

The Introduction of CHED Teaching Methods

We Used IN the TB Training

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Tuberculosis(TB) is one of the most serious diseases in the whole world. Its incidence in Yunnan is much higher than the average rate in China. In order to help village doctors understand more about TB and help them to be better health educators in their own communities, a team from the School of Public Health of KMC went to FuGong Country of NuJiang Prefecture in August 2004.

FuGong has one of the highest TB incidence places in Yunnan. Our team conducted TB training for village doctors using the CHED (Community Health Education and Development) teaching methods and tools. These included using role-plays, group discussions, simple games, songs, pictures and field practice.

Role Plays

Before introducing a new aspect of TB, appointed trainees were asked to act out a particular situation, eg of a man coughing out blood. We give the rough ideas to the participants and they themselves created the dialogue and acted it out. They use their own language (ie Lisu), and so it is easily be understood by other learners.

Group Discussions

After the role-plays, we held discussions within small groups of about 6-8 people. We pose some questions about what they say in the sketch. For example, what things or people do you see? What was happening? Why does it happen? What can we do about it? Each group can discuss for a few minutes and then they report their answers to all of the learners. This proved to be a great way for all to share their ideas and doubts about TB.

Simple Games

Our team found out that village doctors n FuGong County had received previous trainings in TB yet they did not seem top grasp the basic ideas of how TB spreads and should be treated. We found out that they did not learn well through formal lectures and traditional teaching or

lecture methods as many of these village doctor sonly have less than a primary school education.

In order to help them to remember and understand we design some interesting games. For example, when introducing TB treatment, we drew a flow chart to help them practice “DOTS” , a WHO-recommended treatment strategy for detection and cure of TB. We drew a huge diagram on the floor and each village doctor had to walk through this diagram, using the flip of a coin to determine his or her progress. With each step forward, they had to collect packets of medicine. This game helped them to remember the DOTS method.

Writing and Singing Songs

The village doctors mostly are Lisu nationality and they all like sing. We used some popular tunes and put in lyrics of TB education. The village doctors were encouraged to write their own songs in their own language. We learnt the songs as a class. Then we have a competition among the groups and selected the best. Singing gave a lively atmosphere to our training. Writing songs was a way that made the village doctors think about what they learnt and were then able to put these into the lyrics.

Simple Pictures on TB

We used a set of simple drawing of TB patients, treatment and spread as a tool for health education. The learner can catch the meaning of the picture directly, whether he or she is literate or not. The village doctors were encouraged to use these pictures to talk to their people about TB.

Field Practice

On the final day of the training, we held a TB Health Education concert at the market street. We sang the songs that we wrote together. Many local villagers stopped and listened. Then every village doctor used the pictures and the knowledge they learned from the training to speak to any person in the market. It is a chance for the doctors to do health education. It is also a chance to acknowledge the real difficulties of local people.

Conclusion

We used the above methods and tools for our TB Health Education in FuGong. We achieved the aims of giving the village doctor a simple and correct understanding of TB- its

symptoms, spread and treatment. Each village doctor was challenged to go back to his village to educate their own people about TB.

CHED teaching methods are very useful for teaching about TB and for training healthcare workers. The simple role-plays, the games, songs and practical experience gave the village doctors the understanding, skills and motivation to be their village 's own TB Health Educator.