demonstration, one discussion, one case study session and one clinical practice.
- If there are not enough sessions, assign one session to two or more trainees, and ask them to share the session.
- Ensure that the sessions for each trainee are spread out through the four days. A trainee should not have to prepare for more than two sessions on any one day.

NOTE: For the first few practices, select those trainees who are more experienced or those who you expect to be the best model for the less-experienced trainee.

6. Visit to the clinical area

- Introduce trainees to the Clinical Practice (General information sheet from Module 1).
- Tell trainees to take their Facilitators’ Clinical Practice Task Sheets for the FIRST clinical practice with them.
- Discuss how the clinical practices are organized as you visit the clinical areas; use the Task Sheet as an example.

7. Discussion of clinical practice organization

- When you return to the classroom, show slide/overhead D12. Discuss the four themes of the clinical practice sessions.
- Ask trainees to look at the clinical practice Task Sheets individual Task Sheets in the Clinical Practice Workbook.
- Look at the clinical practice checklists. Discuss how they can be used (refer to Part 1, section 3.9 of the Trainer’s Guide).
- Discuss the role of the trainer and clinical facilitator in clinical practices (refer to Part 1, section 2.3 of the Trainer’s Guide).

8. Preparation for teaching

Summarize the main duties of a trainer (show PowerPoint slide/overhead D/12) as to:

- Give the presentations (lectures and demonstrations) covering only the content provided;

- Lead and summarize case study discussions;
- Demonstrate practical skills and help participants to practise these skills;
- Ensure skills acquired and demonstrate competency in using the skills;
- Identify weak participants needing extra assistance;
- Coordinate groups of four participants;
- Prepare participants for, and to coordinate, the clinical practice sessions;
- Be available to participants to answer questions between sessions;
- Be ready to discuss participants' personal experiences of newborn care if they wish; and
- Evaluate and complete participant's Clinical Assessment forms.

Also do the following:

- Tell trainees to read the Trainer's Guide, which explains what a trainer has to do.
- Tell trainees to read carefully the sessions they are responsible for and to particularly note any materials they will need to use which are outlined on the title page.
- If trainees are not familiar with using PowerPoint presentations, video clips or overhead projectors, show them how to use them.
- Offer help to any trainee who needs it.
- Lastly, ask trainees if they have any questions.

4. Preparation for the ENCC

4.1 Preparation for the second week

On Day 3 of the first week training course, review the timetable for the ENCC and read it through.

- Go through all the sessions and check who is responsible for conducting part or the whole of each one.
- Ensure that all trainees understand what you have asked them to do.
- Ensure that the trainee's timetable for week 2 includes a scheduled final meeting after the course finishes (this meeting is only for new trainers and the Course Director).

Make the following clear:

- Who will be responsible for supplying materials, stationery and equipment.
- Who will be responsible for conducting the course evaluation and how it will be done.
- Who will be responsible for assigning participants to trainers and facilitators for the clinical sessions (this may be the Course Director, a trainee or some other person); explain that the list will be prepared on the first morning of the course after participants register.

4.2 The Trainer's Guide

Before the second week trainees should read the Trainer's Guide; this provides a comprehensive guide on how to organize and teach the ENCC.

4.3 Daily training meetings

During the four or five teaching days of the second week meet with the trainers at the end of each day to discuss the following issues:

- The sessions taught on that day
- The clinical practice
- The progress of the participants
- Has all the session content been covered?

- The trainers performance
- Any problems
- Plans for the next teaching day
- Plans to cover any areas missed
- Any other issues raised by the trainers
- Arranging additional sessions if issues are unclear or participants need additional skill sessions.

4.4 Monitoring and evaluating the course

The course should be evaluated so that changes can be made if necessary to the current course or future courses. There are two evaluation forms, a Daily Evaluation form and a Course assessment form. Evaluation form should be completed at the end of each study day – when participants can clearly remember each session.

The Director should quickly read through the evaluations and feed back the results in the daily training meetings.

The evaluation form should be as simple as possible. An example of an evaluation sheet is shown in Part 3, section 11 of Trainer's Guide.

Trainees should also complete an evaluation form at the end of the five-day training course. The Course Assessment form can be given out at the beginning of the week and collected at the end of the week. An example Course Assessment form is provided in section 6.3 below.

5. Conclusion of the TOT course

5.1 End-of-course meeting

It is important for the Course Director to meet with the new trainers at the end of the second week after they have taught the ENCC.

This meeting is primarily to:

- Provide feedback to new trainers on the second week
- Cover any outstanding issues from week 1 or week 2
- Answer any questions about the preparation, organization, materials or teaching of the ENCC course
- Discuss future plans.

