Technical Report 18:
Evaluation of the Use of PRIME’s
Reproductive Health Training
for Primary Providers:
A SourceBook
for Curriculum Development

Follow-up conducted during June 1998 to October 1999

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PRIME is a project for training and supporting primary providers of reproductive health services around the world. PRIME is implemented by INTRAH in collaboration with American College of Nurse Midwives, Ipas, Program for Appropriate Technology in Health, and Training Resources Group, Inc.


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Acknowledgments

Much gratitude is due to all of the PRIME Regional Office staff, consultants, Partners and colleagues, individuals and organizations outside of PRIME who used PRIME’s Reproductive Health for Primary Providers: A SourceBook for Curriculum Development and provided information through surveys, interviews, and group discussions about how they used the PRIME SourceBook, how useful and applicable it was, and how the SourceBook could be improved. This report attempts to summarize this rich information.

Special thanks goes to Lucy Harber for helping to collect, analyze and provide useful comments on the information. Alfredo Fort was instrumental in analyzing and constructing tables and graphs to support further data. Candy Newman gave her time to carefully review and offer many useful comments as this report progressed in draft form.
List of Acronyms

ACNM  American College of Nurse Midwives
CPI  client-provider interaction
FP  family planning
GOK  Government of Kenya
INTRAH  Program for International Training in Health
LAM  lactational amenorrhea method
NGO  non-governmental organization
PAC  postabortion care
PATH  Program for Appropriate Technology in Health
PRIME  Primary Providers’ Education and Training in Reproductive Health (an INTRAH project)
RH  reproductive health
STIs/RTIs  sexually transmitted infections/reproductive tract infections

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Presentation to CARE - September 1998 (Cumulative Response)
Executive Summary

*Reproductive Health Training for Primary Providers: A SourceBook for Curriculum Development* (the PRIME *SourceBook*), is a modular reference for trainers, faculty, and curriculum developers intended to help develop or revise curricula for training primary providers of client-oriented integrated reproductive health (RH) services. It is one of PRIME’s responses to the need for “integrating selected reproductive health care interventions into family planning training programs in order to respond better to clients’ reproductive health needs”, as stated in the PRIME contract Work Statement.

The PRIME *SourceBook* was under development and fieldtesting during 1995 – 1997, six modules and a User’s Guide were published in English at the end of 1997 and were disseminated during 1998 – 1999. Between June 1998 and October 1999, a follow-up of the actual use of the PRIME *SourceBook* was conducted using multiple methods: in-depth interviews, surveys completed by PRIME staff, mail-out surveys to PRIME colleagues and other recipients of the *SourceBook*, oral and written participant feedback during/following activities when the *SourceBook* was being used, focus group discussions, and document reviews.

Findings from the follow-up indicate that the *SourceBook* is widely used as intended by its target users in Africa, Asia, Near East and by other Cooperating Agencies and international organizations. Its use is limited in Latin America/Caribbean and Francophone West Africa due to unavailability of Spanish and French language editions, although some multi-lingual consultants have used the English edition in these regions.

The *SourceBook* has been, and is continuing to be, used primarily as a reference for developing or revising in-service curricula and performance assessment/supervisory tools. There have been a few applications of the *SourceBook* in pre-service training curriculum revision, including fieldtesting of Module 4 as a resource for revising the Diploma III midwifery curriculum in Indonesia. By far the most useful component of the *SourceBook* is the skills assessment tools. These tools were used with little modification or were adapted. They were used as models for developing new tools for different skills. The new or adapted tools were used to guide skills training, skills assessment, and follow-up of skills application on the job.

The overall above-average ratings and comments collected through this follow-up indicated that the primary intended users—experienced FP/RH trainers, instructors and curriculum developers—are finding the *SourceBook* comprehensive, up-to-date, easy to use, appropriate and applicable to their work. The less experienced trainers and curriculum developers—especially those who are not experienced in using references—also program managers and supervisors who have little experience in curriculum development or training, require some help in getting oriented to the contents and organization of the *SourceBook* and how they can use it. Both groups would benefit from a concise quick-use guide that gives an overview of the *SourceBook* and summarizes how to use it step-by-step.
There is some data to indicate that use of the *SourceBook* has had an effect on the quality of training (more performance-based and/or competency-based; more integrated reproductive health content) and even the quality of services provided by trainees (providers more confident, services added/expanded, services more integrated).
Introduction

Background

*Reproductive Health Training for Primary Providers: A SourceBook for Curriculum Development* (the PRIME SourceBook), is a modular reference for trainers, faculty, and curriculum developers intended to help develop or revise curricula for training primary providers of client-oriented integrated reproductive health (RH) services. It is one of PRIME’s responses to the need for “integrating selected reproductive health care interventions into family planning training programs in order to respond better to clients’ reproductive health needs”, as stated in the PRIME contract Work Statement.

Before beginning work on the SourceBook, a literature review was conducted to identify existing guides or curricula for training health workers in integrated RH. The SourceBook team continued to scan new literature during its development. Although many references on integrated RH and curricula on selected areas of RH were identified, there were no comprehensive resources for developing performance-based curricula for integrating family planning with other areas of RH, including knowledge and skills assessment tools. Throughout the modules of the SourceBook, excellent existing references on selected areas of RH are referred to as Key Resources for additional information. Included in the SourceBook Key Resources are the Pathfinder International modules titled, *Comprehensive Family Planning and Reproductive Health Training Curriculum*, which were under development at the same time as the SourceBook modules. PRIME and Pathfinder shared drafts of their documents and determined that the two sets of modules were complementary but different in their purpose, structure and content coverage.

The SourceBook builds on the many years of family planning (FP)/RH experience and training curriculum development of INTRAH, ACNM, Ipas and PATH. Topics like family planning, prevention of sexually transmitted infections, maternal/newborn care and postabortion care that traditionally were taught as separate topics are interwoven throughout the SourceBook so that trainees are better equipped to address the multiple RH needs of their clients at different life stages, e.g., adolescence, postpartum, and in different life circumstances, e.g., postabortion, in a non-monogamous or abusive relationship.

The SourceBook is founded on the principles of performance-based training—the knowledge, skills and support a primary provider needs to meet performance standards on the job and improve the quality of care offered to clients. Each of the 6 modules addresses one primary job responsibility, such as providing postabortion care services, that may be performed by a RH service provider. The components of the module describe the major tasks (the basis for learning objectives) associated with that job, provide an outline of the knowledge and skills required to complete those tasks, and provide sample assessment tools (pre-/post knowledge tests and skills checklists) designed to help assess knowledge and skills. The SourceBook is a resource document.
and not a set curriculum; users are encouraged to select and adapt the topics and components to address the specific needs of their trainees. The modules contain many references to related material in other modules and references to key resources outside the SourceBook for additional technical content. The SourceBook consists of a User’s Guide and 6 modules:

1. Counseling clients for family planning/reproductive health services
2. Educating clients and groups about family planning/reproductive health
3. Providing family planning services
4. Providing basic maternal and newborn care services
5. Providing postabortion care services
6. Providing selected reproductive health services

Six modules and a User’s Guide were published in English at the end of 1997. The initial distribution targeted 438 curriculum development colleagues in the regions, Cooperating Agencies (CAs) and other international organizations. Since the initial mailing, PRIME has disseminated the SourceBook through training and technical assistance activities and in response to outside requests from individuals and organizations in more than 43 countries, bringing to 1,300 the total number of SourceBook sets distributed as of September 30, 1999.

Module 4 was translated into Bahasa Indonesia for use as a reference for Diploma III midwifery school curriculum revision. Modules 7 and 8, Spanish and French editions of the entire SourceBook, and a CD-ROM package of the SourceBook files were nearing completion when funding was discontinued in February 1999.

