L'éducation à la santé est un champ vaste qui peut bénéficier de l'apport de plusieurs disciplines: le monde de la santé communautaire vient, grâce à ce livre, de faire une percée significative au Québec. Souhaitons que des conseillers en éducation, en communication ou autre contribuent à compléter cette perception de l'éducation à la santé.

(1) Extrait tiré de la couverture du livre.

REVIEWER

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Developing Competent Health Workers: A Handbook for Designing Education and Training Programs by Lori Vanderschmidt, Thomas Frostman, John McCollum, and Ascher Segall. Boston, MA: Boston University Center for Educational Development in Health, 1985, 227 pages. Available in English and French *(French text follows on page 159).*

Reviewed by Gordon Trueblood

The handbook is truly an international volume. It is the product of a research and development project supported by the United States Agency for International Development. The preparation and field-testing of this book represent the collaboration and participation of eight different nations on four continents. This is an important point as the models usedin the texthave been tested across socio-cultural situations.

In evaluating this book it is important to consider the audience for which it is primarily intended. The book is directed to the health professions and the training of primary and public health workers in third world countries. The target audience are people who probably have had little or no formal preparation in instructional systems design, but who must get on with the important task of developing courses, curricula, and training programs. These people, and others similarly situated would derive considerable benefits from the simplicity of the developmental model used in this book.

The book is well written and logically organized, with a liberal use of guidelines, headings, charts, and examples. This facilitates its use as a "handbook," to the extent that information is easy to find and easy to follow. The book is organized into three major parts: the process on how to develop courses (4 chapters, 63 pages); a methods section for a) completing steps in Part 1 and b) teaching methods (3 36 pages); and examples of courses developed following the handbook process (4 examples, 118 pages). The page allocation

gives a rough idea of where the emphasis of the book lies. But to get a better conceptual map of the book, some explanation of what each section covers is in order.

The first section is more than one might expect at first blush. It deals with the general problems of what students should learn and, instead of starting with what to teach, it starts with defining the instructional situation which orientates the designer to the training environment and input variables (number of students, setting, resources and constraints). The section then moves on to ski11 development in the preparation and verification of job descriptions, task analysis, evaluation plan, writing educational objectives, selecting and sequencing course content, tests and evaluation. Each component is clearly explained in terms of its relationship to other components and reinforced with practical exercises and self-check and review.

The second section concerns methods and provides elaborations on methods of job analysis and verification, student assessment methods, and teaching methods. The elaboration of methods for job analysis and verification considers avariety ofways of "checking-out" the job description with administrators, teachers, clients and those already doing the job. Student assessment is described from the point of view of a variety of methods that are appropriate for assessing skills and/or knowledge relevant to the tasks of the job description. The teaching methods section describes a variety of methods that can be used in individual and small group learning situations. Methods are matched with teaching goals and to the degree and level of learner performance. Givcn the international perspective of this book, the teachingmethods are limited to eight or nine methods which are feasible across cultural and economic differences. More could have been said about the advantages and disadvantages of certain teaching methods and the advantages and limitations of different media. The section is also short on specific training techniques and strategies andlearningactivities, but to avoid transgression of socio-cultural norms, this would best be articulated at the country and local level.

The third andlargest section represents four actual (detailed) examples of courses, of varying duration for varying levels of workers, developed following the handbook process. This section is the largest because each example is a thoroughly articulated program planning document which provides a concrete mode1 to the users of the book on how the final document should appear. The book under-represents the utility of the final document. In addition to serving as a guide to program staff as implementation and evaluation are carried out, such a detailed record is also used by others to justify funds needed for program implementation, in which case a budget section would be required before the plan is considered complete.

The greatest shortcoming of the book is the total lack of references for the user who may seek more indepth information about any particular topic.

One final point: the volume has earned a reputation as a useful textbook. In that context it is used in a graduate course at Harvard University School of Public Health to teach health professionals knowledge and skills in the design

and development of competency based training programs for health workers.

L'elaboration systématique d'un plan d'enseignment, par Lori Vanderschmidt, Thomas Frostman, John McCollum et Ascher Segall. Boston, MA: Boston University Center for Educational Development in Health, 1985,227 pages. Disponible en anglais et en français.

Le manuel constitue véritablement un volume international. Il est le fruit d'un projet de recherche et de développement appuyé par l'Agence des états-Unis pour le développement international. La préparation et l'essai sur le terrain de cet ouvrage représentent la collaboration et la participation de huit nations différentes sur quatre continents. Ce point est important pisque les modéles utilisés dans le manuel ont été mis à l'épreuve dans plusieurs situations socio-culturelles.

En évaluant le livre, il importe de tenir compte des principaux publics cibles. Le livre s'addresse aux professions de la santé et vise la formation des travailleurs du secteur des soins de santé primaires et de la santé publique des pays du tiers monde. Les lecteurs cibles sont des personnes qui ont probablement peu ou point de préparation officielle pour la conception de systèmes didactiques, mais qui doivent s'attaquer à l'importante tâche de préparer des cours, des programmes d'études et des programmes de formation. Ces personnes, ainsi que d'autres qui se trouvent dans des situations semblables, puisque le livre représente une méthode ou technique de mise au point de programmes de formation, tireront grandement profit de la simplicité du modèle de développement utilisé dans le livre.

Le livre est bien écrit et logiquement organisé, et fait un usage profus de lignes directrices, de rubriques, de graphiques et d'examples. C'est d'ailleurs ce qui facilite l'utilisation en tant que "manuel," et ce, à un point tel que les renseignements sont faciles à trouver et à saisir. Le livre comprend trois parties principales: le processus de préparation de cours (4 chapitres); une section de méthodes pour les étapes figurant dans les quatre premiers chapitres ainsi que des méthodes d'enseignement (3 chapitres); et des examples de cours qui ont été préparés selon le processus présenté dans le manuel (4 exemples).

La première section traite des problèmes généraux quant à ce que les étudiants devraient apprendre. Cette section commence par la définition de la situation d'apprentissage, qui oriente le concepteur par rapport au milieu de formation. La section porte sur le perfectionnement des aptitudes dans la préparation et la vérification des descriptions de tâches, l'analyse des tâches, le plan d'évaluation, la rédaction des objectifs d'enseignement, le choix et l'enchaénement du contenu du cours, les tests et l'évaluation.

La deuxième section porte sur les méthodes et explique en détail les méthodes d'analyse et de vérification des tâches, les méthodes d'appréciation des étudiants et les méthodes   La section des méthodes