

Health Care Professionals Technical Group Pre-Training Study Materials JOCV/JICA Training Centers



Materials herein pertain to the following fields:

-Five Ss (5S) -Nutrition -Pharmacy -HIV and AIDs
-Pre- and Post-Natal Care -Physical Therapy -Public Health Care Nurse

This is an internal document for use at the Nihonmatsu Training Center and may not be copied or distributed without official permission.

©JICA, 2020, 2021

Jackie Newport, Jr.

本教材は自己学習用としてご活用ください。
各タスクに提出課題がありますが、提出する必要はありません。

**Please use this material for self-study.
There are assignments for each task, but you do not need to submit them.**

Special Note: For future Japan Overseas Cooperation Volunteers (JOCV Volunteers) or Japan International Cooperation Agency (JICA Volunteers). DO NOT COPY this webpage and give the copy to the training center instructors.

DO NOT give your Task 8 “Personal Medical History” form to your instructor.

Welcome to the Health Care Professional Training Program. You are about to take part in an intensive training program the objective of which is to prepare you to become a self-sufficient and fully functional health care professional. The program will prepare you to perform your host country JOCV assignment to your fullest.

The Program is intensive. You will only have about 70 hours of class time to acquire the English language technical vocabulary and communication skills to enable you to meet the above objective. You will need to focus on the tasks you will be given and to do your best to accomplish each of them.

How much you will learn and how well you will be able to perform will be up to you. You will be given advice to help you perform better, but you must make the effort to learn and to use what you have learned. This is a language training program designed to use the ability you have. It is not designed to teach you how to be a health care professional.

It is highly recommended that you purchase “Where There Is No Doctor” written by David Werner and published by Hesperian Health Guides. It is written in English and there is a Japanese version. This is a highly useful guide to help you to function in English in your host country.

Following you will find tasks that you must do **before** you enter your respective training center. Each of them plays an important part in the Program. You do not have to do each of them perfectly, but you are expected to do each of them to the best of your ability.

A schedule for the completion of the tasks is below:

- | | |
|--------|--|
| Task 1 | Complete the questionnaire and give the written results to your instructor when you arrive at the Center. |
| Task 2 | Study the vocabulary related to your assignment and fill-in the self-study sheets before you enter the Center. Give the results to your instructor when you arrive at the Center. You are required to fill-in all of the sheets related to your JOCV assignment, but are not required to fill-in sheets not related to your JOCV assignment (But is it a good idea if you try to do all of the sheets.). |
| Task 4 | Make a brief model workshop plan following the instructions and give the results to your instructor when you arrive at the Center |
| Task 5 | Read the orientation material before you arrive at the Center. The information in it will be important for you to understand. The information will serve as the basis for your training. |
| Task 6 | Prepare a three-minute speech before you arrive at the Center. It will be given in your first Program class. Be sure to check the relevant information and practice. |

Detailed information on each of the tasks follows. Good luck and, once again, welcome to the Health Care Professionals Training Program.

Jackie Newport, Jr.

Task 1- Health Care Professionals Trainee Questionnaire

Purpose: To give your instructor basic information about your background and expectations you have for your training

What you need to do: Fill-in the Questionnaire and give the information to your instructor after you arrive at your Training Center.

Health Care Professionals Trainee Questionnaire

Please give complete and detailed answers in English to the following questions:

- 1) What is your name and what would you like to be called in your classes?

- 2) What was your pre-JOCV job? (If you were a student, what did you study?)

- 3) Have you ever worked in a health care related field before? If yes, please give details such as how long, what level and so on.

- 4) Have you ever been abroad? If yes, please give details such as where, how long, why you went, etc.

- 5) Have you ever spoken to foreigners before you entered JOCV? If yes, please give details.

- 6) What is your JOCV host country and what is your assignment there? Please give details.

- 7) What are any problems you think you will have doing your assignment? Please give details.

- 8) What do you want to learn in your technical class? Please explain your answer.

