

# Organization of a Family Planning Training Site

Student Learning Centers (SLC), also known as learning laboratories or demonstration rooms, are places where learners in preservice education can observe demonstrations with models, practice together with models and/or role plays and develop skill competency. Anatomic models and role plays are used to demonstrate skills and allow learners to learn and practice these skills without harming clients.

Clinical sites that routinely provide training may also benefit from a learning center like the one described in this guide.

## Planning for the Student Learning Center

- Ensure that administration is willing to support the SLC by dedicating the chosen space to that purpose, providing necessary supplies and equipment, and the necessary time for orienting faculty and staff.
- Choose a room that can be locked but is in an accessible location.
- Choose a room with adequate light and space for learners to work in small groups with models.
- Make sure there is lockable storage cabinet space for storing valuables such as video cassette recorders, monitors, etc.

## Supplying the Student Learning Center

### *Basic Supplies:*

- Anatomic models such as breast, pelvic, condom and injection arm should be available. If possible, other models such as the childbirth, Norplant insertion arm or non-scalpel vasectomy models can be added later. Several educational institutions have made their own models using locally available materials.
- Related materials for the skills to be practiced:
  - Laminated copies of appropriate Learning Guides and Checklists for skills demonstrations and practice
  - Video cassettes on topics such as the clinical skills to be practiced, infection prevention, counseling, life skills, etc.
  - Additional learning resources such as related textbooks and reference materials.
- Physical supplies:
  - Chairs and tables for the models
  - A place for handwashing or simulated handwashing,

- An additional light source for pelvic examinations
  - Video cassette player and monitor
  - Flipchart, flipchart stand, paper and markers
  - Computer with CD-ROM if possible
- Medical supplies:
    - Examination gloves
    - Speculae
    - Cloth sheet or drapes
    - Miscellaneous instruments and equipment such as: kidney tray, cheattle forceps and jar, tenaculum, uterine sound, cotton/gauze swabs, syringes,
    - Infection prevention supplies: buckets and basins for bleach decontamination, bleach solution or powder, utility gloves, brushes for cleaning, detergent
    - Samples of contraceptives
  - Student Learning Center Log for recording any or all of the following: students using the Practice Center, skills they practice and amount of time spent. Refer to page 5 for a sample.

### **Initiating the Student Learning Center**

Several issues need to be discussed with administration and faculty involved in the initiation and management of a SLC. There must be consensus by administrative staff regarding the location, supply, use and management of the SLC. The suggested steps involved in initiating a SLC are listed below:

- Gather the administrative staff capable of making institutional decisions and related faculty (maternity and reproductive health) for an initial discussion of why the SLC will benefit the institution and how it can be incorporated into present teaching practices. Develop consensus with this group regarding how the SLC will be managed and used within the existing program.
- Choose several related individuals to be “champions” or a small working group for the development and management of the SLC. Work with them to decide on location and physical set up for the SLC.
- Gather the initial group to develop consensus regarding physical location, supply management, faculty orientation regarding the SLC and SLC hours, staffing and function.
- Physically set up the SLC. Gather models, tables and equipment to set up the center. Set up tables with sufficient room for learners to work with models in groups. Set up areas for study or small group work with chairs or tables. Place supplies and learning materials in a central area. Make sure there is adequate light. Administration will need to provide some financial support to purchase supplies, laminate learning materials and make copies. A sketch of a sample layout is included on page 4.

## Introducing the Student Learning Center

- Orient faculty to the Student Learning Center. Orient them to the objectives of a Student Learning Center, using and caring for models, using Learning Guides and Checklists to develop skills and assess competency, using the Student Learning Center for demonstration of skills, and times of operation. Plan how the SLC will be incorporated into existing teaching methodology.
- Orient students to the Student Learning Center. Schedule a day for orientation and rotate students through in groups. Discuss times the center will be open, times for practice with observation, who to contact for keys and whom to go to with questions. Discuss handling models and using learning guides for practice with models. Demonstrate using the learning guides to practice a skill with models.

## Managing the SLC

- Post hours of opening and any related schedules in key locations. Provide instructions on how to access the SLC after hours.
- Remind related faculty of the availability of the SLC for demonstration of skills and assessment of competency prior to clinical experiences.
- Delegate someone to be accessible and responsible to keep the keys.
- Staff SLC during designated times for practice and demonstrations.
- Maintain supplies, resources and equipment and ensure they are not borrowed for other uses.
- Choose several senior level students to be available during practice times. Orient these students to the Student Learning Center and evaluate their related skills (breast and pelvic examination, Depo-Provera<sup>®</sup> administration, condom application, etc.) with models using checklists before approving them as assistants.

