

THE eLEARNING COURSE ON THE NTP MANUAL OF PROCEDURES, 5TH EDITION



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Abbreviations

BCG	Bacillus Calmette-Guerin
CPD	Continuing Professional Development
DOH	Department of Health
DOH RO	Department of Health Regional Office
DOTS	Delivery of Tuberculosis Services
DPO	Department Personnel Order
DQC	Data Quality Check
DR-TB	Drug-resistant Tuberculosis
DSSM	Direct Sputum Specimen Microscopy
DTTB	Doctors to the Barrios
HHRDB	Health Human Resources Development Board
IC	Infection Control
KMITS	Knowledge and Management Information and Technology Services
LGU	Local Government Unit
MCQ	Multiple choice questions
MOP	Manual of Procedures
MTB/RIF	<i>Mycobacterium tuberculosis</i> /Rifampicin
NTP	National Tuberculosis Control Program
NTPMO	National Tuberculosis Control Program Management Office
PC	Personal Computer
PHIC	Philippine Health Insurance Corporation
PIR	Performance Implementation Review
PRC	Professional Regulation Commission

Introduction

The magnitude of the TB problem has placed the Philippines third among the 30 high-TB burden countries in incident TB cases per 100,000 population, and fifth among the top 30 countries with high multidrug-resistant TB (MDR-TB) burden in thousand incident cases (WHO Global TB Report 2017). TB continues to be the country's 8th leading cause of death (DOH, 2013) and 8th top cause of illness (DOH, 2014). The 2016 National Tuberculosis Prevalence Survey showed that the burden of TB remains high among Filipino adults and is higher than previously estimated. About 1 million Filipinos are expected to have the TB disease and may not even know it. Factors associated with high prevalence include weaknesses in health systems and poor health-seeking behavior. Poverty and malnutrition further fuel the spread of TB. While the national government and its development partners have made significant investments in the TB control program, TB remains a major public health challenge with serious economic consequences. TB morbidity and premature mortality result in economic losses valued at PhP8 billion (\$171 million) annually (Peabody J. et al., 2005).

The institution of the Directly Observed Treatment, Short Course (DOTS) strategy in 1996 and its nationwide implementation in the public health sector starting 2002 have enabled the country to make significant progress in TB control. Program performance, however, remains variable across cities and municipalities. Moreover, while the TB control program continues to gain broader support and greater momentum, it needs to keep pace with the rate of infection.

The Innovations and Multisectoral Partnerships to Achieve Control of Tuberculosis (IMPACT), a five-year technical assistance (TA) project funded by the United States Agency for International Development (USAID), sought to respond to the abovementioned challenges. The Project provided TA to the Department of Health (DOH) National TB Control Program (NTP) and worked directly with 43 provinces and cities – in Luzon, Visayas, and Mindanao, including the Autonomous Region in Muslim Mindanao – with the greatest burden of TB disease and lowest performance in both case detection and cure rates. IMPACT engaged both public and private sectors at the national and local levels to detect and successfully treat TB cases.

Guided by a harmonized blueprint of technical assistance and research initiatives, as well as the USAID TB Portfolio Results Framework, the Project worked with other USAID cooperating agencies and key partners involved in TB control. IMPACT measured the outcomes of project interventions against a set of national program indicators and targets identified in the enhanced Philippine Plan of Action to Control Tuberculosis (PhilPACT) 2010–2016. IMPACT was implemented from October 2012 to September 2017, with an extension period of seven months from October 2017 to April 2018.

The goal of IMPACT was to reduce TB prevalence by 30%, achieve 85% case detection rate for all forms of TB, and 90% cure rate for new smear-positive cases in all participating sites by 2017 relative to the 2010 baseline.

The Project aimed at achieving three objectives:

- strengthen demand for TB services through adoption of healthy behaviors within families;
- improve supply of TB services, including the availability and quality of public sector services and selective expansion of private sector providers; and
- remove policy and systems barriers to support supply of, and demand for TB services.

IMPACT complemented the health programs of USAID/Philippines and other development partners. Its activities are aligned with the principles of the United States Government Global Health Initiative and the Government of the Philippines' Universal Health Care agenda (*Kalusugan Pangkalahatan*).