Task 2- Technical vocabulary related to specific assignments

Purpose: In your host countries, it is generally assumed that a health care professional knows about and has experience in her or his technical field. Even if you can meet this standard, the probability is that such knowledge and experience is from Japan and in Japanese. That will not be enough for successfully completing your JOCV health related assignment. The material below includes general topics, expressions and questions from health-related fields. Please review the language and contents related to these topics, especially in your own field of specialization.

What you need to do: Complete the following task related to your host country assignment and give it to your technical class instructor after you arrive at the Training Center.

ONLY DO THE SECTIONS RELATED TO YOUR HOST COUNTRY ASSIGNMENT

For example, if you will be a nurse in your host country, only do the section for nurses. DO NOT DO ALL OF THE OTHER SECTIONS

For example, if you will be a nurse and do “5S” in your host country, do both the section for nurses and for “5S.”DO NOT DO ALL OF THE OTHER SECTIONS

If you are going to be a midwife volunteer, do both the “Pre-natal” and “Post-natal” care sections

Part I- General Nursing

Trainee Name: _____

1) What is the difference between a clinic and a hospital?

2) How will you get information about the health situation of your assignment location?

3) What is the difference between modern medicine and traditional medicine?

4) What are the limits of your assignment as a health care professional?

5) What are the resources available for you to use at your host country workplace?

6) What will you say when someone in your host country workplace asks you for help to buy or get resources that will help the local people?

7) What is the difference between a contagious and a non-contagious disease?

8) Tell five different signs that show a patient is in immediate need of medical care:

9) How does sanitation affect health?

10) What is an allergic reaction and why is it important to ask a patient if he or she has had any?

11) What are some questions you should ask someone about his or her sickness or injury?

12) What does CPR mean? When and how long should you do it?

13) What does an infected wound look like?

14) How do you stop bleeding?

Part 2- 5S

Trainee Name: _____

1) What does “5S” stand for?

2) Why are the principles of 5S good for a health care facility to practice?

3) In 5S, what is a QIT and what is a WIT?

4) What are the steps for implementing 5S into a hospital environment?

5) What does “Sort” mean in 5S?

6) How is a “Red Tag” used in “Sort?”

7) What does “Set” mean in 5S?

8) How is “flow path” used in “Set?”

9) What does “Shine” mean in 5S?

10) What does “Standardize” mean in 5S?

11) Patient opinions are important for the Standardize phase of 5S. What is one easy and convenient way to gather such opinions?

12) What does “Sustain” mean in 5S?

13) What “team” is involved in “Sustain?”

14) Look at the picture below. What 5S ideas do you have to make the situation better?

棚



My 5S ideas are:

Part 3- Nutrition

Trainee Name: _____

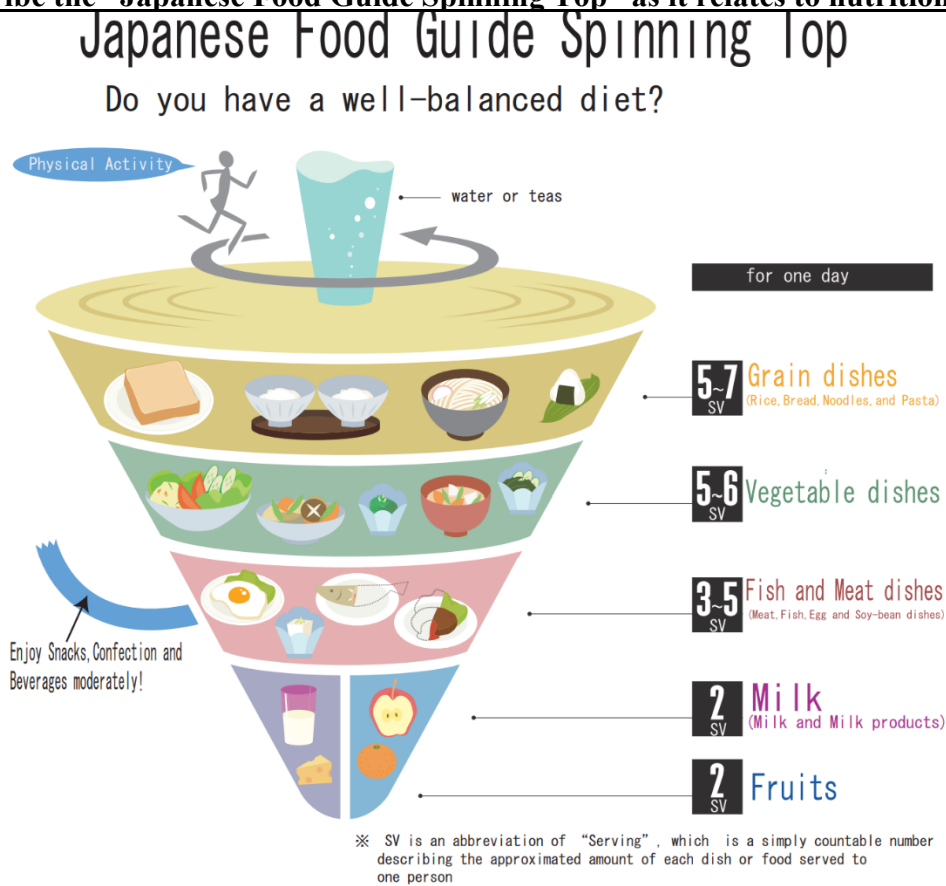
1) What does being malnourished mean?

2) Can a “fat” person be malnourished?

3) What are some signs of malnourishment?

4) Why is proper nourishment especially important for persons suffering from HIV/AIDS?

5) Describe the “Japanese Food Guide Spinning Top” as it relates to nutrition:



Decided by Ministry of Health, Labour and Welfare and
Ministry of Agriculture, Forestry and Fisheries.

6) How do you plan to explain the ideas found in the above method for explaining nutrition to your future host country people?

7) How can you recommend a “good” or “balanced” diet to someone who does not have any money?

8) What are some things to avoid eating, using or drinking?

9) It is suggested that a mother only give her child natural breast milk for the first six months of the child’s life. Why?

10) What is diabetes? Why is it dangerous?

11) What is constipation? Why does it occur?

Part 4- Pharmacy

Trainee Name: _____

1) What is a prescription?

2) Americans use the word pharmacy or drug store to name the place where a patient can get his or her prescription filled? What British English word is used for the same place?

3) What is the difference between prescribed medication and over the counter drugs?

4) What does dosage mean?

5) What is a non-compliant patient?

6) What does drug interaction mean?

7) What is the difference between a drug interaction and a side-effect?

8) What are some examples of a side-effect?

9) What is a vaccination?

10) What does compounding mean in relation to pharmacists?

11) What is the role of a pharmacist in your JOCV host country?

12) What is the “WHO EML” and how is it related to your host country?

13) In 2019, the World Health Organization held a contest called the “2019 WHO Innovation Challenge.” A pharmacist developed a product that was among the top 30 of the products awarded. It is called “Ture-Spec.” How is it helping Africa?

Part 5- HIV and AIDS

Trainee Name: _____

1) What is the actual HIV/AIDs rate for your host country?

2) What is the difference between HIV and AIDS?

3) How can a person get HIV?

4) What can a person do to make the risk of HIV exposure as little as possible?

5) Why is it important to periodically get tested for HIV if you are sexually active?

6) Why are people in some countries reluctant to get tested for HIV?

7) What are ARVs?

8) Why is compliance important if a patient is taking ARVs?

9) What are some social and cultural practices that are affecting the spread of HIV?

10) When can mother to child transmission of HIV happen?

11) What does PLWA mean?

12) A patient of yours has tested positive for HIV/AIDS. She has come to see you to learn the results of her test. What will you say to her?

13) What is a PrEp?

Part 6- Pre-Natal Care

Trainee Name: _____

1) What does “obstetric history” mean?

