

# Chapter 4

## Designing NFP Training

The ultimate goal of an NFP Instructors Training Course is to ensure effective NFP service delivery programs. The likelihood of achieving this goal will be increased if the course developed provides instructors with the knowledge, attitudes, and skills needed to instruct clients effectively. Developing such a course involves the completion of several steps.

### Step 1

The first of these is to conduct a needs assessment as described in the previous chapter. By doing this, you have information about participants' knowledge of NFP and their perceptions of their educational and training needs. With this information, you can ask yourself, "What do these participants need to know and do to be able to instruct clients effectively?"

### Step 2

By answering this question, you will be able to generate a list of topics or content areas that need to be taught during the course.

### Step 3

You will then be able to develop the **objectives** for the course. An objective is a clearly written statement that describes what you want the participants to be able to do as a result of learning each content area. By writing an objective in this way, you will be able to measure the degree of learning that has taken place.

If you have never written objectives, it is easy to make the mistake of writing ones that focus on what you as the trainer plan to do, instead of objectives that state what the participants are to do as a result of the course. Keep in mind that they should be written to



state the behavior participants should demonstrate throughout the course. For example:

- Participants will be able to state the definition of NFP.
- Participants will be able to explain how mucus is observed.
- Participants will be able to discuss the positive and negative aspects of NFP.
- Participants will interpret case histories by applying the cervical mucus method rules.

#### Step 4

Designing an outline for your Course is the next step to complete. This process can be simplified by using a Training Outline Form, which can be useful when planning each day of a training course. It helps minimize the possibility of forgetting to include specific content areas, and helps you develop a training course that makes the best use of available time and materials. In addition, use of this form assists you further in determining what you want participants to learn, how you will facilitate this learning, and how you will evaluate that learning has taken place. A blank copy of the form has been included on page 214 of this Guide.

**TRAINING OUTLINE FORM**

Length	Objective	Content	Activity/Evaluation	Materials

The five aspects of the Training Outline Form and the meaning of each part are as follows:

**Length:** In this part, the amount of time to be spent on each objective is noted.

**Objective:** List the objectives you have already written in this column.

**Content:** List the topics you feel important to teach so that each objective will be met. Your list of content areas will be helpful when developing this section.

**Activity/Evaluation:** This is usually the most detailed of the five parts because the training methods you select will determine how information is taught and attitudes examined. They also determine how resources are shared, teaching is demonstrated and discussed, and skills are practiced. In this section, you will also want to include how the training and participants' learning are to be evaluated. This is a step often left out of a training outline, yet it is an extremely important one that enables you to determine if the objectives are being met.

**Materials:** In this column, include the materials, visual aids, books, and reading assignments that will be used.

**Step 5**

After you have completed the training outline, you will be able to develop your **agenda**, the final step in the course development process. The agenda is a list of the topics that will be covered during the course. They should be placed in the order in which they will be discussed on a daily basis. The amount of time devoted to each topic can also be added. It is important to note that you may have to change your agenda during the course as a result of participants' needs and learning abilities.

Now that we've discussed the basics of developing an Instructors Training Course, you have choices. If you have already developed a training course or use one developed by someone else, you can review it to see if the objectives are clearly stated, the training outline complete, and the agenda adequate. If you don't have a course available to use, you can develop your own, or you

may want to use our Training Outline Form, Activities and Trainer's Notes to help you with this process.

You may find that our Training Course is suitable for your use as it is, or you may find it needs modification to meet your NFP program's requirements, your own training style, and needs of participants. For example, modification may be needed because of funding or time constraints that necessitate decreasing the number of days of the course. Modification may also be needed so that you can best meet the needs of the participants. You may want to spend less time on some topics and more on others, depending on the participants' knowledge of and experience with NFP.

If you have never designed your own course, it is normal to feel a little overwhelmed. However, we are confident that with your experience, combined with the helpful suggestions in this Guide, you will feel a great sense of accomplishment by having created an effective course.

## **Course Agenda for the Introductory Session**

### **Day 1**

Welcome

Introduction

Status of NFP and Expectations

Assessment of Training Needs

Definitions and Effectiveness Rates of NFP Methods

Male Reproductive Anatomy and Physiology

External Female Reproductive Anatomy

Medical Terminology

First Impressions about NFP

### **Day 2**

Internal Female Reproductive Anatomy

Menstrual Physiology and Fertility Signs

Cervical Mucus Functions and Patterns

Cervical Mucus Observation and Recording

Basal Body Temperature Patterns

Basal Body Temperature Observation and Recording

**Day 3**

Cervix Functions and Patterns  
Cervix Checking and Recording  
Primary and Secondary Fertility Signs  
Using NFP Charts  
Cervical Mucus Method

**Day 4**

Review of Cervical Mucus Method  
Applying Cervical Mucus Method Rules  
Teaching Techniques  
Practice Teaching  
Basal Body Temperature Method  
Applying Basal Body Temperature Method Rules

**Day 5**

Calculation/BBT Method  
Applying Calculation/BBT Method Rules  
Advantages, Disadvantages, and Myths about NFP  
Symptothermal Method  
Applying Symptothermal Method Rules  
NFP Methods Review  
Closing Remarks

## **Course Agenda for the Advanced Session**

### **Day 1**

- Welcome
- Review of Fertility Signs and the Menstrual Cycle
- Charting NFP Rules
- Review of NFP Content

### **Day 2**

- Special Circumstances
- Premenopause
- Breastfeeding
- Stopping Birth Control Pills
- Practice Teaching
- Charting Vaginal Infections and Fever

### **Day 3**

- Basic Infertile Patterns
- Patterns of Fertility Signs
- Applying the Rules for Special Circumstances
- Final Review

### **Day 4**

- Final Test
- Abstinence and Relationship Issues
- Values Related to NFP Use

### **Day 5**

- Planning NFP Service Delivery
- Autonomy and NFP
- Use of NFP for Achieving Pregnancy
- Infertility
- Closing Remarks and Farewell