Problem statement

The PRIME contract Work Statement stated that the contractor would respond to the need for “integrating selected reproductive health care interventions into family planning training programs in order to respond better to clients’ reproductive health needs”. INTRAH was experienced in FP training and with integrating some other areas of RH into the training, and had developed a prototype curriculum. PRIME Partners ACNM, Ipas and PATH also had their specialty areas and materials: maternal/newborn health, postabortion care (PAC), client-provider interaction (CPI). Additional curricula and content references were available from other CAs and international organizations, but each addressed selected specialty areas, e.g., lactational amennorhea (LAM), domestic violence, sexually transmitted infections/reproductive tract infections (STIs/RTIs), HIV/AIDS, individual FP methods, and so forth. There were no existing prototype curriculum resources that modeled the integration of FP and other priority areas of RH care and that addressed the knowledge, skills and support a primary provider needs to meet performance standards on the job and improve the quality of RH care offered to clients.
Purpose and objectives

The follow-up of the SourceBook was intended to ascertain the actual use of the resource. The follow-up objectives were:

1. To identify uses/users; to track adaptations of the SourceBook
2. To collect user impressions regarding the readability, usability/adaptability, and applicability of the SourceBook
3. To determine the amount and type of technical assistance required to adapt the SourceBook content for local use
4. To identify recommended revisions/expansions to the SourceBook
5. To determine results/effects of SourceBook use

Methodology

The follow-up was carried out during 1998-1999 through in-depth interviews, written surveys, oral and written feedback during/following activities when the SourceBook was being used, focus group discussions, and document reviews.

Data collection instruments (see Appendix A):

1. “Interview Questions for PRIME SourceBook Users” was intended to guide the in-depth interviews and was used with 8 individual users (INTRAH and PRIME consultants) during the time period June – October 1998, and a focus group of 5 users (South African primary health care trainers/supervisors) in December 1998.

2. “PRIME SourceBook – We Used It!” was a survey form initially used during the November 1998 PRIME annual meeting to collect information about past, current and planned uses of the SourceBook from PRIME staff. 30 forms were completed at the 1998 annual meeting. It was later used in December 1998 by a focus group of 5 South African primary health care trainers/supervisors who had used the SourceBook for curriculum development.

3. Draft “PRIME Publications Survey” was faxed to PRIME Regional Offices and a few CAs to pretest the instrument (see #4 below) and collect feedback and utilization information from a small sample of PRIME publications recipients. 15 responses were returned, out of which 13 stated they had received the SourceBook, and 12 rated its usefulness/relevancy to their work.

4. “PRIME Publications Survey” was included in a March 1999 mailing of 2 new PRIME publications to 608 recipients, in order to collect feedback and utilization information from recipients of previous mailings of PRIME publications (List of Free Materials in Reproductive Health; The Menstrual Cycle and Its Relation to
Contraceptive Methods; the PRIME SourceBook). 53 responses were returned, out of which 22 stated they had received and used the SourceBook, and 18 rated its usefulness/relevancy to their work. The respondents who used and rated the SourceBook were primarily African FP/RH trainers and curriculum developers who also had job responsibilities in training/program management, service provision and/or supervision.

5. Participant Reaction forms used to collect feedback from participants in SourceBook orientation seminars: two one-day SourceBook orientation sessions for 33 participants conducted in Nairobi Kenya in September 1998, a half-day session facilitated by PRIME for 25 participants during the CARE-MoRR launch workshop in Atlanta in September 1998, a focus group of 5 SourceBook users in South Africa in December 1998.

6. “Interview Questions for SourceBook Users (D3 Project)” was used in July 1999 to collect feedback from 23 midwife educators who used portions of Module 4 to revise 2 courses in Indonesia’s Diploma III pre-service midwifery curriculum.

Other miscellaneous sources of information: trip reports, emails (e.g., from Phyllis Long, PRIME/ACNM consultant who used the SourceBook in Morocco), report of PRIME-conducted SourceBook orientation seminars held in Nairobi, report of seminar for CARE-MoRR Launch.

Techniques used for data analysis were tallying the frequencies of responses to questions, categorizing the uses of the SourceBook according to pre-determined categories of intended use, and selecting consistent themes reported in the instruments and documents reviewed.

Results

The following results are summarized from SourceBook users who responded to requests for information. There are many others who requested and are using—or not using—the SourceBook whose comments are not reflected here. The results are summarized according to the objectives of the assessment.

Objective 1: To identify uses/users; to track adaptations of the SourceBook.

See Table 1 in Appendix B which summarizes the following information solicited from SourceBook users through the tools described above.

The SourceBook has been adapted/used or is currently being adapted/used as a resource by PRIME for developing or updating 22 integrated RH in-service or pre-service curricula in 13 countries: Bangladesh, Benin, El Salvador, Ghana, India, Indonesia,
Kenya, Mexico, Morocco, Paraguay, Tanzania, Togo, Uganda – and planned use in another 2 countries: Dominican Republic and Peru.

The SourceBook has also been used by other USAID Cooperating Agencies (CAs) and organizations for developing/updating 12 RH curricula in 8 countries: Pathfinder/Kenya, Equity/South Africa, Basics/Eritrea, JHPIEGO/Indonesia, Medical Training Centres/Kenya, University of Nairobi Department of Nursing/Kenya, Aga Khan Well Woman Clinic/Kenya, Nairobi City Council/Kenya, JSI Private Sector/Morocco, PSI Private Sector/Togo, Makerere Medical School/Uganda, ZNFPC/Zimbabwe.

Other uses of the SourceBook:

- As a reference for developing curriculum support materials for group learning or self-study for 8 projects (PRIME and other organizations)
- As a reference for developing/expanding service guidelines (Family Planning Association of Kenya and the National Clinical Training Network in Indonesia)
- To develop performance evaluation tools for 13 projects in 7 countries (PRIME and other CAs/organizations). For example, Ipas used the PAC skills assessment tools in Module 5, with only minor adaptation, for skills evaluation of midwives as part of operations research by MotherCare and the Ghana Registered Midwives Association.
- To expand libraries/resource centers (9 respondents to PRIME Publications Survey)
- To share with colleagues (18 respondents to PRIME Publications Survey)

The following additional uses or planned uses have been reported:

- SEATS and FOCUS: PATH secondments to these projects have used the SourceBook in various curriculum development activities.
- CARE: introduced the SourceBook to CARE program managers/supervisors during technical update workshops in East and West Africa and during the CARE-MoRR launch workshop (September 1998) through PRIME-facilitated sessions. Participants identified planned uses of the SourceBook in several CARE projects in the regions.
- PRIME conducted two one-day SourceBook orientation sessions for thirty-three potential SourceBook users in Nairobi, Kenya in September 1998. Participants (faculty from Kenya Medical Training Center and other pre-service training institutions, and staff from non-governmental organizations and other private sector institutions in Kenya) drafted four pre-service training course outlines and three plans for integrating reproductive health into in-service training curricula. Participants also made plans for using, sharing and facilitating implementation of the SourceBook in their work environments.
Objective 2: To collect user impressions regarding the readability, usability/adaptability, and applicability of the SourceBook.

Data relevant to this objective was collected through all of the methods/instruments described in the Methodology section above. The comments and ratings regarding the SourceBook’s readability, usability/adaptability and applicability were consistently positive and higher-than-average.

