

TRAINING MANUAL FOR THE ESTABLISHMENT OF CHILD DEVELOPMENT AND DISABILITY SERVICES IN BANGLADESH

CONTENTS OF MANUAL



EDITORS

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AND DISABILITY SERVICES IN BANGLADESH**





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Editors: Naila Zaman Khan and Humaira Muslima

FOREWORD

This manual is the outcome of almost three decades of experience, since 1992, gathered by Professor Naila Zaman Khan and her team (including Dr. Humaira Muslima, who joined her in 1998) in developing multi-professional expertise and establishing Child Development Centers (CDCs) (Shishu Bikash Kendra in Bangla) across Bangladesh. The main objective of these centers has been to assess, identify, diagnose and appropriately manage children, from newborn to 18 years, presenting with a wide range of neurodevelopmental delays, impairments and disabilities; within a child-friendly and family-friendly environment; and by a team of multidisciplinary professionals.

The first CDC was established within the Dhaka Shishu Hospital (DSH) in 1992 by Professor Khan, after her return to Bangladesh having completed a fellowship training and subsequently obtaining a doctoral degree from the Neurosciences Unit, Great Ormond Street Hospital for Children, Institute of Child Health, London, UK. Subsequently, utilizing the experiences gathered over several years, from 1997 onwards initiatives were taken to establish similar services under the pediatrics departments of various government and government-managed national hospitals such as the Chattagram Ma O Shishu Hospital (CMOSH), Bangladesh Institute for Rehabilitation of Disorders of Endocrine and Metabolism (BIRDEM), Bangabandhu Sheikh Mujib Medical University (BSMMU), Institute of Mother and Child Health (ICMH) Matuail, Dr. MR Khan Children's Hospital and Institute of Child Health (DMRKCH), Combined Military Hospital Dhaka (CMH), Center for Women and Child Health (CWCH) Ashulia; and some private hospitals such as Apollo Hospital Dhaka, and Square Hospital Dhaka.

The contents of the manual and the quality of the multi-professional training was validated when Professor Khan was given the responsibility of establishing CDCs within government tertiary medical college hospitals across Bangladesh through the Directorate General of Health Services, Ministry of Health and Family Welfare, Government of Bangladesh, as the National Coordinator, in 2008. She and her team of dedicated professionals carried out this responsibility meticulously till 2018, having established 15 CDCs within government medical college hospitals across the country.

There is still much to achieve. Given the numbers of medical college hospitals, both within the government and not-for-profit privately owned ones, and other private hospitals providing services to children, only a handful have fully established CDC services. Beyond Bangladesh also there are many countries where such services are still very rudimentary. I believe the contents of this manual will provide a rich source of training materials for those who want to train professionals in establishing similar services. I congratulate Professor Khan, Dr. Humaira Muslima and their team for publishing such a timely manual. I hope it brings benefits for children within and outside Bangladesh.

Professor Najmun Nahar
Dhaka
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NOTE FROM THE EDITORS

This manual is a complete curriculum developed by us to train a core team of doctors, psychologists and therapists towards the establishment of a fully functional Child Development (and Disability) Center (*Shishu Bikash Kendra* in Bangla) within hospitals and other similar health facilities.

The manual comprises of **7 modules** and an **Annexure**. The reader is advised to see the Contents page. Depending upon the subject matter, each module has sections and sub-sections. Tutorials are provided for teaching purposes.

The manual is divided into modules, each of which provides information and knowledge about a specific aspect of the service. Module 1 (section 1) provides an overview of the epidemiology of childhood impairments, disabilities and neurodevelopmental disorders within Bangladesh and rationale for establishing such a service. It is especially helpful for convincing policy makers and hospital administrations to mobilize adequate resources towards such a service. **Module 1** (section 2) outlines the responsibilities of the three multidisciplinary professionals who comprise the core members of a CDC, ie, Child Health Physician, Child Psychologist and Developmental Therapist. The responsibilities of two other members of the team, ie, an Office Manager, and a Cleaner, are also outlined. **Module 1** (section 3), through evidence-based research, demonstrates the need for the service in general, and for the professional team specifically, to be child-and-family friendly; provide a protective environment for the child, and reduce parental or primary care-provider stress. The need to motivate the CDC team to be empathetic, friendly and accessible is embedded within these tutorials; and cannot be overemphasized. **Module 1** (section 4) provides details about the physical space needed for a CDC, furniture requirements and list of equipment. We believe this section will be useful for existing hospitals who want to establish a CDC; as well as others who are planning the construction of CDC within new hospitals. (Note: The CDC model provided here is a basic one. A full-fledged department of Child Neurology and Development will need a much larger space with many other diagnostic facilities and clinical services included).

Module 2 consists of generic tutorials and lectures (for all three types of professionals) on the basic structure and functions of the brain and other parts of the nervous system; and, specifically, the neurobiology of the developing brain.

Modules 3, 4, and 5 focus on specific clinical services operated within a CDC; where the **Child Health Physician (Module 3)**, or the **Child Psychologist (Module 4)**, or the **Developmental Therapist (Module 5)** is the key professional, respectively. Each Clinic comprises on a Section where the objectives, contents and expertise needed for the professional is described; and lists are provided with annexures, where needed, of scales, tools and equipment. The sub-sections comprise the tutorials that provide the theoretical and clinical bases to run a particular clinic.

Module 6 provides a comprehensive description about the responsibilities of the CDC administration (mainly the Office Manager) to keep records, communicate with clients, and provide both continuity and transparency to the service. **Module 6** (Section 1) describes how to maintain an Appointments Diary, CDC Records by ID number, and Forms and Files for each specific clinic. **Module 6** (section 2) provides a data entry software development information so that all children's attendances can be digitalized. **Module 6** (section 3) provides a template for clinical audit by week, month and year. **Module 6** (section 4) provides a template for financial auditing. **Module 6** (section 5) provides a template for writing a full report about a child, which is often requested by the family. **Module 6** (section 6) provides a tutorial on all the above-mentioned aspects of a CDC administration, to train Office Managers.

Module 7 (and sub-sections 1,2 and 3) describe the ideal placements for every trainee outside the training institution so that a comprehensive idea of common disorders leading to childhood disabilities, and their rehabilitational, educational, and social implications can be put into perspective. It should also provide the trainee with an idea of what kinds of supports are, or are not, available within a given geographical area or country which can be availed by their clients.

The **Annexure** at the end of the manual provides lists of tests, scales, and forms related to, and referenced by a particular Clinic or Tutorial.

Naila Zaman Khan and Humaira Muslima





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