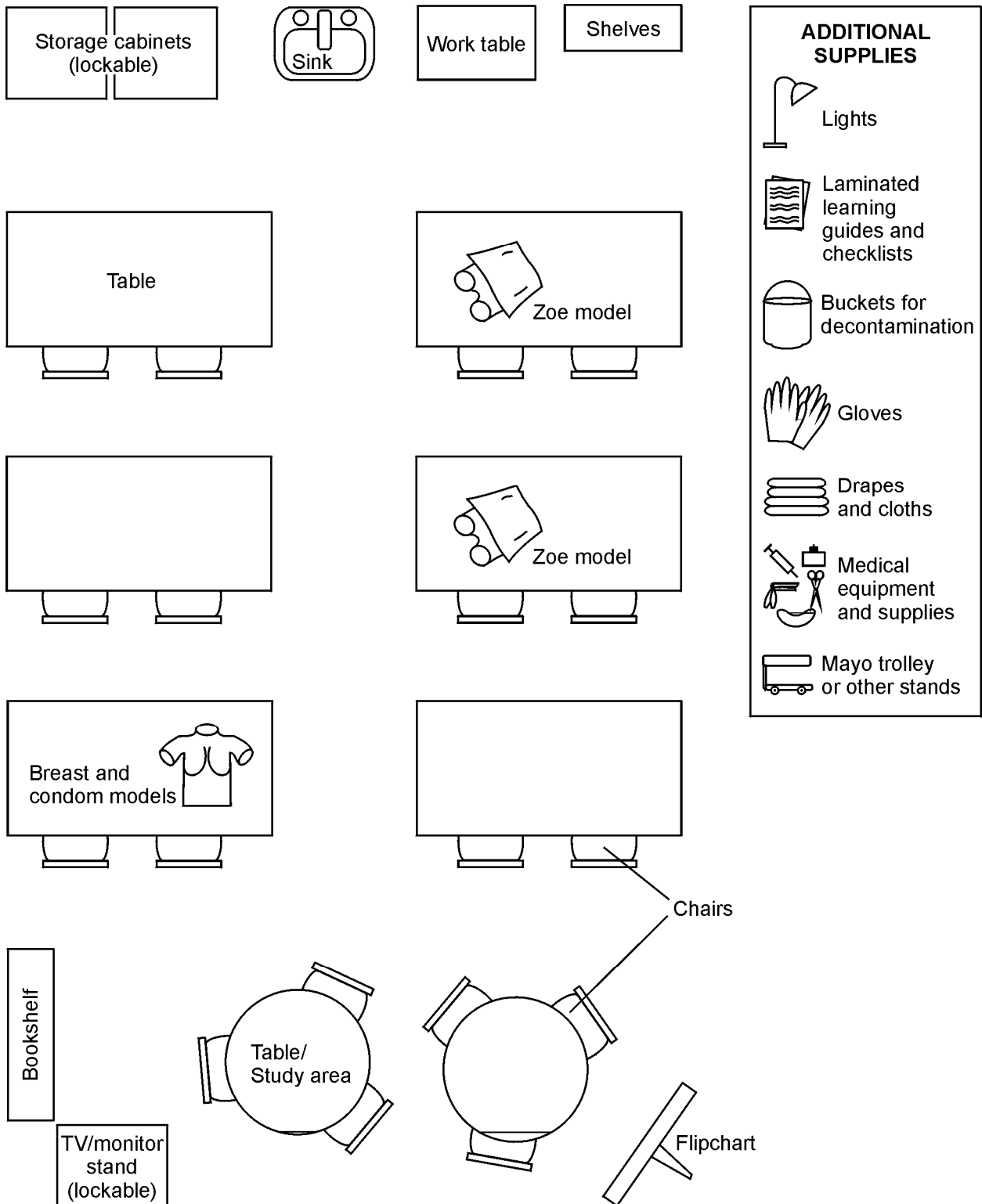


### **Tips for a Useful Student Learning Center:**

- Orient appropriate faculty to demonstrating skills, using checklists and learning guides, and working with models.
- Schedule specific times for practice when you act as monitor and coach while learners practice.
- Set up times when the center will be open and available such as after clinical experiences, before or after hours, or during lunch time.
- Combine the Student Learning Center with the Library if appropriate.

**The Student Learning Center should be as easily accessible as possible!**

**Figure 1. Overhead View of Sample Classroom Layout**



## SAMPLE STUDENT LEARNING CENTER LOG

Date	Student Name	Student Class	Time In	Time Out	Skills Practiced	Amount of Time	Skills Practiced	Amount of Time
					<input type="checkbox"/> Depo-Provera Injection		<input type="checkbox"/> Breast Exam	
					<input type="checkbox"/> FP Counseling		<input type="checkbox"/> Condom Demonstration	
					<input type="checkbox"/> Pelvic Exam		<input type="checkbox"/> Other _____	
					<input type="checkbox"/> Depo-Provera Injection		<input type="checkbox"/> Breast Exam	
					<input type="checkbox"/> FP Counseling		<input type="checkbox"/> Condom Demonstration	
					<input type="checkbox"/> Pelvic Exam		<input type="checkbox"/> Other _____	
					<input type="checkbox"/> Depo-Provera Injection		<input type="checkbox"/> Breast Exam	
					<input type="checkbox"/> FP Counseling		<input type="checkbox"/> Condom Demonstration	
					<input type="checkbox"/> Pelvic Exam		<input type="checkbox"/> Other _____	
					<input type="checkbox"/> Depo-Provera Injection		<input type="checkbox"/> Breast Exam	
					<input type="checkbox"/> FP Counseling		<input type="checkbox"/> Condom Demonstration	
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					<input type="checkbox"/> Pelvic Exam		<input type="checkbox"/> Other _____	
					<input type="checkbox"/> Depo-Provera Injection		<input type="checkbox"/> Breast Exam	
					<input type="checkbox"/> FP Counseling		<input type="checkbox"/> Condom Demonstration	
					<input type="checkbox"/> Pelvic Exam		<input type="checkbox"/> Other _____	