I. Background and Rationale

Building the capacity of national, regional and local government unit (LGU) health staff on the rudiments of quality implementation of the NTP through training activities is critical in achieving the targets set by the program for all TB service delivery levels. Training activities, however, involve considerable financial, human resource, and opportunity costs. These include the cost for the development and reproduction of training materials, training venues, transportation, food and accommodation for the trainees and the training team. In addition, trainees and their trainers are required to leave their regular workstations to travel and devote time for study. As a result, the delivery of health services and regular work output are hampered. Given the number of training activities lined up for government health workers in any given year, the overall cost for training and the resulting service delivery trade-offs are quite substantial. The challenge is to find alternative ways to meet NTP staff development requirements at lower overall costs with minimal disruption of regular activities in health facilities while the staff are on training.

The DOH is currently scaling up and mainstreaming its eHealth initiatives lined up in the Philippine eHealth Strategic Framework and Plan 2014-2020 (DOH and DOST, 2014.) With internet connectivity and Information Technology (IT) hardware presumed already available in many health offices and facilities nationwide, coupled with the expected increase in digital literacy among newly-recruited health staff, eLearning is emerging as a possible practical eHealth solution to the situation. In line with this, the IMPACT Project developed an online course on the NTP Revised Manual of Procedures (MOP) for IT-literate health staff as an alternative to the traditional classroom-type NTP MOP training.

Under the new Philippine Strategy To Eliminate Tuberculosis (PhilSTEP 1), Strategy 3.1, “the development of alternative teaching and learning platforms for all NTP health care workers” is listed as one of the major activities and outputs that are projected to help “ensure adequate and competent human resources for TB elimination efforts.” Further refinement of the said online NTP MOP course and its formal adoption as an alternative to the traditional classroom type course is seen to be a major step in this direction.

Offering the NTP MOP course online for selected IT-literate trainees can help ensure that health service delivery and work schedules are not unduly disrupted when health facility staff are either enrolled, or serving as learning facilitators or resource persons in the training course. More health care workers can be trained simultaneously at any given time, limited only by the number of available learning facilitators. Overall training costs are likewise reduced.

II. Course Description

The Revised NTP MOP online course is an alternative to the traditional classroom type MOP training course. It is designed primarily for IT-literate physicians and nurses in DOTS facilities, with secondary targets as follows: IT-literate physicians and nurses from hospitals, private facilities and partner agencies who are involved or who will be involved in NTP implementation. Teaching and learning will be carried out in the Philippine TB eLearning Site at <http://impact.pbsp.org.ph:181/PhilTB.E-Learning> until the DOH assigns a suitable site for hosting it. The course is web-based and can be easily accessed by registered trainees using any laptop or desktop PC with access to the internet of at least 500kbps bandwidth. The course uses the open-source Modular Object-Oriented Dynamic Learning Environment (MOODLE) adopted by many open universities worldwide and customized for distance learning on the NTP MOP.

The course is divided into 11 modules; the last 10 corresponds to the 10 chapters of the NTP MOP, 5th ed. Around 24-32 hours of self-study (about 6-8 hours of study per week) over a period of 4 weeks are required for this course. Except for the scheduled live online group chats, trainees may schedule their own

study time (e.g., in the morning, during breaks, at night, after office hours, on weekends), but within the prescribed course schedule. The Course Facilitator/s will provide guidance and an IT Specialist will be available for IT support.

Course facilitators, resource persons and trainees will be given usernames and initial passwords to access the course site. The study schedule, module study guides, learning activity guides and other references can be downloaded from the site. These will provide directions to trainees on how to proceed using the resources in the course site. Trainees are expected to go through the various learning activities and meet the course requirements within the specified period.

A. Learning Objectives

At the end of the course, trainees should be able to:

1. discuss the policies and procedures in the NTP MOP, 5th edition
2. accomplish correctly all the recording and reporting forms

B. Course Materials

1. Course guide
2. Guide on how to navigate through the course site
3. Study guides for Modules 1–11
4. Learning activity guides
5. Slide sets
6. Tests and exercises
7. Multimedia materials
8. Supplementary reference materials

All course materials or links to materials are available and can be downloaded from the course site. The slide sets and exercises are the same materials used in the conventional training on the NTP MOP, 5th ed.