**The NFP Training Course  
Five-Day Introductory Session  
(Based on 6-1/2 Hours plus Breaks Each Day)**

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 1</b>					
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will receive a welcome from trainers and information about the training site.</li> </ul>	Registration, welcome	<ul style="list-style-type: none"> <li><input type="checkbox"/> Welcoming Participants                             <ul style="list-style-type: none"> <li>— Greet participants.</li> <li>— Conduct opening ceremony, if appropriate.</li> <li>— Discuss logistics, including food, breaks, lodging, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	p. 63
10 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will become acquainted with fellow participants and training staff.</li> </ul>	Introduction of participants and training staff	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Opening Exercise                             <ul style="list-style-type: none"> <li>— Ask participants to introduce themselves in turn.</li> <li>— Strike match (optional) and introduce self as long as match burns.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Name tags</li> <li>— Wooden matches</li> </ul>	p. 67
15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each participant will share the status of NFP at his/her agency or place of employment and state his/her own expectations for the workshop.</li> </ul>	Status of NFP and expectations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Status of NFP and Expectations                             <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide participants in groups of two.</li> <li>— Ask participants to discuss the questions and then present their partners' responses to the group.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Small pieces of paper with numbers written on them</li> <li>— Basket or hat</li> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	p. 68-69
5 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will                             <ul style="list-style-type: none"> <li>— identify their own perceptions of their existing knowledge about NFP.</li> <li>— list skills they would like to develop or strengthen.</li> </ul> </li> </ul>	Assessment of educational needs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Pretraining Self-Assessment                             <ul style="list-style-type: none"> <li>— Distribute self-assessment forms for participants to complete.</li> <li>— Collect forms and summarize responses during the break.</li> <li>— Modify training, if necessary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Pretraining Self-Assessment Form</li> </ul>	pp. 70-72

15 min.

**BREAK**

## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 1 (Cont'g)</b>					
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will discuss the agenda and any homework assignments.</li> </ul>	Agenda, handouts, homework	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Agenda, Handouts, and Homework</li> <li>— Review and discuss the agenda for the day, handouts, and homework assignments.</li> </ul>	<ul style="list-style-type: none"> <li>— Agenda, handouts</li> <li>— Homework</li> </ul>	p. 72 pp. 34-35
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will demonstrate existing knowledge about the reproductive systems and NFP by completing the pretest.</li> </ul>	Evaluation of participants' knowledge about reproduction and NFP	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Pretest</li> <li>— Hand out pretest to participants.</li> <li>— Remind them it is not a formal test, but a way to assess their knowledge.</li> <li>— Mention that it will help evaluate the course since the results of the post-test to be given to them later will measure the progress of their learning.</li> </ul>	— Pretest	pp. 74-81
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will discuss the definition and effectiveness rates of NFP.</li> </ul>	Definitions and effectiveness rates of NFP methods	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Lecture on Definition and Effectiveness Rates of NFP Methods</li> <li>— Discuss definitions and effectiveness rates of NFP.</li> <li>— Compare research studies with NFP effectiveness rates in your program.</li> </ul>		pp. 82-84
<b>BREAK</b>					
1 hr. 15 min.					
1 hr.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will identify and explain the functions of at least eight parts of the male reproductive system.</li> <li>— list two major components of semen.</li> </ul>	Fertility awareness  Male reproductive anatomy and physiology	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Male Reproductive Anatomy and Female External Reproductive Anatomy</li> <li>— Explain activity.</li> <li>— Divide class into small groups.</li> <li>— Ask participants in each group to draw either the male reproductive system or external female reproductive system and label the parts.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> <li>— Posters or drawings of male and female anatomy</li> </ul>	pp. 85-88

### Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 1 (Cont'd)</b>					
	<ul style="list-style-type: none"> <li>— identify the source of preejaculatory fluid.</li> <li>— identify and explain at least six external parts of the female reproductive anatomy.</li> </ul>	Female external reproductive anatomy	<ul style="list-style-type: none"> <li>— Ask the reporters to present their group's drawing.</li> <li>— Correct misinformation and provide feedback.</li> </ul>	— Tape or pins	
25 min.	<ul style="list-style-type: none"> <li>□ Participants will discuss the use of medical terminology with clients.</li> </ul>	Using medical terminology appropriately	<ul style="list-style-type: none"> <li>□ Activity: Using Medical Terminology               <ul style="list-style-type: none"> <li>— Discuss the terminology used to label the drawings from the previous exercise.</li> <li>— Identify medical terminology to be used with clients.</li> </ul> </li> </ul>	— Large pieces of paper with drawings of male and female anatomy from previous exercise	p. 89
<b>BREAK</b>					
1 hr.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— share their attitudes about NFP with the members of the group.</li> <li>— label each attitude as an advantage, disadvantage, or myth.</li> </ul> </li> </ul>	First impressions about NFP  Advantages, disadvantages, and myths about NFP	<ul style="list-style-type: none"> <li>□ Activity: First Impressions about NFP               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into small groups.</li> <li>— Ask small groups to discuss and list their first impressions about NFP.</li> <li>— Ask the reporter of each small group to present their group's impressions about NFP.</li> <li>— Review the statements on the lists and label each as an advantage, disadvantage, or myth.</li> <li>— Save lists to use later when discussing periodic abstinence.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 90-91
30 min.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— assess knowledge gained from the day.</li> </ul> </li> </ul>	Evaluation of training process	<ul style="list-style-type: none"> <li>□ Activity: Reflections               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Ask participants to describe issues or thoughts about the day's training.</li> </ul> </li> </ul>	— Large pieces of paper or chalkboard	pp. 92-94

## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 1 (Cont'd)</b>					
	<ul style="list-style-type: none"> <li>— provide feedback to trainers.</li> <li>— increase training skills.</li> </ul>		<ul style="list-style-type: none"> <li>— Encourage participants to volunteer to lead the Reflections activity during the remaining days of the course</li> </ul>	<ul style="list-style-type: none"> <li>— Felt pens or chalk</li> <li>— Sign-up sheet for Reflections</li> <li>— Tape or pins</li> </ul>	
<b>DAY 2</b>					
30 min	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— share issues and thoughts they wish to discuss prior to the start of the day.</li> <li>— provide feedback to trainers.</li> <li>— increase training skills.</li> </ul> </li> </ul>	Evaluation of training process	<ul style="list-style-type: none"> <li>□ Activity: Where Are We?               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Ask participants to describe issues and thoughts about the training course.</li> <li>— Encourage participants to volunteer to lead the Where Are We? activity during the remaining days of the course.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Sign-up sheet for Where Are We?</li> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> </ul>	pp. 97-98
1 hr. 30 min.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— identify and explain the functions of six parts of the internal female reproductive anatomy</li> <li>— define menstrual cycle.</li> <li>— list three primary fertility signs.</li> <li>— identify changes that occur in cervical mucus, BBT, cervix, and uterine lining as ovulation is approaching.</li> <li>— identify changes that occur in cervical</li> </ul> </li> </ul>	<p>Internal female reproductive anatomy</p> <p>Menstrual physiology and fertility signs</p> <p>Introduction to primary fertility signs</p>	<ul style="list-style-type: none"> <li>□ Activity: Internal Female Reproductive Anatomy, Menstrual Physiology, and Primary Fertility Signs               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into six groups.</li> <li>— Distribute worksheet.</li> <li>— Allow 20 minutes to answer questions.</li> <li>— Ask each small group to report to the large group.</li> <li>— Correct misinformation and provide feedback.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> <li>— Worksheet: Discussion of Female Reproductive Anatomy and Menstrual Physiology</li> <li>— Posters or drawings of male and female anatomy</li> </ul>	p. 99-108

## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 2 (Cont'd)</b>					
	mucus, BBT, cervix, and uterine lining after ovulation has occurred.				
<b>15 min.</b>					
50 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will               <ul style="list-style-type: none"> <li>— list three functions of fertile mucus.</li> <li>— list two functions of infertile mucus.</li> <li>— define vaginal sensations.</li> <li>— discuss a typical pattern of cervical mucus and vaginal sensations during a normal menstrual cycle.</li> </ul> </li> </ul>	Cervical mucus functions and patterns	<input type="checkbox"/> Activity: Lecturette on Cervical Mucus Patterns and Functions <ul style="list-style-type: none"> <li>— Discuss cervical mucus patterns and functions by asking participants to respond to discussion questions.</li> <li>— Record main points on large pieces of paper.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> <li>— Samples of material that resemble different qualities of mucus</li> </ul>	pp. 109-113
<b>BREAK</b>					
<b>1 hr. 15 min.</b>					
1 hr.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will               <ul style="list-style-type: none"> <li>— define dry days.</li> <li>— define peak day.</li> <li>— discuss the time of ovulation as it relates to the peak day.</li> <li>— discuss the techniques for external checking of cervical mucus.</li> <li>— explain the meaning of the symbols used to record mucus.</li> </ul> </li> </ul>	Cervical mucus observation and recording	<input type="checkbox"/> Activity: Lecturette on Observing and Recording Cervical Mucus <ul style="list-style-type: none"> <li>— Discuss how to observe and record cervical mucus.</li> <li>— Present, review, and reinforce information by asking a series of questions.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> <li>— Sample chart with symbols</li> </ul>	pp. 114-121

Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
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DAY 2 (Cont'd)

- demonstrate recording of cervical mucus patterns.
- identify the Cervical Mucus Method system of recording mucus.

45 min.	<ul style="list-style-type: none"> <li>□ Participants will practice systems of charting cervical mucus and vaginal sensations.</li> </ul>	Cervical mucus practice charting	<ul style="list-style-type: none"> <li>□ Activity: Charting Cervical Mucus                             <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Distribute case histories and blank charts.</li> <li>— Based on the information in the case histories, ask participants to complete the blank charts.</li> <li>— Discuss participants' charting of the case histories.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Case Histories: Charting Cervical Mucus</li> <li>— Blank NFP charts</li> </ul>	pp. 122-127
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BREAK

15 min.

1 hr.	<ul style="list-style-type: none"> <li>□ Participants will                             <ul style="list-style-type: none"> <li>— define thermal shift.</li> <li>— discuss the timing of ovulation as it relates to the thermal shift.</li> <li>— explain the typical BBT pattern that occurs during a normal ovulatory menstrual cycle.</li> <li>— state the number of days in which the BBT usually remains elevated from the day of the thermal shift to the end of the menstrual cycle.</li> </ul> </li> </ul>	Basal body temperature patterns, observing, and recording	<ul style="list-style-type: none"> <li>□ Activity: Lecturette on Observing and Recording Basal Body Temperature                             <ul style="list-style-type: none"> <li>— Discuss how to observe and record BBT.</li> <li>— Present, review, and reinforce information by asking a series of questions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large BBT chart</li> <li>— Thermometer (optional)</li> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 128-134
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## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 2 (Cont'd)</b>					
30 min.	<ul style="list-style-type: none"> <li>— list at least five steps to be followed in the monitoring of the BBT.</li> <li>— identify at least two variations of a normal BBT pattern.</li> </ul> <p><input type="checkbox"/> Participants will share thoughts and issues regarding the training day.</p>	Evaluation of training process	<p><input type="checkbox"/> Activity: Reflections and Written Training Evaluation</p> <ul style="list-style-type: none"> <li>— Ask participant to lead the Reflections activity.</li> <li>— Distribute evaluation forms for participants to complete and return to you.</li> <li>— Review forms.</li> </ul>	<ul style="list-style-type: none"> <li>— Evaluation forms</li> <li>— Sign-up sheet for Reflections</li> </ul>	<p>pp. 135-136</p> <p>pp. 92-94</p>
<b>DAY 3</b>					
30 min.	<p><input type="checkbox"/> Participants will</p> <ul style="list-style-type: none"> <li>— share issues and thoughts they wish to discuss prior to the start of the day</li> <li>— provide feedback to trainers.</li> <li>— increase training skills.</li> </ul>	Evaluation of training process	<p><input type="checkbox"/> Activity: Where Are We?</p> <ul style="list-style-type: none"> <li>— Ask one of the participants to lead the exercise.</li> <li>— Provide feedback to the participant.</li> </ul>	<ul style="list-style-type: none"> <li>— Sign-up sheet for Where Are We?</li> </ul>	pp. 97-98
45 min.	<p><input type="checkbox"/> Participants will</p> <ul style="list-style-type: none"> <li>— explain typical changes of the cervix that occur during a normal menstrual cycle.</li> <li>— discuss technique for checking of the cervix.</li> </ul>	Cervix functions, patterns, checking, and recording	<p><input type="checkbox"/> Activity: Lecturette on Cervical Changes</p> <ul style="list-style-type: none"> <li>— Discuss cervical changes.</li> <li>— Encourage class participation and reinforce main points.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> <li>— Blank NFP chart</li> </ul>	pp. 139-141

## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 3 (Cont'd)</b>					
30 min.	<ul style="list-style-type: none"> <li>— explain how cervical changes are recorded.</li> <li><input type="checkbox"/> Participants will identify at least four secondary fertility signs and review primary fertility signs.</li> </ul>	<p>Secondary fertility signs</p> <p>Review of primary fertility signs</p>	<input type="checkbox"/> Activity: Primary and Secondary Fertility Signs <ul style="list-style-type: none"> <li>— Generate a list of secondary fertility signs.</li> <li>— Review primary and secondary fertility signs by asking discussion questions.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 142-144
1 hr. 15 min.	<input type="checkbox"/> Participants will accurately complete an NFP chart.	Recording fertility signs on NFP charts	<input type="checkbox"/> Activity: Using NFP Charts <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into small groups.</li> <li>— Give each group four case histories to record on blank NFP charts.</li> <li>— Ask each small group to present one case history.</li> <li>— Discuss case histories, correcting misinformation.</li> </ul>	<ul style="list-style-type: none"> <li>— Blank NFP charts</li> <li>— Case Histories: Using NFP Charts</li> </ul>	pp. 108-156
<b>BREAK</b>					
2 hrs.	<input type="checkbox"/> Participants will <ul style="list-style-type: none"> <li>— describe Cervical Mucus Method Rules.</li> <li>— explain why menstrual bleeding is considered a potentially fertile time.</li> <li>— explain the Alternate Dry Day Rule and discuss the rationale for its use.</li> </ul>	<p>Cervical Mucus Method Rules</p>	<input type="checkbox"/> Activity: Cervical Mucus Method Rules <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into small groups.</li> <li>— Ask each group to answer a set of questions.</li> <li>— Ask the reporter of each group to present the group's answers to the questions.</li> <li>— Correct any misinformation and discuss the rationale for each rule.</li> </ul>	<ul style="list-style-type: none"> <li>— Worksheet: Discussion of the Cervical Mucus Method Rules</li> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 157-163

1 hr. 15 min.

2 hrs.

## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 3 (Cont'd)</b>					
30 min.	<ul style="list-style-type: none"> <li>— explain the Early Mucus Rule and discuss the rationale for its use.</li> <li>— explain the Peak Day Rule and discuss the rationale for its use.</li> </ul>	Evaluation of training process	<input type="checkbox"/> Activity: Reflections <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Ask participants to describe issues or thoughts about the day's training.</li> <li>— Encourage participants to volunteer to lead the Reflections activity during the remaining days of the course.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Sign-up sheet for Reflections</li> </ul>	pp. 92-94
<b>DAY 4</b>					
30 min.	<input type="checkbox"/> Participants and trainers will <ul style="list-style-type: none"> <li>— share issues and thoughts they wish to discuss prior to the start of the day.</li> <li>— provide feedback to trainers.</li> <li>— increase training skills.</li> </ul>	Evaluation of training process	<input type="checkbox"/> Activity: Where Are We? <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Ask participants to describe issues and thoughts about the training course.</li> <li>— Encourage participants to volunteer to lead the Where Are We? activity during the remaining days of the course.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Sign-up sheet for Where Are We?</li> </ul>	pp. 97-98
30 min.	<input type="checkbox"/> Participants will explain the Cervical Mucus Method Rules.	Review Cervical Mucus Method Rules	<input type="checkbox"/> Activity: Lecturette to Review Cervical Mucus Method Rules <ul style="list-style-type: none"> <li>— Review Cervical Mucus Method Rules with participants.</li> <li>— Ask questions and have participants respond on large pieces of paper.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	p. 167

## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 4 (Cont'd)</b>					
<b>BREAK</b>					
15 min.					
45 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will interpret case histories by applying the Cervical Mucus Method Rules.</li> </ul>	Application of Cervical Mucus Method Rules to case histories	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Applying Cervical Mucus Method Rules               <ul style="list-style-type: none"> <li>— Give each participant six case histories to interpret using the Cervical Mucus Method Rules.</li> <li>— Ask participants to explain their interpretation of the case history.</li> <li>— Correct misinformation and review rules, if appropriate.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Case Histories Applying Cervical Mucus Method Rules</li> </ul>	pp. 168-170
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will discuss specific techniques to improve their teaching skills.</li> </ul>	Teaching techniques	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Teaching Techniques               <ul style="list-style-type: none"> <li>— Generate a list of effective teaching techniques.</li> <li>— Actively discuss these techniques by eliciting participants' answers to the discussion questions.</li> <li>— Review teaching principles and the techniques described in the trainers' notes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 171-174
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will practice specific techniques to improve their teaching skills.</li> </ul>	Practice teaching	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Practice Teaching               <ul style="list-style-type: none"> <li>— Ask participants to prepare a 5-minute presentation on a topic other than NFP.</li> <li>— Introduce Rules of Feedback.</li> <li>— Discuss the presentations following the Rules of Feedback.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Rules of Feedback</li> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 175-177
<b>BREAK</b>					
<b>1 hr.</b>					

## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 4 (Cont'd)</b>					
1 hr.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— discuss variations of BBT patterns</li> <li>— state the Thermal Shift Rule and discuss the rationale for its use.</li> <li>— discuss when ovulation occurs in relation to the thermal shift.</li> </ul> </li> </ul>	BBT Method	<ul style="list-style-type: none"> <li>□ Activity: Lecturette on BBT Method Rules               <ul style="list-style-type: none"> <li>— Draw BBT patterns on large pieces of paper.</li> <li>— Present BBT Method Rules and patterns by asking the discussion questions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> </ul>	pp. 178-181
1 hr.	<ul style="list-style-type: none"> <li>□ Participants will apply the BBT Method Rules to case histories.</li> </ul>	Application of Basal Body Temperature Method Rules to case histories	<ul style="list-style-type: none"> <li>□ Activity: Applying BBT Method Rules               <ul style="list-style-type: none"> <li>— Divide the class into three small groups.</li> <li>— Give each group five case histories to interpret using the BBT Method Rules.</li> <li>— Ask each group to present one of the case histories.</li> <li>— Correct misinformation and review rules.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> <li>— Case Histories: Applying BBT Method Rules</li> <li>— Pens or pencils</li> </ul>	pp. 182-186
<b>15 min.</b>					
1 hr.	<ul style="list-style-type: none"> <li>□ Participants will learn specific techniques to improve their teaching skills.</li> </ul>	Practice teaching	<ul style="list-style-type: none"> <li>□ Activity: Practice Teaching (continued)               <ul style="list-style-type: none"> <li>— Ask participants to prepare a 5-minute presentation on a topic other than NFP.</li> <li>— Discuss the presentation following the Rules of Feedback.</li> </ul> </li> </ul>		
10 min.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— assess knowledge gained from the day</li> <li>— provide feedback to trainers.</li> </ul> </li> </ul>	Evaluation of training process	<ul style="list-style-type: none"> <li>□ Activity: Reflections               <ul style="list-style-type: none"> <li>— Explain activity</li> <li>— Ask participants to describe issues or thoughts about the day's training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> </ul>	pp. 175-177

## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 4 (Cont'd)</b>					
	— increase training skills.		— Encourage participants to volunteer to lead the Reflections activity during the remaining days of the course.	— Sign-up sheet for Reflections	
<b>DAY 5</b>					
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants and trainers will share issues and thoughts they wish to discuss prior to the start of the day.</li> </ul>	Evaluation of training process	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Where Are We? (led by participant)               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Ask participants to describe issues and thoughts about the training course.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper</li> <li>— Felt pens</li> <li>— Sign-up sheet for "Where are We?"</li> </ul>	pp. 97-98
30 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will:               <ul style="list-style-type: none"> <li>— explain the 20-Day Calculation Rule.</li> <li>— discuss the use of the 20-Day Calculation and Thermal Shift Rules to determine the fertile and infertile phases of the menstrual cycle.</li> </ul> </li> </ul>	Calculation/BBT Method	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Lecture on the Calculation/BBT Method               <ul style="list-style-type: none"> <li>— Describe the Calculation/BBT Method.</li> <li>— Using examples, demonstrate how to calculate the 20-Day Rule.</li> <li>— Discuss observing cervical mucus in combination with the Calculation/BBT Method.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 189-190
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will apply the Calculation/BBT Method to case histories.</li> </ul>	Application of Calculation/BBT Method Rules to case histories	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Applying Calculation/BBT Method Rules               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into small groups.</li> <li>— Give each group case histories to interpret using the Calculation/BBT Method Rules.</li> <li>— Ask each group to present one of the case histories.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Case Histories: Applying Calculation/BBT Method Rules</li> <li>— Pens or pencils</li> </ul>	pp. 191-195

## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 5 (Cont'd)</b>					
			— Clarify misinformation and reinforce main points.		
<b>BREAK</b>					
15 min.					
1 hr. 15 min.	<ul style="list-style-type: none"> <li>□ Participants will identify ways to discuss with clients advantages, disadvantages, and myths about NFP and periodic abstinence.</li> </ul>	<ul style="list-style-type: none"> <li>Advantages, disadvantages, and myths about NFP and periodic abstinence</li> </ul>	<ul style="list-style-type: none"> <li>□ Activity: Advantages, Disadvantages, and Myths about NFP               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide the class into small groups.</li> <li>— Assign two advantages and two disadvantages about NFP to each group.</li> <li>— Ask participants to discuss how they would talk about these issues with clients.</li> <li>— Ask participants to share their responses with the entire class.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— List of advantages and disadvantages generated by participants during previous activity</li> </ul>	pp. 196-198
<b>BREAK</b>					
1 hr.					
30 min.	<ul style="list-style-type: none"> <li>□ Participants will explain the Symptothermal Method Rules.</li> </ul>	<ul style="list-style-type: none"> <li>Symptothermal Method Rules</li> </ul>	<ul style="list-style-type: none"> <li>□ Activity: Lecturette on Symptothermal Method Rules               <ul style="list-style-type: none"> <li>— Discuss the Symptothermal Method Rules with participants by asking specific questions.</li> <li>— As the questions are answered, ask participants to volunteer to write the responses on large pieces of paper.</li> <li>— Correct misinformation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 199-201
45 min.	<ul style="list-style-type: none"> <li>□ Participants will interpret case histories by applying Symptothermal Method Rules.</li> </ul>	<ul style="list-style-type: none"> <li>Application of Symptothermal Method Rules to case histories</li> </ul>	<ul style="list-style-type: none"> <li>□ Activity: Applying Symptothermal Method Rules               <ul style="list-style-type: none"> <li>— Ask each participant to interpret the case histories by applying Symptothermal Method Rules.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Case Histories: Applying Symptothermal Method Rules</li> <li>— Pens or pencils</li> </ul>	pp. 202-206

## Introductory Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 5 (Cont'd)</b>					
			<ul style="list-style-type: none"> <li>— Ask participants to explain their interpretations.</li> <li>— Review rules by asking discussion questions.</li> </ul>		
<b>BREAK</b>					
30 min.	<ul style="list-style-type: none"> <li>□ Participants will answer questions regarding Cervical Mucus, Symptothermal, Basal Body Temperature, and Cal-culation/BBT Methods.</li> </ul>	NFP methods review	<ul style="list-style-type: none"> <li>□ Activity: NFP Methods Review               <ul style="list-style-type: none"> <li>— Lead a question and answer discussion to review all NFP methods.</li> <li>— Answer questions and correct misinformation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 207-211
30 min.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— prepare an outline for teaching future NFP clients.</li> <li>— assess knowledge gained during the week and increase their evaluation skills.</li> </ul> </li> </ul>	Closure of the Introductory Session	<ul style="list-style-type: none"> <li>□ Activity: Closing Remarks               <ul style="list-style-type: none"> <li>— Discuss homework assignments to be completed prior to the Advanced Session.</li> <li>— Evaluate the Introductory Session.</li> <li>— Invite participants to attend the Advanced Session.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Homework assignments</li> <li>— Written evaluation forms</li> <li>— Training Outline</li> </ul>	p. 136 pp. 212-214