1. Data from in-depth interviews:

Six out of 8 interviewees reported that the SourceBook was very useful, readable, usable, and applicable to their situations. Selected comments:

We used the SourceBook skills checklists with minimum revision. They are excellent competency-based training/assessment tools –thorough, clear and well-organized—and would have taken us a lot of time to develop from scratch. (RH clinical curriculum development specialist, Bangladesh)

The SourceBook is rich with information and can be used with revision or none at all. (RH clinical trainer, Uganda)

The Ghanaian evaluator commented that the skills assessment tools were very easy to use and very comprehensive. (Operations research consultant, USA)

The SourceBook is more practical (than the Prenatal Education Program book); having all the modules is very helpful as they complement each other. The SourceBook content is good and advanced more than Bridging activities RH content. (clinic supervisor trainer, South Africa)

One of the 2 interviewees who had some difficulty using it was working with trainers who were not experienced in either curriculum development or training. During the process of using the SourceBook for developing the curriculum, the trainers became more familiar with focusing the content on only the knowledge areas needed to perform the selected skills and developing training activities that utilized experiential learning techniques. The other interviewee had not yet used the SourceBook at the time of the interview, but was unsure about its application for revising pre-service curricula. After using selected parts of the SourceBook, she found the skills assessment tools to be the most useful section of the SourceBook and predicted substantial improvements in instruction in essential clinical skills for midwifery students resulting from the adaptation of the very detailed skills assessment tools for the revised pre-service training curriculum.

2. Data from “PRIME SourceBook – We Used It!” instrument

35 instruments were completed, out of which 23 respondents rated how useful the SourceBook was to their particular purposes. The remaining 12 respondents had not yet used the SourceBook and were completing the instrument in relation to planned uses of the SourceBook. All 23 respondents who rated the SourceBook scored it “reasonably user-friendly” to “very easy to use”. See Table 2 below.
Table 2
Responses for the “PRIME SourceBook - We Used It!” Instrument by Rating

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.   Difficult to use/required lots of TA</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2.   Reasonably user-friendly/ required acceptable amount of TA</td>
<td>14</td>
<td>59.1</td>
</tr>
<tr>
<td>3.   Very easy to use/required no TA</td>
<td>9</td>
<td>40.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>100.0</td>
</tr>
</tbody>
</table>

2. Data from “PRIME Publications Survey” (draft and finalized versions)

35 respondents indicated that they had received the SourceBook, out of which 30 respondents rated how useful/relevant the SourceBook was to their work. All 30 respondents rated the SourceBook “useful/relevant” to “very useful/relevant”. See Graph 1 below.

Graph 1
Responses to a PRIME Publications Survey "How useful/relevant is the SourceBook to your work?"  
(N = 30)

Selected comments from respondents:

It is user friendly for example the binding is good, content factual, simple to understand and logically arranged. (Ghana)

Helps one to prepare for workshop. Major tasks, effective implementation, evaluation. (Ghana)

Information in the different modules of the SourceBook is very simplified easy to use as reference. Covers all aspects of reproductive health. (DISH Project trainer, Uganda)
We used it to develop a new update Family Planning course or rather reproductive health course. The skills assessment tools are excellent and most helpful. *(South Africa)*

The *SourceBook* is a great reference for knowledge, training issues, and a guide for systematic curriculum development. *(India)*

ALTAM *(a Bangladesh NGO)* is involved with curriculum development, with its all training conducted for different organizations. So during the task, this resource book was used as reference book as well. *(explaining a Very useful/relevant rating)* *(Bangladesh)*

I have used the *SourceBook* as a resource for training. Module 5 has helped me understand about postabortion care. I also used the module to come up with a concept paper on postabortion care. *(Zimbabwe)*

I keep referring to it. The sequencing of the content is clear, helpful. *(Tanzania)*

We’ve never seen anything like this. We sent ordering information to a Chinese RH organization, Ynnan RH Research Association. It was just what they needed for training programs. *(International Women’s Health Association)*

4. Data from Participant Reaction Forms and written reports from *SourceBook* orientation sessions

Participants from the orientation sessions conducted in Nairobi in September 1998 acknowledged that the *SourceBook* was a comprehensive, relevant, timely and useful reference. One participant commented, “PRIME has pioneered flying the integrated reproductive health flag very high.” Some participants had initial reservations about being able to use the *SourceBook* but felt that the workshop provided a valuable opportunity to move step-by-step through it, removing fears that had hindered their use and allowing them to feel “. . .at home and assured that it was meant for them.”

At CARE’s request, PRIME staff facilitated an orientation to the *SourceBook* for CARE program managers and senior advisors during the CARE-MoRR launch workshop in September 1998. Following the workshop, 17 of the 25 participants completed reaction forms asking about the presentation given and the *SourceBook* itself. Respondents had the choice of rating their answers on a 5-point scale, from “Strongly Agree” to “Strongly Disagree”. Responses to 2 statements specifically referring to the *SourceBook*, “The *SourceBook* provides a resource that is directly related to the work I do or am going to do” and “I plan to use the *SourceBook* or recommend it to colleagues” consistently inclined toward the “Strongly Agree” and “Agree” extremes of the scale (13 and 15 of 17 responses, respectively), demonstrating a very positive reaction to the document (for an example of responses to a statement see Graph 2).
A summary of comments from the CARE evaluation form is included below:

- the workshop (especially the hands-on activities) was helpful in understanding the layout of the *SourceBook*; modules need to be read and digested
- really need a training session to be able to use it; several participants felt they needed additional technical assistance/training before they could use it (note: as a result of changes in the way field projects are conducted, many of the participants are now being called upon to do training of trainers and curriculum development although they don’t have experience in this area)
- several participants identified the skills section as being very useful as an assessment tool in a variety of situations

5. Data from “Interview Questions for SourceBook Users (D3 Project)” instrument

The majority of the Indonesia midwife educators indicated that the *SourceBook* was clear, easily understood and the specific components had clearly stated objectives. All of them had recommended it to other potential users (curriculum coordinators, faculty, clinical site coordinators, providers). Eight midwives mentioned that other resource books only teach about concepts, while the *SourceBook* has clear steps of clinical skills and the evaluation tools. Some midwives said that the book was more complete since it had both knowledge and skill assessment, and the content was more up to date and detailed. Additionally, it was more useful for clinical teaching, and the checklist format was easier to understand than references used in the past. Selected comments:

- I have never had such a complete book for developing curriculum before. I really need this *SourceBook* and we also need other updated materials for teaching references.
- This *SourceBook* helps us a lot. We do not have to make ourselves the detailed checklist. The checklists are already available in the book; it saves our time.
Objective 3: To determine the amount and type of technical assistance required to adapt the SourceBook content for local use.
The general consensus from the data collected indicates that the primary intended users of the SourceBook—experienced trainers, faculty and curriculum developers—required little to no technical assistance in using and adapting the SourceBook content. However, the less experienced trainers, and program managers and supervisors who had no experience in curriculum development, needed some orientation to the organization and contents of the SourceBook and how they could use it.