C. Course Outline and Study Schedule

The course is designed to proceed in linear fashion, starting with the first module, based on a given schedule. Trainees must complete all the requirements in the preceding module before proceeding to the next. Any changes in the schedule are announced ahead of time. Fast learners can move on to the next module/s as soon as they finish with the previous one. For those who cannot keep up with the schedule, late submission of requirements is allowed, but they must stay within one week of the course schedule. All requirements must be completed before the scheduled post-test. Trainees who wish to proceed on a faster pace, and those who will be delayed for valid reasons, need to inform the Course Facilitator/s so adjustments can be made in the schedule, when possible.

The actual four-week course can be offered quarterly or bi-annually.

Module Schedule, Estimated Hours of Study	Module Coverage	Learning Activities	Course Requirements
Week 1			
Module 1 (1 hour)	Module 1: Introduction to eLearning and the Course <ul style="list-style-type: none"> • What is eLearning? • General Objectives of the Course • Course Outline • Course Design – methodologies, resources, requirements • How to Use the Course Site • Background of the NTP MOP, 5th ed. 	<ul style="list-style-type: none"> • Read the Course Guide • View videos on eLearning • Explore and navigate through the course site • Upload profile picture • Download materials • View videos and slide sets 	<ul style="list-style-type: none"> • Upload profile picture • Answer the online pre-test • Briefly introduce self in the Discussion Forum
Module 2 (1 hour)	Module 2: Introduction to the NTP MOP, 5th edition <ul style="list-style-type: none"> • The Magnitude of Tuberculosis in the Philippines • The Philippines and its Health Care Delivery System • The National TB Control Program • Past Efforts to Control TB in the Country • Current Key Initiatives <ul style="list-style-type: none"> ○ Public-private mix DOTS ○ Enhanced hospital DOTS ○ Programmatic management of drug-resistant TB ○ TB-HIV collaborative activities ○ TB in jails/prisons ○ TB-DOTS certification and accreditation ○ Expansion of TB laboratory services ○ Community TB care • NTP Performance • Vision, Goals, Objectives, and Strategies of the NTP • Functions of Health Service Providers 	<ul style="list-style-type: none"> • View a video • Read the Foreword, Preface, and Chapter 1 of the NTP MOP, 5th ed. • View slide set • Do Exercise 2 • Participate in the discussion forum and live chat session for the week 	<ul style="list-style-type: none"> • Answer correctly the exercise for Module 2 • Participate in the live chat session for the week

Module Schedule, Estimated Hours of Study	Module Coverage	Learning Activities	Course Requirements
Module 3 (3 hours)	Module 3: Case Finding <ul style="list-style-type: none"> • Introduction to Case Finding • Objective • Definition of Terms • Classification of TB Disease <ul style="list-style-type: none"> ○ Based on bacteriological status ○ Based on anatomical site ○ Based on history of previous treatment ○ Based on drug-susceptibility testing • Policies • Procedures • Identification of Presumptive TB • Collection and Transport of Sputum Specimens • Procedure for DSSM • Procedure for Xpert MTB/RIF • Tuberculin Skin Test • Diagnosis of Extrapulmonary TB • Decision on Diagnosis Based on Laboratory Results • Intensified Case Finding 	<ul style="list-style-type: none"> • Read Chapter 2 of the NTP MOP, 5th edition • Read the additional reference materials • View a video • View the slides • Do the 4 exercises • Participate in the discussion forum and live chat session for the week 	<ul style="list-style-type: none"> • Answer correctly all exercises for Module 3 • Participate in the live chat session for the week where answers to the exercises using forms will be discussed, among others
Week 2			
Module 4 (2.5 hours)	Module 4: Case Holding <ul style="list-style-type: none"> • Introduction to Case Holding • Objective • Policies • Procedures in Case Holding • TB Disease Registration Group <ul style="list-style-type: none"> ○ New ○ Retreatment ○ Relapse ○ Treatment after failure 	<ul style="list-style-type: none"> • Read Chapter 3 of the NTP MOP, 5th edition • View a video • Do the exercises • View the slides • Participate in the discussion forum and live chat session for the week 	<ul style="list-style-type: none"> • Answer correctly all exercises for Module 4 • Participate in the live chat session for the week where answers to the exercise using forms will be discussed, among others