2) What does “pregnancy” mean?

3) What does “delivery” mean with relationship to pregnancy?

4) What does “Cesarean section” mean with relationship to pregnancy?

5) What does “previous pregnancy induced hypertension” mean?

6) What does “labor” mean with relationship to pregnancy?

7) What does “miscarriage” mean?

8) What does “still birth” mean?

9) What does “antenatal” mean?

10) What are three things a woman should not do during her pregnancy?

11) What are four danger signs during pregnancy?

12) What is the normal weight gain for an expectant mother?

13) What are some things to have ready just before a mother gives birth?

14) What are the three stages of labor?

15) What important things can be done when a mother comes for prenatal care?

Part 7- Post-Natal Care

Trainee Name: _____

1) What is the proper way to cut the umbilical cord after a baby has been born?

2) What does “post-partum hemorrhage” mean?

3) How long should the baby only be breastfed?

4) What are the key points for the baby’s position when breastfeeding?

5) What are three signs that a baby may be seriously ill?

6) How often should a new mother take her child for a check-up?

7) When should a child go from breastfeeding to be given semi-solid food to eat?

8) When should a child start to eat solid food?

9) What is sickle cell disease and what are its symptoms?

10) When can children start playing with toys?

11) What should a parent be careful of when giving children toys to play with?

12) What are some vaccinations that are recommended for children to get?

13) When should a child be vaccinated?

14) When should a mother seek medical help when her child is experiencing diarrhea?

15) Why is it important to have and keep a child growth record?

Part 8- Physical Therapy

Trainee Name: _____

1) What are the two types of physical therapy?

2) What does “ADLs” mean?

3) What does “ROM” mean?

4) What is the difference between fine motor control and gross motor control?

5) What does “weight bearing” mean?

6) What does “Trxn” mean? When do you use it?

7) What is the difference between “DDD” and “DJD?”

8) What is the difference between a “CP” and a “HP” and when do you use them?

9) What does “US” mean and when do you use it?

10) What is the difference between “THR” and “TKR?”

11) What does “FWB” mean?

12) What does “PWB” mean?

13) What does “RC” mean and when does it happen?

14) What does “prosthetic” mean and how are they used?

15) What does “Down syndrome” mean?

16) What does “attention deficit disorder” mean?

Part 9- Public Health Care Nurse

Trainee Name: _____

1) What is the difference between being a nurse and being a public health care nurse?

2) What is a common way for public health care nurses to collect data on mothers and their children?

3) What does a medical referral mean and when is it used?

4) Covid-19 is a serious public health care issue. What are the suggested activities for the disease prevention?

5) Malaria is a chronic health care issue for many JOCV host countries. What are the suggested activities for the disease prevention?

6) Washing hands is one important way to prevent the spread of diseases. Describe how to wash your hands properly:

7) What should you do if you don't have any clean running water or soap to wash your hands?

8) What does menstrual period mean and how are sanitary napkins associated with it?

9) What is an immunization schedule and why is it important to keep?

10) Working as a health care nurse, you notice that there were many patients that suffered from the same kind of medical condition. What should you do?

Task 3- Personal Medical History Form

What you need to do: Complete the personal medical history form on the next page by using your own personal information. You can use this data for future reference in your host country.

DO NOT give this Part to the training center staff or your instructor. The purpose of this task is to make you familiar with what you may have to write. Keep this information for your personal record.

HEALTH HISTORY QUESTIONNAIRE

Original Date:

Dates Revised:

All questions contained in this questionnaire are strictly confidential and will become part of your medical record.