Objective 4: To identify recommended revisions/expansions to the SourceBook.
Respondents, interviewees and focus group participants made the following recommendations, in order of frequency. (Only recommendations received more than once are listed. The most frequent recommendations are listed first.)
- disseminate it more widely; make it more readily available
- summarize user’s guide info or develop a clearer step-by-step guideline (mini user’s guide) and other audio-visual materials to help familiarize new SourceBook users
- make it available electronically, on diskette or CD-ROM, preferably in Microsoft Word, to facilitate searching for topics and adaptation of the tools
- prepare and disseminate translations: French and Spanish, especially. (Bengali, Hindi were also suggested.)
- provide clearer instructions on how to score the skills assessment tools
- update trainers in curriculum development so that they can make better use of the SourceBook
- continuously update the material
- include an index in the back of each module
- the “map” illustration is not clear; fieldtest it more extensively or replace/pretest a different graphic to demonstrate how the SourceBook is organised
- the covers for the modules are too similar; the highlighted module number and title is not readily seen; consider different colors or some other way to more obviously distinguish each module’s cover

Objective 5: To determine results/effects of SourceBook use.
A comprehensive follow-up of results/effects of SourceBook use was not possible due to financial constraints. However, the following results-oriented information was collected from in-depth interviews, comments included on surveys and participant reaction forms and from reviewing selected curricula and other documents.
Specific comments:
- Services had focused on FP. The SourceBook helped us to add new services, in response to Cairo and our own strategy for service expansion plus request from GOK (Government of Kenya) to address STD and expectation to be more sustainable and generate income. (Family Planning Association of Kenya)
Integration of services is now done, something that did not exist before. People do not come on certain days for some treatment, everything is done for them on same day. Thanks for opening our eyes because the good that we do, is for the good of our community. *SourceBook* is my guide I always refer to them when I have a problem. We use them to conduct workshop. *(clinic supervisor trainer, South Africa)*

The *SourceBook* is advantageous because it is more comprehensive and learner intended. Counseling services on HIV/AIDS improved with providers feeling more confident. *(clinic supervisor trainer, South Africa)*

After using values clarification section in the family planning module, now service providers are offering family planning service. They were reluctant to before and were afraid of myths and rumors. Trainer used the *SourceBook* to facilitate 5 day family planning course with one week practicals. Learners understood information and it is implemented the training—in line with protocols. *(clinic supervisor trainers, South Africa, focus group discussion)*

The *SourceBook* helped us to expand services and improve quality because we used it as a resource in training new service providers who had not had prior training. *(Family Planning Unit, Ministry of Health, Tanzania)*

The *SourceBook* helped us to expand and improve quality of services provided by primary care physicians and build capacity to improve training of primary care physicians. *(UMATI and Family Planning Unit, Ministry of Health, Tanzania)*

Other results extrapolated from the data and document reviews:

- Improved user convenience. Many users commented on the usefulness of having all the modules because they complemented each other and because together they covered all the main topics in reproductive health. Others commented that each module contained all of the essential building blocks of a curriculum: job tasks, a content outline, sample knowledge assessment questions and skills assessment tools, and references to other key resources.

- The curricula that were developed using the *SourceBook* as a reference were competency-based and/or performance-based. All of the curricula examined (see Appendix C) contained 2 or more of the following: post-training jobs/tasks, skills checklists, skills practice activities, planning for skills application on the job, pre/post assessment and plans for follow-up of skills application.

- All of the materials examined that were developed using the *SourceBook* as a reference contained client-centered, integrated RH content (see Appendix C).
Discussion and Conclusions

The SourceBook is widely being used as intended by its target users in Africa, Asia, Near East and by other Cooperating Agencies and international organizations. Its use is limited in Latin America/Caribbean and Francophone West Africa due to unavailability of Spanish and French language editions, although some multi-lingual consultants have used the English edition in these regions.

The SourceBook has been and is continuing to be used primarily as a reference for developing or revising in-service curricula and performance assessment/supervisory tools. There have been a few applications of the SourceBook in pre-service training curriculum revision, including fieldtesting of Module 4 as a resource for revising the Diploma III midwifery curriculum in Indonesia. By far the most useful component of the SourceBook is the skills assessment tools. These tools were used with little modification or were adapted. They were used as models for developing new tools for different skills. The new or adapted tools were used to guide skills training, skills assessment, and follow-up of skills application on the job.

The overall above-average ratings and comments collected through this follow-up indicated that the primary intended users—experienced FP/RH trainers, instructors and curriculum developers—are finding the SourceBook comprehensive, up-to-date, easy to use, appropriate and applicable to their work. The less experienced trainers and curriculum developers—especially those who are not experienced in using references—as well as program managers and supervisors who have little experience in curriculum development or training, require some help in getting oriented to the contents and organization of the SourceBook and to how they can use it. Both groups would benefit from a concise quick-use guide that gives an overview of the SourceBook and summarizes how to use it step-by-step.

There is some disagreement about the usefulness of the “map” graphic to explain the organization of the SourceBook. Some users found it very helpful in explaining task analysis. Others were confused by the term “map”, because this term is generally used to refer to geographic maps. This graphic requires further pretesting for continued use, and possibly should be redesigned or replaced.

Use of Data

PRIME used the information received through interviews, surveys and observation and took the following steps during 1998:

PRIME carried out several introductory sessions or orientation seminars for staff, other CAs and in-country organizations and developed a package of seminar support materials, including a factsheet, orientation workshop agenda, small group activities, a one-page how-to-use the SourceBook guide, a presentation (containing 34 overhead transparencies, suggested speaker notes and participant handouts), flipcharts, and a participant reaction
form. These materials were also produced in Spanish and French and copies in the relevant languages were provided to each of the PRIME regional offices. See Appendix D: SourceBook Promotion Strategy for complete list of activities.

PRIME accelerated translation and production of French and Spanish versions of the SourceBook in 1998, but funds were not available to print and distribute them in 1999. A limited number of photocopied French and Spanish sets were distributed to PRIME regional offices in Togo and Dominican Republic for their use.

PRIME drafted a mini-user’s guide for the SourceBook, but funds were not available for pretesting, printing and distribution in 1999.

Electronic files in Microsoft Word 95 of the English version of the SourceBook were created, but funds were not available for distribution in 1999. Copies were given to the PRIME regional offices to facilitate their use and adaptation of the SourceBook modules and tools.

Recommendations

Based on the information collected from a variety of sources and methods, the following recommendations are offered:

1. Finish production and dissemination of the following:
   • French and Spanish versions of the User’s Guide and 6 modules
   • mini-user’s guide to the SourceBook
   • electronic files of the SourceBook

2. If use and dissemination of the SourceBook is continued, consider the following revisions:
   • update content
   • revise “map” graphic
   • revise cover design if there is funding to use more than 2 colors
   • re-assess whether planned modules 7 and 8 are needed and whether modules on other topics are more of a priority
   • provide more directions on scoring the skills assessment tools
Instructions to interviewers:
The following questions are designed to use as a guide to structure your conversations with users of the PRIME SourceBook. The questions are designed give you an idea of the type of information that we would like to collect from users. Please rephrase them so that they reflect your normal conversational style. Ask questions in whatever order makes sense given your evolving conversation with the user. It’s not necessary to ask every question if it’s obvious from information provided during the course of the conversation that the question is not applicable. Let the interviewee’s interests/issues guide the conversation. At the beginning of the conversation ask general/broad open-ended questions and follow-up their comments with more targeted questions as necessary. Have a copy of the SourceBook available for the user to examine during the interview. Take notes during the interview and “transcribe” them as soon as you can so that you can supply accurate details. Thanks.

Objectives of the interview:
• to identify uses/users, to collect copies of adaptations;
• to collect user impressions regarding the readability, usability/adaptability and applicability of the SourceBook;
• to determine amount and type of technical assistance required to use/adapt the SourceBook content for local use; and
• to report/recommend revisions and expansions

Date of Interview: ____________  Interviewee’s Name: ________________________________

Interviewee’s Job Title/Affiliation: ________________________________________________

Interviewee’s Contact information (address): _________________________________________
___________________________________________________________________________

Interview conducted by: ____________________________________________________________

In person __ location: ________________ Via phone __ phone #: ________________

Interviewee’s Background  brief description including degrees, certification, experience:
___________________________________________________________________________

How and when did the interviewee acquire the SourceBook? ________________________
___________________________________________________________________________

Please describe how you have used the SourceBook?