Module Schedule, Estimated Hours of Study	Module Coverage	Learning Activities	Course Requirements
	<ul style="list-style-type: none"> ○ Treatment after lost to follow-up ○ Previous treatment outcome unknown ○ Other ● Directly Observed Treatment ● Drug Formulations <ul style="list-style-type: none"> ○ Fixed-dose combination ○ Single-drug formulation 		
Module 5 (2 hours)	<p>Module 5: Prevention of TB</p> <ul style="list-style-type: none"> ● Introduction to Prevention of TB ● Objective ● Definition of Terms ● Policies ● Procedures <ul style="list-style-type: none"> ○ TB infection control (IC) in DOTS facilities <ul style="list-style-type: none"> ▪ Managerial activities ▪ Administrative controls ▪ Environmental controls ▪ Respiratory protection ○ TB IC in households ○ TB IC in congregate settings ○ BCG vaccination ○ Isoniazid preventive therapy 	<ul style="list-style-type: none"> ● View a video ● Read Chapter 4 of the NTP MOP, 5th edition ● Play the interactive game ● View the slides ● Do the two exercises ● Participate in the discussion forum and live chat session for the week 	<ul style="list-style-type: none"> ● Answer correctly all exercises in Module 5 ● Participate in the live chat for the week where answers to the exercise using forms will be discussed, among others
Module 9 (1 hour)	<p>Module 9: Advocacy, Communication, and Social Mobilization</p> <ul style="list-style-type: none"> ● Introduction ● Objectives ● Definition of Terms <ul style="list-style-type: none"> ○ Advocacy ○ Communication ○ Social mobilization ○ Behavior change communication 	<ul style="list-style-type: none"> ● Read Chapter 8 of the NTP MOP, 5th edition ● View videos ● View examples of TB IEC materials ● View the slides ● Participate in the discussion forum and live chat session for the week 	<ul style="list-style-type: none"> ● Participate in the live chat for the week

Module Schedule, Estimated Hours of Study	Module Coverage	Learning Activities	Course Requirements
	<ul style="list-style-type: none"> ○ Information, education, and communication (IEC) ○ Interpersonal communication and counselling ○ Community mobilization ○ Cough-to-cure pathway ○ Community-based organizations ○ Community health team mobilization campaign ○ Barangay health worker ● Policies and Procedures 		
Week 3			
Module 6 (3-4 hours)	Module 6: Recording and Reporting <ul style="list-style-type: none"> ● Introduction ● Objectives ● Policies ● Procedures <ul style="list-style-type: none"> ○ Procedures for recording ○ Procedures for reporting 	<ul style="list-style-type: none"> ● Read Chapter 5 of the NTP MOP, 5th edition ● Do the exercise ● View the slides ● Participate in the discussion forum and live chat session for the week 	<ul style="list-style-type: none"> ● Answer correctly all exercises in Module 6 ● Participate in the live chat for the week where answers to the exercise using forms will be discussed, among others
Module 7 (1-2 hours)	Module 7: Management of Anti-TB Drugs and Diagnostic Supplies <ul style="list-style-type: none"> ● Introduction ● Objective ● Definition of Terms <ul style="list-style-type: none"> ○ Supply chain management cycle ○ Product selection ○ Quantification ○ Procurement ○ Inventory management 	<ul style="list-style-type: none"> ● Read Chapter 6 of the NTP MOP, 5th edition ● Build the glossary ● Do the exercise ● View the slides ● Participate in the discussion forum and live chat session for the week 	<ul style="list-style-type: none"> ● Answer correctly all exercises in Module 7 ● Participate in the live chat for the week where answers to the exercise using forms will be discussed, among others