Name <small>(Last, First, M.I.):</small>	<input type="checkbox"/> M <input type="checkbox"/> F	DOB:
Marital status: <input type="checkbox"/> Single <input type="checkbox"/> Partnered <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed		
Previous or referring doctor:	Date of last physical exam:	

PERSONAL HEALTH HISTORY

Childhood illness: Measles Mumps Rubella Chickenpox Rheumatic Fever Polio

Immunizations and dates:	<input type="checkbox"/> Tetanus	<input type="checkbox"/> Pneumonia
	<input type="checkbox"/> Hepatitis	<input type="checkbox"/> Chickenpox
	<input type="checkbox"/> Influenza	<input type="checkbox"/> MMR <i>Measles, Mumps, Rubella</i>

List any medical problems that other doctors have diagnosed

Surgeries or Hospitalizations

Year	Reason	Hospital

Have you ever had a blood transfusion? Yes No

List your prescribed drugs and over-the-counter drugs, such as inhalers

Name the Drug	Strength	Frequency Taken

Allergies to medications

Name the Drug	Reaction You Had

HEALTH HABITS AND PERSONAL SAFETY (optional and will be kept strictly confidential)

Exercise	<input type="checkbox"/> Sedentary (No exercise) <input type="checkbox"/> Mild exercise (i.e., climb stairs, walk 3 blocks, golf) <input type="checkbox"/> Occasional vigorous exercise (i.e., less than 4x/week for 30 min.) <input type="checkbox"/> Regular vigorous exercise (i.e., 4x/week for 30 minutes)	
Alcohol	Do you drink alcohol? Type? Amount?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tobacco	Do you use tobacco? <input type="checkbox"/> Cigarettes – pks./day <input type="checkbox"/> # of years <input type="checkbox"/> Or year quit	<input type="checkbox"/> Yes <input type="checkbox"/> No

FAMILY HEALTH HISTORY

Briefly describe any significant health problems of blood relatives

--	--	--

OTHER PROBLEMS (TICK if you have, or have had, any symptoms in the following areas and briefly explain).

<input type="checkbox"/> Skin	<input type="checkbox"/> Chest/Heart	<input type="checkbox"/> Recent changes in:
<input type="checkbox"/> Head/Neck	<input type="checkbox"/> Back	<input type="checkbox"/> Weight
<input type="checkbox"/> Ears	<input type="checkbox"/> Intestinal	<input type="checkbox"/> Energy level

Task 4- Make a Workshop plan

Purpose: You will have a very limited amount of time to not only improve your English language skills but also learn and use appropriate health care vocabulary and skills. Your sample workshop plan will help your technical class instructor prepare appropriate activities to directly help you remedy any mistakes or problems you may have.

What you need to do: Look at your JOCV Data Sheet and make a fifteen-minute lesson plan to do one of the tasks JOCV has asked you to do. You can use the workshop plan template that follows to help you to organize your plan. Don't worry if you can't do it well.

Give the completed plan to your technical class instructor after you arrive at the Center.

Workshop Plan

Number

Speaker Name:
Workshop Target Time:
Workshop Audience Level:

Topic:
Workshop Date:

Workshop Objectives:

- 1.
- 2.
- 3.
- 4.
- 5.

Time
Used

Visual Aid/
Whiteboard

Workshop Script

Time
Used

Visual aid/
Whiteboard

Workshop Script

Task 5-Read the Orientation materials

Purpose: The Orientation materials that follow contain the basic information of what is expected of you as a trainee, what you can expect from your instructors, how you will be judged during your training and advice that will help you to survive and improve. Understanding this information will help to avoid any misunderstandings about your training.

What you need to do: You need to read the following information and to understand the contents before you arrive at the Center. You will briefly review this material once you have arrived in NTC.

To: Health Care Professional Trainees
Fr: Your Technical Class Instructors
Re: Information about your technical classes

Congratulations on being selected as a Japan Overseas Cooperation Volunteer (JOCV) trainee and welcome to the Nihonmatsu Training Center (NTC). This orientation will give you some information before the classes start so that you can better understand what you will do here.

=====

Who you are and what is expected from you

Your technical class is designed for your JOCV host country assignment. All of you will be health care professionals, but all of you have different levels of English language ability. Do not worry! The purpose of this training is to give you as many chances as possible to use the English language ability that you have and to give you some basics on how to express yourself more clearly in an English language environment. We, your technical class teachers, want to make you better!