• Describe in some detail the setting and the objectives of the activity/project in which you used the SourceBook. Which parts of the SourceBook did you use? What applications/purposes has the SourceBook contributed to directly? If used in curriculum development...
  – what topics/skills were covered?
  – which modules did you use?
  – what level of health worker?
  – pre-service or in-service setting?
new curriculum or revised/expanded curriculum?
may we have a copy of the material that you created?

• If you did not use the *SourceBook* why didn’t you? (e.g., no opportunity, inappropriate in your situation, don’t like it, etc.)

• Describe the components of the modules (i.e., job, major tasks, assessment questions, assessment tools) that you found most useful and describe how these components are being used. (with revision? minimal revision? no revision?) Can any components be made more useful? How? Are the major components of the modules evident, easily-understood and easy to find? Do the modules clearly state the objectives of the specific components?

• Did you procure and use any of the key resources suggested in the modules? Did you find the inclusion of this information helpful? How could this information be made more useful?

• If you used the User’s Guide, please describe how you used it. What parts of it did you -- read? -- find most useful? Does the User’s Guide clearly state the overall objectives of the *SourceBook*, the intended users (and secondary users) and special instructions for use?

• In your experience, what type of technical assistance is required to use the *SourceBook*? Did you receive any technical assistance from PRIME staff or others? To what extent could you use the *SourceBook* without technical assistance?

**Do you have any future plans to use the *SourceBook***?

• Would you or have you, recommended the *SourceBook* to colleagues? If so, who? Do you know if they are using it? Do you have any plans to use it on another project? Please describe.

• How does the *SourceBook* compare with other resource and curriculum materials that you have you have used in the past? What other materials have you relied upon?

• If the *SourceBook* were available to you as a computer file (Microsoft Word), would you be able to use it? Please describe how you would use it.

**Did you encounter any obstacles or barriers in your use of the *SourceBook***?

• Is the content of the *SourceBook* suitable to the actual settings, conditions, cultural context in your situation? Describe aspects that were particularly well-suited or ill-suited for your situation.
• Are there (environmental) barriers to SourceBook use? If so, what are they? (i.e., can’t get outside references/key resources, lack of supplies, lack of infrastructure, etc.)

What did you think about the organization and design of the SourceBook?

• Consider the organization of the SourceBook contents and describe whether it facilitated or hindered your use. Did you find the content of the SourceBook to be well-organized? -- sequenced logically? Of particular concern: placement of knowledge content outline, skill practice within content outline and separately, appendices, etc. Did you get lost (i.e., following/locating references in other modules and key resources)? Please explain.

• Describe how/whether the visuals (ie, tables, diagrams) contributed to your understanding the content. We’re especially interested in the “map” illustration. Was it clear to you? Did it help you to understand how the SourceBook is designed and intended to be used? Was the term “map” confusing? Can you think of a better word? Is it acceptable/suitable within your cultural context to “visualize” the organization of information in this manner? What, if anything, would you change to make the “map” idea clearer?

• Is the text legible, clear and easy-to-read? Please explain.

• Is the length (of the SourceBook, of each module) appropriate for the objectives (tasks)? Please explain.

• Is the information/language at the proper difficulty/reading level? Please explain. (i.e., technical information regarding the concepts of performance-based training and integrated reproductive health; other technical and clinical vocabulary)

• Are there any parts of the SourceBook that are not necessary? Please explain.

• Are there any topics or content that you would like to see added? Please explain.

• Is the binding or packaging appropriate and adequate for intended use and storage conditions?

Has use of the SourceBook initiated any other changes?

• What specific changes, if any, have you observed at the work site that are a result of using the SourceBook? (i.e., Have job descriptions been rewritten? -- new protocols developed? Is RH content more integrated? Is training more client-centered? -- performance-based (as evidenced by use of skills assessment tools, skills application planning, pre/post-assessment and follow-up of skills application)?
If used as a resource to develop any other type of document. . .
  – what type (protocols, procedures, supervisory tools, etc.)?
  – who are/were the intended users?
  – what are/were the intended uses?

Is there anything else that you’d like to share/comment on regarding the SourceBook?

• In the course of using the SourceBook did you note any content errors that need to be corrected/updates?

• If you can summarize your overall impression of the SourceBook as a curriculum development resource on a scale that includes, excellent - good - fair - poor, how would you rate it?

Thank you very much!

Return completed forms and copies of materials developed to:
Cathy Murphy
INTRAH/PRIME
1700 Airport Road
Chapel Hill, NC 27514
Tell us your **SourceBook Story** by filling in the blanks, checking the appropriate boxes and circling the adjectives that most accurately reflect your use of the **SourceBook**.

**Setting (country):** ____________________________________________

**What project:** ________________________________________________

**Contact person(s):** ____________________________________________

**When:** ___________ Date this form completed: ___________   

**Copy of material(s) developed:** attached ______ will follow ______

**For what curriculum-related purpose did/will you use the SourceBook:**

- to create a new curriculum ____ , or strengthen an existing curriculum ____ ;
- to make it more integrated ____ and/or performance-based ____ .

If your purpose was not curriculum development or modification, how did/will you use it?

- to evaluate skills training ____
- to develop supervisory/management tools ____
- to develop clinic guidelines and procedures ____
- to develop job aids for providers ____
- to develop trainee handouts for self study ____
- other: __________________________________________________________

**What SourceBook topics did/will your intervention include (circle topics you used/will use):**

- counseling
- client/group education
- family planning
- ECPs
- maternal health
- newborn health
- preconceptional care
- postabortion care
- adolescent care
- perimenopausal care
- selected gynecological problems
- RTIs/STIs/HIV
- infertility
- breast and cervical cancer
- FGM
- domestic violence
- performance-based training
- other: __________________________________________________________

The following people actually used/ will use the **SourceBook** (circle all that apply):

- trainers
- faculty members
- curriculum developers
- researchers
- supervisors/managers
- policy makers
- other: __________________________________________________________

**Rate how usable the SourceBook was for this intervention:**

- very easy to use
- reasonably user-friendly
- difficult to use
- required no TA
- required acceptable amount of TA
- required lots of TA

The following cadres of providers benefitted/will benefit from inservice ____ or preservice ____

materials that were developed using the **SourceBook** as a reference tool (circle all that apply):

- OB/GYNs
- medical officers
- primary care physicians
- nurses
- public health nurses
- nurse midwives
- midwives
- birth attendants
- community health workers
- other: __________________________________________________________

Use back of form if needed to complete the following questions.

Do you anticipate that there may be some expansion of existing services ____ and/or an improvement in the quality of existing service ____ as a result of an intervention that used the **SourceBook**? Explain (support with anecdotal or other evidence).

In the context of this intervention, what feature/component/aspect of the **SourceBook** was the most remarkable/notable/useful/important? (ie, specific skills tool, a section of User’s Guide)

Based on this experience, what do you think needs improving about the **SourceBook**?
Appendix A-3

Dear Colleague,

INTRAH and our Partners are entering the last year of the PRIME Project, and we would like to hear from you about some of the publications and technical materials developed by the project during the past 4 years. We will use your feedback to make recommendations to USAID for a project that will follow PRIME.

For each of the publications listed on the survey, please tell us whether you received it, how useful and relevant it is to your work, and how you used or plan to use it. If you have not received some of the publications and wish to, check the box on the survey, provide your address on the last page, and we will send you a copy. Some of the Spanish and French editions are still in progress and can be sent to you as soon as they are completed.

Please send this completed survey to the INTRAH/PRIME Regional Office in your region or fax it directly to me at the fax number below. We need to receive your survey by December 3, 1998 in order to include your feedback and suggestions in our recommendations.