Module Schedule, Estimated Hours of Study	Module Coverage	Learning Activities	Course Requirements
	<ul style="list-style-type: none"> ○ Rational use of medicines and diagnostic supplies ○ Quality monitoring ● Policies ● Procedures ● Calculation of Anti-TB Drugs and Diagnostic Supplies ● Receiving Supplies of Medicines and Diagnostic Supplies ● Storage of Drugs and Diagnostic Supplies ● Maintaining Records for TB Drugs and Diagnostic Supplies ● Rational Use of Anti-TB Drugs and Diagnostic Supplies 		
Week 4			
Module 8 (1-2 hours)	Module 8: TB-DOTS Referral System <ul style="list-style-type: none"> ● Introduction ● Objective ● Definition of Terms <ul style="list-style-type: none"> ○ Referral process ○ Referring facility ○ Receiving facility ○ Referral feedback ○ Internal referral system ○ External referral system ● Policies ● Procedures <ul style="list-style-type: none"> ○ Hospital internal referral system ○ External TB referral system ○ Referring presumptive DR-TB cases 	<ul style="list-style-type: none"> ● Read Chapter 7 of the NTP MOP, 5th edition ● Do the exercise ● View slides ● Participate in the discussion forum and live chat session for the week 	<ul style="list-style-type: none"> ● Answer correctly the exercises for Module 8 ● Participate in the live chat for the week where answers to the exercises will be discussed, among others

Module Schedule, Estimated Hours of Study	Module Coverage	Learning Activities	Course Requirements
	<ul style="list-style-type: none"> ○ Handling TB patients previously managed outside a DOTS facility and not referred according to NTP policies and procedures ○ Modes of knowing the outcome of referral ○ Strengthening and sustaining the TB-DOTS referral system 		
Module 10 (1-2 hours)	<p>Module 10: DOTS Certification and PhilHealth Accreditation</p> <ul style="list-style-type: none"> ● Introduction <ul style="list-style-type: none"> ○ Accreditation ○ Automatic accreditation ○ Certification ○ Certified ○ Not certified ● Policies <ul style="list-style-type: none"> ○ Policies on DOTS certification ○ Policies on PhilHealth accreditation ● Procedures <ul style="list-style-type: none"> ○ Procedures on DOTS certification ○ Procedures on PhilHealth accreditation ○ Procedures on PhilHealth claims processing 	<ul style="list-style-type: none"> ● Read Chapter 9 of the NTP MOP, 5th edition ● View the slides ● Participate in the discussion forum and live chat session for the week 	<ul style="list-style-type: none"> ● Participate in the live chat for the week
Module 11 (2-3 hours)	<p>Module 11: Monitoring, Supervision, and Evaluation</p> <ul style="list-style-type: none"> ● Introduction ● Objectives ● Definition of Terms <ul style="list-style-type: none"> ○ Monitoring ○ Supervision ○ Evaluation 	<ul style="list-style-type: none"> ● Read Chapter 10 of the NTP MOP, 5th edition ● Read the additional reference material ● View the slides ● Do the exercise 	<ul style="list-style-type: none"> ● Answer correctly the exercises for Module 11 ● Participate in the live chat for the week where answers to the exercise will be discussed, among others

Module Schedule, Estimated Hours of Study	Module Coverage	Learning Activities	Course Requirements
	<ul style="list-style-type: none"> • Policies • Procedures <ul style="list-style-type: none"> ○ Monitoring and supervision ○ Evaluation • Program Indicators 	<ul style="list-style-type: none"> • Participate in the discussion forum and live chat 	
End of Week 4: Learning Assessment and Course Evaluation			
Post-test and Course Evaluation (1 hour)	Individual Assessment of Learning and Course Evaluation	<ul style="list-style-type: none"> • Take the online post-test 	<ul style="list-style-type: none"> • Answer the online post-test; minimum post-test grade required is 75% • Accomplish and upload the course evaluation form

D. Course Requirements

To pass the course and receive the training certificate, trainees must answer all the exercises correctly, participate in all the asynchronous discussion forums, and pass the post-test. Trainees are also required to carefully accomplish and submit the Course Evaluation form online at the end of the course. Those who successfully complete the course requirements will receive the same Certificate of Training on the NTP MOP, 5th ed. issued by the DOH NTP for the traditional NTP MOP course.