You will be expected to give around five formal workshops from 40 to 50 minutes each in addition to a fifteen-minute sample workshop and a fifteen-minute practice workshop.

You will be expected to give your instructor a complete written workshop plan at least 24 hours before each performance for us to check and make suggestions. You should revise your original plan based on our notes and suggestions to it and practice performing well as many times as possible so that you will be able to communicate what you want to say clearly and smoothly.

Making a workshop plan is only the first 50% of making you a good health care professional. The other 50% comes from practicing your revised plan. When you make a complete plan and practice it, you will have a 100% chance to perform at your potential. Only doing one (i.e. writing your plan but not practicing it before your workshop) will only give you a 50% chance for doing what you really need to do.

=====

What is expected from your JOCV training center instructors

We are your technical class instructors. We will help you to communicate better in English. We will give you feedback and advice on your performance and we will try to help you to improve your English language skills. You will get feedback and advice every time you perform as well as when you prepare to perform.

Giving workshops as health care professionals is the main focus you will have, but you will also study all of the necessary basics for doing so smoothly and clearly such as using technical vocabulary, making visual aids, using public speaking techniques and methods, and so on. You will study some of these basics in special teaching workshops.

In summary, we will help you to learn and use general skills and techniques for performing well in your JOCV technical assignment, but in the end, it is up to you to learn and use them- the same way that it is up to you in your JOCV host country.

Choosing topics for your training

One of the things you will study here is how to think and plan clearly. The first step is to make a list of topics for your JOCV host country assignment. To do that, you will need to think about what you feel will be most useful for you to study and practice here in NTC. The topics you choose should be connected to your JOCV host country work.

You will be shown some examples of the methodology that previous health care professionals used in their host country. After you have seen what has been done, you will need to make your own list of planned topics that you want to practice here in NTC. For example:

You can use a host country reference guide to help you select topics that may be necessary for you to do in your assignment such as care for a sick person, counsel someone who has tested positive for HIV, give nutrition advice to a pregnant woman and so on.

If you don't have any real health care experience, the above information may sound too difficult. Don't worry! You will study how to do it in your technical class (see your schedule that follows). The reason for giving you this information now is to help you to think about what you will do in this class.

How you will be judged

Your ability to communicate in English will be judged by the items in the "Can Do List." (See Appendix 1). The List has the skills that you will need to perform your JOCV work. Your technical class teacher will score you on the List items at the end of the training program. The final List will go to your host country JICA/JOVC coordinator.

You will also be scored for each of your workshops by your classmates, each technical class instructor and yourself using the evaluation and feedback forms for each lesson. (See Appendix 2). Your classmates and instructor will use the "Peer Evaluation" form and you will use the "Self-Evaluation" form.

The purpose of these different forms is to give ideas and advice for how to improve your speaking and teaching ability in English.

If you have trouble

There may be times when you cannot do what you must do for your technical class. For example, you cannot give your instructor your written workshop plan by the deadline, or you did not practice enough for your performance.

Do not hand in your workshop plans late. **Do not** come to class late. **Do not** think you don't have to prepare for your workshops. If your work is late, you come to classes late or if you don't prepare for your workshops in your host country, then you will make a bad impression on your host country's people.

Those kinds of poor behavior are not acceptable anywhere. They will make you and JICA/JOVC look bad and they will hurt the people of your host country who are depending on you to help them.

The JICA Assessment

Each week, your technical class instructor must submit a Teaching Record to the staff. The Record includes an assessment of your performance in class. You will be judged according to the contents of the Record found in Appendix 3. The report of your performance will be clear and the consequences for poor behavior can be harsh. Be careful!

=====

Helpful Ideas

Here are some ideas that can help you to have a more successful training:

1) Don't be shy!

There are many reasons for being quiet in class, but learning to speak a foreign language well is just like any skill. You should practice doing it many, many, many times. Some people have an idea that it is OK to be quiet. Some people don't want to talk because they are afraid of making mistakes. Some people don't like to speak in front of other people.