**The NFP Training Course  
Five-Day Advanced Session  
(Based on 6-1/2 Hours plus Breaks Each Day)**

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 1</b>					
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants and trainers will               <ul style="list-style-type: none"> <li>— share issues and thoughts they wish to discuss prior to the start of the day.</li> <li>— provide feedback for trainers.</li> <li>— increase training skills.</li> </ul> </li> <li><input type="checkbox"/> Participants will discuss agenda, homework, and preparation for the final test.</li> </ul>	Evaluation of training process	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Where Are We?               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Ask participants to describe issues and thoughts about the training course.</li> <li>— Encourage participants to volunteer to lead the Where Are We? activity during the remaining days of the course.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Participant sign-up sheet for Where Are We?</li> <li>— Name tags</li> </ul>	pp. 97-98
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will discuss agenda, homework, and preparation for the final test.</li> </ul>	Agenda, homework, and preparation for final test	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Agenda, Handouts, Homework, and Final Test               <ul style="list-style-type: none"> <li>— Review agenda, handouts, and any homework.</li> <li>— Discuss when final test will be given.</li> <li>— Encourage questions about final test.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Agenda</li> </ul>	p. 36
1 hr.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will answer and clarify questions and concerns as they relate to information about the menstrual cycle and fertility signs.</li> </ul>	Review of fertility signs and the menstrual cycle	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Lecturette on Reviewing Fertility Signs and the Menstrual Cycle               <ul style="list-style-type: none"> <li>— Discuss major points about fertility signs and the menstrual cycle by asking participants to respond to discussion questions.</li> <li>— Record main points on large pieces of paper or on chalkboard.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 219-221
1 hr. 15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will apply Cervical Mucus Method, Symptothermal, and Calculation/BBT Method Rules to case histories.</li> </ul>	Charting NFP rules	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Charting NFP Rules               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into small groups of three or four.</li> <li>— Give each small group case histories to interpret.</li> <li>— Ask the reporters to present their groups' charts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Case Histories: NFP Rules</li> </ul>	pp. 222-234

## Advanced Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 1 (Cont'd)</b>					
			<ul style="list-style-type: none"> <li>— Ask class to add or correct any information.</li> <li>— Correct misinformation and make additional points as needed.</li> </ul>		
<b>BREAK</b>					
1 hr. 15 min.					
2 hrs. 30 min. (including 15 min. break as needed)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will               <ul style="list-style-type: none"> <li>— demonstrate appropriate teaching skills using NFP content.</li> <li>— appropriately teach given assignments.</li> </ul> </li> </ul>	Review of NFP content	<input type="checkbox"/> Activity: Review of NFP Content <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into small groups of three or four.</li> <li>— Ask each group to answer a set of questions.</li> <li>— Ask the reporters of the groups to present their groups' answers.</li> <li>— Ask class to give feedback.</li> <li>— Correct misinformation and make additional points as needed.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> <li>— Worksheet: Review of NFP Content</li> </ul>	pp. 235-239
15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will               <ul style="list-style-type: none"> <li>— assess knowledge gained from the day.</li> <li>— provide feedback for trainers.</li> <li>— increase training skills.</li> </ul> </li> </ul>	Evaluation of training process	<input type="checkbox"/> Activity: Reflections <ul style="list-style-type: none"> <li>— Ask participant to lead the Reflections activity.</li> <li>— Distribute evaluation forms for participants to complete and return to you.</li> <li>— Review forms.</li> </ul>	<ul style="list-style-type: none"> <li>— Participant sign-up sheet for Reflections</li> </ul>	pp. 92-94
<b>DAY 2</b>					
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants and trainers will               <ul style="list-style-type: none"> <li>— share issues and thoughts they wish to discuss prior to the start of the day.</li> </ul> </li> </ul>	Evaluation of training process	<input type="checkbox"/> Activity: Where Are We? <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Ask participants to describe issues and thoughts about the training course.</li> </ul>	<ul style="list-style-type: none"> <li>— Participant Sign-Up Sheet for Where Are We?</li> </ul>	pp. 97-98

## Advanced Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 2 (Cont'd)</b>					
	<ul style="list-style-type: none"> <li>— provide feedback for trainers.</li> <li>— increase training skills.</li> </ul>				
40 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will               <ul style="list-style-type: none"> <li>— state four special circumstances.</li> <li>— state three causes of anovulation and delayed ovulation.</li> </ul> </li> </ul>	Special circumstances	<input type="checkbox"/> Activity: Lecturette on Special Circumstances <ul style="list-style-type: none"> <li>— Define special circumstances.</li> <li>— Discuss categories of special circumstances.</li> <li>— Discuss causes of anovulation and delayed ovulation.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 243-244
45 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will               <ul style="list-style-type: none"> <li>— define menopause and premenopause.</li> <li>— state the normal age range of menopause.</li> <li>— list three common symptoms of premenopause.</li> <li>— discuss when a premenopausal woman should begin to use Special Circumstances Rules.</li> <li>— discuss the use of vaginal lubricants and their effect on the ability of the woman to assess her mucus pattern.</li> <li>— discuss the need to refer postmenopausal women for a medical evaluation if vaginal</li> </ul> </li> </ul>	Premenopause as a special circumstance	<input type="checkbox"/> Activity: Premenopause <ul style="list-style-type: none"> <li>— Write questions on large pieces of paper or on chalkboard.</li> <li>— Use question-and-answer discussion by asking the class questions related to special circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 245-248

## Advanced Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 2 (Cont'd)</b>					
15 min.	bleeding occurs. — identify a range of feelings that can be experienced by women as a result of becoming premenopausal.				
50 min.	<input type="checkbox"/> Participants will — define full breastfeeding. — discuss why women often experience anovulation when breastfeeding. — identify at least two factors that can cause ovulation to occur while breastfeeding. — discuss why breastfeeding can be used as a method of NFP.	Breastfeeding as a special circumstance and a natural method of family planning	<input type="checkbox"/> Activity: Lecturette on breastfeeding — Generate a list of advantages of breastfeeding. — Discuss cultural beliefs about breastfeeding. — Discuss the effects of breastfeeding on a woman's fertility.	— Large pieces of paper or chalkboard — Felt pens or chalk — Tape or pins	pp. 248-251
30 min.	<input type="checkbox"/> Participants will — discuss return of ovulation after discontinuing use of birth control pills. — state the rules that can be used by women who discontinue birth control pills.	Stopping birth control pills as a special circumstance	<input type="checkbox"/> Lecturette on Discontinuation of Birth Control Pills — Discuss major points about discontinuing birth control pills and its effect on the menstrual cycle and fertility signs. — Discuss the use of NFP with this special circumstance. — Record main points on large pieces of paper or on chalkboard.	— Large pieces of paper or chalkboard — Felt pens or chalk — Tape or pins	p. 253