Thank you. We are grateful for your feedback.
Catherine Murphy
Senior Instructional Designer
INTRAH/PRIME

Return completed survey by December 3, 1998 to:
____________________________________
________________________________
or to:

Catherine Murphy
INTRAH/PRIME
Chapel Hill, NC, USA
fax: 919-962-7178
PRIME Publications Survey


☐ I did not receive. ☐ Please send to my address at the end of this survey.
☐ I received a copy.

Usefulness/relevancy to my work:  

<table>
<thead>
<tr>
<th>NOT useful/relevant</th>
<th>useful/relevant</th>
<th>VERY useful/relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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</table>

Please explain:____________________________________________________________

Please describe how you used or plan to use the publication (check as many as apply):

☐ to update myself ☐ to share with colleagues for their update/information
☐ as a resource for training ☐ as a reference for curriculum development
☐ to expand our resource collection ☐ to distribute to trainees (approximate no. distributed ___)
☐ other (please describe): ______________________________________________

---


☐ I did not receive. ☐ Please send to my address at the end of this survey.
☐ I received a copy.

Usefulness/relevancy to my work:  

<table>
<thead>
<tr>
<th>NOT useful/relevant</th>
<th>useful/relevant</th>
<th>VERY useful/relevant</th>
</tr>
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<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
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</table>

Please explain:____________________________________________________________

Please describe how you used or plan to use the publication (check as many as apply):

☐ to update myself ☐ to share with colleagues for their update/information
☐ as a resource for training ☐ as a reference for curriculum development
☐ to expand our resource collection ☐ to distribute to trainees (approximate no. distributed ___)
☐ other (please describe): ______________________________________________

☐ I did not receive. ☐ Please send to my address at the end of this survey.
☐ I received a set.

Usefulness/relevancy to my work: NOT useful/relevant, useful/relevant, useful/relevant, useful/relevant, VERY useful/relevant

(please circle) 1 2 3 4 5

Please explain: ________________________________________________________________

Please describe how you used or plan to use the publication (check as many as apply):
☐ to update myself ☐ to share with colleagues for their update/information
☐ as a resource for training ☐ as a reference for curriculum development
☐ to expand our resource collection ☐ to distribute to trainees (approximate no. distributed ___)
☐ other (please describe): ________________________________________________________

Infection Prevention in the MCH/FP Clinic and Progestin-only Injectibles,
1996, two updated chapters from INTRAH’s Guidelines for Clinical Procedures in Family Planning.

☐ I did not receive. ☐ Please send to my address at the end of this survey.
☐ I received copies.

Usefulness/relevancy to my work: NOT useful/relevant, useful/relevant, useful/relevant, useful/relevant, VERY useful/relevant

(please circle) 1 2 3 4 5

Please explain: ________________________________________________________________

Please describe how you used or plan to use the publication (check as many as apply):
☐ to update myself ☐ to share with colleagues for their update/information
☐ as a resource for training ☐ as a reference for curriculum development
☐ to expand our resource collection ☐ to distribute to trainees (approximate no. distributed ___)
☐ other (please describe): _________________________________________________________
Please answer the questions in relation to the following publications as a group:

**INTRAH Technical Information Memos**
- a. Cervical Cancer Prevention
- b. Diagnostic Approach to Performance and Potential (DAPP)

**PRIME Perspectives**
- c. Obstetric First Aid in the Community: Partners in Safe Motherhood
- d. The Performance Technology Approach to Performance Improvement
- e. PRIME’s Performance Improvement Initiative Underway in Burkina Faso

☐ I did not receive copies of some of the above. ☐ Please send circled items to my address.
☐ I received copies.

Usefulness/relevancy to my work: NOT useful/relevant useful/relevant useful/relevant VERY useful/relevant
(please circle) 1 2 3 4 5

Please explain: ________________________________________________________________

Please describe how you used or plan to use the publications (check as many as apply):
☐ to update myself ☐ to share with colleagues for their update/information
☐ as a resource for training ☐ as a reference for curriculum development
☐ to expand our resource collection ☐ to distribute to trainees (approximate no. distributed ___)
☐ other (please describe): ______________________________________________________


☐ I did not receive. ☐ Please send to my address at the end of this survey.
☐ I received a copy.

Usefulness/relevancy to my work: NOT useful/relevant useful/relevant useful/relevant VERY useful/relevant
(please circle) 1 2 3 4 5

Please explain: ________________________________________________________________

Please describe how you used or plan to use the publication (check as many as apply):
☐ to update myself ☐ to share with colleagues for their update/information
☐ as a resource for training ☐ as a reference for curriculum development
☐ to expand our resource collection ☐ to distribute to trainees (approximate no. distributed ___)
☐ other (please describe): ______________________________________________________
The following publications were produced and distributed with support from the PRIME Project. Please tell us whether you received them, and if so, how useful they were.


<table>
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<th>received</th>
<th>did not receive</th>
<th>Please send to my address at the end of this survey.</th>
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<th>Usefulness/relevancy to my work: <em>(please circle)</em></th>
<th>NOT useful/relevant</th>
<th>useful/relevant</th>
<th>VERY useful/relevant</th>
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Please explain:______________________________________________________________


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<tr>
<th>Usefulness/relevancy to my work: <em>(please circle)</em></th>
<th>NOT useful/relevant</th>
<th>useful/relevant</th>
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Please explain:______________________________________________________________


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<tr>
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<th>NOT useful/relevant</th>
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<th>VERY useful/relevant</th>
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Please explain:______________________________________________________________


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<tr>
<th>Usefulness/relevancy to my work: <em>(please circle)</em></th>
<th>NOT useful/relevant</th>
<th>useful/relevant</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Please explain:______________________________________________________________

Please send publications to me in: ☐ English    ☐ French     ☐ Spanish

My name and address:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

SourceBook Evaluation  24  PRIME
Appendix A-4

PRIME Publications Survey

Our records indicate that you have received at least one PRIME publication. We will place you in a drawing for FREE PRIME publications in exchange for completing this short survey and returning it to the address on the back. If you prefer, you may complete the survey online at: http://www.intrah.org/pubs.html. Completing this survey should take you 10 minutes or less. We need your valuable comments by June 1, 1999. Thank you!

1. Which of the following do you do as a regular part of your job? (check all that apply)
   _ training/instruction
   _ curriculum/materials development
   _ program/training management
   _ evaluation/research
   _ resource collection management
   _ materials distribution
   _ information/education/communication
   _ counseling
   _ family planning/reproductive health service provision
   _ supervision
   _ other (please specify): __________________________

2. Receipt of the publication (check one only)
   _ I did not receive it.
   _ I received it but had no chance to use it.
   _ I received it and used it.

3. If you used it, how useful/relevant to your work was the 1996, 7th ed. of the List of Free Materials? (please circle)
   Print version:
   NOT useful/relevant | useful/relevant | VERY useful/relevant
   1 | 2 | 3 | 4 | 5
   Online database:
   NOT useful/relevant | useful/relevant | VERY useful/relevant | Don’t know
   1 | 2 | 3 | 4 | 5 | 6
   Please explain your rating choices:

4. How have you used any edition of the List of Free Materials? (check all that apply)
   _ to update myself about FP/RH
   _ for curriculum development
   _ as a resource for training
   _ to distribute to trainees
   (approximate number distributed ___)
   _ to expand our library
   _ to share with colleagues
   _ other (please describe): _______________

5. How can we improve the usefulness of the List of Free Materials in Reproductive Health?

6. Receipt of the publication (check one only)
   _ I did not receive it.
   _ I received it but had no chance to use it.
   _ I received it and used it.