They are all wrong! If you don't practice speaking as much as you can in English, then you will not be able to express yourself clearly. Your future life will be more difficult than it should be!

2) Mistakes are good.

You are learning how to communicate your technical knowledge and ability in a foreign language, English. It is natural to make mistakes and to have problems! Don't be afraid of them! Mistakes are good if you learn from them and don't make them again and again in the future.

3) Honestly look at yourself

If you want to be a better communicator in English, then you must honestly look at your weak points and try to fix them. Your classmates and technical class instructors will use the peer evaluation forms to give our advice for fixing them. What we say may make you feel bad and even angry, but keep in mind that we want to help you.

Do not try to escape from who you are or what you did. Do not think that we are trying to hurt you. Do not get angry!

The only chance you have to improve yourself is to listen to what others have to say and try to make the changes that you think will help you.

4) Don't wait until it is too late

You have a schedule. You know when you must perform. You know that you have to give your fully written workshop plans at least 24 hours before your performance. You cannot say that you did not know. Manage your time so that you will be able to learn and will be able to perform well!

Some people wait too long to start or to do their work product. For example, they stay up the night before the due date and try to write their work product. They, of course, will be tired and they will make many bad mistakes. They will also feel more stress and more problems will happen. They will not be ready and they will not do well.

You can be ready and perform well, but it is up to you!

Task 6: Your first formal assignment

Purpose: To help you to become more comfortable in expressing yourself in English (when you will be the speaker) and to practice question making in English (when you will be an audience member).

What you will need to do: Read the instructions below and complete the tasks given.

Part 1

You are to give a minimum three-minute speech in your first technical **in English** about your host country, your future workplace and what you will do there. You will need to gather as much information about it as possible between now and then (your JICA Data Sheet is a starting point).

The purpose of this speech is to get you to think, act and speak more comfortably in English and to help you understand your future role as a health care professional. You need to prepare for it as much as possible.

After you have finished making your speech, each of your classmates will ask you one question in connection to what you have said. Those questions will be good English practice for them to ask and for you to answer. You might also guess what questions people will ask you so that you can prepare and practice answering them before your speech.

Part 2

In your second technical class, you must give the workshop you made as Task 4 to your technical class. Your instructor and classmates will watch and give you feedback on your performance.

Appendix 1- “Can-Do List” in English

This is for your information. You do not need to do anything.

Appendix 1- Sample of “Can-Do List” in English

Can-do items table for trainee self-evaluation

Trainee’s Name: _____ Job: _____ Date: _____

T. Class Teacher: _____

Can	Tasks
	1. Follow simple orientation instructions in preparation for job-related activities
	2. Make simple questions to get basic facts or more explanations
	3. Show someone the necessary actions for completing a job task using very simple language
	4. Say what is happening, what will happen, or what has happened while demonstrating a skill
	5. Describe how a mechanical, natural, or social system works in simple sequenced statements
	6. Give detailed instructions on how to do a job, or on how to use a principle or formula to solve a problem
	7. Give warnings and explain what will happen and why it will happen if we do or don’t do something
	8. Change the technical language of a theory, equation or concept into more simple language
	9. State professional titles and explain personnel roles in profession or technical field
	10. Name common tools, materials, parts of equipment, etc. in job area and state their uses
	11. Read or listen to and understand books, articles or lectures about the technical subject
	12. Name basic topics, concepts, equations, symbols, etc. in technical subject area
	13. Check audience’s knowledge and skills level and decide what they need to learn
	14. Make the objectives for a lesson, workshop, community projects, etc. to teach knowledge or skills
	15. Choose the necessary information and activities for teaching a lesson
	16. Make the questions or test tasks to check how much my audience have learned
	17. Prepare and give full lessons, workshops or presentations by myself
	18. Make original plan and choose contents for a full technical information and skills course
	19. Write or present a project proposal or report
	20. Make an audience change their attitudes or habits or make them agree to cooperate

Appendix 2- Peer and Self Evaluation Forms

This is for your information. You do not need to do anything.