1. Pre-test and Post-test

All trainees are required to take the online pre-test at the start of the course and the post-test at the end. The post-test will serve as the final exam for the course. To pass the course they must obtain a grade of at least 75% in the post-test.

2. Graded Exercises

There are graded exercises, which are the same as those given in the traditional NTP MOP training. In the online course, however, the exercises are either (a) in the form of online multiple choice questions (MCQs), or (b) exercises requiring trainees to fill up forms based on given data sets.

For the online MCQs, the trainees go through the exercises online by clicking on their answers to each question. Their answers are automatically scored. General as well as specific feedback to their answer per question are also automatically generated. Feedback is given to facilitate learning and guide trainees to get the correct answers.

For exercises requiring filling up of forms, the trainees must download the given data set and forms. They are then expected to fill them up properly either manually or electronically. If done electronically, they can save and upload their accomplished forms in the submission bin for the exercise in the course site. If done manually, they should either scan or take a photo of their accomplished forms and upload them to the submission bin. Facilitators will then download them at the specified time, score them, and provide feedback to the trainees. Any difficulties related to the exercises, including discussion of the correct answers, can be raised in the discussion forums or the live chat sessions.

Trainees are required to obtain a final score of 100% for all the exercises; there is no limit to the number of times they can try to get a perfect score. Trainees can monitor their scores at the course site.

3. Online Asynchronous Discussion Forums

Trainees are required to participate in the online discussion forums for the modules scheduled for each week. The forums will be asynchronous, which means that trainees can post message/s and respond to each other's messages anytime within the duration of the said forum. In the discussion forums, everyone is expected to observe network etiquette using <http://www.albion.com/netiquette/corerules.html> as reference.

4. Live Group Chat Sessions

Live group chat sessions will be scheduled each week to discuss the answers to the exercises and address pressing issues. These sessions will be conducted in real time. Although not required, participation in the forums is encouraged to foster online interaction among course trainees. Again, everyone is expected to observe network etiquette.

III. Requirements Essential to Successful Online Course Implementation

A. Access to Critical Resources and Information

The following must be provided to both trainees and trainers:

1. Clear incentives to participate and complete the course
 - Eligibility for Certificate of Training on the Revised NTP MOP (c/o DOH)
 - in compliance with staff development requirement for NTP staff at all levels
 - in compliance with requirements for DOH certification and PHIC accreditation of DOTS facilities
 - in compliance with continuing professional development requirements by the Professional Regulation Commission for health professionals (in the long term)
 - Opportunity to study/teach off-site (no travel necessary)*
 - Opportunity to set own study time (within prescribed course schedule)*
 - Opportunity to study independently/follow own study style*
2. Official business time to study/teach as prescribed in the course schedule (c/o sending agency); issuance of a Department Personnel Order (DPO) is highly recommended
3. Access to a personal computer with the minimum specific requirements – at least Pentium Celeron running Windows 7 - and printer (c/o sending agency)
4. Access to internet connection with specified bandwidth (at least 500 kbps) in the office or wherever learner plans to study (c/o sending agency)
5. Ensure that internet security services of sending agency allows access to (not block) course site
6. 24/7 access to the course site for the duration of the course (server of PBSP or DOH or academic institution)
7. Easy access to the Course Coordinator/Facilitator, co-facilitators and IT support via email, SMS, voice calls (c/o DOH or academic institution)

*These will address specific needs of trainees, especially those gender-related (i.e., mothers with small children who cannot leave them for long.)

B. Careful Selection of Target Trainees

Target trainees should possess the following qualifications:

- physicians or nurses involved or will be involved in NTP implementation (same as target participants of the traditional NTP MOP course)
 - IT-literate and have basic knowledge and skills of Microsoft Word and Excel
 - highly motivated to complete the online course
 - willing to study independently
 - willing to interact online with the training team and peers via email, discussion forums, private or group chats or video-conferencing
 - able to devote the required number of hours for study; can manage their time well
- (Note: Consider physicians and nurses in DTTB Program and Nurse Deployment Program)*

C. Training Team Composition

The roles and responsibilities of the members of the training team are as follows:

1. **Lead Facilitator (Capacity Building Specialist or alternate from DOH NTPMO)**
 - Prepare course site; ensure training materials available in the course site are updated