7. If you used it, how useful/relevant to your work was The Menstrual Cycle publication? (please circle)
   NOT useful/relevant | useful/relevant | VERY useful/relevant
   1 | 2 | 3 | 4 | 5
   Please explain your rating choice:

8. How have you used The Menstrual Cycle publication? (check all that apply)
   _ to update myself about FP/RH
   _ for curriculum development
   _ as a resource for training
   _ to distribute to trainees
   (approximate number distributed ___)
   _ to expand our library
   _ to share with colleagues
   _ other (please describe): _______________

9. How can we improve the usefulness of The Menstrual Cycle publication?

Reproductive Health for Primary Providers: __________________________

Additional comments: __________________________
A SourceBook for Curriculum Development (1997)

10. Receipt of the SourceBook (User’s Guide and Modules 1 - 6, 1997) (check one only)
   __ I did not receive it.
   __ I received it but had no chance to use it.
   __ I received it and used it.

11. If you used it, how useful/relevant to your work was Reproductive Health for Primary Providers: A SourceBook for Curriculum Development? (please circle)

   NOT useful/ relevant          useful/ relevant          VERY useful/ relevant
   1  2  3  4  5

   Please explain your rating choice:

12. How have you used the SourceBook? (check all that apply)
   __ to update myself about FP/RH
   __ for curriculum development
   __ as a resource for training
   __ to distribute to trainees
   (approximate number distributed ___)
   __ to expand our library
   __ to share with colleagues
   __ other (please describe):

13. How can we improve the usefulness of Reproductive Health for Primary Providers: A SourceBook for Curriculum Development?

14. What comments do you have about the usefulness, relevancy, needed improvements, or how you have used any of the specific publications listed in the enclosed PRIME Publications Catalog?

15. What other general comments do you have about PRIME publications?

16. What topics would you like to see covered in future PRIME materials? (check all that apply)
   __ Client-provider interaction: difficult issues
   __ Adolescent reproductive health
   __ Prevention of STIs/RTIs & HIV/AIDS
   __ Family planning method updates
   __ Skill building for quality of care
   __ FP/RH care for men
   __ FP/RH care for midlife women
   __ Postabortion care for primary providers
   __ Gender and empowerment issues in FP/RH
   __ Performance improvement process
   __ Use of innovative learning approaches
   __ other (please specify):

1) Do you have additional feedback, or information about how you have used PRIME publications, that you would be willing to share with us by phone or email? ____ yes ____ no

2) Do you want to remain on our mailing list? ____ yes ____ no

3) Be sure to include the following information to remain on our mailing list and to be placed in the drawing for a free PRIME publication:

 Name: __________________________________________

 Address: _________________________________________

 _________________________________________

 tel: ____________________________

 email: __________________________

Please return this survey in the enclosed envelope or to the address/fax below by June 1, 1999:

Publications Program
INTRAH/PRIME Project
1700 Airport Rd., CB# 8100
Chapel Hill, NC 27514 USA
fax: 919-962-7178

THANK YOU FOR YOUR FEEDBACK!
Participant Reaction Form

Please help us collect information about the quality of this workshop so that PRIME can continue to make improvements to the materials and the design of the activities. For each set of statements below, please check the response that best describes your feelings or reactions about this aspect of the workshop. We also invite your more detailed comments about how we can make improvements. We would appreciate it if you would provide your name and contact information so that we may reach you in the future to inquire about your field experiences with the PRIME SourceBook.

1. The objectives of the presentation and related group activities were clear.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

   Please explain: ______________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. The approach/organization of the contents of the presentation helped me understand the purpose of the SourceBook and how it is intended to be used.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

   Please explain: ______________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

3. The group exercises provided a meaningful opportunity to use the SourceBook and apply the ideas introduced in the presentation.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

   Please explain: ______________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

4. The scenarios used in the presentation and group exercises are similar to my real work problems.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

   Please explain: ______________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
5. Both the amount of content covered and the length of the presentation/activities were about right.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Please explain: __________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. The SourceBook provides a resource that is directly related to the work I do or am going to do.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Please explain: __________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. I plan to use the SourceBook or recommend it to colleagues.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Please explain: __________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8. Other suggestions I have that may help improve this workshop. — the SourceBook.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Please print your name and contact information.

Name: _________________________________ Title: _________________________________
Organization: ___________________________ Email: ________________________________
Shipping Address: ___________________________
Phone: _________________________________ Fax: _________________________________
INTERVIEW QUESTIONS FOR
SOURCE BOOK USERS (D3 PROJECT)

1. What part of the SourceBook have you used?
   - □ Trainee’s Job
   - □ Major tasks of the trainee’s job
   - □ Knowledge and skills
   - □ Knowledge Assessment questions
   - □ Skills Assessment Tools:
     - □ Conducting an initial antepartum visit
     - □ Conducting an antepartum follow-up visit (≥ 36 weeks)
     - □ Conducting a 1 to 72 hours postpartum visit (mother)
     - □ Conducting a 1 to 72 hours postpartum visit (baby)
     - □ Conducting a 4 to 6 weeks postpartum visit (mother)
     - □ Conducting a 4 to 6 weeks postpartum visit (baby)

2. From the parts you used, which did you find most useful?

   Ranking:
   - □ Trainee’s Job, reason ..............................................................
   - □ Major tasks of the trainee’s job, reason ...........................................
   - □ Knowledge and skills, reason ......................................................
   - □ Knowledge Assessment questions, reason ....................................
   - □ Skills Assessment Tools, reason .................................................

   □ Conducting an initial antepartum visit
   □ Conducting an antepartum follow-up visit (≥ 36 weeks)
   □ Conducting a 1 to 72 hours postpartum visit (mother)
   □ Conducting a 1 to 72 hours postpartum visit (baby)
   □ Conducting a 4 to 6 weeks postpartum visit (mother)
   □ Conducting a 4 to 6 weeks postpartum visit (mother)

3. Describe how you used these components, or for what purpose did you use them?

   ..............................................................................................
   ..............................................................................................
   ..............................................................................................
Appendix A-6

4. Could you use these components as they are written, or did you revise them?
   ............................................................................................................................
   ............................................................................................................................

5a. Can any components be made more useful?
   Yes ☐ No ☐

5b. How?
   ............................................................................................................................

6. Are the major components of the modules evident, easily understood and easy to find?
   Yes ☐ No ☐

7. Do the modules clearly state the objectives of the specific components?
   Yes ☐ No ☐

8. Do you think technical assistance is required to use the SourceBook? Could you use/understand the SourceBook alone?
   Yes, reason: ...........................................................................................................
   No, reason: ...........................................................................................................

Do you have any other future plans to use the SourceBook?

9. Would you or have you, recommended the SourceBook to your colleagues?
   Yes ☐ No ☐

9b. If so, who: ...........................................................................................................

9c. Do you know if they are using it?
   Yes ☐ No ☐

9d. Do you plan to use it on another project? If so, please describe
   ............................................................................................................................
   ............................................................................................................................

10a. Have you had any experience in developing curriculum in the past?
10b. Have you used other kinds of reference for curriculum development in the past?
   ............................................................................................................................
   ............................................................................................................................
Appendix A-6

10c. If yes, what did you use (name of the book or other materials)
........................................................................................................................................
........................................................................................................................................
10d. How does the SourceBook compare with other resource materials for curriculum development that you have used in the past?

11a. Do you have access to computer?

   Yes ☐  No ☐

11b. Can you operate a computer?

   Yes ☐  No ☐

11c. Where is the computer located? ☐ at the office  ☐ at home

11d. If the SourceBook were available to you as a computer file (Microsoft Word), would you be able to use it?

   ☐ Yes  ☐ No

11e. Please describe how would you use it?

........................................................................................................................................
........................................................................................................................................

Did you encounter any obstacles or barriers in your use of the SourceBook?

12. Are there any barriers to SourceBook use? If yes, what are they?
........................................................................................................................................
........................................................................................................................................