## Advanced Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 2 (Cont'd)</b>					
<b>BREAK</b>					
1 hr, 15 min.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— demonstrate teaching of correct information.</li> <li>— use appropriate teaching techniques.</li> </ul> </li> </ul>	Practice teaching	<ul style="list-style-type: none"> <li>□ Activity: Practice Teaching               <ul style="list-style-type: none"> <li>— Explain activity</li> <li>— Ask participants to present a portion of their NFP training assignment.</li> <li>— Ask class to give feedback on both the content of the presentation and how the information was taught.</li> <li>— Provide feedback to reinforce NFP content and positive teaching techniques.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Materials as needed by each individual participant</li> <li>— Guide for Evaluating Practice Teaching</li> <li>— Rules of Feedback</li> </ul>	pp. 255-257
<b>BREAK</b>					
15 min.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— record case histories of vaginal infections and fever correctly on blank NFP charts.</li> <li>— discuss how a vaginal infection can affect a woman's ability to observe cervical mucus.</li> <li>— discuss the health implications of having intercourse during a vaginal infection.</li> <li>— identify NFP rules that can be used during the presence of a vaginal infection.</li> <li>— state the two ways fever can affect the</li> </ul> </li> </ul>	Charting vaginal infections and fever	<ul style="list-style-type: none"> <li>□ Activity: Charting of Vaginal Infections and Fever               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into five small groups.</li> <li>— Give each small group case histories to complete.</li> <li>— Ask the reporter of each group to present group's case history.</li> <li>— Ask large group to add or correct any information.</li> <li>— Correct misinformation and clarify charting issues as needed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Case Histories: Vaginal Infections and Fevers</li> <li>— Blank NFP charts</li> </ul>	pp. 258-268



## Advanced Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAYS (Cont'd)</b>					
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will               <ul style="list-style-type: none"> <li>— define basic infertile pattern.</li> <li>— explain how to determine the basic infertile pattern.</li> </ul> </li> </ul>	Basic infertile patterns	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Lecturette on the Basic Infertile Patterns               <ul style="list-style-type: none"> <li>— Discuss the different types of basic infertile patterns and how these can be determined by the client.</li> <li>— Write patterns on large pieces of paper or on chalkboard.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 271-272
1 hr.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will               <ul style="list-style-type: none"> <li>— discuss the patterns of fertility signs during anovulation and delayed ovulation.</li> <li>— explain use of Mucus Patch and Alternate Dry Day Rules with the basic infertile patterns.</li> <li>— answer and discuss questions about special circumstances.</li> </ul> </li> </ul>	Special circumstances <ul style="list-style-type: none"> <li>— patterns of fertility signs</li> <li>— Alternate Dry Day Rule</li> <li>— Mucus Patch Rule</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Lecturette on Patterns of Fertility Signs and NFP Rules Used with Special Circumstances               <ul style="list-style-type: none"> <li>— Review and reinforce information relating to special circumstances by question-and-answer discussion with the large group.</li> <li>— Ask questions related to use of NFP by women with special circumstances.</li> <li>— Write questions on large pieces of paper or on chalkboard.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 273-278
15 min.	<b>BREAK</b>				
1 hr. 15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will be able to apply Alternate Dry Day and Mucus Patch Rules to case studies of special circumstances.</li> </ul>	Application of Special Circumstances Rules	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Applying Special Circumstances Rules               <ul style="list-style-type: none"> <li>— Divide class into small groups of five.</li> <li>— Give each small group case histories to interpret.</li> <li>— Ask reporter from each small group to present his/her group's charts.</li> <li>— Correct misinformation and make additional points as needed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Case Histories: Alternate Dry Day and Mucus Patch Rules</li> <li>— Blank NFP charts</li> </ul>	pp. 279-287
1 hr. 15 min.	<b>BREAK</b>				

## Advanced Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>Day 3 (Cont'd)</b>					
2 hrs.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— learn specific techniques to improve their teaching skills.</li> <li>— identify and practice ways to deliver NFP client education.</li> </ul> </li> </ul>	Practice teaching	<ul style="list-style-type: none"> <li>□ Activity: Continuation of Practice Teaching               <ul style="list-style-type: none"> <li>— Review activity.</li> <li>— Review rules of feedback before first presentation.</li> <li>— Have group give feedback on both content of presentation and delivery style.</li> <li>— Provide feedback to reinforce NFP content and positive teaching techniques.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Materials as needed by each individual participant</li> <li>— Rules of Feedback</li> <li>— Guide for Evaluating Practice Teaching</li> </ul>	pp. 175-177
30 min.	<ul style="list-style-type: none"> <li>□ Participants will review any fertility awareness and NFP content they are unsure of prior to taking the final test.</li> </ul>	Final review of fertility signs, menstrual cycle, and NFP content	<ul style="list-style-type: none"> <li>□ Activity: Final Review               <ul style="list-style-type: none"> <li>— Use question-and-answer discussion to review fertility awareness and NFP.</li> <li>— Write questions on large pieces of paper or on chalkboard.</li> <li>— Ask participants to respond to the questions.</li> <li>— Correct misinformation and make additional points as needed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	p. 288
15 min.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— assess knowledge gained from the day.</li> <li>— provide feedback for trainers.</li> <li>— increase training skills.</li> </ul> </li> </ul>	Evaluation of training process	<ul style="list-style-type: none"> <li>□ Activity: Reflections               <ul style="list-style-type: none"> <li>— Ask participant to lead the Reflections activity.</li> <li>— Distribute evaluation forms for participants to complete and return to you.</li> <li>— Review forms.</li> </ul> </li> </ul>		pp. 92-94 p. 136