- Create and maintain database of course participants, including facilitators and resource persons (c/o NTPMO course facilitator)
- Check for messages and posts in discussion forums daily and respond to them promptly
- Monitor online activity of participants daily
- Moderate discussion forums and live chat sessions
- Refer technical and operational issues to Co-facilitator/s or IT or Resource Person/s or Training Point Person from sending agencies as needed
- Monitor performance of, and assist co-facilitator/s and resource person/s, as needed
- Download and score trainees' answers to exercises; upload scores to site; provide feedback to trainees
- Discuss with co-facilitator/s the status of completion of course requirements and eligibility of each trainee to receive certificate of training
- Ensure issuance of certificates to successful participants
- Prepare and submit course evaluation report to NTP

2. Co-facilitators (from DOH RO NTP team)

- Provide hard copy of MOP and printed exercise materials
- Check for messages, posts in discussion forums daily and respond to them promptly
- Monitor online activity of participants daily
- Participate in discussion forums and live chat sessions
- Refer technical and operational issues to Lead Facilitator or IT or Training Point Person from sending agencies, as needed
- Download answers to exercises and provide scores; send feedback to Lead Facilitator
- Discuss the status of completion of course requirements with Lead Facilitator and decide on each trainee's eligibility to receive certificate of training
- Issue certificates of training to successful participants
- Send personal course evaluation to Lead Facilitator
- Provide feedback on consolidated course evaluation to NTP team
- Monitor performance of, and mentor trained participants during field visits, DQC and PIR; send feedback to MOP training team

3. Resource Persons

- Respond to queries sent facilitators through email
- Attend online live chat sessions or participate in the asynchronous discussion forums as expert on specific topics
- Send personal course evaluation to Lead Facilitator

4. IT Support (from NTPMO or KMITS)

- Prepare new course site for updating/editing by course manager and/or Lead Facilitator
- Enroll eLearners, training team, resource persons with defined roles
- Issue usernames and passwords
- Ensure 24/7 access to site
- Respond to IT-related problems/issues/queries
- Archive all implemented courses

5. Training or Staff Development Point Person from sending agency (RO, LGU, partners)

- Disseminate information about the online course to target trainees
- Offer clear and attractive incentives for target learners to participate in the online course

-
- Facilitate granting of official business time to devote for study as prescribed in the course schedule, preferably in the form of a DPO
 - Provide easy access to PC for the duration of the course
 - Provide access to internet connection with specified bandwidth (at least 500 kbps) in the office or wherever learner plans to study
 - Ensure that the internet security services of sending agency will allow access to the course site
 - Facilitate timely submission by nominated course participants of all admission requirements to Lead Facilitator
 - Facilitate confirmation of access to course site by selected participants prior to actual start of the course
 - Monitor performance of trained participants during field visits, DQC and PIR; send feedback to training team

Target trainers must have the following qualifications:

- experienced NTP MOP trainer familiar with the traditional NTP MOP training materials
- IT-literate and have basic knowledge and skills of Microsoft Word and Excel
- highly motivated and willing to learn to facilitate online learning
- willing to interact online with the training team and trainees via email, discussion forums, private or group chats or video-conferencing
- excellent communication skills (verbal and written)

(Note: Aside from the Course Facilitator/Coordinator, there should be at least one trainer or learning co-facilitator from DOH for every 8 trainees sent by the RO.)

D. Preparatory Activities and Monitoring

There should be ample time for preparing for, and monitoring before, during and after each course to ensure smooth implementation, and identify and address gaps and weaknesses in any aspect of the course. (See proposed course implementation schedule below offering one course per quarter.)