Workshop Evaluation Form

Speaker: _____ Subject: _____ Date: _____

<u>Introduction</u>	<u>Poor</u>		<u>Minimum</u>		<u>Good</u>
---------------------	-------------	--	----------------	--	-------------

Ability to catch the audience's attention	_____		_____		_____
---	-------	--	-------	--	-------

<u>Lesson Body</u>	<u>P</u>	<u>L</u>	<u>M</u>	<u>G</u>	<u>E</u>
--------------------	----------	----------	----------	----------	----------

Main points are clear	___	___	___	___	___
-----------------------	-----	-----	-----	-----	-----

Key vocabulary words written	___	___	___	___	___
------------------------------	-----	-----	-----	-----	-----

Explanation of main points	___	___	___	___	___
----------------------------	-----	-----	-----	-----	-----

Check for audience comprehension	___	___	___	___	___
----------------------------------	-----	-----	-----	-----	-----

Use of examples	___	___	___	___	___
-----------------	-----	-----	-----	-----	-----

Audience participation	___	___	___	___	___
------------------------	-----	-----	-----	-----	-----

Organization of workshop	___	___	___	___	___
--------------------------	-----	-----	-----	-----	-----

<u>Presentation of information</u>	<u>P</u>	<u>L</u>	<u>M</u>	<u>G</u>	<u>E</u>
------------------------------------	----------	----------	----------	----------	----------

Use of general vocabulary	___	___	___	___	___
---------------------------	-----	-----	-----	-----	-----

Ability to answer audience questions	___	___	___	___	___
--------------------------------------	-----	-----	-----	-----	-----

Time management	___	___	___	___	___
-----------------	-----	-----	-----	-----	-----

Preparation for this lesson	___	___	___	___	___
-----------------------------	-----	-----	-----	-----	-----

Eye contact with audience	___	___	___	___	___
---------------------------	-----	-----	-----	-----	-----

Self-confidence of speaker	___	___	___	___	___
----------------------------	-----	-----	-----	-----	-----

<u>Conclusion</u>	<u>Poor</u>		<u>Minimum</u>		<u>Good</u>
-------------------	-------------	--	----------------	--	-------------

Summary or conclusion was made	_____		_____		_____
--------------------------------	-------	--	-------	--	-------

Check of audience comprehension	_____		_____		_____
---------------------------------	-------	--	-------	--	-------

P = Poor performance	L = Lacking performance	M = Minimum performance
G = Good performance	E = Excellent performance	

Your feelings about today's workshop (Circle one)

Excellent Good Fair Difficult Poor

Your suggestions to improve the workshop (Write them below)

Self- Evaluation Form

Speaker: _____ **Subject:** _____ **Date:** _____

A) How did you feel about the workshop? (Circle One):

Very good

Good

Fair

Not too bad

Bad

B) What were the good points of the workshop? Please list them below:

C) What were the bad points of the workshop? Please list them below:

D) What changes would you make in the workshop to make it better? Please list them below:

Appendix 3- JICA Performance Assessment

This is for your information. You do not need to do anything.

Appendix 3-JICA Rules and Regulations

Teaching Record (T)

Submission Date: May 13, 2013

Language : English

Week: 5

Instructor: J.E.Newport, Jr.

Period: 5/6 ~ 5/11

Date	Teaching Record (Materials)	Correspondence to TP (Functions•Situations• Topics)	Homework Assignments
------	-----------------------------	---	----------------------

Teaching Record(T)

* A=80% or more B =between 80% and 60% C= between 60% and 40% D= less than 40%

Volunteer	Proficiency Level (8, 7, 6, ...)	Language Acquisition		Learning Attitude				
		Comments	*A/B/ C/D	Learning Attitude in Class		Attitude to Review, Preparation, Homework		
				Absence/ Lateness	Comments	*A/B/ C/D	Comments	*A/B/ C/D