What did you think about the organization and design of the SourceBook?

13. Did the overall organization of the SourceBook contents facilitate or hinder your use?
........................................................................................................................................

14. Did you find the content of the SourceBook to be well-organized?

   ☐ Yes  ☐ No

15. Did you find the content of the SourceBook to be sequenced logically?

   ☐ Yes  ☐ No

16. Did you get lost (i.e. following/locating references in other modules and key
Appendix A-6

resources)? Please explain:.................................................................

Has use of the *SourceBook* initiated any other changes?

17. If used as a resource to develop any other type of document?
   - What type (protocols, procedures, supervisory tools, etc)?
   - Who are/were the intended users?
   - What are/were the intended uses?

18. What is your overall impression of the *SourceBook* as curriculum development resource on this scale?
   - Excellent - Good - Fair - Poor

19. Is there anything else that you’d like to comment on regarding the *SourceBook*? For example:.................................................................
.............................................................................................................................
### Appendix B: PRIME SourceBook Uses

<table>
<thead>
<tr>
<th>COUNTRY/ USER</th>
<th>SOURCEBOOK USES</th>
<th>SOURCEBOOK MODULES USED</th>
<th>CADRES</th>
<th>SECTORS</th>
</tr>
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<tbody>
<tr>
<td>Africa: E&amp;S</td>
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<td>Eritrea: BASICS/MOH</td>
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<td>Kenya: Pathfinder*</td>
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<td>Kenya: Aga Khan Well Woman Clinic</td>
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<tr>
<td>Kenya: Univ. Nairobi Dept. Nurs*</td>
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<td>Kenya: NNAK/ NCK/MOH/</td>
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<td>South Africa: Dept. of Health: EQUITY/INTRAH</td>
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<td>Zimbabwe: ZNFPc*</td>
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*Incomplete information or planned activity
## Appendix B: PRIME SourceBook Uses

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<th>SECTORS</th>
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<td>Curriculum-devel/rev.</td>
<td>Evaluation/eval tools</td>
<td>Pharm. staff</td>
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<td>User's Guide</td>
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<td>Benin: Network of Health</td>
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<td>NGOs/PRIME</td>
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<tr>
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<td>Asia/Near East</td>
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<td>Yemen: UNFPA/INTRAH*</td>
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*Incomplete information or planned activity


### Appendix A-6

#### Appendix B: PRIME SourceBook Uses

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<th>CADRES</th>
<th>SECTORS</th>
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<td>MDe Med Officers</td>
<td>Other</td>
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<tr>
<td></td>
<td>development</td>
<td>2. Educating Client/Group</td>
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<td>User's Guide</td>
<td>5. Postabortion Care</td>
<td>Other</td>
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<td>1: Counseling</td>
<td>6. Selected RH services</td>
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<td>3: Family Planning</td>
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<td>6: Selected RH services</td>
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</table>

*Incomplete information or planned activity
Appendix C

Curricula and other materials examined which used the *SourceBook* as a reference for development\(^1\)

**Bangladesh**

- Course Director’s Guide.
- Participant’s Guide.
- Trainer’s Guides: ORH Course, Maternal Health Clinical Practicum, RTI/STD Clinical Practicum
  - Checklists and Learning Guides

**Ghana**


**Indonesia**


**Global materials**


\(^1\) Other materials were reported to have been developed using the *SourceBook* as a reference. The materials listed in this appendix were the ones available for examination.
Appendix A-6

Fieldtesting versions of the SourceBook (rather than the finalized version) were used as references for the development of many of the following materials:

Kenya


Tanzania


Appendix A-6


Appendix D

SourceBook PROMOTION Strategy
Updated 1/18/99

Objectives of Promotion:
- To identify potential PRIME applications of the SourceBook and facilitate its use/application;
- To promote the SourceBook and make all interested parties aware that PRIME has developed this innovative resource;
- To orient potential users to the uses of the SourceBook

Promotion Activities:
1. Identify potential PRIME applications

   Progress to date:
   1998 PRIME workplan reviewed and discussions held during the year with CH program and technical managers, RO staff and partners about potential uses and assistance needed.
   Potential applications identified for Indonesia, India, Bangladesh, Ghana, Uganda, Tanzania, prototype CPI curriculum, ECSACON, others documented during 1998 Annual Meeting.
   LAC and WCA regions eagerly awaiting Spanish and French versions.

2. Provide materials and technical assistance to staff in CH, regional offices, partners, and others regarding what SourceBook is, how it’s organized and the many ways in which to use it.

   Progress to date:
   Several materials for promoting the SourceBook and orienting new users have been developed. These include a news release, factsheet, an orientation workshop agenda, a presentation (34 overhead transparencies with suggested speaker notes and participant handouts), flip charts, small group activities, and a draft one-page how-to-use the SourceBook guide. These materials are intended to be adapted to suit the audience and their needs. Electronic files can be supplied to facilitate this process. The materials are also being produced in French and Spanish. Electronic files of the SourceBook modules on diskette or CD-ROM are planned for easy adaptation.
   The promotional/orientation materials and assistance in adapting them have been provided to PRIME staff for the presentations/applications listed below and in #3 and 4 on next page.
   Two in-service sessions, 4/98 and 5/98, conducted for CH staff. Some Ipas and RO staff attended. Monica Kerrigan invited but unable to attend.
3. Disseminate in the regions through regional kick-off/open house events, use by PRIME staff in country curriculum development and training activities.

Progress to date:
RO/N Open House, 6/98, including formal SourceBook launching and RON demonstration on how to use the SourceBook
RO/N conducted two 1-day workshops, 9/98, for Kenya Medical Training Center tutors and representatives of Kenya Nursing Council and other public and non-governmental organizations in Kenya
LAC regional meeting, 10/98, including session on Spanish version of SourceBook
Various curriculum development and training activities documented during 1998
Planning initiated for Spanish SourceBook dissemination at PRIME LAC regional event in Peru 4/99

4. Introduce/provide orientation on how to use the SourceBook at relevant CA and donor activities.

Progress to date:
FOCUS meeting presentation, 2/98
ACNM incorporated SourceBook session in technical update for CARE program managers/supervisors in East Africa, 4/98, Mombasa Kenya
Population and Health Materials Working Group meeting presentation, 5/98
Promoted at FOCUS Working Group meeting, 7/98
Half day orientation session on the SourceBook at CARE-MoRR Launch Workshop in Atlanta, 9/98
RO/L incorporated SourceBook session in technical update for CARE program managers/supervisors in West Africa, 11/98, Lomé Togo
5. Promote at conferences and professional meetings.

*Progress to date:*
Displays and/or presentations given at:
- USAID Information Technologies Fair, 6/97
- APHA presentation, 11/97
- Second Internet Conference, 1/98, sponsored by the USAID Population and Health Materials Working Group
- MAQ Guidelines Conference, 5/98
- NCIH, 6/98
- APHA, 11/98
- NCIH, 6/99 (abstract submitted)

6. Promote in INTRAH, Partner and other CA pubs (List of Free Materials, ACNM newsletter, Outlook, Resources for Women’s Health, Partner and INTRAH Web sites).

*Progress to date:*
- Included in INTRAH and PRIME website, upcoming edition of the *List of Free Materials in Reproductive Health*, PRIME publications booklet.
- ACNM has offered to include an article on *SourceBook* for the ACNM newsletter.

7. Track applications (PRIME and other) to facilitate evaluation.

*Progress to date:*
- Developed and distributed an interview guide for collecting applications and qualitative data and a tracking form for ROs to document applications and feedback on the *SourceBook*.
- During promotion events, documented participants’ intended uses (“pledges”) of the *SourceBook* for follow-up and evaluation at later date.