## Advanced Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 2</b>					
30 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants and trainers will               <ul style="list-style-type: none"> <li>— share issues and thoughts they wish to discuss prior to the start of the day.</li> <li>— provide feedback for trainers.</li> <li>— increase training skills.</li> </ul> </li> </ul>	Evaluation of training process	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Where Are We?               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Ask participants to describe issues and thoughts about the training course.</li> <li>— Encourage participants to volunteer to lead the Where Are We? activity during the remaining days of the course.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Sign-up sheet for Where Are We?</li> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> </ul>	pp. 97-98
3 hrs.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will demonstrate an understanding of fertility awareness and NFP content.</li> </ul>	Final test	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Final Test               <ul style="list-style-type: none"> <li>— Hand out final tests.</li> <li>— Give instructions for completing test.</li> <li>— Collect tests when completed.</li> <li>— Review each test question with class.</li> <li>— Ask class for correct answers.</li> <li>— Correct and add information as needed.</li> <li>— Discuss oral evaluation and schedule.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Final written test</li> <li>— Oral evaluation forms</li> </ul>	pp. 291-294
<b>BREAK</b>					
1 hr. 15 min.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will               <ul style="list-style-type: none"> <li>— discuss at least two physical and two non-physical ways couples can demonstrate affection and love.</li> <li>— discuss positive and negative aspects of periodic abstinence.</li> <li>— discuss ways in which</li> </ul> </li> </ul>	Abstinence and relationship issues	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity: Abstinence and Relationship Issues               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide group into small groups.</li> <li>— Have each group determine different ways to talk with/counsel couples with these case histories.</li> <li>— Ask the reporters from each small group to present cases from their groups.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Case Histories: Abstinence</li> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 295-300

## Advanced Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 4 (Cont'd)</b>					
15 min.			<b>BREAK</b>		
1 hr.	<p>Instructors can discuss abstinence with clients.</p> <p><input type="checkbox"/> Participants will identify their own values related to a variety of NFP issues.</p>	Values related to NFP use	<p><input type="checkbox"/> Activity: Values Related to NFP Use</p> <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Conduct activity.</li> <li>— Use question-and-answer format to discuss activity and ways in which participants' values can affect client teaching.</li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper</li> <li>— Felt pens</li> <li>— Tape or pins</li> </ul>	pp. 301-303
15 min.	<p><input type="checkbox"/> Participants will</p> <ul style="list-style-type: none"> <li>— assess knowledge gained from the day,</li> <li>— provide feedback for trainers,</li> <li>— increase training skills.</li> </ul>	Evaluation of training process	<p><input type="checkbox"/> Activity: Reflections</p> <ul style="list-style-type: none"> <li>— Ask participant to lead the Reflections activity.</li> <li>— Distribute evaluation forms for participants to complete and return to you.</li> <li>— Review forms.</li> </ul>	<ul style="list-style-type: none"> <li>— Evaluation forms</li> <li>— Sign-up sheet for Reflections</li> </ul>	pp. 92-94 p. 136
<b>DAY 5</b>					
30 min.	<p><input type="checkbox"/> Participants and trainer will</p> <ul style="list-style-type: none"> <li>— share issues and thoughts they wish to discuss prior to the start of the day.</li> <li>— provide feedback for trainers.</li> <li>— increase training skills.</li> </ul>	Evaluation of training process	<p><input type="checkbox"/> Activity: Where are We?</p> <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Ask participants to describe issues and thoughts about the training course.</li> </ul>	<ul style="list-style-type: none"> <li>— Sign-up sheet for Where Are We?</li> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> </ul>	pp. 97-98

## Advanced Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 5 (Cont'd)</b>					
2 hrs. 30 min. (including break as needed)	<ul style="list-style-type: none"> <li>□ Participants will discuss the major steps to be followed when developing NFP services.</li> </ul>	Planning NFP service delivery	<ul style="list-style-type: none"> <li>□ Activity: Planning NFP Service Delivery               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into small groups of two.</li> <li>— Ask small groups to respond to items on the worksheet.</li> <li>— Ask each participant to present his/her plans for NFP service delivery to the class.</li> <li>— Provide feedback and summarize major points.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Worksheet: Planning NFP Service Delivery</li> <li>— Large pieces of paper</li> <li>— Felt pens</li> <li>— Tape or pins</li> </ul>	pp. 305-308
<b>BREAK</b>					
1 hr. 15 min.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— define autonomy as it relates to NFP.</li> <li>— discuss criteria for determining when a user of NFP is autonomous.</li> </ul> </li> </ul>	Autonomy and NFP	<ul style="list-style-type: none"> <li>□ Activity: Autonomy and NFP               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into small groups of two.</li> <li>— Ask small groups to generate a list of characteristics of an autonomous user and questions NFP instructors can use to determine if the client is autonomous.</li> <li>— Ask reporter of each group to present to class.</li> <li>— Summarize responses, adding information as needed.</li> <li>— Using responses from the small group exercise, develop criteria with group for determining when a user is autonomous.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 310-311
30 min.	<ul style="list-style-type: none"> <li>□ Participants will be able to identify instructions for use of cervical mucus and basal body temperature</li> </ul>	Use of NFP for achieving pregnancy	<ul style="list-style-type: none"> <li>□ Activity: Lecturette on Achieving Pregnancy               <ul style="list-style-type: none"> <li>— Ask participants questions about NFP use to achieve pregnancy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or</li> </ul>	pp. 312-314

## Advanced Session (continued)

Length	Objectives	Content	Activities/Evaluation	Materials	See Page
<b>DAY 5 (Cont'd)</b>					
	for the purposes of achieving pregnancy.			chalk — Tape or pins	
<b>BREAK</b>					
30 min.	<ul style="list-style-type: none"> <li>□ Participants will               <ul style="list-style-type: none"> <li>— define infertility.</li> <li>— discuss at least two causes of male and female infertility.</li> <li>— identify patterns of mucus and BBT that might indicate potential fertility problems.</li> <li>— identify when to refer clients for infertility evaluation.</li> </ul> </li> </ul>	Infertility	<ul style="list-style-type: none"> <li>□ Activity: Lecturette on Infertility               <ul style="list-style-type: none"> <li>— Using question-and-answer format, generate a discussion about infertility.</li> <li>— Record main points on large pieces of paper or chalkboard.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Large pieces of paper or chalkboard</li> <li>— Felt pens or chalk</li> <li>— Tape or pins</li> </ul>	pp. 315-317
30 min.	<ul style="list-style-type: none"> <li>□ Participants will provide feedback about the training and say their good-byes.</li> </ul>	Final evaluation of training process	<ul style="list-style-type: none"> <li>□ Activity: Closing Exercise               <ul style="list-style-type: none"> <li>— Explain activity.</li> <li>— Divide class into small groups of two.</li> <li>— Ask each small group to complete their telegrams.</li> <li>— Ask each participant to present his/her telegram.</li> <li>— Hand out written evaluation form and collect at end of session.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>— Evaluation forms</li> <li>— List of names and addresses of participants</li> </ul>	p. 318 p. 136