Proposed Quarterly Course Implementation Schedule

Assigned unit	Activities prior to start of FY	Proposed Timeline of Activities per Quarter							
		8 weeks prior	4 weeks prior	2 weeks prior	1 week prior	Week 1 of course	Week 2 of course	Week 3 of course	Week 4 of course
By DOH c/o NTPMO	DOH Capacity-Building for online NTP MOP Course Offerings	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring
By Training Team	Dissemination of information on Online MOP Course	Dissemination of information on Online MOP Course Course site preparation Evaluation of previous course Enhancement of course / Updating of training materials	Identification of Co-facilitators and resource Person/s	Review of applicants' eligibility for admission Sending of notices to applicants re eligibility Orientation for co-facilitators and resource persons	Issuance of usernames, passwords to course site	Training	Training	Training	Training

Assigned unit	Activities prior to start of FY	Proposed Timeline of Activities per Quarter							
		8 weeks prior	4 weeks prior	2 weeks prior	1 week prior	Week 1 of course	Week 2 of course	Week 3 of course	Week 4 of course
By Sending Agency	Training needs assessment of staff; identify candidates for online NTP MOP course	Dissemination of information on Online MOP Course	Facilitation of submission of applications for admission	Confirmation of trainees' access to required resources Submission of DPO or equivalent	Confirmation of access to course site	Monitoring	Monitoring	Monitoring	Monitoring
By Nominated Participants			Submission of application for admission	Confirm access to required resources	Confirm access to course site	Training	Training	Training	Training

IV. Implementation Arrangements

**(details to be finalized based on meeting with NTP and HHRDB on future directions for the course)*

Overall course management will be the responsibility of the DOH under the NTPMO in coordination with the Health Human Resource Development Bureau (HHRDB) and Knowledge and Management Information and Technology Services (KMITS.) The DOH will assign which units within the DOH will be responsible for specific components in course management, such as:

1. Arrangements for hosting of course site and maintenance of learning management system (c/o KMITS)
2. IT support (c/o NTPMO and KMITS)
3. Course development and enhancement, including course site preparation and updating of training materials (c/o NTPMO with HHRDB)
4. Scheduling of course offerings (c/o NTPMO and HHRDB)
5. Dissemination of information on the Online NTP MOP Course (including course description and requirements, course offering schedule, admission requirements and process) (c/o NTPMO and HHRDB)
6. Conduct of activities preparatory to actual course offerings (c/o NTPMO)
 - i. Review of applications for participation in course/s and confirmation of nominated trainees' eligibility for admission (including confirmation of grant of official business time, access to PC and internet to trainees by sending agency)
 - ii. Conduct of orientation for Learning Facilitators and Resource Persons (See PowerPoint slides for orientation.)
 - iii. Registration management (including issuance of usernames, passwords to the course site and hard copy of MOP)
 - iv. Confirmation of access to course site by trainees and facilitators
7. Course implementation (c/o NTPMO)
8. Monitoring and evaluation (c/o NTPMO and HHRDB)
 - i. Creation and maintenance of database of course participants, including facilitators and resource persons (c/o NTPMO course facilitator)
 - ii. End-of-course evaluation by trainees and facilitators (c/o NTPMO course facilitator)
 - iii. Monitoring of performance of trained DOTS facility staff at every PIR or DQC (c/o RO NTP)
 - iv. Monitoring and annual evaluation of course implementation (c/o NTPMO; copy to HHRDB)

V. Capacity-building

To build the capacity of the DOH for online course management and subsequently offer on a regular basis the online NTP MOP course and other similar courses, the following critical initial steps are recommended:

1. Assign or engage professional/s with expertise in open and distance eLearning, and familiarity with the use of online learning management systems like the MOODLE, to develop new, or review and enhance existing online courses like the Online NTP MOP Course as well as assist in building the capacity of NTP staff for online course facilitation and management
2. Assign or engage IT experts for the creation, customization, and administration of the learning management system and course site/s as well as the server identified to host the site/s
3. Assign and build the capacity of an NTP Online Course Coordinator within the NTPMO to oversee the planning, implementation, monitoring and evaluation of all online NTP MOP course offerings, as well

as coordinate with other DOH units, sending agencies and other partners with regards their respective responsibilities as previously described

4. Identify and build the capacity of NTP staff who can serve as learning facilitators, and partners who can serve as resource persons or content experts during course development or updating. There should be at least one facilitator for every 10 trainees. Aim for male and female representation among the facilitators.
5. At least in the initial phase, DOH should consider partnering with an academic institution/open university that has the expertise listed above as well as the capacity to provide necessary support to the NTP Online Course Coordinator and facilitators as they gain experience in online teaching.