It is suggested that this meeting is held after the closing ceremony in the second week or on the morning of the following day.

Suggested questions to ask the participants:

- Will you change anything in your teaching?

6. Course materials

6.1 Suggested Timetable 1 –

Preparation week for the TOT Course Courses

	Day 1 Administration issues	Day 2 ENCC training Day 1	Day 3 ENCC training Day 2	Day 4 ENCC training Day 3	Day 5 ENCC training Day 4
08.00	08.30 Welcome and introduction (30 mins)	S3: Care of the newborn baby at the time of birth	Review of Day 1 (10 mins) Teaching plan for second week	Review of Day 2 (15 mins) S10: Breastfeeding the newborn baby: Overcoming difficulties	Review of Day 3 (15 mins) S11: Alternative methods of feeding
09.00	Introduction to course materials and methods	Session discussion	S6: Communication skills	S9: Routine care of the baby	S14: Kangaroo mother care
10.00	Break				
10.30	S1: Intro to PCPNC (60 mins)	S4: Keeping the baby warm	Clinical practice discussion	S8: Resuscitation – Theory	Preparation for teaching Discussion of second week
11.30	Demonstration of teaching styles (60 mins) Teaching plan for trainees during the preparation week (30 mins)	S5: Breastfeeding and the newborn baby: Ensuring a good start	S7: Examination of the newborn baby	Resuscitation – Practical	S12: The small baby
		Breastfeeding Observation Form 2	Examination recording form		Preparation for week 2
13.00	Lunch				
14.00	Visit to the clinical area (30 mins)	Clinical Practice (60 mins) 1	Clinical Practice (40 mins) 2	Clinical practice (60 mins) 3	Clinical practice (60 mins) 4
	Discussion of clinical practice organization (60 mins) <i>Breastfeeding Observation Form 1</i>	Session discussion (30mins)	Practice review (30 mins)	Clinical practice checklists (30 mins)	Preparation for week 2
15.30	Break				
15.45 – 16.45	Preparation for teaching (60 mins)	Practice review (30 mins)	Review of progress (60 mins)	Practice review (30 mins)	Action plans & practice review (40 mins)
		Teaching review (30 mins)		Teaching review (30 mins)	Teaching review (30 mins)
* The teaching plan is an enlarged timetable drawn on flip chart paper, which should be put up on the wall for trainees to see.					

Two teaching plans for trainees are needed

- A plan on which trainees indicate which sessions they will practise during the preparation week.
- A plan for trainees to indicate which sessions they will lead during the ENCC in the second week.

6.2 Training practice chart

Session	Trainee							
	Director							
Presentations Sessions 1,2,3,4,5,6,7,8,9,10,11,12,14								
Demonstration of clinical skills Sessions 4, 7, 8								
Group work with 4 participants Sessions 4, 6, 7, 8, 12, 14								
Facilitating practice review session Sessions PR 1, 2, 3, 4								
Facilitating case study exercises Sessions 7, 9, 10, 11, 12								
Facilitating review session Sessions R1, 2, 3								
Leading a clinical practice session Sessions CP 1, 2, 3, 4								
Classroom demonstration Sessions 4, 5, 6, 7, 8, 11								
Problem solving exercise Sessions 5, 10								

6.3 Course Assessment form

To help us to improve this training course for others in the future, please fill out this Course Assessment form.

1. Describe briefly how you intend to use this training in the future.
2. What do you think about the materials you have been given?
3. Did you find any aspect of the course especially difficult? If “yes”, please say why.
4. How could the content and/or management of this training course be improved for future trainees?
5. What additional support, if any, do you think you may need after this training course to enable you to keep you up-to-date in your knowledge and skills?
6. Do you feel this first week has prepared you to teach the Essential Newborn Care Course? If “no”, please explain why not.
7. Which sessions do you feel:
 - Most confident to teach?

 - Least confident to teach?
8. Do you feel you have been given sufficient support during this preparation week?

9. For each session below tick one box to show whether you thought that the time spent on the activity was very useful, useful or not useful.

Please make comments on any aspect of the sessions in the appropriate box:

Title of session	Very useful	Useful	Not useful	Comments and suggestions to improve the session
Introduction to training materials and methods				
Demonstration of teaching styles				
Preparation for trainees practising teaching sessions				
Visit to the clinical area				
Session discussions				
Teaching review				
Review of progress				
Teaching plan for ENCC				
* Classroom Presentation				
* Clinical practices				
* Demonstrations given				
* The sessions you, the trainee, have presented.				



World Health
Organization

Essential newborn care course

DIRECTOR'S GUIDE

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